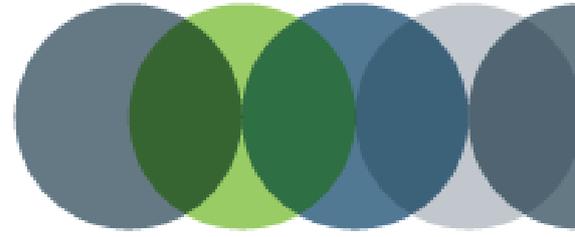# Kokoda Youth Mentoring Program

Mentoring and supporting young people experiencing difficult circumstances.

June 2011

Kokoda Youth Mentoring Program

Mentoring and supporting young people experiencing difficult circumstances

Outlining the program logic of the Kokoda Youth Mentoring Program as delivered by the Mallee Accomodation & Support Program to clearly evaluate the outcomes achieved and to identify effective practice.

The Organisation

Mallee Accommodation & Support Program (MASP) exists to help alleviate the impacts of homelessness, abuse, suffering and disadvantage in the communities of the Mallee Region.

It achieves this through delivering a range of services and programs aimed at vulnerable children, youth and families, the disabled and frail aged and the homeless or those people at risk of homelessness.

The overall aim is to deliver a coordinated service which facilitates the most appropriate, timely and cost effective support to people in need.

MASP endeavours to provide services that are both timely and appropriate and which will achieve the best possible outcomes for those people seeking help. The organisation has a 25 year history in service delivery and is a major provider of youth services within the Mallee catchment.

The organisation prides itself on providing flexible and responsive services to young people at various stages of vulnerability and risk. The range of adolescent services includes:

- Adolescent Foster Care
- Residential Care
- Intensive Case Management Service (ICMS)
- Leaving Care / After Care
- Youth Mentoring Program
- Individual Support Packages
- Mentoring 1 to 1 Support
- Social Group & School Holiday Program
- Independent Living Program
- Just Redgum Day Placement
- Peer Relationship & Problem Solving Program
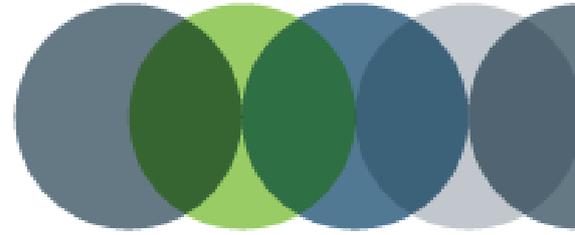
- Supported Accommodation Assistance Program (SAAP)
- Vineleaf Rural Student Hostel
- Davison Units
- Morgan House
- Supporting Young Parents Program
- Family Reconciliation
- Dual Diagnosis Worker
- Youth Support Service
- Youth Justice Community Support Service
- ChildFIRST and Family Services
- Finding Solutions Leaving Care & After Care Support Service

The Program

The Kokoda Youth Mentoring Program commenced in 2006 designed to provide young people aged between 14 and 18 years of age who are experiencing difficult circumstances, with an opportunity to reconnect with mainstream society.

The program aims to provide mentoring and support to young people experiencing difficult circumstances, particularly those in the community without appropriate adult guidance. Mentors are recruited from the local community and are encouraged to come from all walks of life and backgrounds. Mentors are screened as per the Mentor Screening Procedure identified in the Policy and Procedure manual underpinned by the framework of the Victorian Youth Mentoring Network 2006 (see appendices). Each mentor provides support to young people and help to develop their skills and knowledge regarding their future pathways including education, training and employment opportunities.

The mentoring component involves regular contact between recruited mentors and mentees in group and one-on-one sessions that aims to improve young people's physical and mental health through physical training sessions. These sessions prepare both mentors and mentees for the challenge of going to Papua New Guinea to walk the Kokoda Track. The significance of the Kokoda track to Australia's history is considered to be of benefit to all involved in the program.

Throughout the duration of the twelve month program, young people are involved in training sessions that include but are not limited to communication skills, leadership skills and goal setting to assist them to achieve their future aspirations in employment, education or further training.

Following the completion of the 12 month program, the adult mentors and the young people can continue to meet on a monthly basis with the aim of providing assistance to the young person in meeting the goals they have set, and further build on the connections that have been formed during the program. Continued connection between mentors and mentees is encouraged and occurs through various ways including Facebook and one-to-one meetings.

Developing a Program Logic

Program Logic aims to clarify the logic that underpins the program or practice. This includes the original aims and goals, how they link to the activities performed by staff, and how the activities link to the intended outcomes of the program or practice. Understanding the program logic is fundamental to effective profiling, monitoring or evaluation.
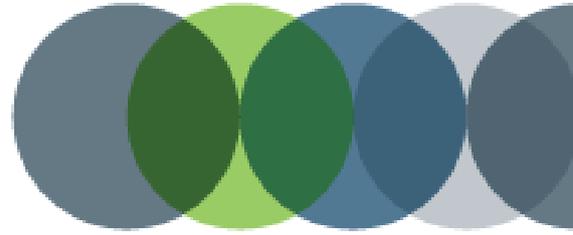
The diagram below (based on Sue Funnell's work 1997) indicates a simple program logic model. However, in reality it is not a linear or sequential process, but fluid and interactive.

Program Goal	Planning Activities	Program Activities
e.g. Happier Families	• Design e.g.Recruit Staff	• Lead to change e.g. Run course

Immediate change/aim	Intermediate Outcomes	Long term Outcomes
• Output e.g. Attendance	• Stepping stones e.g. Feel more skilled	• Sustained change e.g. Use positive parenting

For more information on program logic download 'Evaluating Programs' resource sheet from the Communities and Families Clearinghouse Australia http://www.aifs.gov.au/cafca/pubs/sheets/rs/rs1.html

Practice aims and goals

The broader social aim of the Kokoda Youth Mentoring Program is best described as the 'intentional use of contact with nature, small groups, and adventure providing a unique approach in the promotion of health and wellbeing for the general population, and for individuals with identified health vulnerabilities' (Pryor, Carpenter & Townsend 2005).

The Kokoda Youth Mentoring Program uses interventions that apply the principles of MASP's theoretical framework, as outlined below.

- An adolescent has the right to, and will develop best in, a safe and secure home and family environment, whether that be with the biological family or a placement family;
- Family reunification and/or the continuation of significant relationships, where appropriate, or support in building a home independent of families, if necessary, is important for health and wellbeing;
- Given the appropriate information and support, a young person can be empowered to gain positive control over their life.

The Kokoda Youth Mentoring Program goals are:

- To provide emotional and self-development skills to young people experiencing difficult circumstances that facilitates their participation in mainstream society
- To develop the leadership, self-esteem and teamwork skills of young people experiencing difficult circumstances
- To provide young people experiencing difficult circumstances with links to education, training and employment through business and community mentors
- To engage participation from schools and educational institutions, local businesses and youth service providers to help address disadvantage experienced by young people
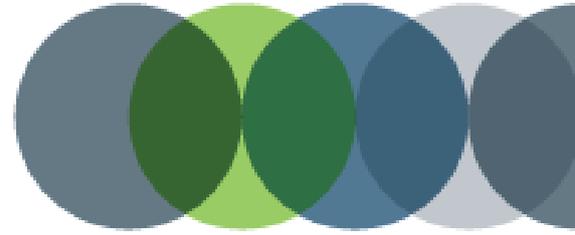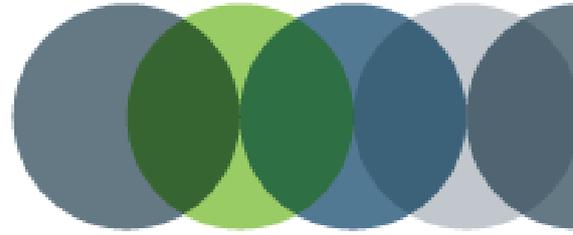
Program outcomes

Overall, MASP's mission for the program is to motivate young participants so that they feel that their individual contribution is an important component towards the development of our society. This motivation is inspired by the recognition of the service men of Australian forces and their commitment on the Kokoda track in World War II.

The program outcomes are identified in three ways; for young people, for mentors and for the impacting community. Below these three levels of outcomes are outlined as they relate to specific program goals.

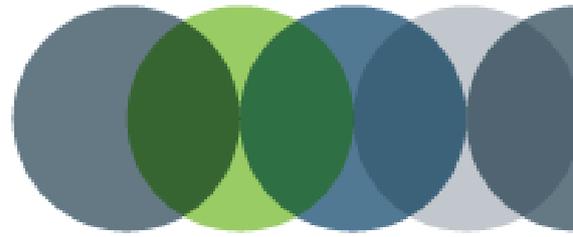| Program Outcomes	Relationships to specific Program Goals
The expected outcomes for young people are: • Increased self-esteem • Increased feelings of community connectedness • The development of goal setting, leadership and communication skills • Improved career opportunities through links with mentors • Increased employment opportunities • Re-engagement of youth in education, social and community activities. • Improved physical fitness through physical training, improved nutrition and the potential to reduce substance abuse • The development of positive relationships with families, peers and community	• To provide emotional and self-development skills to young people experiencing difficult circumstances that facilitates their participation in mainstream society • To develop the leadership, self-esteem and teamwork skills of young people experiencing difficult circumstances • To provide young people experiencing difficult circumstances with links to education, training and employment through business and community mentors
The expected outcomes for mentors are: • The development of new skills through the mentor training and participation • Personal achievement in the development of a rewarding relationship with a young person in need • Provide a positive influence, support & guidance in the life of young person in need • Increased level of awareness of the issues youth encounter in the community • Development of social and professional networks	• To provide young people experiencing difficult circumstances with links to education, training and employment through business and community mentors • To engage participation from schools and educational institutions, local businesses and youth service providers to help address disadvantage experienced by young people
The expected outcomes for the impacting community are: • Create synergies amongst diverse members of the community facilitating an atmosphere of trust and understanding • The development of positive relationships between local businesses and young people • Increased contribution and connectedness of young people in the local community • Increased awareness of the challenges faced by young people • Increased awareness of the challenges faced by local businesses • Increased employment opportunities for young people increasing the likelihood that they remain in the community • Alleviate growing unemployment issues • Increased independence and resilience of young people	• To provide emotional and self-development skills to young people experiencing difficult circumstances that facilitates their participation in mainstream society • To engage participation from schools and educational institutions, local businesses and youth service providers to help address disadvantage experienced by young people

