Exploring the Experiences of Male Mentoring Relationships

in a Community-based Men's group

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ABSTRACT

This study explored the experiences of male mentoring relationships in a community-based men's group in a high-violence community in Cape Town. This intervention is based on the notion that the 'cycle of violence' can be broken by instilling positive male role-models in the form of mentors in violent communities. Individual, semi-structured interviews were conducted with 14 participants: 2 facilitators, 6 adult participants and 6 adolescent participants. Analytic techniques from grounded theory were used for data analysis. Analysis yielded six broad themes: norms of masculinity, environment for change, tools for change, personal impact of change, men of influence and obstacles to expanding influence. The adult participants most commonly identified with a safe space and group cohesiveness, while the adolescent participants found meaning in having positive male role-models. Recommendations for future research are offered.

Keywords: masculinity; violence prevention; role-models; mentor relationships; community-based intervention; South Africa.

Absence of men from the household, high rates of child sexual abuse, and low levels of child support suggest there is a current crisis of fatherhood in South Africa (Morrel & Richter, 2005). In 2002, the proportion of children (aged 15 years and younger) whose fathers were reported as deceased or absent from the household was 57% (Posel & Devey, 2005). Therefore, in 2002 the majority of South Africa's children lived without their fathers. The paternal role has a significant direct and indirect effect on a child's development, as fathers provide financial resources, emotional support and cognitive stimulation and can have a significant effect on the development of behaviour, attitudes and beliefs (Richter, 2005). It has been established that the physical and emotional absence of fathers (Brownfield, 1987; Farrington, 1989; Juby & Farrington, 2001; Palmer & Gough, 2007) as well as the presence of destructive or abusive fathers (Baldry, 2007; Harris, 2000) significantly increases the risk of violent, anti-social and delinquent behaviour amongst male youth. A dominant feature of South African violence is the disproportionate role of young men (15- 29 years) as perpetrators and victims (Seedat, Van Niekerk, Jewkes, Suffla, & Ratele, 2009). Violent behaviour is supported by norms of masculinity characterised by notions of power, bravery, toughness and defence of honour (Morrel, 1998; Ratele, 2008). If the issues of absent fathers and norms of masculinity that support violence are not addressed, the current generation of male youth will become fathers and the 'cycle of violence' will be perpetuated.

Parents are arguably the most important adults in the lives of children when growing up. Nevertheless, as children move into adolescence they come into contact with a broader array of other non-parental adults (such as teachers, community members and extended family members) as well as develop more important relationships with peers. It has been argued that non-parental adults play an important role that parents cannot fulfil, but also that peers cannot adequately perform (Beam, Chen, & Greenberger, 2002; Chen, Greenberger, Farruggia, Bush, & Dong, 2003; Darling, Hamilton, Toyokawa, & Matsuda, 2002; DuBois, & Silverthorn, 2005). Adolescent relationships with non-parental role-models are a normative component of adolescent development. It is suggested that the social experiences and status of non-parental adults are likely to make them a better source of guidance and role models than parents or peers (Beam et al., 2002). In conjunction with the apparent need for positive role-models in adolescents' lives, it has been suggested that the 'cycle of violence' can be broken by instilling positive male role-models in the form of mentors in violent communities (Seedat et al., 2009).

The mentor role has been conceptualized as being a teacher and challenger as well as a role-model (Hamilton & Darling, 1989, as cited in Darling et al., 2002). The remarkable surge in popularity of mentoring during the past decade has been unprecedented. In the United States of America, there are 4500 agencies and programmes that offer mentoring services to youth (Rhodes, 2002) and there are over three million people that have a Big Brother, a Big Sister or a similar adult volunteer in their lives (Rhodes, 2008). The "classic" mentoring relationship can be described as a one-on-one "relationship between an older more experienced adult and an unrelated, younger protégé- a relationship in which the adult provides ongoing guidance, instruction and encouragement aimed at developing the competence and character of the mentee." (Rhodes, 2002, p.3). Most mentoring research has focused on this one-on-one relationship role that unrelated adults play in facilitating adolescents' transitions to adult roles (DuBois & Neville, 1997; Philip & Hendry, 1996; Tierney, Grossman & Resch, 1995; Youth Mentoring Network, 2007).

Many researchers have scrutinized the impact or outcomes of mentoring programmes to gauge the benefit of such relationships. In addition, attention has been paid to the quality of mentoring relationships in order to better understand why some mentoring approaches are successful and others are not.

IMPACT OF MENTORING

There is evidence to support the notion that positive mentoring relationships strengthen youths' other relationships. Through mentoring programmes, adolescents show improved social skills, greater comfort and trust with others and a greater ability to relate to others more effectively (Jones, Herrick, & York, 2004; Rhodes, Haight, & Briggs, 1999; Tierney et al., 1995). Mentoring programmes have enhanced some aspects of peer-relationships, particularly improvements in peer prosocial support (Rhodes et al., 1999; Tierney et al., 1995). In addition, it appears that guidance and support from outside the home can lead to a positive child-parent relationship (Rhodes, Grossman, & Resch, 2000).

There is also evidence that mentoring provides emotional support, a safe space for expressing vulnerability and modelling of effective strategies and techniques for dealing with affect, particularly anger.

Several studies have reported that mentoring is associated with improved grades and academic achievement (DuBois, Holloway, Valentine, & Cooper, 2002; Rhodes et al., 2000; Tierney et al., 1995). In addition, higher levels of school attachment, a more optimistic attitude about doing school work, a better understanding of the importance of doing well in school, and improved school attendance have been reported among adolescents involved in mentoring programmes (Grossman & Tierney, 1998; Zimmerman, Bigenheimer, & Notaro, 2002). Furthermore, adolescents who have mentors are more likely to complete high school and attend tertiary education (DuBois & Silverthorne, 2005).

Behavioural outcomes have also been reported amongst participants in mentoring programmes. Greater physical activity and regular use of birth control methods are indicative of improved physical health (DuBois & Silverthorne, 2005). Adolescents who participate in mentoring relationships are less likely to take part in delinquent or high-risk behaviours (Beam et al., 2002; DuBois & Silverthorne, 2005; Grossman & Tierney, 1998; Zimmerman et al., 2002). Furthermore, adolescents with mentors have lower levels of illegal drug use, alcohol use and smoking (DuBois & Silverthorne, 2005; Zimmerman et al., 2002).

The common presumption that mentors serve as positive role-models for youth has somewhat mixed evidence with regards to identity development. Evidence shows that mentoring relationships are associated with psychological well-being, including greater self-esteem and self-satisfaction as well as fewer reports of suicidal ideation (DuBois & Silverthorne, 2005; Karcher, 2005). However, some studies have found that measures of self-worth, social acceptance or self-confidence are not significantly higher amongst youth with mentors (Tierney et al., 1995).

A meta-analysis of 55 youth mentoring programmes demonstrated only a modest or small benefit of programme participation for the average youth (DuBois et al., 2002). As overall positive outcomes are modest, a better understanding is needed of the factors that can enhance the effectiveness of mentoring programmes.

