Program logic mapping and evaluation of the Lord and Lady Somers Camps

Prepared by the Consulting Group within the School of Psychology and Centre for Social and Early Emotional Development (SEED), Deakin University for Lord Somers Camp and Power House Australia.

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Summary

The Lord Somers Camp and Power House (LSC&PH) Board of Directors commissioned the report that follows to evaluate the Lord and Lady Somers camps. These seven day camps are run at the start of each year and have a long history in seeking to breakdown class divisions and increase social harmony by offering meaningful interaction amongst youth from diverse social backgrounds. The seven day camp model is offered by LSC&PH along with a broader set of activities. To what extent do the activities offered by LSC&PH align with current knowledge and evidence from the behavioural and psychological sciences? To answer this question program logic mapping of the camp and related activities was conducted by researchers from the Consulting Group within the School of Psychology and Centre for Social and Early Emotional Development (SEED), Deakin University Australia.

Existing documents and publications were reviewed, and interviews and focus groups were completed with trained staff and recent volunteers. Observations were also obtained through participation in the 2016 camp activities. Through these steps a program logic map was constructed describing the component activities and their hypothesised benefits. A rapid literature review identified published studies that evaluated the link between the program activities their hypothesised benefits. Several themes emerged from the focus group with recent volunteers and observations at the 2016 camp: Cultures of acceptance and openness, genuine and caring camp staff as role models for participants and recent volunteers, plenty of opportunities for participants to make choices and accept challenges, opportunities for social interaction with peers in a similar life situation, no hierarchy and no cliques among people at the camp, and important relationships formed between peers and staff. A quantitative survey of 200 participants and volunteers attending the 2016 camp was conducted. The survey included measures of intended benefits such as: self-esteem, social connectedness, social trust, and efficacy. These showed significant positive changes amongst participants 4 months after attending the camp. Participant data supported all core program quality indicators for participants of the Camp except opportunities for participants to have sustained service. Volunteer data supported two of the four core indicators for volunteers, however further evidence should be collected through additional volunteer surveys and program documentation. Ways to increase diversity among camp participants, long term follow-ups and surveys with camp participants and volunteers, and a randomised controlled study are

recommended to further evaluate the sustainability of the impact and benefits of the Lord and Lady Somers Camp.

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Introduction

In 1929, the visionary leader and Governor of Victoria, Lord Somers, established the Lord Somers Camp and Power House (LSC&PH). Lord Somers was committed to uniting a diverse and fractured community, breaking down class divisions and eliminating prejudice, misunderstanding and intolerance. During that time, diversity was predominately defined by socio-economic (class) differences. In order to close the gap between social classes and to promote social cohesion, Lord Somers introduced the Lord Somers Camp that recruited young men from different social classes and provided them with life-changing experiences that would help them challenge and heal divisions between social classes. The camps have taken place annually (excluding during World War II) and the Lady Somers Camp was established in 1986.

The Lord Somers Camp were originally designed drawing from the scouting movement (www.scouts.com.au/about-us/history) and outdoor youth recreation camps established by the Duke of York in the UK in the early 1920s (https://www.lscph.org.au/). The focus was on service to queen/king, country and fellow man. In a letter published in the Melbourne Herald in 1933 (see history: https://www.lscph.org.au/) Lord Somers described his belief that the camps were "breaking down the wall and bridging the gulf by which the boys were normally supposed to be divided. It was found that these divisions melted away under the atmosphere of camp life and, thanks to the loyal and public spirited cooperation of the boys themselves".

In the post-World War 2 era the camps took on a more military style due to the influence of returned servicemen in the camp. Whilst retaining their origins, some influences were introduced such as a strict daily schedule, flags and ceremony, physically challenging activities, and respect for authority (emailed comments from program leaders 2016).

In addition to the structure and discipline provided by military programs the Lord Somers Camp continued to be influenced by adventure and outdoor activity camps, aligned with the scouting movement. The outdoor adventure movement conceptualised structured outdoor adventure experiences to have potentially therapeutic qualities (e.g., Schell, Cotton & Luxmoore, 2012). Outdoor adventure is founded on the principle that experiential learning (i.e., learning by doing) and physical challenge provide a context for developing skills and attributes that can be drawn on in broader social contexts. Promotion of feelings of worth and improvement of self-esteem among vulnerable youth are meant to be achieved by successfully completing challenging structured tasks and learning new skills (Cotton &

Butselaar, 2013). The Lord and Lady Somers camps preserve some of the military influences such as flag raising, the use of military commands and hierarchy system, while also incorporating elements of experiential outdoor adventure learning.

A key aim of the Lord and Lady Somers camp is to close the gap between social classes and promote social cohesion. Social cohesion is defined by the Australian Institute of Health and Welfare (2005) as the connections and relations between societal units such as individuals and groups from which cohesiveness is created based on a shared sense of belonging and attachment, similar values, trust and a sense of "social solidarity". A cohesive society is characterised by high levels of social capital. Social capital includes features of cohesive social structures (e.g., high interpersonal trust and norms of reciprocity and mutual aid) that act as resources for individual wellbeing, growth and development, while also facilitating collective action.