Indicators of success

Indicators of success are defined by how each program goal will be achieved and/or the level of change that is expected from the intervention. Therefore, the expected program outcomes act as an indication of success.
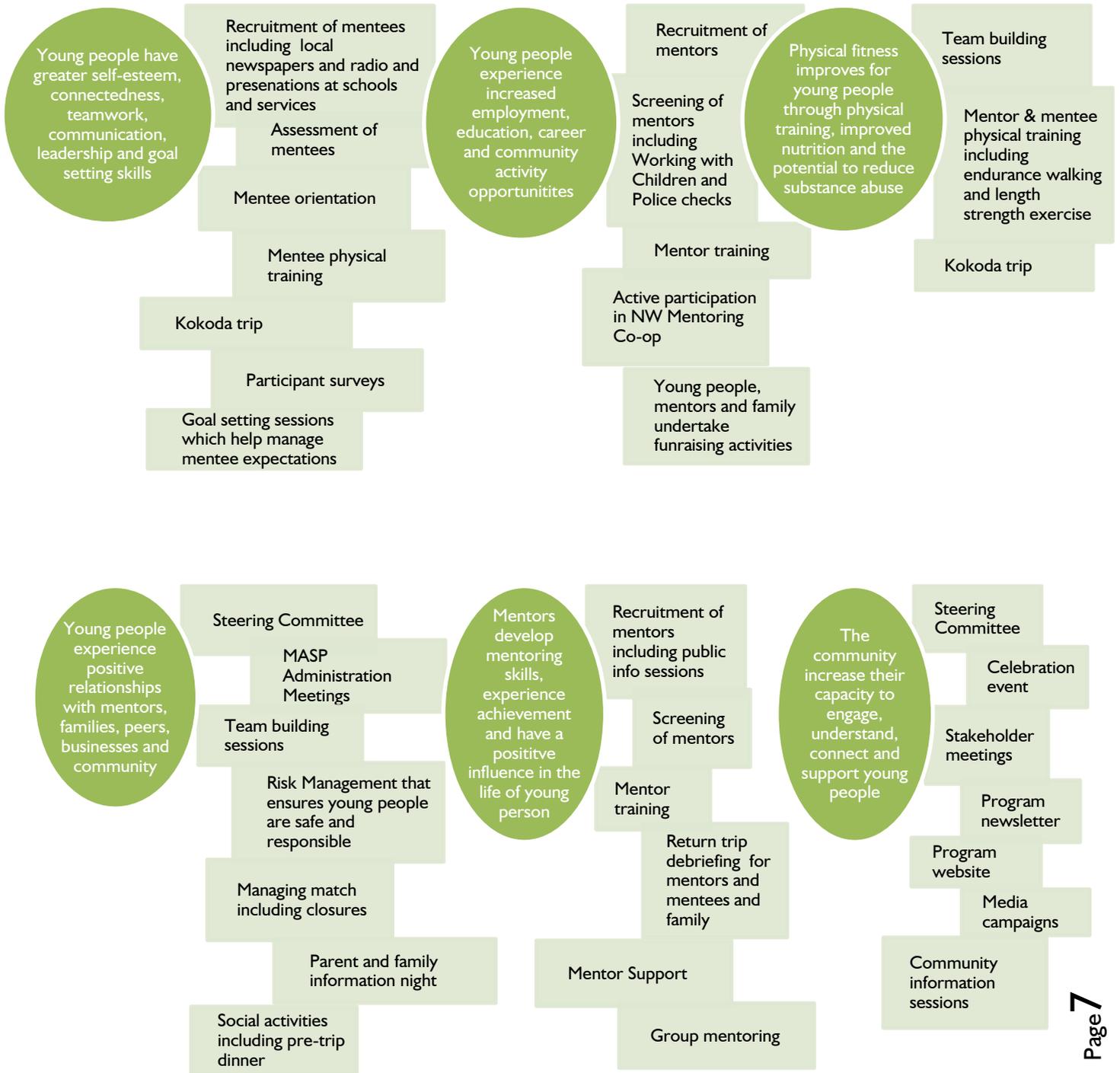
The following table outlines each program goal and how it will be achieved by its relative program outcome.
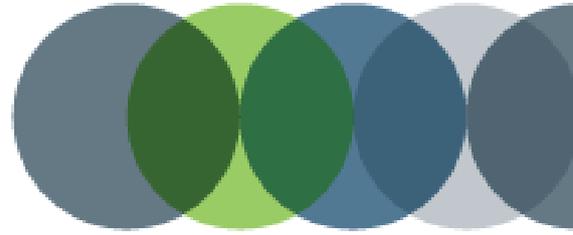
Project goals	… achieved by project outcomes = indicators of success
Provide emotional and self-development skills to young people experiencing difficult circumstances that facilitates their participation in mainstream society	• An increase in young people's self-esteem and feelings of community connectedness • Young people have the ability to set goals, be leaders and communicate effectively • Career opportunities improve for young people through links with mentors • Physical fitness improves for young people through physical training, improved nutrition and the potential to reduce substance abuse • Positive relationships exist between young people and their families, peers and their local community
Develop the leadership, self-esteem and teamwork skills of young people experiencing difficult circumstances	• An increase in young people's self-esteem and feelings of community connectedness • Young people have the ability to set goals, be leaders and communicate effectively • Physical fitness improves for young people through physical training, improved nutrition and the potential to reduce substance abuse • Positive relationships exist between young people and their families, peers and their local community • Young people are more independence and resilient
Provide young people experiencing difficult circumstances with links to education, training and employment through business and community mentors	• Employment opportunities increase for young people • Increased youth awareness of the challenges faced by local businesses • Mentors develop new mentoring skills • Mentors experinece personal achievement through their relationship with a young person in need • Mentors provide a positive influence, support & guidance in the life of young person in need • Mentors develop social and professional networks
Engage schools and educational institutions, local businesses and youth service providers to help address disadvantage experienced by young people	• Youth re-engage in education, social and community activities • Synergies exist amongst the community facilitating an atmosphere of trust and understanding • Positive relationships exist between local businesses & young people • Increased contribution and connectedness of young people • Increased community awareness of the challenges faced by young people • Young people are working and staying in the community • Decreased unemployment

Activities used to meet outcomes

Throughout the delivery of the program various activities are used to ensure the program is effective. These activities will be identified below as they relate to the summarised program outcomes. Activities have been identified from the Kokoda Youth Mentoring Program Work Plan January – December 2010.

Young people have greater self-esteem, connectedness, teamwork, communication, leadership and goal setting skills

- Recruitment of mentees including local newspapers and radio and presenations at schools and services
- Assessment of mentees
- Mentee orientation
- Mentee physical training
- Kokoda trip
- Participant surveys
- Goal setting sessions which help manage mentee expectations

Young people experience increased employment, education, career and community activity opportunitites

- Recruitment of mentors
- Screening of mentors including Working with Children and Police checks
- Mentor training
- Active participation in NW Mentoring Co-op
- Young people, mentors and family undertake funraising activities

Physical fitness improves for young people through physical training, improved nutrition and the potential to reduce substance abuse

- Team building sessions
- Mentor & mentee physical training including endurance walking and length strength exercise
- Kokoda trip

Young people experience positive relationships with mentors, families, peers, businesses and community

- Steering Committee
- MASP Administration Meetings
- Team building sessions
- Risk Management that ensures young people are safe and responsible
- Managing match including closures
- Parent and family information night
- Social activities including pre-trip dinner

Mentors develop mentoring skills, experience achievement and have a posititve influence in the life of young person

- Recruitment of mentors including public info sessions
- Screening of mentors
- Mentor training
- Return trip debriefing for mentors and mentees and family
- Mentor Support
- Group mentoring

The community increase their capacity to engage, understand, connect and support young people

- Steering Committee
- Celebration event
- Stakeholder meetings
- Program newsletter
- Program website
- Media campaigns
- Community information sessions

Evidence on program justification

The underlying assumptions that underpin the program are supported by the evidence outlined below.

The functions of the mentoring relationship between adult and young person has a significant positive impact on the young persons' development.	• An international study of mentoring identifies that 'modelling, listening and caring by the mentor is expected to elicit positive change in the young person's behaviour and self esteem' across all programs (DuBois & Karcher 2005) • The relationship between youth development and adult mentoring is described as 'effective youth programs (that) offer youth activtites to form relationships with caring adults, relations that elicit hope in young people. When these programs provide as well the opportunity for youth to participate in community development activities, positive youth development occurs (Clary & Rhodes 2006)
Increased physical actvity of young people from the program can decrease the likelihood of drug & alcohol use and enhance social and emotional development.	• 'At the conclusion of a wilderness therapy program, students (adolescents) tend to be strongly bonded with their group; they also have a feeling of personal empowerment and a sense that others can be trusted. Increased self-knolwedge is often reported, as are alterations in one's sense of values. It is comon for students to resolve to change ceratin aspects of their lifestyles and habit patterns' (Lyman, Prentince-Dunn & Gabel 1989) • A study on a similar Kokoda program identified 'becoming fit' as one of the most significant outcomes for a majority of young people (Scott 2009)
An adventure orientated program helps to engage disengaged young people to reconnect with mainstream society.	• Contact with the natural world (through active interaction or even passive contemplation) has the ability to affect human health and wellbeing in countless positive ways. As the evidence clearly demonstrates, there are immediate and long-term favourable, emotional, and physiological changes proceeding from contact with nature through animals, gardens, natural landscapes, and wilderness (Deakin 2002) • Interpersonal competance of troubled youths was increased following an Outward Bound-type experience (Lyman, Prentince-Dunn & Gabel 1989)
The general community benefit from an increase in young people participating in the local community.	• Mentoring is an effective form of volunteering and it impacts positively on the community through the influence of positive relationships and increased community connectedness. Mentoring can also contribute to community strengthening through building collaborative partnerships as well as community capacity and abilities. Engaging young people and building their confidence and abilities will also increase the possibilities that they will get more involved in their communities (Mentor/National Mentoring Partnership 2005).
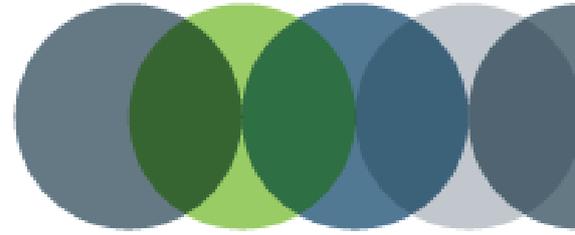
Underpinning theories of change

The theories of change which best describe what underpins the Kokoda Youth Leadership Program at MASP are:

- the increased competencies of young people as addressed by the development of self-efficacy and resilience.
- the relationship building between mentor and mentee as addressed by the development of attachment theory
- the behaviour change towards self-reliance and self-respect of young people as addressed by the development of adventure therapy

According to Albert Bandura, self-efficacy is "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations" (1995, p. 2). In other words, self-efficacy is a person's belief in his or her ability to succeed in a challenging situation. Bandura described these beliefs as determinants of how people think, behave, and feel (1994).

