
WOESTELAND NATURE YOUTH CAMPS

A STUDY INTO THE MOTIVATIONS OF YOUNG PEOPLE TO PARTICIPATE IN WOESTELAND
NATURE CAMPS

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Project 814

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Disclaimer

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PREFACE

In May and June 2011 an Academic Consultancy Training (ACT) project team of seven Wageningen University students has conducted a study in cooperation with Alterra, Science Shop, the Environmental Sciences group and nature organisation WoesteLand. The ACT team consisted of an interdisciplinary group of MSc students from the following studies: Applied Communication Sciences, Biology, Environmental Sciences, Forest and Nature conservation, Leisure, Tourism and Environment, and Public Health & Society.

This ACT-project aimed to identify the motives of young people for (not) participating in nature camps of WoesteLand, via a qualitative study. Based on our findings, recommendations were given to WoesteLand for maintaining their current members and possibly appealing to a broader public. Parallel to this ACT-project, Alterra is conducting a larger study on the effects of camps on attitudes and behaviour of participants in the last 50 years. Together, these two studies will form the Science Shop report.

This project could not exist without the cooperation with different WoesteLand participants and organizations like Alterra and Wageningen University. Therefore, we want to thank the people who supported us during the ACT project. First the coach, Arnout Fischer, who supported and guided us to function well at an academic level. Also the expert, Astrid Hendriksen, for assisting the team at the level of content and methods. We also want to thank the commissioners, Fransje Langers and Agnes van den Berg (Alterra) and Bram ten Cate (Science Shop) for supporting and giving feedback on our work and progress. Furthermore, we would like to thank all interviewees for participating in our study. Finally, we would like to thank Jaap van Netten for his help providing contact details for our interviews.

We hope WoesteLand can use our recommendations to good use.

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EXECUTIVE SUMMARY

WoesteLand is a youth department of the IVN association for environmental education, a Dutch organisation that connects people to nature, the environment and the landscape by organising activities on natural and environmental education. WoesteLand volunteers organise camps for young people, age of 12 to 30, to participate in nature conservation activities. Increasing the number of participants, and keeping current participants motivated to continue, can be an effective way for WoesteLand to ensure their continued existence and improve their position within IVN. As doing so requires a better understanding of the motivations of young people to participate in WoesteLand activities in the first place, the following research question was formulated: "How can WoesteLand use the participation motivations of the last five years to maintain or increase their number of members?"

To answer this question, first, a theoretical framework was developed from a review of literature on general- and environment-specific motivations, attitudes and behaviour change. As motivations are central to this study, they have been implemented as an intermediate step between the determinants of intention, and intention to behaviour. Based on the findings of the literature a brief conceptual framework has been developed, which consists of a summary of the most important findings of the theoretical framework, and provides the basic structure for the data-collection. Data was collected through semi-structured interviews, and these were used to formulate concrete recommendations to WoesteLand, with the use different scenarios and carrying out a SWOT-analysis.

Given the specific, in-depth nature of the research topic (i.e. motivations of the WoesteLand participants), this study was based on a qualitative research methods, using semi-structured interviews to collect the necessary data. The sample mainly consisted of current and former participants of WoesteLand nature camps (Group A, 18 respondents). Besides, additional interviews were conducted with people who had never heard about the WoesteLand before (Group B, 14 respondents). Interviewees for the Group A were selected by multiple-case sampling, using two typical case groups of WoesteLand leaders and participants (Subgroup A1 and A2 each consisting of 6 respondents) and one deviant case group of leaders who quitted (Quitters: Subgroup A3, 6 respondents) to get as broad a spectrum of motivations as possible. The interviewees for the Group B were selected from Dutch young people of similar age, with no prior knowledge about WoesteLand. Gender and age of the interviewees were taken into account to aim for variation. The semi-structured interviews involved a series of open-ended questions and separate interview guides were developed based on the conceptual framework for each of the four sample groups (A1, A2, A3, and B).