Bridging social capital, a type of social capital that refers to the connections between individuals who are dissimilar in their socio-economic status and other characteristic (Villalonga-Olives & Kawachi, 2015), is especially relevant as a key aim of the camp. By recruiting youth from diverse socio-economic and cultural backgrounds, youth are expose to the opportunities to form social connections with youth that are dissimilar to themselves. The camps also provide service and social connection opportunities for dedicated camp staff and volunteers. Increasing bridging social capital among camp participants is expected to increase valuable social support, through the newly established connections with others in the camp. In this way the camps seek to foster stronger social cohesion by reducing social divisions within the community, and in this way socially reinforce identity and mutual influence.

Encouraging empirical evaluation and academic reflection on the Lord and Lady Somers camp is important. There has been increased attention to optimal human development in recent years that has led to important theory and program evaluation activities within the fields of: international human development movement (https://sustainabledevelopment.un.org/sdgs), positive psychology (www.positivepsychologyinstitute.com.au/) and positive youth development (Catalano et al, 2004: www.jstor.org/stable/4127638). It is important to document the Lord and Lady Somers camp activities to reflect on and integrate this unique work within the broader positive development literature.

The Consulting Group within the School of Psychology and Centre for Social and Early Emotional Development (SEED: www.deakin.edu.au/research/seed), Deakin University Australia, were commissioned by the Lord Somers Camp and Power House Board to evaluate the program logic of the Lord and Lady Somers camps and related programs (https://www.lscph.org.au/).

The seven-day camps are run separately for 100 boys and 100 girls in January each year with the support of between 160 and 220 volunteers. As stated above, the aim of the camp is to break down social divisions by challenging the social identity assumptions young people hold about themselves and others. All staff are volunteers and many have been previous camp participants themselves.

Camp leaders allocate participants in groups based on their knowledge of the participants (profiles provided in their applications) and hold meetings every day during the camp to fine tune the activities and opportunities provided to participants. Staff regularly adjust the camp program daily based on reflection of the level of engagement of participants and the extent to which they are bonding. Phones and social media are not allowed in camps, offering one of few opportunities for young people to experience a digital free week (disconnected from social media and technology).

In order to set the foundation for empirical evaluation it is necessary that programs and their assumptions are firstly documented. This is known as program logic mapping (http://programlogic.org/). Many programs are not developed based on theoretical manuals but develop organically based on the contributions of multiple participants. In these cases it can be valuable to consult stakeholders in order to draw out the implicit program logic. The program explication method was developed by Toumbourou and Bamberg (Bamberg et al, 2011) for this purpose.

Method

The program explication method (Bamberg et al, 2011) was used to guide the present project. This method is designed to assist the documentation of the program logic of human service programs and to increase their alignment with evidence-based practice. Program explication aims firstly to document the implicit assumptions regarding the critical program ingredients and their contribution to intended service targets. Secondly the method is designed to link these program theories to the evaluation sciences by comparing program

logic claims against the "level-of-evidence" documented in the program evaluation literature. The following is a brief summary of the explication technique steps and how they lead to a program logic map:

1. Identification of activities – service staff are interviewed and relevant documents consulted to identify service elements. These are arranged into 'components' and 'activities'.

2. Identification and documentation of benefits – the intended benefit of each activity is identified by interviewing service staff and through review of relevant documents. Staff are encouraged to describe benefits in terms of potentially measurable health and behavioural outcomes.

3. Documentation of links between activities and benefits – the consultant then returns a document listing the staff assumptions regarding the anticipated client benefits that flow from each of the service activities. Staff are invited to check and correct this document.

4. Literature search for evaluating the program assumptions – the consultant rewords final statements regarding how service activities benefited clients, into hypotheses or research questions in which the independent and dependent variable are explicitly stated using terms that are commonly used in the research and evaluation literature. Systematic literature search criteria are used to select high quality evaluation studies by establishing inclusion and evaluation criteria for literature appraisal.

5. Synthesis of evidence – the consultant summarised conclusions according to the following criteria:

   - "Lack of evidence" – if the literature search returned little, or no research studies, relevant to the service activity under review, the activity was classified as having a to support it. It does not indicate that the activity is ineffective or invalid but rather that little research has been conducted and/or published to confirm its efficacy.

   - "Some evidence" – some of the literature provided indirect evidence for the validity of the activity through descriptive evaluation studies.

   - "Moderate evidence" – at least one well-controlled evaluation study reporting a positive effect.

   - "Strong evidence" – two or more well-controlled evaluation studies and the balance of findings demonstrated a positive effect.

6. Recommendations to increase alignment with evidence-based practice are developed through collaboration.

Identification of activity and benefit links through interviews with staff and volunteers

The lead author as the designated SEED consultant reviewed relevant previous annual reports and other key documents such as the LSC&PH Program Quality Framework and Social Impact Report presented by key staff. Following an examination of these documents, interviews were conducted by the SEED Consultant with key staff and volunteers (six in total) at Lord Somers Camp and Power House.

Interviews sought to ascertain what components and activities were offered at the camps, how these activities were delivered, and how these activities were expected to benefit young people. Each interview was undertaken during a two-hour group interview session. During the meeting staff were assisted to list the key program elements into components, activities, and hypothesised benefits by answering a series of open-ended questions regarding activities and the typical camp days with young people. Staff and volunteers were asked to clarify how each component or activity was defined and anticipated to benefit the young people attending the camps.

Literature search

The next step in preparing the program logic map was to compare the identified project component activities against current international evidence. The information gathered through interviews with key staff and long-time volunteers were organised into Table 1. This was the first output of the program logic mapping process incorporating the components, their activities and anticipated client benefits. This document was circulated to key staff and other investigators for comments. Once finalised this document became the working "blueprint" by which to review evidence from the existing literature to establish the level of existing research evidence supporting the project logic assumptions.