Resilience is a dynamic process that individuals exhibit positive behavioral adaptation when they encounter significant adversity, trauma, tragedy, threats, or even significant sources of biological stress (Suniya 2000).

Attachment theory describes the dynamics of long-term relationships between humans especially as in families and life-long friends. Its most important tenet is that an infant needs to develop a relationship with at least one primary caregiver for social and emotional development to occur normally, and that further relationships build on the patterns developed in the first relationships. (Cassidy 1999)

'At the conclusion of a wilderness therapy program, students (adolescents) tend to be strongly bonded with their group; they also have a feeling of personal empowerment and a sense that others can be trusted. Increased self-knowledge is often reported, as are alterations in one's sense of values. It is common for students to resolve to change certain aspects of their lifestyles and habit patterns' (Lyman, Prentince-Dunn & Gabel 1989)
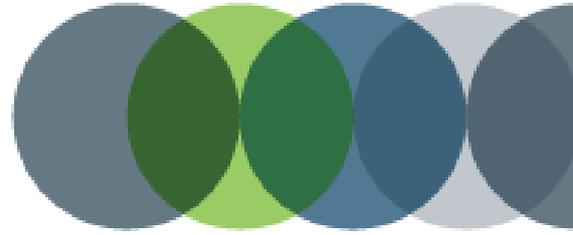
Factors that influence outcomes

The factors below are indicative of the programs ability to achieve its goals.

| Factors within control of the program	• Intake of mentees • Screening and recruitment of mentors • The cost of traning and the expedition • Recruitment and training of program staff • The timeframes of the program
Factors not within control of the program	• Post program social development of young people • Post program employment and education pathways of young people • Pre program waiting lists • Ongoing funding for the program
Factors which support outcomes to be achieved	• Accessible training venues and locations • Family and school friendly program activities • Mentor and mentee orientation and training • Recruitment of youth mentor professionals • Engagement and buy in of local community
Descriptions of what could go wrong	• Managing the significant development of young people through their trip away who return back to the same' family environment • Physical injury and other risks on expedition • The group dynamics of young people are diverse and can lead to conflict • A young person could refuse to cooperate whilst on expedition • A young person could opt out at the last minute • Mentors are emotionally / physically strained • A young person could require a physical / emotional medical evacuation • Young people in the group could be faced with adolescent issues such as bullying, unplanned pregnancy, self harm and suicide • Physical injury at weekly training sessions • Travel arrangements could be delayed and re routed
Descriptions of how to counteract what could go wrong	• Provide young people debreifing (grief & loss), referral to other services and one-to-one support • Implentation of trekking company's Risk Management Plan • Both the group and individuals are addressed on any arising conflicts • Potential behaviours of young people are assessed before expedition • Last minute nerves of mentees are met with resilience building strategies • Mentor strain can be alleviated by group, facilitator and medical support • A medical evacuation of a young person would be escorted by either an appropriate mentor or program manager • Adolescent issues impacting group dynamics are managed as part of the group development • Program Manager holds First Aid Certificate and a mobile phone is always available at training • Travel stop overs are included in travel arrangements to ensure management of travel issues
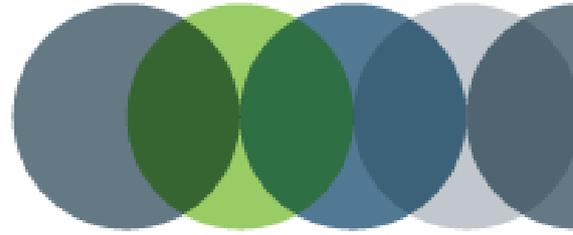
Identifying Practice Indicators

Outcomes or indicators are ways of measuring whether your program has achieved its aims.

The desired practice outcomes are the kind of change you would expect to see as a result of the program's intervention. These outcomes will act as indicators of success.

The following hierarchy identifies the program outcomes.

Outcomes, outputs and activities	Level of change
Broad social outcome… Intentional use of contact with nature, small groups, and adventure providing a unique approach to the promotion of health and wellbeing for the general population, and for individuals with identified health vulnerabilities.	Increased health and wellbeing for vulnerable individuals (young people) and for the general population through contact with nature, small groups and adventure.
Program outcomes… To motivate young participants so that they feel that their individual contribution is an important component towards the development of our society.	Young people are motivated to provide an individual contribution towards the development of our society.
• To provide emotional and self-development skills to young people experiencing difficult circumstances that facilitates their participation in mainstream society • To develop the leadership, self-esteem and teamwork skills of young people experiencing difficult circumstances • To provide young people experiencing difficult circumstances with links to education, training and employment through business and community mentors • To engage participation from schools and educational institutions, local businesses and youth service providers to help address disadvantage experienced by young people	• Young people have the skills, knowledge and experience to be able to participate in mainstream society. • Young people are confident in their abilities to lead as well as work as part of a team. • Young people access further education, employment and training pathways through their relationship with mentors based both in the community and in local businesses. • A collaborative effort amongst schools, educational institutions, and local business and youth service providers, addresses disadvantaged as experienced by young people.
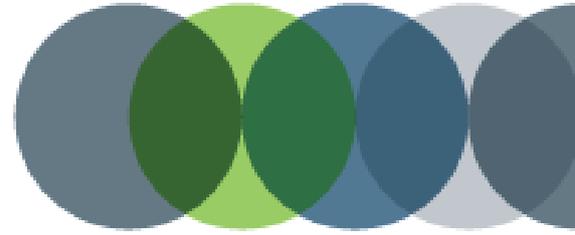
Intermediate outcomes…

The immediate outcomes expected by the program relates to three groups.

- Young people

- Mentors

- The local community

For young people…
- Increased self-esteem
- Increased feelings of community connectedness
- Developed goal setting, leadership and communication skills
- Improved career opportunities
- Increased employment opportunities
- Re-engagement in education, social and community activities
- Improved physical fitness
- Improved nutrition
- Reduction in substance abuse
- Increased positive relationships with families, peers and community

For mentors…
- Developed mentoring skills
- Increased feelings of personal achievement
- Increased ability to provide positive influence, support & guidance to young people
- Increased awareness on youth issues
- Developed social and professional networks

For the local community…
- Stronger synergies amongst diverse members of the community
- Increased atmosphere of trust and understanding
- Positive interactions between local businesses and young people
- Stronger presence of young people in the local community
- Increased awareness of the challenges faced by young people
- Increased awareness of the challenges faced by local businesses
- Increased likelihood that young people remain in the community
- Decrease in unemployment issues
- Increased independence and resilience of young people

Immediate changes…

The immediate changes expected by the program relates to three groups.

- Young people

- Mentors
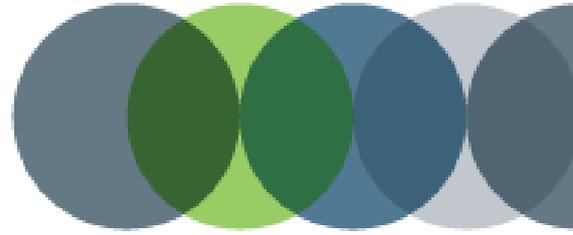
- The local community

For young people
- Each youth participant has developed as per their individual program goals
- Disengaged young people are re-engaged in society
- Opportunity to participate in a meaningful travel experience through the Kokoda track
- Enlightened by a stronger sense of Australian history through experiencing the Kokoda track first-hand

For mentors
- Mentoring is undertaken effectively
- Deeper understanding of youth and the issues they face
- Opportunity to participate in a meaningful travel experience through the Kokoda track

For the local community
- Greater identification of young people in the local community
- Increase planning of young people in the development of the

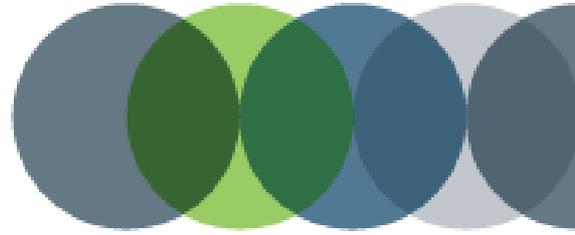|	community's future
	• Increase local community connection to Australia's history through representation on the Kokoda track
Program activities… Activities that influence the outcomes	• Risk management in terms of both the physical training and the trip to Kokoda are critical to the success of the program. MASP have a delegated Risk Management Committee (see appendices for Terms of Reference) and on expedition the program uses the Kokoda Sprit Risk Operations Manual (see appendices). • Ongoing funding for the management of the program as well as the $6,000 required for each mentor with a cost of $5,000 for each young person to Kokoda greatly impacts the program's capability • The commitment of the local community to promote and participate in the program is a key element to the program's success. "*Most of our mentors are people we know in the community. About 80 to 90% of our advertising is word-of-mouth from previous participants*" Program Manager 2011

Planning activities…	• Recruited a committed Program Coordinator
	 • Approach young people to participate
	 • Recruit community based mentors
	 • Coordinate weekly training/ group sessions
	 • Develop and support fundraising activities
	     1. Murray to Moyne Bike Ride
	     2. Community Event
	     3. Phone book deliveries
	     4. Sponsor a young person
	     5. Community Donations
	 • Promote and develop community engagement

Profiling the Program

Profiles break down the program into its components and draw on existing evidence of effectiveness and an analysis of the practice's own outcomes to demonstrate how and why the program works.

The following profile framework is modified from the Australian Institute of Family Studies' Promising Practice Profiles Validation Template, as outlined in the "Promising Practice Profiles Final Report", June 2008. See:
http://www.aifs.gov.au/cafca/evaluation/pubs/pppfinalreport.pdf

Essential qualities

Program logic

Evidence of effectiveness

Overview of program	How and why the program works	Research Base	Client Outcomes	Evidence of outcomes

Overview of program

To motivate young participants so that they feel their individual contribution is an important component towards the development of our society, inspired by the men of the Australian forces and their commitment on the Kokoda track WWII.

How and why the program works

It provides young people (14 - 18 years old) who are experiencing difficult circumstances with an opportunity to reconnect with mainstream society through mentoring and support from members of the local community.

Mentoring is provided over 12 months through training sessions that prepare both mentors and mentees for the challenge of the Kokoda Track.