RESULTS

The coding technique was used to analyse all the interviews. During the open coding phase, the researchers compared different fragments of the data and assigned codes to them. The results were formulated into a type of 'profile' for each sample group.

Leaders (group A1)

What the average leader enjoys most about WoesteLand is being in a group with like-minded people and enjoying freedom. The opinion about WoesteLand activities is positive and the nature-related work is appreciated. The average leader preferred week camps. Typically the leader's perception of nature is either inclusive or wilderness, and they perceive that WoesteLand's contribution to nature is environmental education. Possible barriers that can play a role for the average leader to participate are too many participants, work, relationships, and studies. The perceived external image of the leader is described as hippies, tree-huggers,

geitenwollensokken, and alternative people. The perceived internal image of the leader can be described as nice, fun, outdoors, love, cutting trees, working in nature, energy, entertainment, hippies, vegetarians, low budget and “autistic”. Generally, the WoesteLand leader is around 24 years old and grew up in a rural environment.

Participants (group A2)

Participants have an inclusive image of nature and have followed higher education. Things enjoyed most about WoesteLand are socializing, good atmosphere, nice people, feeling of togetherness, having the group feeling and feeling yourself. The average participant has a positive opinion about WoesteLand activities, but finds them childish on occasion. Regarding camp types they prefer week camps. The WoesteLand participant perceives WoesteLand's contribution to nature as awareness raising and changing mind-set. Possible barriers that can occur are: too few participants, work, relationships, studies, time, and venue. The internal image of WoesteLand of the participant is that it is nice, about being together, working in nature, organic, outdoor activities and learning. They do not have a clear perceived external image of WoesteLand, but thinks it is a bit boring. The average WoesteLand participant is 23 years old and grew up in an urban environment.

Quitters (group A3)

The average quitter has an inclusive image of nature and what they enjoyed the most about WoesteLand is that there is a relaxed atmosphere, no social pressure and a lot acceptance. The opinion about WoesteLand activities is positive, working in nature is especially appreciated as well as travelling to unknown places. Week camps are more preferable for quitters. The quitter thinks awareness raising and changing mind-set is WoesteLand's most important contribution to nature. Reasons to quit are having other priorities (job, study, sports), personal relationships, age, too little participants, and quitting friends. The quitter perceives WoesteLand as cosy, a bit crazy, and social, and their external image is of being geitenwollensokken. The average WoesteLand quitter is around 23 years old and grew up in urban environment.

Neutrals (group B)

The attitude towards nature of the average neutral respondent is positive and can be defined as a source of relaxed recreation. The opinion about WoesteLand activities can be described as nice, the weekend camps are more preferred, but working activities are less preferred. They perceive contribution of WoesteLand to nature as awareness raising, and have an image of WoesteLand as being geitenwollensokken, active, cosy, and fun. Barriers for the neutral respondent to participate are the idea that it takes to much work, not having friends in WoesteLand, a lack of interest, a lack of information about WoesteLand and no time. The average neutral respondent has an age of 24 years old, grew up in a rural environment, and has followed higher education.

ANALYSIS AND CONCLUSIONS

Several key conclusions can be made after the analysis of all the results. The feeling of “togetherness” undoubtedly stands out as something experienced and emphasized by a vast majority of the interviewees. The experience of belonging to a group, group cohesion, pleasant group atmosphere, cosiness, acceptance and fun are considered very typical for WoesteLand. All the interviewees also experience a certain feeling of group uniqueness, describing the image of “hippies” or “eco-minded” by the “outsiders”. Moreover, the social aspect turned out to be the main reason why young people join WoesteLand and continue their membership and participation in the camps. On the other hand, a strong “family” feeling of togetherness among the old members can create difficulties for new members to feel equal and “on the same page” with others. This may negatively affect their motivation to participate again.

The next important component of WoesteLand is its environmental activities. Raising environmental awareness is WoesteLands' major contribution to environmental protection. Nature-based activities can be considered as the second most important reason for the young people to join and remain members of WoesteLand.