Statements detailing how program activities benefited young people were reworded into hypotheses or research questions reflecting key-words and terms commonly used to index independent and dependent variables. These statements were then used to guide a rapid (time-limited) search of the published scientific literature. Searching sought to identify studies that had evaluated an equivalent identified activity (independent variable) that leads to the hypothesised benefits (dependent variable), within youth camp setting for young people

in their mid to late adolescence. A number of databases were searched, including: Medline, PsychINFO, and Google Scholar.

To further evaluate program benefits, the interviews with staff and volunteers were written up as a qualitative theme analysis. A quantitative participant survey was also completed in 2016 to assess the impact of the camp.

Quantitative survey methodology

Survey participants were asked to complete surveys before the camp, at the end of camp and 4 months after attending the camp in 2016. A standard survey protocol the camp has used in prior years was supplemented with additional scales in 2016. There was high compliance with the request to complete the survey such that the sample size of the camp participants was 100 each for the boy's and girl's camp. Analyses were separated by gender.

Measures:

Data were collected on participants' level of self-esteem and social connectedness using the Rosenberg Self-esteem Scale (Rosenberg, 1965) and the Social Connectedness Scale (Lee & Robbins, 1995) respectively. Items were also included to assess the extent to which school or work was important to participants, and their attitudes towards school and work. In the 2016 survey, additional measures of bridging trust and self-efficacy were also added to explore the extent to which the camp impacted these areas of bridging social capital. The bridging trust items measure the level of trust participant had towards people who are new to the area, have different religious beliefs, and from different cultural, racial, and ethnic background (Enfield & Nathaniel, 2013). Social efficacy items measure the extent to which participants believe that they can make a difference by helping their closest friends and family, and newcomers to get involved in groups or organisations (Enfield & Nathaniel, 2013).

The Rosenberg Self-esteem Scale (Rosenberg, 1965) is a widely used measure and comprised the following items: On the whole, I am satisfied with myself. *At times, I think I am no good at all. I feel that I have a number of good qualities. I am able to do things as well as most other people. *I feel I do not have much to be proud of. *I certainly feel useless at times. I feel that I'm a person of worth, at least on an equal plane with others. *I wish I could have more respect for myself. *All in all, I am inclined to feel that I am a failure. I take a positive attitude toward myself. Response options – strongly agree [3], agree, [2] disagree

[1], strongly disagree [0]. The higher the score, the higher the self-esteem. *Items with an asterisk are reverse scored.

The Social Connectedness Scale (Lee & Robbins, 1995) comprised the following items: I feel disconnected from the world around me. Even around people I know, I don't feel that I really belong. I feel so distant from people. I have no sense of togetherness with my peers. I don't feel related to anyone. I catch myself losing all sense of connectedness with society. Even among my friends, there is no sense of brother/sisterhood. I don't feel that I participate with anyone or any group. Response options - strongly agree=1, agree, slightly agree, slightly disagree, disagree, strongly disagree=6.

Bridging Trust (Enfield & Nathaniel, 2013) comprised three items: I trust people new to the area. I trust people of other religious beliefs. I trust people who don't share my cultural, racial or ethnic background. Response options - strongly agree=1, agree, slightly agree, slightly disagree, disagree, strongly disagree=6.

Social Efficacy (Enfield & Nathaniel, 2013): I believe I can make a difference by helping out my circle of closest friends. I believe I can make a difference helping newcomers get involved in groups or organisations. I believe I can make a difference by helping out my family. Response options - strongly agree=1, agree, slightly agree, slightly disagree, disagree, strongly disagree=6.

School and work motivation: Doing well at school or work is very important to me. Continuing or completing my education is important to me. I put a lot of effort into school or work. I am keen to do very well at school or work. Response options for above - Strongly Agree, Agree, Neither agree or disagree, Disagree, Strongly Disagree.

Results

To date the LSC&PH Program Quality Framework has been the key document defining the purpose, principles and practice of each program implemented by the Board. To further supplement the existing documentation, the program components presented in Table 1 were organised according to the different roles of camp staff and the main activities that they contribute to. The first column in Table 1 shows the different roles of camp staff and the second column shows the details for each activity performed by staff. The third column summarises the benefits that stakeholders anticipated would flow from the listed activities. The forth column presents the conclusions according to the level of published evidence for the beneficial impact of each of the activities.

Table 1. Program components, the associated activities, benefit hypothesis, and evidence from the literature.

Program Objective: The overall objective of the Lord and Lady Somers Camps is to challenge the perspectives that young people hold about themselves and others. Through introducing 100 boys and 100 girls to a broad range of peers, the program aims to dismantle social barriers and increase understanding and acceptance of diversity. Throughout the challenging week, participants work together to compete as a team, push their boundaries and develop friendships. Participants leave with a greater understanding of their own and others' potential, and gain new insight into how they can make a positive impact on their communities.