Research Base

The relationship between youth development and adult mentoring is described as 'effective youth programs (that) offer youth activities to form relationships with caring adults, relations that elicit hope in young people. When these programs provide as well the opportunity for youth to participate in community development activities, positive youth development occurs (Clary & Rhodes 2006)

'At the conclusion of a wilderness therapy program, students (adolescents) tend to be strongly bonded with their group; they also have a feeling of personal empowerment and a sense that others can be trusted. Increased self-knowledge is often reported, as are alterations in one's sense of values. It is common for students to resolve to change certain aspects of their lifestyles and habit patterns' (Lyman, Prentince-Dunn & Gabel 1989)

Client Outcomes

•Provide emotional and self-development skills to young people experiencing disadvantage that facilitates their participation in mainstream society

•Develop leadership, self-esteem and teamwork skills of young people experiencing disadvantage

•Provide young people experiencing disadvantage with links to education, training and employment through business and community mentors

•Engage participation from schools and educational institutions, local businesses and youth service providers to help address disadvantage experienced by young people

Evidence of outcomes

- Testimonial (appendices) of increased self-esteem & community connectedness, goal setting, leadership and communication skills (see appendices)
- Case study (appendices) demonstrating improved career & employment opportunities and re-engagement in education, social and community activities
- Transcript of short film (appendices) demonstrating improved physical fitness / nutrition, reduction in substance abuse and increased positive relationships
- Project Manager stated that "2010 saw more ongoing connection between mentees & mentors that any other year

For young people (MASP 2011) …
- From 2011, 56 young people have gone through the program
- Only 3 young people have left the district 4 are doing tertiary studies and 33 are still local
- 13 young people have gone onto training, education / employment pathways post the program
- 17 young people have been referred to other support services from connecting with the program
- On average 25 - 30 family members and friends attend the celebration event for the program each year
- Approximately 12 young people have deterred from using or reduced use of substances as a result of participating in the program
- All young people who participate in the program have increased their health and wellbeing over the 12 month mentoring period. Many continue to maintain a healthy lifestyle and make more informed decisions about things that negatively affect their health when the 12 month program finishes.

For mentors (MASP 2011) …
- From 2011, 68 mentors have participated in the program
- 75 mentors have participated in the training
- Approximately 16 mentor and mentee relationships have continued post the program (as known to the program)

For the local community (MASP 2011) …
- $15,000 - $18,000 have been raised each year from community fundraising activities
- The program been featured in local radio, newspaper and local TV 18 times

Additional qualities

Contributes to evidence base	Program is replicable	Program is innovative	Program is sustainable
Adds to the Australian knowledge base of Bush adventure therapy.

Builds from international experiences of both mentoring and adventure therapy adopting a rural Victoria context. | As an emerging practice this program is becoming more relevant as increased numbers of young people enter the service system with a diversity of needs.

Program information, practices and policies can be shared. | The program demonstrates the importance of mentoring in conjunction with the emotional and self-development skills of young people using the framework of Bush Adventure Therapy. | The program experiences a high level of community engagement to promote and support the functioning of the program.

The qualities of the Program Manager facilitate a personal identity to the program that mentees, mentors and community alike can safely develop rapport with.

Mentoring relationships have the potential to be life-long. |
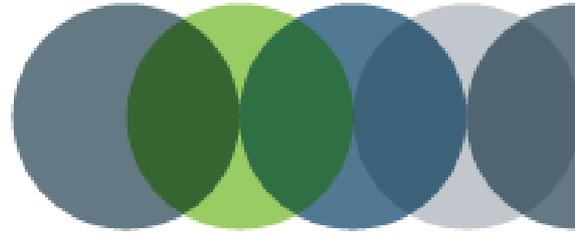
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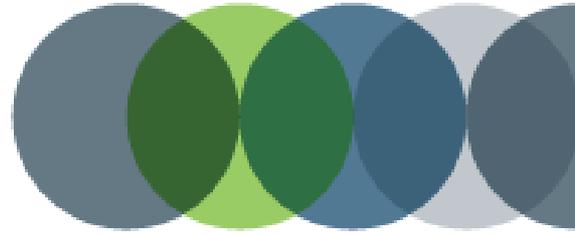
Appendices one
A Guide to Effective Practice for Mentoring Young People
Mentor Screening Checklist

A well-structured, application process with clear documentation, including criteria for the selection of mentors reference checks for mentors by trained staff, which may include:

- character references
- Working With Children Check (see section 4 Other Useful Information)
- driving record checks
- criminal record checks where legally permissible a face-to-face interview

Questions could include:

- why do you want to become a mentor?
- previous volunteering background? With young people?
- what are your three most worthy and three least worthy attributes?
- what do you believe you can offer a young person?
- are you able to commit to meeting your mentee regularly for the agreed length of your mentor/mentee match?
- are you willing to commit to the program requirements including initial and ongoing training, reporting systems and feedback sessions?
- do you have any questions to ask me?

Suitability criteria based on the program's statement of purpose and needs of the target population. Could include some or all of the following:

- character references
- personality profile
- skills identification
- gender/age
- language and cultural requirements
- level of education/academic standing
- career interests
- motivation for volunteering submitting the mentor application pack, including
- personal references
- employment history

Criteria for screening out unsuitable applicant mentors that could include:

- the obvious reasons: a relevant criminal record, history of child abuse etc
- questionable motives: to increase status, gain reward, sort own problems
- inappropriate skills
- lack of availability

A process for informing inappropriate volunteers that they will not be selected for the program. This could include:

- offering other volunteer opportunities within the organisation
- explaining "We have no suitable mentee match for you at this time."
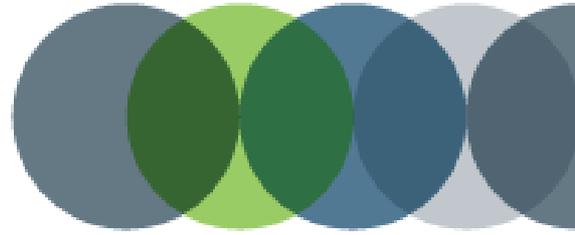
Appendices two
Risk Management Committee
Terms of Reference (May 2011)

1.   Role

The Risk Management Committee is a committee of the Board of Mallee Accommodation & Support Program (MASP).

The Committee's role is to assist the Board of Management in discharging its responsibility of oversight and corporate governance of the organization. In so doing, the Committee is responsible to the Board.

A key role of the Committee is to provide reasonable assurance to Board members that MASP's core business goals and objectives are being achieved in an efficient and economical manner, within an appropriate framework of internal control and risk management.

The Committee does not replace or replicate established management responsibilities and/or delegations, nor the reporting lines and responsibilities approved by the Board.

2.   Objective

The Committee's objective is to oversee MASP's risk management systems, practices and procedures to ensure effectiveness of risk identification and management and compliance with internal guidelines and external requirements.

3.   Membership

The Committee shall comprise the following members:

- Board Member (Chairperson)
- Board Member X2
- CEO
- Senior Manager
- Continuous Improvement & Training Co-ordinator
- Corporate Services Manager

Collectively, the Committee shall possess:
- A high level of understanding of risk management and corporate governance.
- Knowledge of MASP's operations, practices and internal controls and its operating environment.
- A demonstrated sense of probity and ethical conduct;

4.   Meetings

a)   Meetings of the Committee shall be held four times per calendar year.

b)   The Chairperson will call a meeting of the Committee if so directed by the Board.

c)   The Chairperson will call a meeting of the Committee if so requested by any Committee member.

5.   Responsibility & Duties

a)   The Committee shall consider any matters relating to the identification, assessment, monitoring and management of risks associated with the operations of MASP that it determines to be appropriate.
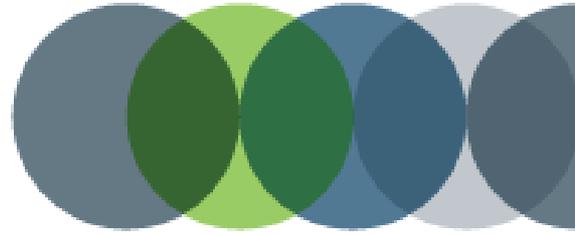
b)	In addition, the Committee shall examine any other matters referred to it by the Board.

c)	The duties of the Committee shall include:

i)	assessment and monitoring of all risks associated with the operations of MASP across a broad range of risk categories including the following:

1.	Assets
Risks related to the management and maintenance of MASP's physical assets, buildings or equipment.

2.	Business Environment
Risks relating to changes in external factors including government policy, law, technology and competitive forces that have the capacity to impact on MASP's objectives.

3.	Efficiency & Management
Risks relating to the operation of normal management policies and processes, staff changes and unnecessary expenditure.

4.	Financial
Risks relating to the financial management or transactions including contracts with other parties, fraud, theft, conflict of interest, duplicated payments and 'ghost' employees.

5.	Health & Safety
Risks relating to the safety, occupational health and well-being of MASP's clients, staff, volunteers and visitors.

6.	Human Resources
Risks relating to the process or consequences of recruitment difficulties, staff turnover and organizational change.

7.	Legal & regulatory
Risks relating to non-compliance with acts of law and regulations or internal policies and procedures.

8.	Liability
Risks relating to legal action against MASP or its officers resulting from services, products or information provided.

9.	Operational
Risks relating to failures in the provision of MASP services, loss of members, donors and the non attainment of key goals and objectives.

10.	Public relations & reputation
Risks relating to the generation of adverse publicity, depletion of goodwill, stakeholder dissatisfaction and organization reputation.

11.	Technology
Risks related to the security, function or management of technological systems and processes.

12.	Governance
Risks associated with poor leadership structures, competence or behavior.

ii)	development and implementation of internal compliance and control systems and procedures to manage risk;

iii)	assessment and monitoring of the effectiveness of controls that have been implemented;

iv)	to ensure that major risk exposures are reported to the Board in a timely manner;

v)	to review and make recommendations to the Board in relation to risk management;
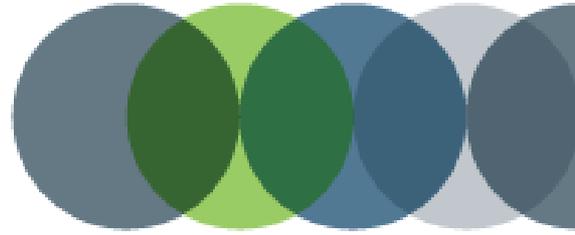
vi)   to consider and make recommendations to the Board in connection with the compliance by MASP with the Risk Management Strategy;

vii)   to report to the Board on any material changes to the risk profile of MASP;

viii)   to monitor and refer to the Board any instances involving material breaches or potential breaches of MASP's Risk Management Strategy;

ix)   to receive reports from management on all suspected and actual frauds, thefts and breaches of law, regulations, service agreements or agency policies and procedures.

x)   to undertake an annual review of MASP's risk management framework and to make recommendations to the Board in connection with changes to be made to MASP's Risk Management Strategy.

d)   The Committee shall have the authority to seek any information it requires in order for it to fulfill its role. Any information sought without the knowledge and approval of the CEO shall require a resolution from the Board to proceed. Any officer or employee of MASP contacted directly for information under these circumstances shall provide a response within a reasonable timeframe.

e)   The Committee is authorized to take such independent professional advice as it considers necessary.

f)   The Committee shall make recommendations to the Board but shall have no executive powers i.e. the Committee does not have the authority to take or enforce decisions or policies and ensure that they are carried out as intended.