The analysis of the results demonstrated that current PR strategies of WoesteLand are rather weak. Promotional materials are of insufficient quality and quantity; they do not convey the clear message about the profile of WoesteLand, do not provide clear information about the content of the activities and do not emphasize the strongest "selling points" of the organization. There is no differentiation in promotional materials for different target groups. Currently WoesteLand heavily relies on "word of mouth" publicity, and assurance that "a good product sells itself". This approach does work to a certain extent, but also results in the attraction of the same people or people from the same social circle. The potential of Internet and its tools to get publicity, such as social networks or YouTube, is underused. In addition, WoesteLand currently is not putting much effort in collaborating with other organizations within the same field of interests, which could provide access to new public. WoesteLand's visibility in popular youth festivals and gatherings is low and could be improved. It can be concluded that PR is WoesteLand's major weakness that must be improved to strengthen its position and increase number of members.

There are several limitations that might have affected the quality and impartiality of this report. First, only the interviewees who agreed to be officially interviewed and recorded were interviewed. Second, due to data access specifics, the pre-sampling of the participants and quitters group was carried out not by the researchers themselves but by one of the WoesteLand's coordinators. Interviews with WoesteLand participants and quitters were mostly conducted by telephone or Skype. Finally, the representatives of the neutral group were selected from the immediate social circle of the researchers, most of whom have higher education.

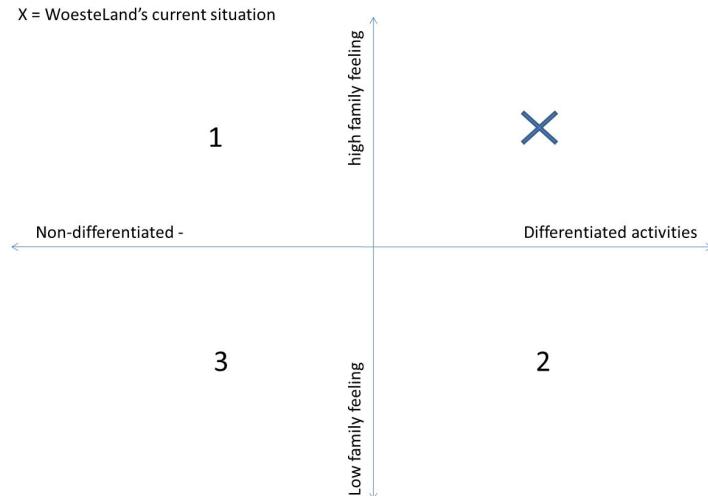
SCENARIOS AND RECOMMENDATIONS

The main motivations found as a result of this study were used as scenario-themes: feelings of togetherness, and- to a lesser extent- uniqueness, and acceptance, environmental activities and environmental awareness raising. From these themes, two trends were gathered.

The feeling of togetherness and acceptance were summed in one trend called 'family feeling', this is about whether participants feel accepted into the 'family' that is WoesteLand, and whether they have a feeling of 'togetherness' amongst others during a camp. The upper side of this axis represents high family feeling, the lower side of this axis represents low family feeling. The second trend concerns environmental activities, which is also linked to the perceived uniqueness of camps, and is called 'differentiation of activities'. This is about if WoesteLand aims to give a highly differentiated variety of activities that participants can engage in during camps, or if they give only a very limited choice in activities for participants to choose from. These trends were consequently translated into two axes for the building of scenarios. The left side of this axis represents low activity differentiation, the right side of this axis represents high activity differentiation. This is schematically represented in the grid on the next page.

Current situation

The current-situation SWOT is designed to show that WoesteLand currently is in the top-right quadrant of the scenario grid. Without changing its current direction radically, WoesteLand can increase its effectiveness in this quadrant. From the current-situation SWOT analysis some points of interest emerged, which WoesteLand could utilize to strengthen their position. These are formulated below into recommendations for WoesteLand, if they want to improve their current situation.