Program component	Identified activities	Benefit hypothesis	Evidence
Participant recruitment and selection	- recruit 100 male and 100 females young people (aged 16.5 to 18 years old) from government, independent schools, employers and partner organisations. The recruitment process targets participants across the Victorian socioeconomic spectrum.	- increase opportunities to engage in unique interaction and social bonding with diverse groups	The program is successful in selecting participants (attendance records)
Team leaders	- 2 experienced leaders per group act as supporters/ mentors for groupers - facilitate group discussion, reflection and debriefing - Motivate participants to try their best in all physical and mental challenges - provide individual support to participants as required during the program - act as role models and set tone and expectations for their groups	- role model positive care behaviors that improve self-concept - ensure a safe environment and a sense of belonging - motivate groupers to move outside their comfort zone to challenge their competence limits.	Moderate evidence. See randomised trial irk & Day, 2011; Michalski et al., 2005; Henderson et al., 2007a; Fields, 2009; Goodwin, 2001
Camp staff	- Between 100 and 160 volunteer staff	- organise a program of	Kirk & Day,

Program component	Identified activities	Benefit hypothesis	Evidence
	responsible for the design, planning and implementation of all aspects of the program. - Executive leadership team runs the camp and appoints Heads of Departments across various functional areas of the camp (cooks, games and activities etc). Heads of department then manage teams of volunteer staff ranging in size from 5 to 20 people).	unique experiences to participants in a safe and consistent manner - provide role models of positive care behaviors - motivate groupers to move outside their comfort zone to challenge their competence limits.	2011; Michalski et al., 2005; Henderson et al., 2007a; Fields, 2009; Goodwin, 2011
Slush	- Refers to the 50 to 70 volunteers who are responsible for implementing aspects of the camp program and entertainment as well as completing menial work such as cleaning, serving meals and washing dishes. - Unique aspect of the slush role is to carefully create tension and challenges for the participants early in the program. The purpose of this is to promote opportunities for participants to bond within their groups across typical social group dynamics and barriers. As the individual groups bond the role of the slush transitions from creating tension to inspiring and motivating the participants to get the most out of the experience.	- enable participants to make friends with people from different backgrounds - provide opportunities to facilitate bonding among groups - learn to support other team members when presented with challenging situations - learn to tolerate, accept and work with people from different backgrounds - increase understanding of how to build and maintain healthy relationships	Kirk & Day, 2011; Michalski et al., 2005; Henderson et al., 2007a; Fields, 2009; Goodwin, 2011
Post-camp	- participants were informed about	- maintain relationships	Kirk & Day,

Program component	Identified activities	Benefit hypothesis	Evidence
volunteer recruitment	volunteering opportunities within the organisation and invited to come back to volunteer in staff of slush roles at the camp (and other programs implemented by LSC&PH across the thematic areas of: youth empowerment, community development, lifelong learning and positive ageing).	with fellow camp participants, camp staff and the organisation - experience the benefits of volunteering for positive relationships, civic contributions to benefit others, and health and wellbeing.	2011; Michalski et al., 2005; Henderson et al., 2007a; Fields, 2009; Goodwin, 2011

Participant recruitment and selection: The recruitment process targets participants across the Victorian socioeconomic spectrum (based on ABS SEIFA). Participants are referred and required to complete a detailed online application form. Based on completed applications, participants are selected with a focus on diversity across the group. 100 male and 100 females are selected from typically 300 to 400 applications. The participants are then further separated into 5 colour groups of 20.

Team leaders: Two experienced leaders per group played varied roles as supporters, mentors, facilitators and motivators. Team leaders provide role models as caring and supportive adults. These roles are balanced by also needing to organise and motivate participants.

Camp staff: Between 100 and 160 volunteer are staff responsible for the design, planning and implementation of all aspects of the program. An executive leadership team runs the camp and appoints Heads of Departments across various functional departments of the camp (cooks, games and activities etc). Heads of department then manage teams of volunteer staff (ranging in size from 5 to 20 people). Volunteer staff in departments range in age (from 17 to 85 years old) and have varied experience and have typically been previous program participants. The volunteers have varied responsibilities including: carefully monitoring and managing the group dynamics and level of bonding within groups; maintaining the camp traditions with a focus on service to others; providing a unique and fun experience for the participants through a range of activities, challenges, creative outlets, guest

speakers and entertainment; creating opportunities for groupers to showcase their talents and skills; providing formal and unique experiences to participants; providing a sense of tradition and history.

The benefits of the above activities (as described in Table 1) seek to positively acknowledge and reward youth talent and skill. Participants are expected to benefit by learning new skills and by being challenged to experience new activities and opportunities for developing competence.

Slush: Between 50 and 70 volunteers are responsible for implementing aspects of the camp program and completing menial work. Consistent with camp staff the Slush are organised into functional departments with Heads of Departments who manage a team of people across a variety of ages and experience levels and have typically been through the program as a previous participant. The slush demonstrate what can be achieved through team work, leadership, creativity, and hard work and support the efficient implementation of the camp program. The benefits as described in Table 1 also included: learning to bond and work collaboratively with people in their own team; learning to tolerate, accept and work with people from different backgrounds; enhancing socialisation skills; developing an increased level of confidence in facing new situations; new skills in problem solving and improved physical and cognitive abilities; learning from the highly functional team of slush as participants compete against them through challenging games and activities; groupers bond with each other through shared and fun experiences; challenge and opportunities to demonstrate competence.

Post-camp volunteer recruitment: The post camp experiences are organised to offer volunteering opportunities acting as Slushies and in other roles. Volunteering has been demonstrated in randomised experimental studies to have benefits that include improved physical health (Schreier, Schonert-Reichl & Chen, 2013).