QUALITY OF MENTORING RELATIONSHIPS

It is suggested that simply having a mentoring relationship may not be sufficient to promote desired outcomes for the mentee, but rather that relationships with certain characteristics may be

needed (Rhodes, 2002). By ensuring relationship quality, a link between beneficial (Klaw, Rhodes, & Fitzgerald, 2003; Grossman & Rhodes, 2002; Rhodes, 2002) and preventative outcomes amongst youth has been shown (DuBois & Silverthorne, 2005).

The cornerstone of establishing quality mentoring relationships lies in the development of trust between the mentor and the mentee (Sipe, 2002). Mentors who focus on building trust and support tend to be more effective than mentors who are goal-focused and try to change their mentee's attitude and behaviour (Morrow & Styles, 1995; Sipe, 1996).

An effective mentor respects the youth's viewpoints and engages them in making decisions. Open and flexible mentors are able to pay attention to what the mentees say and what they think is important (Sipe, 1996, 2002). Involvement from the youth in deciding how the pair should spend their time makes for a better relationship (Styles & Morrow, 1992). If a mentor pays attention for the youth's need for fun, it provides a basis for relationship trust, but also it provides an opportunity that youth may be precluded from as a result of their family situations (Morrow & Styles, 1995).

The closeness of mentoring ties is a substantial contributing factor to the quality of the relationship, because of the feelings of intimacy and reciprocity (Beam et al., 2002; Rhodes, 2002). The development of a close relationship with a mentor may promote a sense of mattering and being important to a significant other. Furthermore, the feelings of attachment may lead to the likelihood of youth identifying with their mentor and therefore modelling their behaviour leading to positive outcomes (DuBois et al., 2002; Dubois & Silverthorne, 2005).

It is evident from several studies that the longer the relationship, the greater the quality of the relationship (Grossman & Rhodes, 2002; Klaw et al., 2003; McLearn, Colasanto, Schoen, & Shapiro, 1999). This is perhaps because a longer duration is characterized by a wider array of social and instrumental support (Beam et al., 2002). Mentors in relationships with youth for at least two years feel they have more positive influence on the life of the youth and can help them more effectively with problems (McLearn et al., 1999). Short-lived relationships may have detrimental effects as a result of the youth's feeling of rejection (Grossman & Rhodes, 2002; Morrow & Styles, 1995; Tierney et al., 1995).

Frequency of contact with the youth has been noted as being a considerable contributor to successful mentoring relationships and positive outcomes of youth (Beam et al., 2002; DuBois et

al., 2002). It is suggested that regular contact functions as a context for the development of closeness and therefore has indirect effects on outcomes (DuBois & Silverthorne, 2005).

EVALUATION OF MENTORING RESEARCH

Research therefore indicates that one-on-one mentoring can lead to positive and preventative outcomes in those that are mentored, but as indicated these gains are modest. The approach of the mentor as well as the characteristics of the mentoring relationships can have an important influence on the outcome. While the factors of a successful mentoring relationship and the impact of mentoring on youth have been widely researched, there is little understanding of the mentoring intervention from the subjective perspective of the mentor and mentee. Dubois et al. (2002) suggest that future research on mentoring should be complemented by more in-depth consideration of experiences within mentoring relationships. Are these relationships perceived as subjectively meaningful for both parties? What are the mentor's and youth's experiences of the relational aspects in mentoring? A qualitative study by Spencer (2007) showed how emotional closeness in male youth mentoring relationships was an essential aspect of the mentor and mentee's experience. Qualitative studies, which focus on the subjective experiences of the relationship, can make a potentially significant contribution to mentoring research.

Many local mentoring programmes follow the one-to-one model of mentoring such as Big Brothers Big Sisters South Africa (Open Society Foundation for South Africa, 2002).The traditional structure of one-on-one mentoring has been challenged and broadened to encompass other styles of mentoring, namely group mentoring, friend-to-friend mentoring, peer group mentoring (Philip & Hendry, 1996), as well as e-mentoring (Miller & Griffiths, 2005). Yet little research has been conducted on these styles of mentoring (Herrera, Vang, & Gale, 2002). The experiences and impact of less conventional mentoring relationships, such as group mentoring, requires better understanding. Research conducted on group mentoring would be useful, as the relational aspects are different to conventional mentoring relationships. Understanding the impact of group mentoring in violent or under-resourced communities would also be valuable.

CASE MEN'S PROJECT IN HANOVER PARK

Established in 2007, the Men's Project in Hanover Park by the organisation CASE (Community Action for a Safe Environment) has used the concept of group mentoring as part of their violence prevention strategy with men and adolescent boys. Men from Hanover Park engage in community development by reaching out and mentoring male youth, after engaging in personal development training conducted by facilitators. Hanover Park is a high-violence community, with a high presence of gangsterism (Bowman, Bhamjee, Eagle, & Crafford, 2009). The Men's Project is structured such that facilitators run weekly sessions with men who participate on a volunteer basis. Throughout the year, there are a few camps that are held in nature, away from the community. After a year of training, men become mentors to the adolescent boys in the Youth-In-Action project at CASE. These adolescent boys join the men at a specific session once a month.

The aim of this research was to explore the experiences of facilitators and participants in this programme. In an under-researched field, this exploratory study investigates less conventional forms of mentoring before expensive programme evaluations are done in a resource-scarce context (Herrera et al., 2002). This research explored the subjective experiences of the relationships between the facilitators and the men, the interactions between the peer group of men, as well as the relationships between the men and the adolescent boys. In addition, the research aims to contribute to an understanding of subjective aspects of mentoring relationships in high-violence communities in South Africa.

METHOD

Design

Qualitative research aims to produce rounded and contextual understandings on the basis of rich and detailed data (Mason, 2002). In doing so, this approach is uniquely suited to uncovering the unexpected and exploring new avenues of the mentoring phenomena. In addition, particularly for exploratory research, a unique strength of this paradigm is the search for a deeper and richer understanding of the participants' lived experiences (Marshall & Rossman, 1995). Therefore,

qualitative research was employed in this exploratory study of a relatively under-researched area in South Africa

This study used a case study design. This design has been described as an intensive investigation of a unit (Handel, 1991; Stake, 2000; Willig, 2001), in this instance the CASE Men's Project in Hanover Park. Case studies are useful "where the number of variables of interest far outstrips the number of data points" (Yin, 1994, p.13). The number of possible meanings the men and boys may attribute to the mentoring relationship in this project are numerous. Therefore a case-study design allows for such meaning to be articulated. From an interpretivist approach, the in-depth case study design is invaluable in not only seeing people as the primary data source, but more importantly seeking their perceptions in order to gain an 'insider view'. The case study allows for an interpretivist stance of exploring people's individual understandings, reasoning processes and social norms (Mason, 2002). A case study design searches for the particular within context in order to gain a deeper and rounded understanding of the experience or process being studied (Mason, 2002). As most mentoring research is international, the use of the case study methodology is best-suited towards gaining a contextual understanding of mentoring in South Africa, and more specifically in a high-violence community like Hanover Park.