Recommendations for increasing 'family feeling':

- Age differentiation: The analysis shows that activities are sometimes perceived by older members as childish and weird, which could arise from the broad age range of the target group (12 – 30 years old). WoesteLand could decide in having differentiation of age by splitting the target group into more narrow age categories. Older participants would prefer to be in a group with people of the same age and in the same life situation, for example all working people. An idea could be to have age categories of 12 – 17, 18 – 25 and 25 – 30 years old.
- Use connections via friends and family of participants to gain new members for camps. This could be operationalized via organizing 'family'-days or 'bring-a-fried-barbeque or something like this.
- Investigate options for using word-of-mouth approaches on PR more effectively. For instance, use more social networks (i.e. Facebook, Youtube, Hyves etc.).
- If the high family feeling becomes a barrier for newcomers or certain participants, WoesteLand can offer a broader range of camps where these groups can go separate ways. This leads us to the following section of recommendations.

Recommendations for increasing differentiation of activities:

- Within WoesteLand the nature education and activities aspects are very important. However the differentiation of activities could be improved. WoesteLand could choose for camps with more specific attention on work, education, leisure, or another specific focus.
- They could also decide to give more choice in activities participants can engage in within a certain camp.
- They can also diversify further in the location of their camps. Some could be in quiet areas with no visibility of human presence. More choice in abroad camps could also be a useful addition.
- Variety in provision of facilities during camps is another point of differentiation.

Next to the current situation of WoesteLand three future scenarios were identified. In addition to the respective SWOT analyses, some recommendations for WoesteLand that help in reaching these scenarios are mentioned.

Scenario 1

In the first scenario, the ‘family feeling’ remains a central part of the WoesteLand camps, but only a very narrow range of activities is offered. An opportunity for WoesteLand is the existing family- and friend networks. Participants usually have friends and families that have same interests. Another opportunity for WoesteLand is that reducing the diversification of activities may reduce stress amongst leaders, which in turn may lead to prolonged activity as a leader. One threat is that in general, people seek new experiences. Repeating the same thing over and over again often results in experience of boredom, whereas new activities are welcomed and seen as exciting and positive. Offering only a limited amount of activities may result in demotivation of participants (weakness).

Recommendations

- Make sure that the ‘default camp set-up’ contains enough ‘social activities’ to sustain group cohesion and interest.
- As it was important for (potential) leaders to be able to express themselves by creating activities, care must be taken that they remain motivated and have different ways of expressing themselves (for example, ‘default camps/activities’ with room for the creation of one new activity).
- To prevent participants from certain ages to feel excluded, the PR ought to reflect different ages in its material. This can show potential participants that nature camps are not just for younger people, but in fact for all ages (between 12- 30).
- To prevent potential participants to move to competing organisations after one attempt, WoesteLand should profile itself as so unique that it does not have a comparable ‘equal’.
- Within the camp everything possible should be done to incorporate newcomers into the current “family”.

Scenario 2

This scenario has a high diversification of activities, but the ‘family feeling’ is low. An advantage in this scenario is that the high diversity of activities can maintain the motivation of active participants and even attract new ones. The diversity of activities will also create more space for leaders to come up with new activities, an aspect that is currently highly appreciated, and creates possibilities of attracting a large number of participants from a more varied group. Moreover, it also allows for more collaboration with other nature/youth organizations, which may be another source for participants. However, a possible risk of this approach is that the coziness and togetherness experienced during camps is decreased, possibly reducing the participants’ general enjoyment of the camp, and motivation to return.

Recommendations

- Develop camps with special themes, (i.e. a ‘tree-cut-camp’, a ‘sailing camp’ and an ‘abroad nature management-camp’).
- Develop within camps different activities that can appeal to different participants from different ages (i.e. ‘battle of the sexes’ for younger participants, and ‘earth walks’ for older participants)
- Increase the number of participants per camp, so that diversification during camps into different activities can be reasonably done, without running the risk of everyone ‘doing his/her own thing individually’.