Rapid literature review

In overview "moderate evidence" was identified for the benefits described in Table 1. One randomised trial was identified through the rapid literature review that showed improvements in self-concept for a group of adolescents (aged 9 to 17) with behaviour problems) that were randomised to attend a Life Adventure summer camp. This group made greater improvements compared to a separate population of adolescents with behaviour

problems randomised to a control group (Larson, 2007). Another randomised trial demonstrated physical health benefits for youth that volunteer. Physical health improvements were observed for adolescents randomised to attend prosocial volunteering opportunities compared to a control group (Schreier, Schonert-Reichl & Chen, 2013).

The rapid literature review also identified five quasi experimental studies that provided evidence to support the link between attendance at camps and their hypothesised benefits. Kirk & Day (2011) evaluated the effects of a summer camp program for foster youth transitioning from high school to college. They found that participation was associated with increased prosocial personal skills such as decision-making, listening, self-expression, assertiveness, helping others, enhanced sense of purpose and empowerment through experiential learning. Michalski et al. (2005) evaluated the impact of a therapeutic summer camp program and noted that participants exhibited increased self-esteem, improved social competence such as assertion and self-control, and short-term improvements in social skills. Henderson et al. (2007a) presented a literature review overviewing camp evaluations research that found camp participants valued supportive relationships, especially the relationships between youth and adult staff, which contributed to increased youth involvement and skill building. Fields (2009) reported student perceptions of benefits obtained through participation in a week long research-oriented astronomy science camp and found that camp experience enable participants to foster relationships with peers and with staff. Staff were also instrumental and played an important role in developing confidence among participants. Goodwin et al. (2001) reported an evaluation of a summer camp for youth with visual impairments and noted that participants were able to foster peer relationships which provided a sense of community. Participants were connected through common experiences acquired through a sense of belonging based on positive social interactions.

Qualitative Study: Observations at camp site and focus group with recent volunteers

A focus group was conducted with eight recent volunteers in their late teens/early 20s who were previous participants in the Lady Somers Camp. The following notes describe the observed themes recorded by the SEED consultant attending the camp:

- Cultures of acceptance and openness were observed. Camp staff members were well-trained and experienced in engaging participants from diverse background. They were capable at guiding, empathising, and encouraging participants. Throughout the camp staff

held regular meetings to discuss the progress of each participant and implement tailor-made activities that facilitated personal growth. There were no constraints imposed on participants so they felt free and relaxed to learn and everybody acted friendly towards each other; unlike at their schools where they described feeling more pressure to conform.

- Details of the camp were not revealed at the time of recruitment so participants did not know what to expect. Throughout the camp there were many twists and turns that were deliberately designed to be mentally and physically challenging for participants. Half way through the camp participants started to become more relaxed and started appreciate simple things. They were empowered by what they were able to achieve through the activities and encouraged by their group leaders and mates thus became less stressed.

- Camp staff were genuine and caring and were good role models for participants and recent volunteers. Group leaders of each team provided support and encouragement when participants were vulnerable and under pressure and helped them to solve problems.

- The slush provided tension at the start of the week and acted as a common enemy, drawing on primal conditions that lead group participants to develop solidarity and group identification. Gradually the slush became friendly to participants and participants were inspired to learn from the slush. The Slush coordinated all activities and worked behind the scene to provide for participants as well; recent volunteers were also appreciative of how hard working the slush were and were inspired to become slush at future camps. Participants were shown that everybody was equal at the camp as senior staff would be treated the same way as participants. Participants and recent volunteers were able to learn from staff to be socially inclusive.

- Plenty of opportunities for participants to make choices and accept challenges. Participants from the same group spend a lot of time together, experience everything together and help each other which allowed them to bond quickly. It was also rewarding to see their own team grew and improved quickly over a short period of time.

- Opportunities to meet peers who were in a similar situation such as transitioning into post-secondary education or work and worried about planning for the future. Participants felt better about the future through sharing with each other. The topics presented by guest speakers were also relevant in helping them to handle failure and uncertainty so that they felt prepared for the future.

- There was no hierarchy and no cliques among participants at the camp, unlike participants' schools. It's a fresh start for every participant and they were able to make

new friendships with peers from different background. Some participants were able to open up to others as if they can't with their normal friends.

- Relationships formed with their peers and staff were important and were described as the main reason for participants to return as volunteers. Once participants left the camp, these relationships were hard to maintain therefore returning as volunteers enabled past participants to keep the relationships with their peers and staff and maintain the connections with the organisation. Recent volunteers were also motivated to contribute and be part of something good by the positive experience and memories they had as participants. They also noted that volunteering at the camp was a break from their busy lives and that they continued to learn in different roles as camp staff. They described maintaining personal growth in areas such as becoming more proactive and encouraging to their peers and new participants, and better able to excel in team work and sportsmanship.

Pre and post survey measures and camp specific questions

Quantitative measures were also analysed from the participant survey to assess the impact of the camp. Participants were asked to complete surveys before, at the end of camp and 4 months after attending the camp. Paired t-test was used to test the differences between pre and post camp measures and Cohen's *d* was calculated as effect size to measure the sizes of these differences. Table 1 shows the average age, cultural identity, school type, school/work status, and suburb of camp participants.