Sample

The sample consisted of 14 participants, comprising the two facilitators of the CASE Men's project, six men from the Men's Project and six adolescent boys from the CASE Youth-In-Action project. The participants varied in age, with the men ranging from 28 to 54 years old and the boys ranging from 16 to 21 years old. All the participants reside in Hanover Park. In the qualitative paradigm, the main concern is to understand social action in terms of its specific context rather than attempting to generalize to some theoretical population (Babbie & Mouton, 2001). The small sample size of interviewees in this study ensured in-depth descriptions and understandings of the actions and relationships of mentoring.

Recruitment Procedure

Stake (2000) explains that a difficult aspect of case-studies in the social sciences is the requirement for choosing cases for investigation. In qualitative research, purposeful sampling

strategies are utilised to select information-rich cases necessary to generate in-depth data (Coyne, 1997). The use of purposeful sampling was used in this study to select participants who have meaningful and rich experience of the Men's Project in order to obtain data which adequately addresses the research aim (Mason, 2002). The facilitators of both projects assisted with the recruitment of participants for interviews. They approached men and adolescent boys to volunteer for the interviews on the basis of extensive participation in the project. There was a sampling frame of about 12 men that attend the Men's project regularly, of whom six were requested by the facilitators to volunteer. Amongst the adolescent boys, there was a sampling frame of about 20 boys who attend regularly of whom six boys were asked to volunteer by their youth facilitator. While the use of the facilitators as gatekeepers may have enhanced participants' motivation to volunteer for the study, this selection procedure implies certain caveats on the findings, as will be discussed later.

Instruments

Semi-structured interviews with the participants were used, as the aim of data collection was to generate rich, in-depth material (Pidgeon & Henwood, 1997). The semi-structured interview provides an opportunity for the researcher to hear the participant explore a particular aspect of their life or experience (Willig, 2001). The set-up combines features of a formal interview (fixed time limit, fixed roles of researcher and participant) and an informal conversation (open-ended questions and emphasis on narrative and experience) (Willig, 2001). Such a means of data collection is beneficial as it is characterized as being flexible and continuous, which is necessary when exploring and gaining an understanding of a subjective experience, such as the mentoring relationship (Rubin & Rubin, 1995). The interview schedules for facilitators, men and adolescent boys consisted of several open-ended questions (see Appendices A-C).

Procedure

Group sessions were observed as a way of making initial contact with prospective participants and building a sense of familiarity, trust and rapport prior to interviewing. Individual, semi-structured interviews were conducted at the CASE head office in Hanover Park. The researcher is bilingual and although the option of speaking in Afrikaans was offered, all participants chose to speak in English, but used some Afrikaans slang at times. At the beginning of the interview,

the consent form was discussed with the participants and signed. There was no time limit set and so interviews ranged between 24 and 92 minutes. All interviews were audio-recorded and the raw data transcribed.

Data Analysis

Analytic techniques from grounded theory were used as the method of data analysis. The grounded theory method was first introduced by Glaser and Strauss (1967) who chose the term to express the notion that the theory generated is grounded in close inspection of the data collected. The theory generated relies on the data from which it emerges rather than on analytical constructs, categories or variables from pre-existing theories (Willig, 2001). Theory that evolves consists of categories which have been linked together and arranged in a hierarchical fashion (Corbin, 1986). Initial analysis consists of tentative development and labelling of concepts from the text (Pidgeon & Henwood, 1997). These units of analysis were coded and labelled into first order categories by grouping together a cluster of concepts (Swanson, 1986). It is essential that these labels *fit* the data well, so that the terms chosen provide a recognisable description of the data (Glaser & Strauss, 1967). Once the initial categories were identified, the researcher described them fully, by coding for the range of the category and variation within the category. A method of constant comparison of similarities and differences was employed in order to refine the development of categories (Swanson, 1986). Furthermore, these categories were considered in terms of the way they relate to each other and were linked into higher-order categories. The major tasks of the data analysis therefore consisted of coding data into categories, and then defining, developing and integrating them (Corbin, 1986).

ETHICAL CONSIDERATIONS

Consent and Assent from all participants in the CASE Men's Project were obtained for observations of the group sessions (see Appendix D). Those who participated in interviews completed separate consent (see Appendix E) and assent forms (see Appendix F). For participants younger than 18 years of age, parental consent for participation was obtained for the interviews (see Appendix G).

Strict precautions were taken to safeguard personal information throughout the study. Information was kept anonymous. Only the researcher was able to access participants' personal information, as all interview recordings and transcripts were security locked on the researcher's personal computer. CASE will have access to the final research project, but all names and identifying details have been removed. Confidentiality was ensured as interviews were conducted in a private room in the CASE head office.

This study posed a low risk of harm to participants. Some questions in the interviews that were sensitive or made the participants feel uncomfortable or embarrassed, were not required to be answered. The benefits of conducting this research included the chance to improve other people's experience in CASE programmes in the future and also the opportunity for participants to think about their experiences at CASE and what these have meant for them.

RESULTS

The analysis of the interview data yielded seventeen higher-order categories under six broad thematic areas: norms of masculinity, environment for change, tools for change, personal impact of change, men of influence and obstacles to expanding influence. Categories were retained if they were represented by five or more participants, that is, equivalent to more than one third of the sample (n=14). Quotes from the facilitators (F1, F2), men (M1-M6) and adolescent boys (B1-B6) are provided to substantiate the categories.

Norms of Masculinity

Participants tended to contrast their experience of relationships in the CASE Men's project with their experiences of men and masculine behaviour in the broader context in which they live. The themes emerging related to an absence of positive male role-models, resistance to emotional expression and sense of despair about social problems in their community.

Absence of positive male role models. Nine participants (one facilitator, five men and three boys) highlighted the physical or emotional absence of a father in their lives. Participants felt disappointed or believed they had missed out by not having a father-figure.

M6: My father used to get very upset with me… I've got baggage like him. He was never there for me.

B4: One of the biggest problems that I actually learnt in life is to be without a father.

B5: I haven't had the experience of growing with older men in the house, because my father wasn't like always there in my life…

In addition to an absence of fathers as role-models, ten of the participants (four men and six boys) displayed a negative perception of men in Hanover Park more generally. Men were perceived as poor role-models for others in the community. Participants felt that men in their community do not seem to care about themselves, their families or their broader community, and resort to violence in many cases.

M1: What does a role-model do- does he just have a nice car with gold like a merchant selling drugs to your own children? ... Hanover Park men are either gangsters, drunkards or an abuser-that is the description you know…

B2: The men in this community don't care all they want to do is fight.

Resistance to emotional expression. Eight participants (one facilitator, five men and two boys) suggested that men in their community show an inability to express their emotions. Men tend to avoid or deny any difficult feelings as a result of a norm of masculinity that prohibits emotional vulnerability among men.

M1: Men don't have outlets… there is never really any stuff for men to say I don't feel lekker today.

M2: You will find women sitting in circles with a cup of tea, but you don't see that happening with men; they sit with beers and talk nonsense. They won't open up emotionally and talk about anything or cry in front of a friend.