- To reduce the strain on leaders, allow participants to share in the process of creating new activities and executing them. This is also a way of attracting new leaders.
- Make the differences between camps and target groups explicit in PR, and specify that there are different activities offered in one camp that can satisfy participants from all ages (between 12 -30).
- Give participants a choice in which activities they want to participate in and give them the possibility to come up with new ideas, which they can execute if enough others feel like doing it.

Scenario 3

In this case WoesteLand has low differentiation of activities and has very low 'family feeling'. For this scenario no SWOT analysis is implemented, since it is considered to be a step back from the current situation. Therefore, the general recommendation is not to go in this direction.

General recommendations

In general the following recommendations, all related to PR, could be used by WoesteLand regardless of the direction they take.

- Increase quantity of existing promotional materials (postcards, posters, web-site, videos).
- Increase quality of promotional materials (postcards, posters, web-site, videos).
 - Convey the clear message about the profile of WoesteLand.
 - Provide clear information about the content of the activities.
 - Emphasize the strongest "selling points" ('family feeling' and nature of activities).
 - Differentiation in promotional materials for different target groups.
- Make PR systematic and formulate a clear strategy.
- If using "word of mouth" investigate methods of doing so most effectively.
 - Use the potential of Internet and its tools to get publicity, such as social networks.
- Collaborate with other organizations within the same field of interests to gain access to new audience.
- Increase visibility during popular youth festivals and gatherings (distribute leaflets, put up stands, posters etc.

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1. INTRODUCTION

Although studies have been conducted on the influence of activities and experiences in nature on children, the effect on youth from 15 to 30 is little studied (Van den Berg & de Hek, 2009). In the Netherlands, there are several organisations that organise activities in nature for this age group and one of these organisations is WoesteLand. WoesteLand is a youth department of the IVN association for environmental education, a Dutch organisation that connects people to nature, the environment and the landscape by organising activities on natural and environmental education. WoesteLand volunteers organise camps for young people, in the age of 12 to 30, to participate in nature conservation activities. They use an engaging way to get young people in contact with nature and their camps are low budget. Furthermore, they eat vegetarian and mostly biological food.

Because of its 50th anniversary, WoesteLand wanted to know more about the motivations of young people to participate in their activities and with this knowledge they want to prevent sudden drops in numbers of participants, as happened in the 90s of the last century (WoesteLand, 2011). Therefore, the following research question was formulated: "How can WoesteLand use the participation motivations of the last five years to maintain or increase their number of members?" This question was answered in two different steps. First, an analysis on the motives of young people to (not) participate in nature youth camps of WoesteLand was conducted. Second, using the outcome of this analysis, recommendations were given to maintain or increase the number of members and participants of WoesteLand.

This chapter, (CHAPTER 1) of this report introduces the reader to the study question and provides background information about the project and WoesteLand as a youth nature organization. CHAPTER 2 contains the literature review. The literature review produces a theoretical framework with the overview of existing literature on motivations, attitudes and behavioural change concerning youth and/or environment, which later become a basis for conceptual framework, discussed in greater detail in CHAPTER 3. The conceptual framework in this chapter presents a brief overview of those findings from the literature, which are of particular relevance to the WoesteLand case and has been used as a basis for developing interview guides. CHAPTER 4 discusses the methods that have been adopted at each stage of data gathering and analysis throughout the whole study. Results of the study are presented in CHAPTER 5. The chapter discusses findings, emerged from the interviews with WoesteLand leaders, regular camp participants, ex-leaders (quitters) and young people who have never heard about WoesteLand before (neutrals). These results are analyzed in CHAPTER 6. This chapter also contains the conclusion and the answer to the main research question. Finally, the results of the analysis are used to describe the current situation of WoesteLand and elaborate future development scenarios in CHAPTER 7. This chapter also contains SWOT analysis for the current situation and subsequent recommendations based on the scenarios.

2. LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents the results from the literature review. The aims of this review were twofold, namely:

- a) Theoretical framework: relevant overview of existing literature on motivations, attitudes and behavioural change concerning youth and/or environment.
- b) Conceptual framework: as a result of the theoretical framework, a conceptual framework (see Kumar (2005) for the differences) which helps focus the consequent interview research. The conceptual framework has been presented in the main report, and is supported by this literature review.

The first section (2.2) will deal with literature, originating mostly from social psychological perspectives, and will reveal relevant insights and theories from this field on motivation of people to conduct certain behaviour. Consequently, the next section (2.3) will deal with general insights and theories of attitudes, behaviour, and persuasion (attempts to change either one). During both sections several attempts will be made to link the general theories to the case of WoesteLand. This is done in the format of 'aspects of interest' (referred to as AoI) which are listed in the final section of this chapter.

After the overview of general literature, section 2.4 will elaborate on research findings focusing on literature on motivations, attitudes and behaviour related to the environment or nature, and on youth. Section 2.5 will shortly present a summary of the previous literature, which will give shape to the conceptual framework, as it has been presented in the main report. The final section, (2.6) will list the 'aspects of interest'.

2.2 MOTIVATION

2.2.1 TRADITIONAL NEEDS-FOCUSED THEORIES

Within the field of social psychology motivation is an often-studied construct in many psychology- and related fields (evolutionary psychology, social psychology, psycho-analysis, behavioural psychology, to name a few) (Gollwitzer & Oettingen, 2001, p. 10109). Early theorists postulated that there are some basic needs that people always strive for. Probably the most well-known of these theories is Maslow's Hierarchy of Needs (Gollwitzer & Oettingen, 2001, p. 10110), which states that people strive to satisfy five levels of needs. Higher levelled needs can only be addressed; however, once lower needs are met (at least partly met). His hierarchy starts with physiological needs (hunger, thirst, sleep), goes on to safety (including a sound physical health). Once basic physiological and safety needs are met, people will try to satisfy a need of belongingness. Love and friendship are part of this level. Once this has been met, people will look for self-esteem (which has an external component of recognition by others, and an internal component of a sense of achievement). Finally, the highest level of needs is that of self-actualisation, which is "people's desire for self-fulfilment, namely, the tendency for them to become actualized in what he is potentially. This tendency might be phrased as the desire to become more and more what one idiosyncratically is, to become everything that one is capable of becoming." (Maslow, 1970, p. 22). Many more of such need-theories have been developed,

(Alderfer's (2002) ERG theory and the 16 Basic Desires postulated by Reiss (2004) to name a few).

By investigating all these basic needs on their universality, Baumeister and Leary (1995) concluded that the most basic of all needs is the need to belong to some others, by means of strong and stable interpersonal relationships. Another very strong basic need, however, is directly conflicting with this need for belonging; self-esteem or the desire to distinguish oneself from others. According to the Self-Evaluation Maintenance (SEM) Model of Tesser (1988), the closeness of another, and his/her performance in comparison to one's own performance, is what counts when people are 'self-evaluating'. The closer a person is to another person or group (which is driven by the need for belonging) the more need a person will also have to compare him/herself with the other, in order to self-evaluate (and thereby attempting to boost self-esteem).

Arguably, youngsters who are interested in WoesteLand or other nature camps are driven by either, or both of these needs. One can be driven by the need to belong to a group, and seek this in WoesteLand. An interesting research question therefore, for the interview-research would be to find out whether participants of the nature camps participate (and continue to participate or become a leader) because of the social aspect of the camp (AoI 1).

On the other hand, the need to distinguish oneself from others can also be a motivation for joining these camps, especially in responding to other peers who are not participating in these camps. A second research question therefore would be aimed at finding out whether this feeling of uniqueness is an important reason for participating (or becoming a leader) in WoesteLand camps (AoI 2).