Table 1. Demographics of camp participants

	Male	Female
Age (years)	17.6	17.4
Cultural identity		
Anglo	83%	82%
Others	17%	18%
School/work status		
Student	89%	96%
Work	11%	4%
School Type		
Government	43%	46%

Independent	51%	50%
Other	6%	4%
SEIFA		
(ABS SES Suburb Decile ranking 1-10)		
1 to 4	31%	30%
5 to 8	32%	33%
9 to 10	37%	37%

The average age of male and female participants was 17.6 and 17.4 years respectively. The majority of participants identified as Anglo. Most participants were students and there were more students attending independent than government schools. About 30% of participants lived in the four lowest ranked suburbs and 37% of participants lived in the two highest ranked suburb within Victoria. Tables 2 and 3 present the mean scores and their statistical significant level of the differences between pre and post measures. Given the camps are gender segregated, results are reported separately for male and female participants.

Table 2. Mean scores of the pre and post measures, the significant levels of differences, and the effect sizes for male participants.

	Male			
	Pre	Post		Effect size
	Mean (SD)	Mean (SD)	P-value	(Cohen's d)
Self-esteem	20.5 (2.0)	24.8 (3.8)	**<0.001**	1.15
Social connectedness	40.3 (6.2)	42.3 (5.5)	**<0.001**	0.42
Bridging trust	14.8 (2.1)	16.0 (2.0)	**<0.001**	0.67
Efficacy	15.1 (2.1)	16.2 (2.1)	**<0.001**	0.54
Do well in school/work is very important	4.3 (0.8)	4.6 (0.6)	**<0.001**	0.48
Continue/completing education is important	4.5 (0.7)	4.6 (0.5)	**0.003**	0.20
Put lots effort in school/work	3.9 (0.8)	4.1 (0.9)	**0.006**	0.31
Keen to do very well in school/work	4.4 (0.8)	4.5 (0.7)	0.06	0.16

Note. Statistical significant values were highlighted in bold; SD = standard deviation

Table 3. Mean scores of the pre and post measures, the significant levels of differences, and the effect sizes for female participants.

| | Female | | | |
| | Pre | Post | | Effect size |
	Mean (SD)	Mean (SD)	P-value	(Cohen's *d*)
Self-esteem	19.0 (4.4)	22.8 (4.5)	**<0.001**	0.96
Social connectedness	37.2 (7.3)	41.3 (5.9)	**<0.001**	0.69
Bridging trust	14.7 (2.4)	15.8 (2.1)	**<0.001**	0.51
Efficacy	15.2 (2.2)	16.4 (1.9)	**<0.001**	0.67
Do well in school/work is very important	4.5 (0.7)	4.6 (0.6)	**0.047**	0.16
Continue/completing education is important	4.6 (0.7)	4.8 (0.5)	**0.013**	0.31
Put lots effort in school/work	4.2 (0.8)	4.4 (0.7)	**<0.001**	0.33
Keen to do very well in school/work	4.5 (0.6)	4.7 (0.5)	**0.021**	0.44

Note. Statistical significant values were highlighted in bold; SD = standard deviation

Across measures, there were significant increases found at 4-month post camp for male and female participants, except for the question asking participants the extent to which they are keen to do very well at school or work among male participants. For males, there were small to medium effect sizes (≤ 0.20 but ≥ 0.5) observed for these measures: the importance of completing education, putting lots of effort in to school/work, social connectedness, and the importance of doing well in school/work. Medium to large effect sizes (≤ 0.50 but ≥ 0.8) were observed for the efficacy and bridging trust measures and the largest effect size (≤ 0.8) observed was for the self-esteem measure. For females, small to medium effect sizes were observed for these measures: the importance of completing education, putting lots of effort in school/work, and keen to do very well in school/work. Medium to large effect sizes were observed for the social connectedness, efficacy, and bridging trust measures. Similar to their male counterparts, the largest effect size observed was for the self-esteem measure.

Twenty-one questions were used to evaluate participants' specific camp experience. The mean score and percentage of participants reported an "8" (ratings ranged from "0" Strongly Disagree to "10" Strongly Agree) to each question are presented in Table 4. Across all questions, the majority (80% or more) of all participants agreed that the camp provided them with positive experiences. The top three most highly-rated camp experiences (that were rated by over 97% of male participants) were the ability to connect with and build friendships with people that they didn't know before the camp, the experience that the camp was meaningful, and the camp activities helped to provide opportunities for them to interact with others. Whereas for females, the experiences that were most-rated by over 96% of participants were that camp staff encouraged their groups to work as a team to meet challenges and goals of the camp, the ability to connect with and build friendships with people that they didn't know before the camp, the experience of the camp as meaningful, and that they felt safe and supported to try new activities and to take appropriate risks during the camp.

Table 4. Percentage of participants reporting an "8" or above to camp experience questions (ratings to each question ranged from "0" Strongly Disagree to "10" Strongly Agree).

	Male			Female		
Camp experience questions	Mean	SD	Percentage of participants reported an "8" or above	Mean	SD	Percentage of participants reported an "8" or above
Over the week my group worked as a team to achieve the goals of the camp activities	9.3	0.9	93%	9.4	0.9	94%
Over the week I was treated as a valued member of my group	9.2	1.2	94%	9.1	1.3	86%
The camp staff encouraged my group to work as a team to meet challenges and goals of the camp	9.5	1.0	93%	9.7	0.7	98%
Over the camp I was able to build confidence in my ability to take on leadership	8.6	1.6	85%	8.9	1.4	83%
During the camp I was able to build relationships with groups of people with different backgrounds	9.4	1.1	94%	9.4	1.2	91%
I always felt welcome to participate in camp activities	9.5	1.0	93%	9.4	1.1	93%
I found the experience of Lord/ Lady Somers Camp to be meaningful	9.5	1.0	97%	9.6	1.0	96%
The camp achieved the purpose for which I attended	9.2	1.2	91%	9.2	1.5	89%
During the camp I felt included and had a sense of belonging	9.3	1.1	92%	9.3	1.3	92%
The camp provided me with learning experiences	9.2	1.1	91%	9.4	1.1	93%