6.   Review

a)   These Terms of Reference shall be reviewed annually by the Board of Management.

b)   A copy of these Terms of Reference shall be posted on MASP's website and will be available upon request.
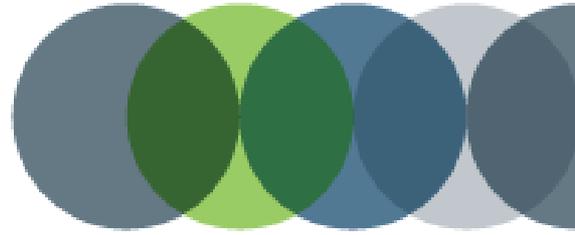
Appendices three
Kokoda Spirit Pty Ltd "Operations Manual"
## Risk Management Analysis

Step One Hazard Identification

1. Reported injuries from 2004-June 2007
We have had 73 treks out in this period with 594 Trekkers

   a) April 2007: Client was found after investigations and discussions with trekker to have diabetes. His medication was not controlling the Diabetes. Decision was made to evacuate trekker back to Port Moresby Private Hospital for observation and treatment. Medivac Helicopter was called in for pick up.
   b) April 2007: Client slipped and twisted knee. After first aid treatment administered by leader it was decided that trekker should return to Port Moresby for treatment. Medivac Helicopter called in for pick up.
   c) April 2006: Three clients experienced cases of trench foot due to wet boots. Clients were able to complete the walk with daily care and dressings. All made full recovery after taking the prescribed medication.
   d) April 2006: Client had become dehydrated. This was caused through a stomach bug that caused diarrhoea and vomiting. Client was treated by leader. Decision was made to evacuate as a precaution.
   e) October 2005: Client dislocated finger on tree on down hill descent. Finger treated, client continued on trek.
   f) There have been a number of small scratches, bruises and blisters over the years, that have been locally treated by the Trek Leader.

2. Hazard Register

   a) Fast flowing rocky rapids
   b) Overhanging branches and roofing timber
   c) Submerged logs and rocks
   d) Slippery rocks, roots and surfaces under foot
   e) Steep slopes and drop offs
   f) Uneven surfaces and muddy conditions
   g) Snakes, ticks, bees, mosquitoes, general stings and bites.
   h) High rainfall causing rise in water level and flooded streams
   i) High wind causing falling branches and hazardous conditions
   j) Ropes to bivvies
   k) Cooking fires and hot liquids
   l) Kerosene lights
   m) Sun exposure and/or heat
   n) Skill level of swimmers
   o) Fitness/Skill level of clients
   p) Specific hazards of particular swimming and fishing locations
   q) Dehydration and fatigue
   r) Falls due to uneven ground, bivvy ropes, obstacles, log bridges, village house steps and rotten bush dunny logs.
   s) Inappropriate behaviour on canoes, looking at war ruins, around camp ground, or walking
   t) Remote location of trails and camps
   u) Unexploded war ordinance
   v) Navigational error.
   w) Attack by rascals. This may take the form of individual attack or attack by a gang. (Rascals are the criminals that take advantage of the decline in the ability of the law enforcement agencies of PNG to protect the
   x) general public). Motivation for attack will vary but robbery is the most common.
   y) Exposure to tropical diseases in general as well as exposure to malaria and other mosquito born parasites. Exposure to dysentery and communicable diseases.
   z) Remote isolated terrain with distant access to medical help and services.
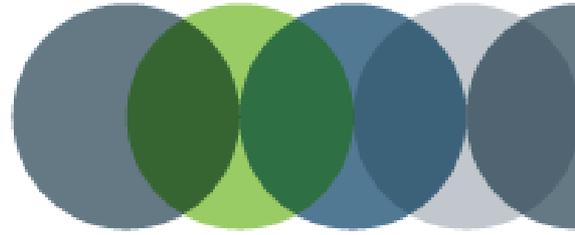
aa) Non roadworthy transport vehicles
bb) Dangerous terrain for air transport
cc) Contaminated water
dd) Cold


Step Two Risk Assessment

The Kokoda Track expedition as organised by Kokoda Spirit, inevitably involves risk factors that clients, used to operating in western European society, may find unacceptable. For this reason they are all required to sign a legal waiver that indicates that they are aware of the nature of the trek they are taking on. This trek takes place in rugged terrain where there is little normal medical or paramedical assistance available. The expedition is in isolated country where outside help may be considerably delayed.

Communications may be difficult and medical assistance may be hindered by bad weather and difficult terrain. By nature the trip is demanding and, depending on the clients physical condition, may require prior training. If clients have not prepared themselves adequately or have underestimated the level of difficulty it will have repercussions throughout the whole group. Papua New Guinea does not have a good record regarding law and order.

The safety of clients within urban areas and the hinterland requires a much higher level of vigilance than would otherwise be required. First aid will always be subject to the ability of the leader and will be limited to the level of training provided for a First Aid Certificate.

Clients will need to be aware that emergency help will involve medical help by air evacuation using plane or helicopter. Each client will need to provide evidence of a travel insurance policy that will provide adequate cover in the event of a medical emergency.

	Consequences	Exposure	Probability
a)	Injury/drowning	Occasionally	Possible
b)	Injury	Fairly Often	Possible
c)	Injury	Fairly Often	Possible
d)	Injury	Often	Quite Possible
e)	Injury	Often	Possible
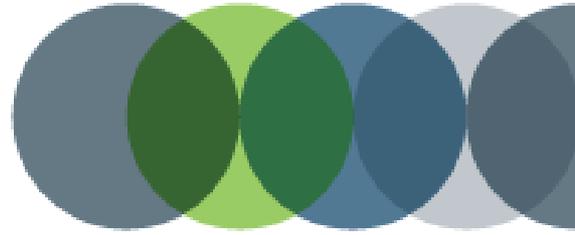
f) Injury	Often	Quite Possible
g) Illness	Intermittently	Possible
h) Injury/drowning	Occasionally	Unlikely
i) Injury/severe	Very Rarely	Unlikely
j) Injury	Often	Possible
k) Injury	Often	Possible
l) Injury	Evenings Only	Possible
m) Injuries & Illness	Daily	Quite possible
n) Injury/drowning	Coastal areas only	Unlikely
o) Injury	Daily	Possible
p) Injury/severe	Occasionally	Possible
q) Injury/illness/severe	Fairly constant	Quite possible
r) Injury	Continuously	Likely
s) Injury	Occasionally	Possible
t) Delay in professional care for patient	Continuously	Near certainty
u) Injury/death	Occasionally	Possible
v) Missing person	Occasionally	Possible
w) Injury/death	Occasionally	Possible
x) Illness	Often	Possible
y) Deterioration of illness or injury	Continuous	Certainty
z) Injury/death	At start and finish	Possible
a1) Injury/death	Domestic flight or in case of an evacuation	Possible
b1) Illness	Occasionally	Possible
c1) drop in body temperature leading to death	Occasionally	Unlikely

1. Clients are 15 years of age or over and come from a wide range of cultures and backgrounds.
2. Clients start the trek with a wide range of physical abilities and personal fitness levels.
3. Similar treks have been conducted by other companies on a yearly basis since 1987.
4. The treks take place from March to November to take advantage of the cooler drier conditions that often occur during these months.
5. There is a plentiful supply of clean stream water on most of The Track. Clients are advised that it is impossible to guarantee pure water at all times and they are advised to sterilise all water regardless of the source. Where water is suspect it is sterilized for them by boiling (this happens in Buna) or they are instructed to use purification drops/tablets. Any water from slow running streams or streams that have human habitation higher up is regarded as contaminated water. Ground water at Buna is regarded as contaminated. Piped water at villages en route is considered clean as the water is all gravity fed from clean mountain water streams.

Step Three Risk Control

a) No clients are to cross any stream until it has been surveyed by the group leader and a safe crossing point has been established. If there is danger to the clients from current, slippery rocks or height above the stream then steps will be taken to reduce the risk. This will include some or all of the following; the stretching of a safety line, the unbuckling of waist straps on back packs, transportation of clients back packs by carriers, placement of carriers as catchers at strategic points and individual assistance for each client by a carrier. If the risk of crossing is considered too great then an emergency camp is
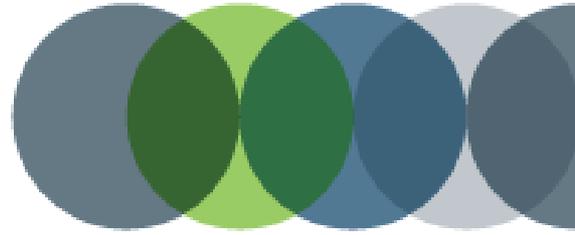
established and the whole group waits till the water level drops to a safe level. Most flooding streams will rise and fall quickly in this part of the world.

b) A warning to clients to be careful as the wearing of a hat can hide low overhead branches and roof timbers in village guest houses.

c) As for a) above.

d) The leader warns the group at the start of difficult sections that care is required. On steep down hill sections clients are shown how to slide safely and use the base of the back pack as a brake. Walking sticks are cut for those who need them for added stability on uneven surfaces...

e) The leader warns clients to be careful where there are steep drop offs. Walkers are told to never walk by themselves. Where there is unacceptable risk back packs are carried for the clients and a security rope placed over the section.

f) As for a, d and e).

g) A general warning to be on the lookout is given at the beginning of the trip and at appropriate times throughout. The Leader has a current Senior First Aid Certificate and the medical records we carry indicate any particular allergies to bites and the care required.

h) and i) The Leader monitors the local situation and takes appropriate action to minimise the risk. See a)

 j), k) and l) General movement around the immediate camp is kept to walking pace and clients are reminded of these hazards on a regular basis. Where possible, the food preparation is performed in a separate area away from the social and sleeping areas of the camp or guesthouse.

m) All members of the expedition should wear hats with a brim so that protection is provided to the ears, back of the neck and face. A broad spectrum sunscreen should be applied to exposed areas of the skin with reminders for re application where appropriate. A shirt with collar should be worn for all activities including swimming. Clients should be encouraged to be pro active in their personal sun protection measures.

n) N/A

o) There will always be a large range of ability and skill levels within any group of Kokoda Track walkers. Leaders will need to cater for this in their own leadership style. This will be done using one or more of the following techniques. Organising side activities that extend clients who are very fit, allowing groups to spread out up long hard ridgelines when this is safe, placing slower people at the front of the group when appropriate, continuous encouragement for those who are finding it difficult, temporary weight relief from back pack, arrangement of extra carrier, spreading a persons weight around other group members or carriers. Kokoda Spirit reduces this possibility by assisting clients with pre-trip training advice.