Finally, it would be interesting to find out whether those that quit being a leader, or those who decided beforehand not to participate in WoesteLand camps did so because they sensed a lack in either social aspects, or the effect of 'uniqueness' emanating from participation (AoI 3).

2.2.2 FROM NEED-SATISFACTION TO GOAL-ORIENTATION

Meanwhile, later research on motivations shifted from the concept of basic needs, which is very much focused on motivations that are shared by everyone, towards a focus on more (uniquely individual) 'goal orientations'. These goal orientations are personal strivings, which are more concrete and measurable than basic needs (Gollwitzer & Oettingen, 2001, p. 10110). At the same time there was a shift from a view on humans as slaves of their own needs and desires, towards the view of humans as active agents who choose their own goals and consciously pursue these goals.

Latest research has nuanced this agency again, by construing people as flexible strategists, who try to live up to the ideal of all-knowing agent of their own goals and desires, but are capable of recognizing their own limits and feasibility of most goals. Two phases in this process are goal setting, and goal implementation. Goal setting can be the result of an intrinsic desire (coming from within themselves) to attain an ideal self, in which case people are likely to set themselves promotional goals, such as attaining – or maintaining – positive outcomes. People who feel more extrinsically compelled (driven by forces outside of themselves) often use prevention goals, thus they try to avoid- or get rid of - negative outcomes (Higgins, 1997) It would be interesting to find out whether there is a difference between camp leaders, - participants, quitters on the focus (prevention or promotion) of their goals (AoI 4). Those with a promotional focus might be more intrinsically motivated, which brings us to the next general theory on motivation.

2.2.3 SELF-DETERMINATION THEORY

One of the most well-known theories dealing with motivations is the Self-determination Theory (SDT) of Deci & Ryan (formulated first in 1985, according to Baumeister & Bushman, 2011). The theory postulates three basic needs for optimal functioning of people, which are competence (feeling of being able to do something), relatedness (feeling that others support one's actions) and autonomy (feeling of having control over decisions to do something). Competence and autonomy can lead to people feeling intrinsically motivated to do certain things. Intrinsic motivation means one does something because of its inherent pleasurability.

Autonomy and competence are necessary ingredients, but on their own not sufficient to create intrinsic motivation however. One can perceive to be autonomous and competent enough to do something, and still not be intrinsically motivated to. However, if one is intrinsically motivated for something, he/she always has a feeling of autonomy and competence over it. Relatedness is not a necessity as autonomy and competence are. However, more feeling of being related to others appears to be strengthening intrinsic motivation (Grolnick & Ryan, 1989).

Extrinsic motivation, according to the SDT, can be seen as a continuum ranging from fully externally regulated behaviour (which has an external locus of control; there is little autonomy over the behaviour, it is entirely reward/punishment-driven), to integrated regulation (the most autonomous kind of extrinsic motivation, in which extrinsic motivations are assimilated into the self-concept, beliefs and evaluations). This continuum is described by the Organismic Integration Theory (OIT), a sub-theory of the SDT. The full range of regulation is illustrated in Figure 1.