*Despair about their community.*Ten participants (one facilitator, five men and four boys) displayed despair about Hanover Park as a result of high levels of violence, crime, gangsterism, alcohol abuse and other risky behaviours engaged in by many men in their community. The problems are described as so overwhelming that changing the community seems like a monumental task.

> F1: It's a tough community environment. In Hanover Park if you upset the apple cart it can have thorns. Your family can get hurt. It's very hard.

> M4: Just in the road alone the amount of violence or disagreements there… this guy was on drugs-then he started stealing my stuff… It's a hopeless situation-how do you help all of them. What can you do? How can you change the situation?

> B5: Many men believe in gangsterism here and violence and abuse. There are lots of gangs here and you are not safe walking around -it's very violent.

Environment of change

In contrast to the broader Hanover Park context the interview data suggest that the Men's Project offers an environment that can facilitate personal change and community development. The environment consists of a safe space to express feelings, a sense of cohesion, and positive role modelling.

A safe space. Participants indicated that a safe space has been created in the Men's Project through processes of trust, lack of negative judgements and respectful sharing. Six participants (one facilitator, four men and one boy) suggest that in the Men's Project individuals trust one another implicitly and do not judge each other.

> F1: Imagine how hard it is for men to trust one another. Here we are creating a safe space where men won't be judged or criticized.

B6: To be honest you can talk to these guys, 'cause you build up a trust between them and you can have a trust where you can talk to them.

Seven participants (one facilitator, two men and four boys) suggest that stories are shared with respect for one another. Individuals recount personal, truthful stories and the others listen respectfully.

M1: they respect you; they don't owe you anything-but they respect you and honour you as a man cause you don't get that easy out there.

M3: I have shared detailed stuff with them about my life… the guys listen and treat me with respect.

B1: When somebody tells his life-story- you can't laugh, cause you will disrespect the person.

Eleven participants (two facilitators, five men and four boys) commented that the Men's Project offers a platform for them to express their emotions freely. In particular, feelings of vulnerability and emotional pain can be safely shared.

F2: Men need a space where they can be themselves, where they can talk about what is happening in their lifetime. We talk about expressing emotion; to laugh or cry.

M1: In the group you can say listen hear it hurts-it is getting to me-you have a platform to say how you feel. There is freedom to talk about anything.

B4: I can share my stories with them; my feelings. If I'm in that circle and hear the question: "How was your week?"- I just wait for this moment to speak.

Cohesion. Participants indicated that a sense of togetherness is shared in the group, as members provide a support system to one another and share a special bond. Nine participants (one

facilitator, five men and three boys) describe feelings of genuine caring and concern among the participants, offering support to each other in times of need.

> M3: They really care about your situation; they really want you to change. We give each other support so that we can be the next leaders in Hanover Park.

> M2: We need to do something for him (another participant whose mother is ill), to show him that these guys are here to support me; they are here for me.

Nine participants (one facilitator, four boys and four men) mention that the group shares a close bond that includes friendship.

> M2: It's a true friendship; they are like tight buddies no matter what the age difference. There is a strong bond we have created over the years.

> B6: There is a click between us, that I don't know we all stand together.

Positive role modelling. Participants regarded themselves or other participants as positive role-models according to eleven participants (one facilitator, four men and six boys). The men were perceived as role-models to the boys and the boys in turn perceived themselves as role-models to the younger children in the Youth-In-Action Project. Role-models were described by the participants as friends, brothers or fathers.

> B4: They (the men in the project) inspire me-they are the father figure I never had. They are inspiring and helpful.

> M2: I feel more like an older brother figure for them (the boys). You can be a role-model to a youngster and he can say I want to be like you.

> B5: I'm like a role-model to the younger kids that's why they are following me and CASE has taught me to be a role-model.

Dynamic facilitation skills. Although the facilitators are not conceptualised as role-models in the project, they are perceived similarly to friendship relationships with the added expertise of dynamic facilitation skills. Nine participants (one facilitator, four men and one boy) describe how facilitators provide warmth and compassion in their roles, but also model open interaction and inclusiveness within the group.

> M3: It's about the way they (the facilitators) present-there is a lot of interaction. Everyone has something to say. They are very open and there are no agendas. I haven't seen them in a tight spot, where they haven't been able to handle anything.

> M4: The way they (the facilitators) put the programme and stuff together-that's awesome-they put the effort in for everyone…The must do it for the passion; to help somebody… It's a good support I get from them…They are much more of a friend.

Tools for change

In addition to a safe space, group cohesion, positive role- modelling and dynamic facilitation skills, the participants also identified certain tools necessary for change. Tools for change included two categories: problem sharing and solving, and learning, practicing and monitoring alternative roles and responsibilities of men.

Problem sharing and solving. The participants found that by sharing similar problems with each other and finding solutions to these problems together, personal change can happen. Eight participants (one facilitator, four men and three boys) reported that they experienced or shared similar problems as other individuals in the group. This commonality created the feeling of "we're all in the same boat."

> M4: You see people that are going through stuff you are going through, facing the things you are facing.

In some cases, problem sharing seemed to reduce the burden of pariticipants' own problems.

M3: Sometimes I don't know how I worry about my problems, because when I hear what these guys are going through. They are surviving and making a stand. I count my blessings.

B3: Sometimes you think you have the world's problems on your shoulders and you listen to someone else's problems it makes you feel better, cause you know that you not the only one with the problem.

Eight participants (four men and four boys) suggested that finding solutions to one's problems was a tool for personal change through the group process. By getting advice from others or learning from their past experiences, participants could solve current problems.

M1: You come there sitting with something and you don't know what you are going to do, then this guy comes and tells a story from the victory point of view. You are sitting at the beginning and he is at the end…

B6: Like if you having a problem in your relationships and the men are talking about that, you can learn from their experience.

Five participants (two men and three boys) found they were confronting issues or problems in one's life and thinking through potential solutions.

B5: We learnt at CASE to face your problems and never make excuses for them … When I am faced with problems everyday I just realise or think back of how we discussed these problems, and what the next steps would be.

Learn, practice and monitor alternative masculine roles
By learning material about masculinity and the different roles of a man, the participants began to apply these ideas in practice in their everyday lives. All of the participants (two facilitators, six men and six boys) suggested that gaining of knowledge about manhood and the roles and

responsibilities of a man (especially as a father) were valuable tools to initiate a process of personal change.

> F1: It's about understanding your role as a man-what does society expect, what decisions do you take, relating to your wife, understanding your role in that.

> M3: When I came to CASE I realised I was not fulfilling the duties and roles as a man and father. I was amazed at what was being spoken about and the knowledge that I picked up there…I learn a lot.

> B4: My idea of a man is being successful, being able to stand up for myself, being able to provide for my family, bring good values and morals. CASE is showing me how to strive towards this.

However, these new knowledges about masculinity need to be put into practice in order to have any lasting impact. Eight participants (one facilitator, four men and three boys) highlighted the importance of implementing ideas learned in the Men's Project.