p) See n) above. The leader who is designated 'lookout' is required to check for specific hazards and to judge whether an area is appropriate for swimming. Clients are informed of the potential dangers and a verbal assessment of their swimming capability is gained. Clients are informed swimming is at their own risk.

q) All participants should carry three by one litre water containers and are reminded at meal breaks of the need to maintain a high level of liquid intake. In addition the leader will monitor client performance. Clients are encouraged to observe each other and to report to the leader if anyone shows symptoms of dehydration or marked fatigue. It is the task of the group leader to remind clients to fill up when there are extended sections with no available water. The group leader must also make clear to clients safe water supplies and warn when it is compulsory to sterilize water. It is important that the leader monitors the boiling of drinking water and that a clear explanation of the use of drops/tablets is given.

r) Group Members are warned at the beginning of the trip that a higher level of care of movement is required in the bush than in the city especially because of the distance from professional medical help and this is reinforced at the nightly debrief. Clients are encouraged to get one of the carriers to check the safety of logs before placing trust in them. It is the
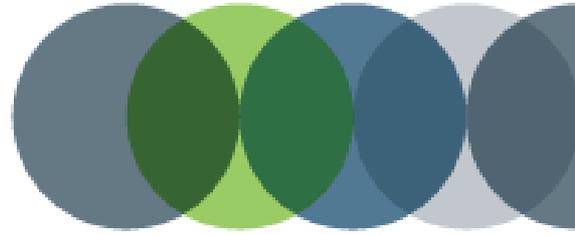
responsibility of the group leader to check out the general safety of the camp/guesthouse area before clients make regular use of the area. Any client wishing to canoe at Buna will be accompanied by a local canoeist (fisherman) Non-swimmers will be informed that canoeing is not an option.

s) See r)

t) The leader carries a satellite telephone that is to be used for emergency purposes only. There is a company authorised doctor on standby to give advice by phone if necessary. If the situation has the potential to be life threatening or create long term consequences it is the responsibility of the group leader to organise a medical evacuation. This may take the form of air transport to Medical help or the activation of a medical team to take the patient out by air. The nature of the evacuation will depend on the seriousness of the case and the medical advice given. The group leader also carries an EPIRB (emergency position indicating radio beacon) to be used where time is of essence or under instruction from an aircraft medivac crew. Aircraft companies operating in PNG are issued with an alert of our presence in the country and should monitor the emergency beacon channel. Medivac Companies operating in PNG are also informed of our presence. The group leader is to have sighted all insurance policies to make sure the clients are fully covered for an emergency medivac. It is always possible that the group leader may be the victim of a medical emergency. It is the leader's responsibility to brief the group members so that they have enough knowledge to use the safety equipment provided. A comprehensive first aid kit is carried and this includes some drugs that should only be given under advice by a medical practitioner over the phone. The group leader will be qualified in first aid but should also brief clients on the use of the first aid kit.

u) Clients are instructed that under no circumstances should they pick up objects that they are not sure of. The handling of any ammunition, mortars, bombs etc is highly dangerous. Clients are instructed to look, not touch. The group leader will only take clients exploring known battle sites if accompanied by village people with local knowledge of the area.

v) With all aspects of the trip clients, are encouraged that they, should never be by themselves. The group leader continually monitors group numbers. This will take place at regular intervals and always at any place where there is a choice of paths. Clients are instructed not to go for toilet breaks in the bush without the knowledge of the group/group leader. Clients are instructed to stop moving if they suspect that they are separated from the group or are misplaced in anyway.

w) Safety for this aspect of travel in PNG is centred on travelling in a large group and never being without the local guide and carriers. The men that are employed as our guides and carriers are also our security. Clients are told that they should never be without one or more of our local trip guides/carriers present. Clients are a warned that they should avoid any additional time in urban centres. The whole of the trip is centred on a minimum amount of time spent travelling in urban areas.

x) It is expected that clients are vaccinated in accordance with Commonwealth Government recommendations and have a prescribed prophylaxis for Malaria. During the trip precautions include the following: A) Clients are encouraged to cover up from dusk till dawn and use mosquito nets and insect repellent. B) Clients are encouraged to use footwear while walking around villages to prevent parasitic infections from the soil. C) Precautions against contaminated water as for q) and b1). D) Good hygiene standards are required at all times and the group leader will remind clients to sterilise food containers before use and to sterilise hands before eating and after the use of the bush toilet. Hygiene standards will be maintained using two separate wash up bowls, each containing suitable concentrations of a powerful antiseptic and biodegradable soap. These solutions will be refreshed regularly. Hand sterilisation will also require the use of a scrubbing brush to scrub fingernails. In addition to the normal hand wash bowl an alcohol scrub may also be used. This will provide the option of an individual being able to sterilise the hands without communal contact. E) Clients are warned about the dangers of unprotected sex in PNG. There is opportunity in Hotels and villages for sexual contact with local people. AIDS and other sexually transmitted diseases are rampant in PNG.

y) as for t)

z) Standards of roadworthiness are not as high in PNG as Australia. We use vehicles that are operated by owners who are reliable and safe. This, however, is an aspect of travel in PNG that is beyond our control and for which Kokoda Spirit is not responsible.

a1) Where possible we use domestic transport by Airlines PNG that makes use of larger aircraft such as the DASH 7 or TWIN OTTER. These operate to and from the large airstrip of Girua near Popondetta. In the case of an evacuation or
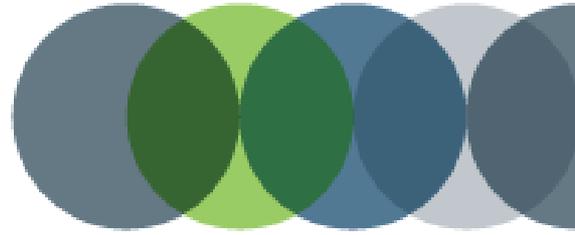
medivac, charter aircraft and or helicopters will be used in dangerous mountain terrain. This again is an area where safety of clients is beyond our control and therefore Kokoda Spirit cannot be responsible.

b1) Water is boiled in Buna village before client use. Clients are instructed elsewhere when it is compulsory to sterilise due to polluted water. Village water supplies are generally deemed safe due to the piping bringing water from diverted mountain streams. Clients are informed that it is impossible to guarantee the purity of ANY water and if they are concerned they should sterilise ALL their water. (See 5)

c1) Exposure situations may occur at higher altitudes on Mt Bellamy and Myola. Wind combined with driving rain can chill walkers. This is especially so if clients have stopped walking for a rest or are waiting for others. Perspiration and dampness quickly chills the body in such situations. Clients are encouraged to cover themselves with a wind proof jacket whenever they stop walking in these weather conditions. The group leader and members of the group are to monitor each other for the symptoms of exposure. If first symptoms become apparent in any one person then an emergency camp is created in a sheltered position and the individual/s at risk is/are warmed up.

Kokoda Spirit
Expedition leader guidelines for Evacuations

A) Essential and Life Threatening
Definition: Any injury that is immediately life threatening or has the potential to become life threatening. Examples are a broken leg. Severe burns or any injury that results in an altered state of consciousness. Do not waste time and satellite battery time contacting insurance companies.

• Use the satellite phone to call the pacific medivac hotline as per the emergency contact numbers. If unable to make the connection, ring Warren Bartlett at KTA
• Establish whether they require a beacon to be activated and when
• If the casualty is in a difficult area for helicopter access it may be necessary to clear the vegetation.
• Only transport / move the patient as a last resort
• If communications are not successful, initiate EPIRB
• At all times, consider the emotional and physical state of the group

B) Essential but not life threatening
An example of this would be a broken arm bone, severe dysentery or a debilitating injury. The client needs to be placed on a stretcher and carried to the nearest airstrip.

• Continuously monitor the casualty; if the condition deteriorates to a life threatening situation or movement is making the condition worse, then expedition leader moves to A)
• If condition remains stable, use the satellite phone to arrange evacuation.
• The flight is at the client's expense and will need to be paid for in Port Moresby.
• At all times, consider the emotional and physical state of the group

C) Non essential
An example of a non essential evacuation is someone who is finding the going to hard or has a minor injury that is making his / her progress difficult. This type of evacuation should be avoided. Strategies to overcome this situation include:

• Positive encouragement by leader
• Redistribution of weight to porters
• Continual evaluation of injury and modification of walk times
If the situation requires an evacuation, the leader should arrange the flight to pick up the client at the nearest village airstrip. The cost of the flight is at the clients own expense and must be paid for on arrival at Port Moresby.

Leader guidelines for STREAM CROSSINGS
It is the responsibility of the expedition leader to make the judgments as to the safety of crossing the stream. This will be done in light of the safe stream crossing techniques outlined in the risk assessment document.
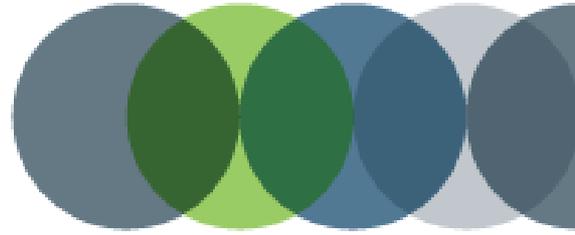
• If a stream is deemed to dangerous to cross without excessive risk to any member of the group, the leader will take the group to the nearest campsite or return to a nearby village.
• It may be necessary to replenish food supplies from local villages
• The group will wait till the leader determines the crossing is safe
• The leader will ensure that correct river crossing techniques are applied and that a throw line with a competent person is situated downstream of the crossing in case of a mishap
• If packs are to be worn by clients, waist straps should be undone
• On difficult crossings, staff will carry clients backpacks

All log bridge crossings will have a hand rope in place for clients to hold. Backpacks will be carried by staff.

Leader guidelines for HYGEINE

It is the responsibility of the leader to ensure that sterilization tubs are always available at client toilet stops, overnight accommodation, and before all meal breaks.
The group will be briefed as to the importance of good hygiene prior to departing on the trek. The leader may need to constantly remind the group to "wash hands"

Leader guidelines for HUMAN WASTE

The expedition leader is to brief the group on correct use of Village pit toilets and Trench toilets in camping areas. A trenching tool or shovel is carried and under no circumstances are clients allowed to do their own thing with toileting.
• Trench toilets are to be dug by staff with due consideration to waterways and proximity to the track. If possible, 100 m from all water sources
• All trench toilets are to be dug to a minimum depth of 30 cms
• Clients who need to leave the track to toilet during walking will be instructed
• (At the initial brief) to a) leave their pack on the track in a visible position and b) inform someone of their intention, that person is to wait at trackside until the safe return of the person toileting.
At break of camp, the expedition leader is to ensure the trench is suitably covered.