Table 4 (continued)

Camp experience questions (cont.)	Male			Female		
	Mean	SD	Percentage of participants reported an "8" or above	Mean	SD	Percentage of participants reported an "8" or above
I was provided the opportunity to help make decisions for my group	9.1	1.3	87%	9.0	1.4	88%
The activities at camp were enjoyable	9.4	1.0	92%	9.5	1.0	93%
The camp activities helped to provide opportunities to interact with others	9.6	0.8	97%	9.4	1.0	92%
Over the week I was able to connect with, and build friendships with people I didn't know before camp	9.7	0.8	98%	9.6	1.0	96%
The camp provided me with opportunities to build confidence in my decision-making skills	9.0	1.2	89%	9.1	1.3	91%
The camp helped me to develop my capacity for self-reflection	8.5	1.7	80%	9.0	1.7	85%
During the camp I felt safe and supported to try new activities and to take appropriate risks	9.4	0.9	94%	9.6	1.1	96%
Over the week I felt that I was a valued member of my group and of the camp	9.3	1.2	95%	9.3	1.3	92%
I felt supported to demonstrate and explore my talents and skills during camp	9.0	1.3	84%	9.2	1.3	87%

Table 4 (continued)

Camp experience questions (cont.)	Male			Female		
	Mean	SD	Percentage of participants reported an "8" or above	Mean	SD	Percentage of participants reported an "8" or above
During the camp I felt that I was listened to	8.8	1.5	85%	8.7	1.5	81%
The camp experience helped me to learn to listen to others	8.9	1.4	86%	9.2	1.3	91%

Note. SD = standard deviation

Discussion

The present report documented the activities and intended benefits of the Lord and Lady Somers Camp using the program explication method. Based on a rapid literature review the program was found to have moderate evidence based on positive evidence from previous evaluations of volunteering and adventure camps that have used randomised trial designs.

A variety of data were collected to further understand the participant experience including: group interviews with recent volunteers, camp observations by the SEED evaluator, and participants' self-reports pre and 4-month post camp surveys. The LSC&PH Program Quality Framework lists 11 core performance indicators that guide the implementation of the Lord and Lady Somers Camp. The participant evaluation data collected for the present study were mapped against the 11 core performance indicators for the Lord and Lady Somers Camp in Table 5 below - and support was found for all 11 indicators.

Table 5: Summary of findings against 11 core performance indicators for the Lord and Lady Somers Camp

Core indicators of the Lord/Lady Somers Camp	Whether supported through current findings
• Participants work as teams and in partnership with others to achieve goals	• Supported by focus group, camp observations • 93% and 98% of male and female participants, respectively, agreed that they were encouraged by camp staff to work as a team to meet challenges and goals of the camp
• Participants build self esteem	• Statistically significant increase and large effect sizes were found at 4-months post camp on the Rosenberg Self-Esteem Scale for both male and female participants
• Participants build leadership skills	• 85% and 83% of male and female participants, respectively, agreed that they were able to build confidence in their ability to take on leadership
• Participants build interpersonal relationships across diverse groups	• Statistically significant increases were found in social connectedness and bridging trust at 4-month post camp • 94% and 91% of male and female participants,

Core indicators of the Lord/Lady Somers Camp	Whether supported through current findings
	respectively, agreed that they were able to build relationships with groups of people with different backgrounds
• Participants feel welcome to participate, regardless of culture, skill level, race, gender, sexuality or ability	• 94% and 96% of male and female participants, respectively, agreed that they felt safe and supported to try new activities and to take appropriate risks during the camp • Supported by focus group and camp observations
• Participants have opportunities for sustained service	• Table 1 indicated that follow-up volunteer opportunities are offered following each camp
• Participants and Volunteers feel that the programs have meaning and purpose	• 97% and 96% of male and female participants, respectively, agreed that they found the experience of Lord/ Lady Somers Camp to be meaningful
• As a result of participating in programs, volunteers feel a greater sense of belonging to the LSC&PH	• Supported by focus group with recent volunteers • Further evidence needed through volunteer survey
• Volunteers are clearly communicated their roles, responsibilities and expectations	• Supported by focus group with recent volunteers • Further evidence needed through volunteer survey
• Volunteers promote acceptance and teamwork through their involvement	• Supported by camp observations and focus group with recent volunteers
• Volunteers develop programs which recognise cultural and social diversity	• Further evidence needed through volunteer survey and program documentation

In overview the findings of the present evaluation were in line with the observation that the Lord and Lady Somers camps provided a well-integrated program aligned with the intention to present a meaningful and positive experience that can build social connections between youth from socioeconomically diverse backgrounds. The pre- post-survey findings revealed effect sizes of 1.15 for males and 0.96 for females on the Rosenberg scale. These are larger effect sizes than the moderate effects reported in previous evaluations of the Outward Bound program (Hattie, Marsh, Neill, & Richards, 1997; Wang, Liu & Kahlid, 2006). The effect sizes for bridging trust and efficacy ranged from 0.51 to 0.67. These are larger effect sizes than the average of 0.34 reported in the meta-analysis of adventure and Outward Bound programs reported by Hattie et al, (1997).