> F2: We emphasize the application of the theory. We must make it practical and very real.

> M4: All the stuff we getting is just information. Information means nothing if you can't apply it. I've learnt in this programme to actually live so that you can actually compare what I say with my mouth and the things I do.

Eight participants (one facilitator, three men and four boys) suggested that challenges given by the facilitators were helpful for ensuring the implementation of new ideas about masculinity.

> B4: Sometimes he (facilitator) puts you on the spot and tells you I'm challenging you to go home and talk to your mother.

M3: They keep you on your toes, and check up on you on the whole time, so eventually it becomes habit.

Personal impact of change

The impact of change in participants' personal lives was repeated in several domains: gaining self-insight, establishing constructive cognitive schemas, allowing emotional relief and behaving less aggressively.

Self-insight. For many participants the development of self insight entailed a deeper understanding of themselves by acknowledging mistakes in their lives, reflecting on and discovering themselves and finally showing personal growth and increased confidence. Seven participants (four men and three boys) stated that the Men's Project had allowed them to recognise and accept the mistakes made in their lives. This allowed them to free themselves of burdens from the past and focus on the present and future.

M6: I got issues in my relationship… there are guys that used to drink and I don't know, I can't say abusive but there are things that happened in their past.

B3: There are men sitting there that know and admit they have made mistakes in their lives.

Seven participants (two facilitators, four men and one boy) found the Men's Project has given them an opportunity to reflect on their lives and to find a more authentic and valuable sense of self.

M3: CASE has given me the opportunity to reflect on my life …and it has shown me that there is something better in me.

M5: You uncover other aspects of your character and your personality and we don't pretend to be somebody else.

Twelve participants (two facilitators, four men and six boys) claimed that the project has allowed them to become more self- empowered and self-confident.

> F2: We are looking at crossing the threshold and becoming the new you… Men have pointed out areas where they want to improve and we are looking at how we can empower them to do that.

> B5: It empowers men to make their stand and don't let their position be taken away by running away or hiding their problems…(but rather) to motivate that person to achieve higher goals.

Constructive cognitive schemas. Eight participants (one facilitator, four men and three boys) indicated that the Men's Project has resulted in alterations to their world-view, such that more positive, constructive and optimistic schemas have been established.

> M1: You have got to think differently because you can't stick to the old negative mindset.

> B5: They told us to look at the flip side of the coin and see things in a good way and be optimistic.

Emotional relief. Seven participants (one facilitator, five men and one boy) reported a sense of relief through expressing burdening or painful emotions.

> M4: When one starts talking, everything just opens up…allowing oneself to speak to release oneself of things that hurt you and things that you've done wrong.

> B1: It was quite a lot of experiences going on-lots of relieving of stories and things

Less aggressive behaviour. Five participants (three men and two boys) found they were using less aggressive styles in dealing with conflict, since becoming involved in the Men's Project.

M3: I was a very aggressive guy towards other people. I was very confrontational, but nowadays I step back and just smile.

B2: I was a very aggressive person and at CASE you come with these rules "If they smack you, turn a cheek and let them smack the next one". It really changed me.

"Men of influence"

B5: We have another name: men of influence. We try influence any other men to become role-models in their community and show others what it's like to be a man.

The theme "Men of influence" describes a process of moving beyond a personal level of change and beginning to influence others in their family or the Hanover Park community. Six participants (four men and two boys) endorsed CASE's "domino effect" ideology, that a participant has the capacity to influence others who in turn will be role-models for others in the community.

M1: If you look at the facilitators, they take up their quality time to invest in us, so if we can do the same-taking our time and investing it in them, he will eventually take his quality time and invest it in someone else and there we have the domino effect.

B2: It's like a chain-the men can direct us which way to go and we must teach the next generation that is still growing up.

Seven participants (two facilitators, four men and one boy) described how the Men's Project had a positive impact on their families, particularly on the relationships with their wives or partners and their children.

M2: My relationship with my wife has changed a lot for the better and the stuff that I have been learning I can apply at home… When she (his daughter) writes a test we celebrate it. I learnt that here, when something good happens you must celebrate it with

your child, so she knows her daddy loves her and it makes her feel good inside. I have focused on getting the relationship right with my wife and kids…

M4: My big thing with this whole programme is that I'm trying to sort out my family seriously…You need to have a relationship with your wife, with your children. So all of this started to happen in my life now.

These men wanted to ensure that the negative fathering experience they received will not be repeated with their own children. Although this theme emerged more strongly among the men, compared with the boys, it is interesting to note how the Project had affected this boy's family, as he was required to take-up the position of a father-figure:

B6: They talk about what is good to be a father and I've tried to implement it with my family now, and now I am the man of the house and I have to stand in for my father 'cause he is not living with us now.

There are eleven accounts (one facilitator, six men and four boys) of participants having an impact in their community in a variety of ways: organising soccer for children, running youth groups, leading choir and singing lessons, writing poetry, writing stories or taking leadership positions at school or in the CASE Youth-In-Action programmes. The following data show how in small ways the men are impacting their community.

M3: Wherever I go, I create the opportunity to send out a message to people in my poems and to give insight into different worlds… They say my poetry is powerful.

M5: The kids in my street call me oupa and they come to me with all their problems. So I have created a safe space for everybody. I also make breakfast before they go to school-everyone is welcome.

B2: This one man has a soccer club and he never used to like children but now all the children come and he invites them to play-things have changed a lot.

B3: By the kids club I take boys and I talk to them every weekend… There was once this grade 5 boy and he used to walk with a knife and go gang fighting. I told him what was the use to walk with a knife... I tell him sometimes you have to be different.

Obstacles to expanding influence

There were suggestions made by the participants to improve the broader impact of the intervention. Primarily, participants felt an external pressure or suspicion of change. Secondly, the exclusion of men's wives or partners was raised. Thirdly, the difficulty of recruiting more members and expanding the project was mentioned. Lastly, participants recommended introducing more activities for the Men's Project that could take place in the community.

External pressure. Six participants (two facilitators, three men and one boy) felt an external pressure from the family or the community, perceived either as resistance or suspicion of change or as a challenge that one should sustain change permanently.

F1: A guy started washing dishes and his wife didn't know what he was on about. She wondered what the hidden agenda was.

M1: Because we are going to CASE, people feel we should be this kind of man. It is very difficult-there is this thing that you have to be this way.

More women involvement. There were five accounts (two facilitators and three men) of men wanting to include their wives or partners in the project, so that they too could gain from the personal impact of the project. How this would work was not specified, although the need was identified.

M2: I can't expect to apply this stuff when she (his wife) isn't learning this stuff and getting the information… So I'd like to see more interaction with wives.

M3: We need to get wives more involved, otherwise men can get quite despondent.

Difficulty of recruitment and expanding the project. Seven participants (four men and three boys) described issues they face when trying to recruit new members.

> M5: I think men come and they see how other men openly express themselves and become embarrassed because they are actually doing these things then they stay away.

> B2: When new people come in-we try make conversation with them, they are still restraining-there is already this established bond.