Leader guidelines on GROUP CONTROL

It is the responsibility of the leader to have full control of the group at all times. This refers to:
• Absolute knowledge of the location of clients whilst walking on the track and whilst in villages
• No client is to walk in front of the designated Trek Leader or be left to fall behind the Trek Master
• A headcount is to be taken at each break and randomly, throughout each day
• Have a thorough understanding of the health of the group; both mentally and physically. The leader can accomplish this by discreet conversation and interacting with all members of the group.
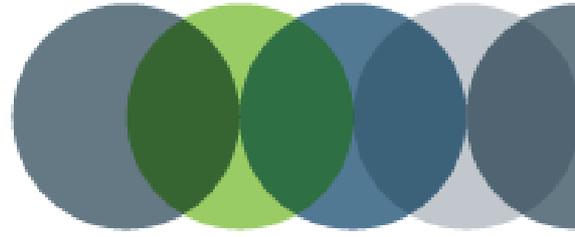
Appendices four
## Testimonial 1 from Young Person
(May 2011)

I believe that everybody has responsibility for the choices they make. In saying this, I also believe that it is very important to take into consideration the capacity people have to make the right choice for themselves. Of course, I am not saying that some people shouldn't be allowed to make their own choices, but rather help and guidance can make a wealth of difference. I believe that this is exactly what I gained from the Kokoda Youth Mentoring Program.

I left home at the age of fifteen, and made many bad choices. I didn't have much of an idea of where my life was headed, and at the time, I wasn't overly fussed. I became involved in KYMP when I was sixteen and remained in the program for the duration of the year. Its always interesting for me to look back and see how much influence that year had on my life – where I am now, and where I'm going. The most important thing I gained from the program was the network of close friends that I now realize will be there for me forever. I was given access to some influential and established people in the community at a time when my trust and respect for adults was not remarkable to say the least. These new found friends helped me to slowly learn that that there are some people out there who care about what's going on in your life and who have some very real and valuable advice to offer. I learnt much and continued to learn from the mentors of the program!

The invaluable process of networking was another important thing that I gained from KYMP. I was employed to make some small films for a company in Mildura through one of the co-founders of the program. Filmmaking was just a small hobby that I was interested in, but I was able to get some paid work and a foot in the door of a well established Mildura business through networking. Sometimes it's not just what you know, but who you know, especially in a small place like Mildura. I was also given the opportunity through people I'd met in KYMP to become involved with youthcentral.com, which is a Victorian government run website for youth. I was able to have some of my writing published online and this also helped me to further engage with the community because I was writing stories on local events and issues.

I continued to live alone throughout my VCE, which was difficult at times. But I believe that the support network that I established through KYMP was an element that helped me through those final years of school. I doubt I would have achieved this without people to talk to and consult with at times. I completed school with relatively good marks and was able to move to Melbourne and begin university. I'm now in my second year studying a Bachelor of Arts; International Studies at RMIT University. I hope to get into community development work in the future, overseas and within Australia. Earlier in the year I went to Vietnam to participate in a development program administered through my university, which helped me to gain important, practical skills. In August I'm heading to Indonesia for five months to study. I will be studying Bahasa Indonesia for two months and then working on another community development project for the remainder. I believe that this will also help me gain practical skills, whilst learning and gaining credit towards my degree.

In retrospect, what has KYMP given me? I believe that it has helped me learn the skills to make good decisions for myself, by giving me positive role models at a time when I had none. Mentoring programs such as KYMP are not quick fixes nor do they necessarily work for everybody. But I believe that they give young people the best chance they can get by providing them with professional, social and emotional networks. At the same time it allows the community to give back to younger generations who will one day be the leaders of our communities. I believe that the Kokoda Youth Mentoring Program has been invaluable to my life and I hope that other young people that are in the position that I was are given the opportunity to also access it and begin to make positive decisions for their lives.
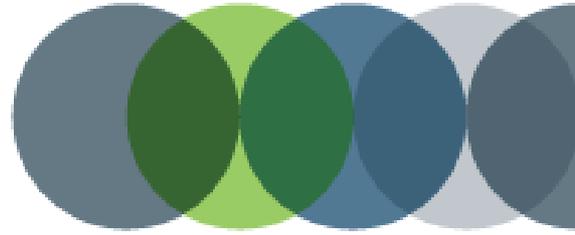
Appendices four

Transcript of short film Tumus Wokabout: Wonderful Journey by Jayke Clayden, Roving Reporter

http://www.youthcentral.vic.gov.au/ViewPage.action?&repositoryName=&siteNodeId=1993&CurrentFolderID=1966&ItemID=13079 This video documents the experiences of participants in the Kokoda Youth mentoring program, which culminates in walking the Kokoda track. Edited between interviews with both mentees and mentors from the program are photos and video from their time on the Kokoda track. Light acoustic guitar with a female vocal, from the song 'Gona Town' by Kirby Hengsen, accompanies the video. (Video, 08:31 mins)

[00:00] [Acoustic guitar starts.]
In the video's opening sequence a black screen alternates with black-and-white hand-held video shot in PNG. The shots include:
1. Passing through a township, the shot taken from a moving car.
2. A van on a side road, the shot also taken from a moving car.
3. A narrow valley on the Kokoda track overshadowed by a steep forested mountain.
4. Youth on the Kokoda track fording a jungle stream, their guide carrying a pair of boots in each hand.
5. A close-up shot of a group of PNG men dancing, palm fronds in their hands. In the centre of the group two men play ukuleles as they dance.
Over this last shot white text appears. The image fades, leaving the text on black.
[Female vocal starts over acoustic guitar.]
Text display: 'Tumus Wokabaut' Wonderful Journey
[00:20] Lyric: Sun's going down on Gona town.

[Music fades to background.]
Fade to black screen and crossfade to a head shot of Peter. He wears an open-necked shirt and sits in a small room.
Text display: Peter O'Donnell Cofounder
[00:31] Peter: The Kokoda Youth mentoring program is a program where we put local business people or people of responsibility and match them up with a young disadvantaged person to mentor them over a period of say twelve months or nine to twelve months. As part of that program we ah... the big goal is to get the mentor and the young person to work together to travel away and do the Kokoda track in Papua New Guinea.

Fade to black and crossfade to the narrow valley on the Kokoda Track overshadowed by a steep forested mountain shown in the opening sequence. This shot is in colour and hand-held. One of the walkers holds the camera. The shot jerkily moves from the mountain to the line of young people walking the track. They head downhill.

Fade to black and crossfade to Peter in the room. While Peter talks the video cuts to sequence of images:
1. A group photo of the program's first trekking party, taken at a foggy mountain-top Kokoda war memorial.
2. Video of a light plane landing on an uphill grass airstrip in PNG.
3. Video of the trekkers slogging uphill through jungle on the Kokoda track. They wear large backpacks.

[01:13] Peter: The first group we took away was a group of about twenty four, twenty five. There was nine young people and the balance were adults. And that was in October two thousand and six. Because we were a bit concerned about the fitness of some of the kids at that time, we actually flew in and walked about two thirds of the track. So we flew in to a place called Efogi and walked the rest of the track.

Crossfade to Peter. While he talks the video cuts to sequence of images.
1. A group photo of the program's second trekking party, taken at the same war memorial as shown earlier, but on a much sunnier day.
2. A photo of the second trekkers walking down a steep, slippery slope. The two young people in the photo have orange rain covers over their backpacks.
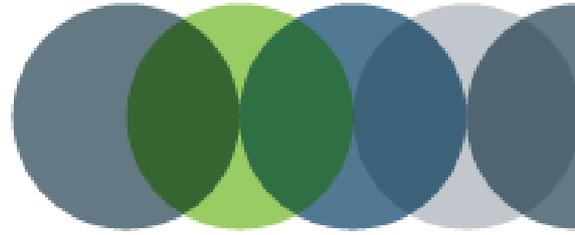
3. A photo taken from above of some of the second trekkers fording a river.
4. A photo taken at night of a young woman in the second group hiking in the rain through black mud. Her boots and socks are coated in mud.
5. A photo of a clearing in the jungle at daytime in heavy rain.
[01:33] Peter: The second group, after the success of the first program, the second group was put together and they went away in April of two thousand and eight. There was a few more kids, about a dozen kids in that group and about the same amount of adults. And they walked the whole track in horrific conditions, when it rained the whole time. And they were... legends for what they did in that trip. And we're just organising our third trip now, so we're looking forward to the next group starting up very soon.

[Acoustic guitar fades up.]
Fade to black and crossfade to a dark, blurry shot looking down a forested valley from up high. The camera pulls back, turns around and reveals a small traditional, grass-roofed hut.

[Acoustic guitar fades to background.]
Fade to black and crossfade to Taylor who sits on a lawn. The camera is positioned above Taylor and looks down at her. Near the end of her speech, the video cuts to a hand-held shot of the trekkers on the narrow Kokoda track, heading downhill towards a small hut. Some of the group turning to smile at the camera
Text display: Taylor Athorn Mentee, 2008
[02:13] Taylor: I wasn't in care when I started the program and I have never been in care. But as everyone has issues I did too. I started hanging round the wrong crowd. I dabbled in drugs and alcohol. And I was hanging round with lot of bad people. But the Kokoda program helped me out of that. They showed me a good group of friends, good moral support. I had a good mentor, Maurita Miller. And, yeah so... I didn't have as many problems as some of the other mentees did, but yeah, I was struggling a little bit.

[Acoustic guitar fades up.] The hand-held shot of the trekkers continues, a lot hold walking sticks. The walker closest to the camera turns and smiles.

[Acoustic guitar fades to background.]
Cut to a close-up head shot of Hannah, who sits in an astroturf backyard. Hannah has a white rose behind her ear.
Text display: Hannah Bluck Mentee, 2008
[03:00] Hannah: Before the group I suffered with a lot of low self esteem, low confidence and I didn't believe in myself ever. The group were really good in persuading me to stay in the group. I tried to leave quite a few times. Commitment to the group was really hard also as I found it hard to commit to anything as my living arrangements weren't always stable and I have never had a commitment to big things like that before.

Fade to black and crossfade to Kayla, who sits on the grassy bank of a wide river.
Text display: Kayla Walters Mentee, 2008
[03:31] Kayla: Before I started the program and currently, I am actually in out-of-home care. I'm nearly eighteen, so I'm nearly out of it. I joined the program because I didn't have a lot of self-confidence. We were selected and stuff, and I thought it would be a good opportunity to kind of give myself some strength. Also a lot of people were doubting me, I wanted to prove to them that I could do something that was hard, that I could be stronger than what they thought I was. And I wasn't actually very strong before I started. I used to break down a lot and stuff, and I was having a lot of difficulties with stuff, so yeah.