The effects on bridging trust are an important area for further investigation, given they align well with the intention of the camp to break down social class divisions. The explicit intention of the camp to encourage social cohesion together with the post-camp volunteering opportunities are likely to work together to increase "eudaimonic" youth development (Hallam et al, 2014). Eudaimonia was defined by Aristotle as living to fulfill the human potential and was conceived as distinct from hedonia, which involved living guided by motivations shared with animals (Hallam, Olsson, Bowes & Toumbourou, 2006). Recent empirical research has demonstrated that volunteering and moral reasoning and prosocial peer bonding in adolescence can lead to higher levels of caring eudaimonic development in young adulthood (Hutchinson et al, 2015). Longer-term evaluation of the camp and the subsequent volunteering experiences could establish their impact on the important construct of caring eudaimonic youth development.

Breaking down socioeconomic divisions forms an explicit focus within the Lord and Lady Somers camps. It would be possible to enhance and strengthen this aspect, given that in recent years there has been considerable progress in identifying the preventable causes of poverty through human development research. As one example children exposed to abuse and neglect, inadequate nutrition, toxins such as maternal alcohol use or environmental tobacco smoke, and inadequate environmental stimulation (e.g., home reading) are known to be at risk of neurological and physical disabilities that limit their human potential and economic future (Toumbourou, 2016). Risk factors for these problems are more common in places of disadvantage, but can be prevented using evidence-based programs such as home visiting, parent education, cross-age tutoring and mentoring (Toumbourou, 2016). As the gap between affluent and disadvantaged communities has been growing in recent years in Australia and internationally, more children are growing up in places of disadvantage, while

most affluent youth have no experience delivering the effective programs that could reduce the harmful effects of disadvantage. This is an important factor explaining high levels of social distrust amongst youth in Australia (Toumbourou, 2016). Offering further opportunities for camp participants to understand their potential to use beneficial action (evidence-based strategies) to reduce poverty may increase integration with the broader human development movement, while strengthening the original intention of the camp to play an important role in breaking down socioeconomic divisions (Toumbourou, 2016).

The present report documents the program logic and reveals supportive evidence from previous literature and participant evaluations. In this situation it would be feasible for LSC&PH to work in collaboration with University partners to contribute to strengthening the evidence-based by completing a trial based on random selection of school participants. There are many schools in Victoria that could be potential sources for recruiting students into a longitudinal study of eudemonic development. By using random allocation to select a sub-set of schools for invitations to participate in the camp, a gold-standard school randomised design could be developed to evaluate the longer-term impact of the camp experience. A random allocation evaluation could also be achieved if it were feasible to recruit youth into a longitudinal study with a waiting list to join the camps. A randomly allocated sub-group could then be invited to attend the camp.

Recommendations

1. *Further evaluate outcomes and impacts on volunteers:* Whilst some evaluation data is collected on the volunteer experience, further data could be collected regarding the role, experience and impacts associated with volunteering within the program. Given the unusually high ratios of volunteers to participants when compared to other youth focused programs, measuring the impact of the program from the perspective of volunteers would be useful in extending understanding of the camp social contribution. Evaluation is this area would also contribute evidence to further understand the benefits derived from volunteering and service to others which is a primary objective of LSC&PH. Evaluation measures could focus on benefits that include intergenerational volunteers, confidence and leadership capacity.

2. *Further enhance efforts to breakdown socioeconomic and social divisions:* The potential to develop links with the human development movement (Toumbourou, 2016) was mentioned in the discussion. LSC&PH could also consider recruiting a greater number of young people from low socioeconomic suburbs and those from a different cultural background to increase the diversity among participants. Referring to Table 1, there were more participants recruited from the top two highest ranked suburb than four lowest ranked suburbs combined. In addition, over 80% of all participants identified themselves as having Anglo heritage. LSC&PH could consider recruiting camp participants from organisations that support young people from ethnic backgrounds or newly-arrived migrant families, in this way increasing cultural diversity of the camps. Spectrum MRC (http://spectrumvic.org.au/youth_services/) and Victorian Cooperative on Children's Services for Ethnic Groups (VICSEG; http://www.vicsegnewfutures.org.au/) are two examples of such organisations.

3. *Conduct a longer-term evaluation.* Evaluation of the sustainability of the impact of the camp beyond a 4-month period would be valuable. This can be achieved by training a group of volunteers within the organisation to plan and implement longer term follow-up surveys with camp participants. Some qualitative data has been collected and used in the LSC&PH Social Impact Report, however this data focused on volunteers who have demonstrated sustained service between 2 and 50 years. Longer-term follow-up surveys would provide the opportunity to gauge participant needs and suggestions for developing clearer program opportunities and goals for camp participants to sustain service.

4. *Consider the feasibility of a randomised trial:* The present document supported the efficacy of the camp. It is recommended that LSC&PH consider the feasibility of a randomised trial as outlined in the discussion.

5. *Evaluate additional areas of psychosocial development:* The Board have collected three years of data regarding participants' levels of self-esteem and social connectedness using the Rosenberg Self-esteem Scale (Rosenberg, 1965) and the Social Connectedness Scale (Lee & Robbins, 1995). This data has demonstrated the potential efficacy of the program in relation to improved self-esteem and social connectedness. Given the program also focuses on other aspects of personal and social development and wellbeing, additional evaluation measures should also be considered. These could include methodologies to measure the impact of the program in relation to aspects such as leadership, empathy, inter-personal relationships, social capital, and eudaimonia.

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