> M6: You can't just confront anyone-I think guys are scared mostly.

Seven participants (two facilitators, two men and three boys) showed a need to expand the project so that more individuals could be trained.

> F1: Our main goal is to grow the group into a bigger size-to at least 20 committed members. When the men were asked about personal commitment- all of them said they want to grow the group.

> B5: I would really like to see CASE expanding more.

Introducing other activities. Seven participants (four men and three boys) recommended that the Men's Project should introduce more activities other than the weekly sessions. The idea of a soccer team was suggested. This could enable a more social interaction among the participants enhancing the group connectedness, or could serve as a showcase of the Men's Project in the community and could even act as a recruitment tool for new members.

> M4: We are involved somewhere or another in playing soccer, so why don't we interact like that so we can meet each other on a different level, if we go out into the community then people can also see what we are doing.

M2: A soccer team would be a brilliant idea, because once in the team they will connect with the team and they could join the group and not feel so out.

Integrated model of change

An integrated model of change, as shown in Figure 1 is a means of explaining the subjective experiences of the male mentoring relationships in the CASE Men's Project in Hanover Park. Firstly, the broader context in which the participants are embedded needs to be considered. The community's norms of masculinity and patterns of male behaviour are generally perceived by the participants as negative. The CASE Men's Project offers a violence prevention programme based on the notion of facilitators mentoring men and the men mentoring the youth. Participants indicated that this project offers both a nurturing and emotionally safe environment and useful tools necessary to facilitate change. The safe space, cohesion of the group and male role modelling ensure that the environment fosters supportive and inclusive relationships between members. Problem sharing and solving among members are tools that can be applied to cope with the existing context in which they live. A mechanism of learning, practicing and monitoring the roles and responsibilities of a man is useful in implementing and sustaining changes. This ensures that men not only feel comfortable in the environment of the Men's Project, but are also equipped with the necessary tools to facilitate change in their daily lives. The impact of the project has been shown at a personal level through gaining self-insight, adopting more constructive cognitive schemas, allowing emotional relief and showing less aggressive behaviour. As participants have developed at a personal level, they can subsequently become "men of influence" or agents of change in their families and communities. This can then begin to create small shifts in the broader community. However, the participants identified some obstacles that limit the degree to which they can influence the broader community. The external pressure of family and community members, who were suspicious of personal change, was perceived as an obstacle outside of the Men's Project. Obstacles to extending their influence within the Men's Project included more involvement of wives, recruitment difficulties of new participants and introduction of other activities. In essence, the "men of influence" feed back into the community by constructing alternative norms of masculinity.

DISCUSSION

Male mentoring relationships in the Men's Project appear to be meaningful in two ways: by offering a supportive, emotionally safe environment and providing useful tools necessary to facilitate personal change. The Men's Project has a less conventional group mentoring structure whereby facilitators mentor a group of men and the men in turn mentor a group of boys. As a men's group, the focus around masculinity, fathering and male role-models gives the project a solid foundation to build mentoring relationships. The Men's Project is community-based, aimed at preventing violence in Hanover Park. By being family men and positive role-models for other men and boys, the participants regard themselves as "men of influence" in the community.

The participants suggest that the Men's Project offers them a supportive and nurturing environment, which contrasts with their experiences of masculine behaviours and norms in the broader community. The high rates of absent fathers in the community suggest a current crisis of fatherhood in Hanover Park, as is the case in South Africa in general (Morrel and Richter, 2005). Although the mentoring role has previously been described as a teacher, challenger or role-model (Hamilton & Darling, 1989, as cited in Darling et al., 2002), these findings suggest the role is conceptualised more in terms of a familial figure, such as a father or brother. These conceptualisations could be explained as mentors filling the role of absent fathers in individuals' lives.

Role-models in mentoring relationships have been especially important for the boys, as all of them commented on the negative role-models in their community and the positive role-models they had found in the Men's project. Not only does this highlight the importance of non-parental adults in the lives of the adolescents (Chen et al., 2003; Darling et al., 2002; DuBois & Silverthorne, 2005), but it also shows that the men in the project are setting a positive example for the boys to follow, in contrast to other men in the community. The facilitators, although not described as role-model figures, are critical in their role perceived as friends creating an interactive and inclusive environment. They can be considered as effective mentors as they are open and pay attention to what mentees think is important (Sipe, 1996, 2002). Their dynamic facilitation skills show how they as mentors identify the need for fun as providing a basis for a trusting relationship (Morrow & Styles, 1995).

More importantly for the men, the mentoring relationships provide a safe space where they trust other members and can express their emotions, without the fear of being judged. It has been found that developing trusting relationships is the foundation of quality mentoring (Sipe, 2002). Moreover, trust between mentors and mentees seems to be an even more important factor than trying to change one's behaviour or attitude (Morrow & Styles, 1995). In this case, the cohesion of the men as a group may have contributed to the development of trusting relationships. The togetherness of the group confirms that a feeling of closeness is an essential factor in the quality of the mentoring relationship (Beam et al., 2002; Rhodes, 2002). Feeling free to express their painful and burdening emotions corroborates with the findings that mentoring interactions can provide a safe space to allow for emotional expression of vulnerability (Spencer, 2007). The project appears to be an "outlet" in which men do not have to comply with the powerful masculinity norms of resisting emotional expression that operate in the broader community. Instead, they are free to express their emotions and are able to relieve themselves of their emotional burdens.

Apart from a supportive environment, the mentoring relationships provide useful tools to facilitate personal change. Problem sharing could have possibly led to greater group cohesion as similar problems were found to be shared in the groups. Problem-solving is another practical tool offered in the mentoring relationships, and probably contributed to the positive outcome of constructive cognitive schemas, as individuals were able to face and deal with their problems. Possibly the most important tool gained from the project was the gaining of knowledge about alternative masculine roles and responsibilities, as described by all the participants. By learning, practicing and monitoring alternative masculinity roles and behaviours, the participants were able to develop new notions of masculinity that challenge the existing hegemonic masculinity supporting violence in the community (Morrel, 1998; Ratele, 2008).

The personal impact of the project that was reported by the participants is in line with some existing evidence in the literature on mentoring outcomes, such as greater self-esteem and self-satisfaction (DuBois & Silverthorne, 2005). Increased self-confidence was a prominent outcome reported by the boys in this sample. It has been shown that adolescents in mentoring relationships are more optimistic about school work (Grossman & Tierney, 1998). The constructive cognitive schemas as described by the participants in this study suggest that mentoring relationships may in fact lead to a general positive outlook on life. Lastly, the reduced

aggressive behaviour reported by participants is consistent with findings that mentoring can help individuals deal with anger (Spencer, 2007).

Subjective experiences of male mentoring relationships were different for the men and for the boys. For the men, a safe space and group cohesiveness in the men's group was most important, allowing for emotional relief, while the boys found meaning in having positive role-models in the mentoring relationships, contributing to increased self-confidence. All of the men and boys suggested learning about the roles and responsibilities of a man was the most useful tool in the Men's Project. In addition to personal changes the participants feel that they have made some difference in their families and their communities, however they identified several obstacles to expanding their role as men of influence.