[Acoustic guitar fades up.] Fade to black and crossfade to the trekking group taking a break at a lookout on the Kokoda track. The camera stands behind the group, and pans left to look down at the massive valley below.

[Acoustic guitar fades to background.]
Fade to black and crossfade to a close-up head shot of Samantha. Behind her is Australian bush. When she mentions going overseas, the video cuts to a series of images from PNG, including:
1. A bright photo of a village of thatched huts on the Kokoda track, sited among tall palm trees in a valley.
2. A close up photo of a small girl dressed traditionally, with shell necklace, and flowers tied to her hair and upper arms. She
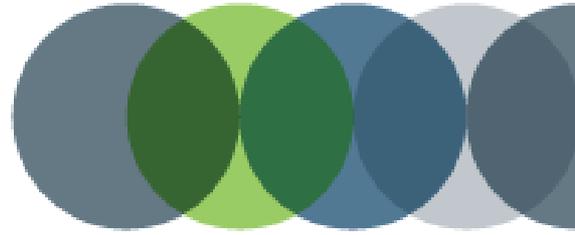
stands next to an adult in a tapa wrap.

3. A photo taken at night of a group of villagers. The subject of the photo is a small child with a sticker stuck to his chest. The sticker reads Stop Drop and Roll.

4. Video of a man sitting on a rock on a steep fern-covered slope. He nods to the camera as it moves past, up the hill.

5. A photo of four village children, each holding one of the stickers shown earlier. The child closest to that camera has a large belly.

6. Video of village children dancing in a group.

Text display: Samantha Rogers Organising Committee & Mentor, 2008

[04:10] Samantha: I think the actual trip to PNG is a really positive ending to the whole program. The program has been about... group leadership, about people learning to get along with each other, a lot about the training, discipline, and the kids going out of their way to do different things that they don't usually do. So I think going overseas, for some of them, was a massive thing. Riding on an aeroplane. And then going to meet people in a totally different country, who live a totally different way to what we do. And I think it shows the kids that sometimes life where they are is not as hard as what they think. These people have no power, they have no belongings, they walk two hours to school. So, I think it put into perspective some of the kids lives and how much they do have.

[Acoustic guitar fades up.]

The video footage of the children dancing in a group continues and is slowed down so that the children appear to be dancing in time to the acoustic guitar music playing. Taylor starts talking over this footage.

[Acoustic guitar fades to background.]

Crossfade to Taylor. The camera is on a different angle and reveals Taylor is sitting on a grassy bank of a river. While Taylor speaks the video cuts to photos from her time on the Kokoda track, including:

1. Taylor sitting in swimgear in a clear stream on a sunny day with a group of women, children and babies.

2. Taylor sitting on a fallen tree trunk arching over a stream. She is flanked by children smiling for the camera.

3. A close up of Taylor in her bathers and four children, who are also wet from swimming in the stream behind them.

4. Taylor, sunburnt, wearing a bead necklace, holding a baby wrapped in a terry toweling nappy. The photo is taken at night, behind her sit two other members of the trekking party.

[05:03] Taylor: Papua New Guinean people helped me in the sense that I learned to be more appreciative of the little things that I have at home and that they were so willing to share the little things that they had, as they opened their homes to me and treated me as one of their own, as their daughter. And they gave me responsibility. In their culture you can live with your family and you don't need to have money, you just need to be happy. And that's what they showed me, that you can have little but be happy.

Crossfade to the trekking party, who head uphill past tall mossy tree-fern trunks. Kayla starts talking over this footage, and the video crossfades to her sitting by the river. As she talks the video cuts to photos from her time on the Kokoda track, including:

1. A portrait of Kayla and a porter, both in black T-shirts and backpacks, wearing headgear made of foliage. Behind them stand other porters on the trek.

2. A photo taken from above of Kayla resting on the ground. Her walking stick leans on her shoulder, boots muddy, hand to her face. Her legs below the line of her shorts are muddy.

3. A photo of Kayla descending a steep slope, holding a helping hand from a porter, who is barefoot. Both are coated in mud from the knee down.

[05:31] Kayla: The track for me was definitely a strengthening experience. I had lots of people egging me on type thing. At various points I was told that I couldn't do it, that I would never make it. So I had to have people there pushing me along. So yeah, the track meant a lot. Like it was a chance for me to build friendships, to become a stronger person, to be happier within myself.

Fade to black and crossfade to Hannah in her backyard, behind her are sunflowers that have finished flowering and eggplant plants.

[05:51] Hannah: The program gave me confidence to doing year twelve, doing better in my subjects and achieving a lot more in my level, my grades. Um, I'm getting a certificate two in childcare at the end of this year. And I have a part-time job that I do four times a week, four nights a week. I'm looking for my own place for further independence. And the most important thing now is that I believe in myself.
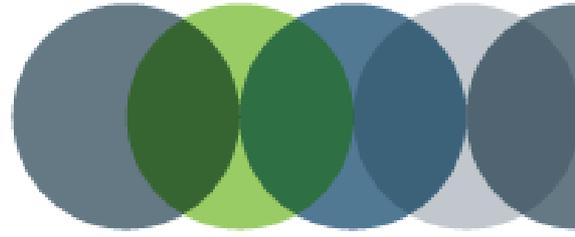
[Vocals start over acoustic guitar in background.]
Fade to black and crossfade to Samatha, who sits on sandy ground in bushland. While she talks the video cuts to a sequence of photos from the youth trekking program on the Kokoda track, including:
1. A young man, one of the mentees, at a lookout looking back at the camera. Below him stretches a deep jungle valley.
2. A dark shot of the trekking party in the jungle.
3. A mentor with three of the program mentees, mid-hike, including Taylor.
4. Three of the mentees talking a break on the trail. Each has a bag of lollies.
5. A smiling porter helping an exhausted Taylor and co-mentee up a hill. The porter holds their hands.
6. The trekking party crossing a fast-flowing river, using logs and rocks.
7. A mentor and mentee at a lookout.
8. A line of trekkers, heading single file uphill through deep mud.
9. Video of the trekkers walking the Kokoda track through mud and up steep hills.
[06:17] Samantha: I think the one main benefit that all of the kids have got out of this is every one of them has grown in confidence. They may not see that in themselves, but I have seen that from some kids who wouldn't even look you in the eye to talk to you, to standing up in front of a hundred and fifty people making speeches at presentation nights, to being able to approach different people about whether it's their school life, their work life or their personal life. On the track, we walked one day for fifteen hours. I think that showed the kids that their bodies and their minds can do things well beyond what any kid or any of us ever thought that we could do. They pushed through some really hard, really terrible mud, trekking, walking up steep hills for hours on end, carrying their own packs, helping each other out. And I don't any of the kids would have ever thought that they could do that.

The video of the trekkers hiking through muddy jungle continues while Taylor speaks. This then crossfades to Taylor on the grassy riverbank.
[07:11] Taylor: Soon after I got back from Kokoda I enlisted in the navy and I passed all my tests in Albury and I'll be leaving to go to Cerberus April six. So, never in a million years would I ever think that I could be in such a large group as the military, because it's so respected, unless I had done Kokoda, because that gave me the strength and courage to enlist, and I don't think I ever would have if I didn't go over and was given the support and the respect that such influential mentors that we had, and big figures in the community, such as Richard Garlick and Maurita Miller and Stuart, and Luke. Yeah they gave me a sense that I was worth a lot, and that meant a lot to me, so. Yeah it helped me in my future goals and everyday life, so I stand tall now, it's good.

[Music fades up.] Fade to black. [08:05] Text display: Directed & edited by Jayke Clayden

Fade to black and crossfade to the black-and-white close-up shot shown at the start of the video of a group of PNG men dancing, palm fronds in hand. In the centre of the group two men play ukuleles as they dance.

Fade to black. Text display: 'Gona Town' music by Kirby Hensgen

Fade to black and crossfade to the black-and-white close-up shot of a group of PNG men dancing with palm fronds around two men playing ukuleles. Over this video text scrolls up the screen, two names at a time.

Text display: Peter O'Donnell, Brad Fyfe, Richard Garlick, Sam Rogers, Taylor Athorn, Kayla Walters, Hannah Bluck, Kirby Hensgen

Crossfade to a colour shot of the trekkers slowly hiking up a lush, steep, vine-covered gully. The camera pans from the bottom of the gully upwards to the hikers snaking into the distance.

[08:23] Lyric: I'm heading home, I'm feeling free. [Music stops.]

[08:31] End.
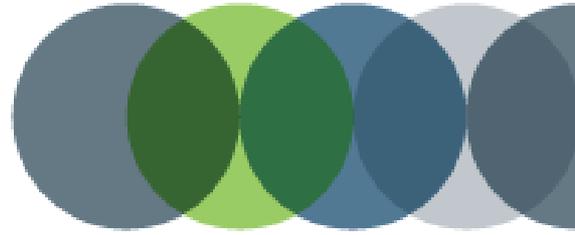
Appendices five

Case Study
By a Mentor

Mentee is a 16 year old young person who was engaged with the program through referral from Child and Adolescent Mental Health Service. HB had relocated to the area two years previous and had not been engaged in any form of education since being here. HB has also had a history of being involved in criminal activities. HB's family background has also been difficult with his mother suffering from mental illness and his parents being separated for a number of years.

My first few interactions with HB were difficult due to an inability to engage him in any form of conversation or gain eye contact. His level of confidence in speaking with the other mentor's or young people in the program was very low. I also found his family or his mother in particular, were not encouraging or believing of his abilities to be able to succeed in the program. HB was unable to identify goals or progress he wished to make in the program.

Since his engagement with the Kokoda Youth Mentoring Program, the changes I have seen as his mentor have been incredible. HB attends just about every training session and can now join the group to interact with any of the mentors or mentees regardless of age, gender or cultural background. HB has been able to build his confidence not only in his abilities to converse appropriately but also in his belief in himself and his ability to complete the trek. His engagement with the program has also seen some fantastic growth in the level of support from his mother who keeps regular phone contact with the Mentoring Co-ordinator as well as being an active participant in the sometimes difficult process of getting a passport for young people.

HB's sister has also attended a training session with HB and included herself in the activities and conversations during the training session. HB was definitely observed to enjoy having his family there. As a mentor I have seen the continued and steady rise of HB's self confidence and have been so thrilled to see him make new peer groups. Even something so small as a genuine 'thank you' with eye contact from HB has been recognised as a small success.

Overall at this stage of the process I am absolutely wrapt with HB's progress, things that may seem small to the average person have given me, as a mentor that warm feeling that confirms this program works!