This study has certain limitations. The sample size was small, consisting of only 14 participants. Purposeful sampling procedures, using facilitators as gate-keepers to select volunteers, may have only given light to a particular kind of member in the CASE Men's Project. The influence of staff recruiting and participants volunteering for the interviews may have affected the type of data generated. The sample recruited by the facilitators had certain agendas in the interviews, either recounting personal victory stories of change or demonstrating an undying commitment to the project. Interviews with members who did not volunteer, or those who have dropped out of the project may have produced a different array of findings. Another limitation of this research is the reliance on self-reports of particpants' behaviour. Corroboration of such evidence is required from multiple sources (eg. family members or teachers) to ensure reported outcomes are actually shown.

Reflexivity considerations are also important. The researcher needs to be aware of her cultural, gendered, political and theoretical positioning when conducting research with participants. The perceived differences in such positioning, as well as power relations, need to be acknowledged in data collection and analysis. In this study, the participants and researcher are different in several regards: culture, socio-economic background, race, language, education and, probably most important for this study, gender. Interviews are subject to self-report bias and it is important to acknowledge that aspects of the researcher's identity may have influenced participants' responses (Parker, 2005). The researcher felt she was perceived like an outsider by the participants with references of being "white" and "female", demonstrating a sense of otherness. The researcher has had previous experience working in community programmes in the

Cape Flats. This may have led the researcher to have approached the data analysis with a more positive rather than critical eye. This resonates with the researcher's hope that her own community work has been successful. Therefore, conducting research in the community of the participants was not unfamiliar and this seemed to neutralise the power imbalance for the researcher. Although the participants chose to speak in English, this may have hindered the expressivity of the men and adolescents, as Afrikaans is the mother-tongue for many participants, leading to a possible power imbalance between researcher and participant.

This exploratory study has shown how participants from a high-violence community have had a meaningful group mentoring experience in the CASE Men's Project. However, findings show differences in how men and boys experience mentoring relationships in the group mentoring structure. For practitioners, the relevance could directly affect CASE in gaining an understanding of the mechanisms of the relationships in the Men's Project. These findings could also be useful to other service providers or organisations of this nature in South Africa.

There are several unanswered questions and recommendations for future research. The influence of a supportive peer group (in the men's group) as opposed to the more hierarchical mentoring relationship (between the men and boys) needs to be further investigated. In terms of the Men's project, studies can explore ways of assessing if the project has reduced violent behaviour amongst participants, and if so how? The obstacles hindering the participants' influence in the communities and other ways of expanding influence in the community could also be explored. Results of this exploratory research need to be examined in other group mentoring programmes. This study has shown that group mentoring, aimed at violence prevention, can be meaningful for those in the mentoring relationships, as well as the community they serve. Findings suggest that further research on group mentoring interventions for men and boys in South Africa may be of value.

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APPENDIX A

Facilitator's interview schedule

- o Could you please introduce yourself and briefly tell me a bit of your background?
- o How did you become involved at CASE, particularly the Men's Project?

CASE Men's Project
- o How did the Men's Project originate?
- o What does the project aim to achieve?
- o Could you explain what a weekly evening session would entail?
- o Please explain about what happens at the camp? And how is this beneficial in the programme?
- o Have you struggled with the project in terms of the conceptualization, organising and running of the programme?
- o What have been your greatest achievements within the project?
- o Has the programme had to be adapted and re-formulated? Why?
- o Why do you see the Men's Project being a vital and valuable programme within the community?

Role of facilitator
- o What does your role as facilitator entail from beginning to end?
- o Do you think your own experience has a part to play in facilitation?
- o What do you think are the mechanisms facilitating the change in participants?
- o What do you think is more beneficial for the participants –the tools you equip them with or being able to model your behaviour? Why?

Men and adolescent boys
- o What type of man is best-suited for the programme? What is the commonality in the participants?
- o What do you think the project means to them?
- o How can the participants observe change in themselves?

- o Do they perceive masculinity through a different angle after having done the project?
- o Do you think the men understand their impact in their community and what it means for the next generation?

APPENDIX B

Men's interview schedule

- Could you tell me a bit about yourself?
- How did you become involved with CASE and particularly the Men's Project?
- What do you do in the Men's Project? How would you describe it to someone who knows nothing about CASE?
- You don't get paid for being in CASE projects, why do you do this? What motivates you to do it?
- What does the Project mean to you in your life?
- If you think of yourself before CASE and you think of yourself now? Is there a large difference? Can you describe those two people.
- Do you think it has led to any changes in your life? Give examples.
- How has it led to this change? Do you think, feel or react differently?
- What does it mean to be a man in Hanover Park? Is this idea of being a man different in other areas for eg. in Langa or Wynberg?
- Tell me about this project in Hanover Park specifically… What are the benefits, the difficulties? Do you think it would work in other places?

Interaction with facilitators

- Tell me what it has been like to work with the facilitators?
- What do you think they are trying to achieve?
- Was it easy to understand what they were trying to do? Difficult when you started?
- What do you like about what they do?
- What do you dislike about what they do?
- Are they different from other guys in Hanover Park? How?
- Why are they different?
- Is the relationship with the facilitators more about the tools they give you-such as advice or valuable skills or do you think it is the relationship they offer you?

Interaction with other men

o Tell me what it has been like for you to be part of the group of men?

o What happens in the group?

o What are the group dynamics like? Relaxed or serious?

o Has it been more important to be part of the group rather than the individual?

o Are the interactions different from partner, family or friends?

o Is the group a strong group? Are there times when you don't feel so strong?

o Tell me what the camps are like?

o Different experience in nature? How and why?

Interaction with adolescent boys

o Tell me a bit about the work with the guys from the Youth-In-Action programme?

o What is the aim of working with them?

o How do you see your role?

  -Giving tools (advice giving or valuable skills) OR

  -Sharing a relationship with them-compassion or respect?

o Do you think this is something the adolescents need or are lacking?

o How do you find it working with them? What is the relationship like?

APPENDIX C

Adolescents' interview schedule

- Could you tell me a bit about yourself?
- How did you get involved in CASE?
- Tell me about what you do?
- Why do you do it? What does it mean in your life?
- What do you like about the project and what do you think could change?
- Have you noticed any changes in your life since being in CASE? Give me an example of school or home or with your friends?
- Do you think Hanover Park needs a project like this for the youth?

Interaction with the men

- Can you tell me what it has been like to work with the older guys in the Men's Project?
- Why do you think you should spend time with them?
- What do you guys do together?
- How would you describe them to someone at school-are the men like your friend or dad or uncle or teacher?
- What is your relationship like-easy, weird, and useful?
- What makes some men good mentors or facilitators and other ones bad?
- Is there something more you would like to see happen at CASE with the men?
- How have you understood the role of the men in the Men's Project as mentors?
- Is your mentor different from other men in your family or your community? If so, how?
- Is it about the things they do for you? Or is it about the kind of relationship they offer you?
- How have you experienced your relationship with the men?

APPENDIX D

Consent/Assent Forms for group session observation

Hello! My name is Joanne Beckwith and I am currently doing my honours in Psychology. I am here for some research on behalf of the University of Cape Town. I am talking with men from the Men's group as well as youth from the Youth-In-Action group at CASE to understand their particular experiences of being in the programme.

As part of this research, I would like to watch some of the sessions where the facilitators, men and teenagers meet. I will be in the room taking notes, but I will not be involved in the sessions. Watching some sessions will help me to get a good idea of how these groups work.

It is possible you may feel uncomfortable or embarrassed with the researcher observing the sessions; however you may ask the researcher to leave at any point if you are feeling very uncomfortable.

If you decide to give permission for me to observe some groups, this will help CASE to improve its programme in the future.

If you agree to take part in the observation, the things you say will be confidential. Anything you say or do will remain anonymous; your name will not be given. If you decide not to give your permission, this will not affect your participation in CASE now and in the future.

Do you have any questions about what was just mentioned? If you think of any questions in the future, you can contact:

Researcher: Joanne Beckwith (073 228 6260 or joannebeckwith@gmail.com)
or Director at CASE: Lane Benjamin (021 691 7066 or lane@case.za.org)

If you give permission for me to observe some groups, please fill in the details below and return this form to James Eckley (Men's project) or Errol Valentine (Youth-In-Action). If you are under 18 years of age, a parent or guardian will need to sign the attached form.

Name and surname: (please print) _____

Age: _____

Signature: _____   Date: _____

Researcher: Joanne Beckwith

Researcher's signature: _____

APPENDIX E

Consent form for individual interview

You are invited to take part in a research study about your experience in the CASE Men's Project as well as your experience with members from the Youth-in-Action project. The purpose of this research is to gain an understanding of the experiences that men and adolescent boys have as members of CASE projects, to inform the development of these projects in the future. I am a researcher from the Psychology Department at the University of Cape Town and will be conducting this research from June until the end of October 2009.

If you decide to take part in this study, I will ask you to participate in an interview with me. It will take about one hour and you may skip any questions you do not wish to answer.

This study poses a low risk of harm to you. Some questions may be sensitive or may make you feel uncomfortable or embarrassed, in which case you are not required to answer them if you don't want to. If you decide to participate in this interview, you will have the chance to improve other people's experience in CASE programmes in the future. Your thoughts and opinions are very valuable. You will also have the opportunity to think about your experiences at CASE and what these have meant for you.

I will take strict precautions to keep your personal information confidential throughout the study. Your information will be kept without your name on it. A general summary of research will be given to CASE afterwards, but no one will be mentioned by name or any other information that could identify them. If you decide not to give your permission, this will not affect your participation in CASE now and in the future.

We will conduct the interviews in a private room in the CASE head office, at a time that is convenient for you. You will be required to transport yourself to the CASE head office. You will not be paid anything to participate in this study.

If you have questions, concerns, or complaints about the study, please contact:

Researcher: Joanne Beckwith (073 228 6260 or joannebeckwith@gmail.com)

or Director at CASE: Lane Benjamin (021 691 7066 or lane@case.za.org)

If you give permission for me to interview you, please fill in the details below and return this form to James Eckley.

Name and surname: (please print) _____

Signature: _____   **Date:** _____

Researcher: Joanne Beckwith

Researcher's signature: _____

APPENDIX F

Assent form for individual interview

Hello! My name is Joanne Beckwith. I am here for some research on behalf of the Psychology Department at the University of Cape Town.

For my research, I am talking with men from the CASE Men's group as well as youth from the CASE Youth-In-Action group to understand their experience of being in the programme. The information will be used to help CASE develop its programmes in the future.

If you choose to take part in the research, I would like to ask you some questions in an interview that will take about 45-60 minutes. I would like to talk to you alone, but if you would prefer you can ask a parent, guardian or friend to be present at any time. I would really appreciate if you could speak honestly and openly about your feelings and thoughts about the programmes you have been involved in at CASE.

Some of the questions may seem difficult to answer and rather personal. If any questions make you feel uncomfortable or you don't want to answer them you don't have to. If any questions upset you, or if you would like to talk to someone about the feelings you experienced during the interview, please let me know and I or someone else will be able to take that time with you.

If you decide to participate in this interview, you will have the chance to improve other people's experience in CASE programmes in the future. Your thoughts and opinions are very valuable. You will also have the opportunity to think about your experiences at CASE and what these have meant for you.

If you agree to take part in the interview, the things you tell me will be confidential. That means they will be private between you and me. I want to let you know, though, that it is my responsibility to make sure that you are safe. That means if you tell me you are being hurt by another person, you are hurting yourself, or you are planning to hurt another person, I will have

to let another responsible adult know so that, depending on your situation, the right actions can be taken to make sure that you are safe.

Please remember that you do not have to talk about anything you don't want to. This will not affect your participation in CASE now and in the future.

Do you have any questions about what was just mentioned? If you think of any questions in the future, you can contact

Researcher: Joanne Beckwith (073 228 6260 or joannebeckwith@gmail.com)
or Director at CASE: Lane Benjamin (021 691 7066 or lane@case.za.org)

If you would like to participate in the study, please fill in the details below and return this form to Errol Valentine. If you are under 18 years of age, a parent or guardian will need to sign the attached form.

Name and surname: (please print) _____

Age: _____

Signature/Mark: _____   Date: _____

Researcher: Joanne Beckwith

Researcher's signature: _____

APPENDIX G

Letter to parent for group session observation

Dear parent or guardian

I am conducting research at the University of Cape Town, looking at the experiences of males (men and adolescent boys) participating in programmes in CASE. The aim of this study is to gain a better understanding of the way that CASE operates to help men and boys in the Hanover Park community

For this research, I will be observing two sessions that your child attends with the CASE Men's group. In order for this study to take place, permission needs to be given by a parent or legal guardian. If you give permission for me to observe your child in two group sessions at CASE, please sign below.

If you have any queries or concerns please can contact:
Researcher: Joanne Beckwith (073 228 6260 or joannebeckwith@gmail.com)
or Director at CASE: Lane Benjamin (021 691 7066 or lane@case.za.org)

Kind regards
Joanne Beckwith

Researcher's Signature _____   Date: _____

I give permission for the researcher to observe my child, _____
(child's name and surname) at two group sessions at CASE.

Parent's name: (please print) _____

Parent's signature: _____   Date: _____

PLAGIARISM DECLARATION

1. I know that plagiarism is wrong. Plagiarism is using another's work and to pretend that it is ones own.

2. I have used the American Psychological Association (APA) as the convention for citation and referencing. Each significant contribution to, and quotation in, this essay/report/project/… from the work, or works of other people has been attributed and has cited and referenced.

3. This essay/report/project… is my own work.

4. I have not allowed, and will not allow, anyone to copy my work with the intention of passing it off as his or her own work.

5.   I acknowledge that copying someone else's assignment or essay, or part of it, is wrong, and declare that this is my own work

SIGNATURE: _____

DATE: _____