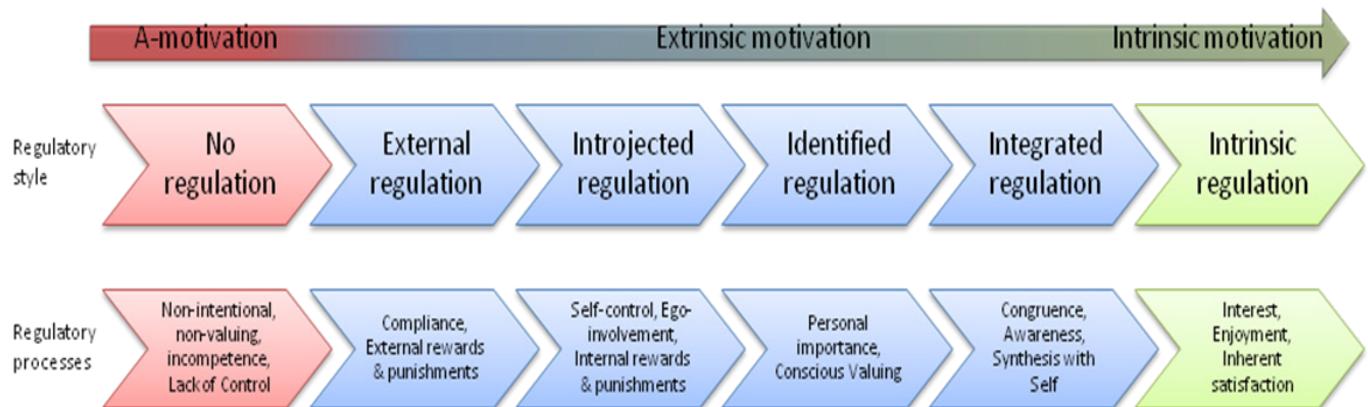


FIGURE 1: MOTIVATION CONTINUUM, RANGING FROM COMPLETE LACK OF MOTIVATION, TO FULL INTRINSICAL MOTIVATION, AND THE REGULATORY STYLES AND PROCESSES BELONGING TO THIS CONTINUUM. INSPIRED BY DECI & RYAN (2002)

In order to link the right approach of motivation maintenance or improvement to the right people, it would be interesting to know on which part of this continuum the interviewees are located (AoI 5-7).

AoI 6 is based on the assumption that intrinsic motivation is better than extrinsic motivation. It is often associated with more enjoyment, persistency and creativity (Hollyforde & Whiddett, 2002, p. 38).

2.2.4 OVER-JUSTIFICATION

One final aspect of the SDT and its sub-theories is the risk of an over-justification effect, which means that intrinsic motivation tends to diminish for activities that are being associated with external rewards (Baumeister & Bushman, 2011). Suppose some young adolescents are intrinsically motivated to go to a nature camp, but are also externally regulated to participate (e.g. they are sent by their parents, or it's the cheapest holiday-available), then this may override

their intrinsic motivation to enjoy these camps. The reasoning is: "If I am externally motivated to do this camp, then that must be the (only) reason for me to do it". In other words, they attribute their motivation to an external motivator. Consequently, when the external motivator fades away (e.g. parents do not force their children to go to the camp next year or they have more money to spend) then these youngsters may no longer feel the intrinsic need to go. This over-justification effect is hard to measure by interviewing people on just one occasion.

2.3 ATTITUDES, BEHAVIOUR AND CHANGING THEM

Literature on attitudes and behaviour (change) is so extensive that it cannot possibly be summarized briefly in a small section of this chapter. Thus, only some major theories that are applicable to the WoesteLand Project are elaborated upon in this section. These are 1) the Theory of Planned Behaviour and 2) the Transtheoretical Model. The first of these is used as a general structure/backbone for the conceptual framework, which will be presented further in CHAPTER 3 CONCEPTUAL FRAMEWORK. The Transtheoretical Model gives more insight into what one can do to *change* behaviour, by means of 'processes of change'. It is therefore more of relevance for the phase *after* interviewing, when recommendations for WoesteLand are being formulated (see CHAPTER 7: SCENARIOS AND RECOMMENDATIONS), and WoesteLand can also use this literature themselves in thinking about ways to change or adjust their PR activities. As additional support for this marketing plan, this section will continue to explain several different marketing strategies.

2.3.1 THEORY OF PLANNED BEHAVIOUR

Very briefly, the Theory of Planned behaviour of Ajzen (1985) states that behaviour of people is (partially) determined by their intentions to certain behaviour. Intentions, again, are influenced by attitudes ('*global evaluations toward some object or issue*' (Baumeister & Bushman, 2011, p. 200)), perceived social norms (what we think others think we ought to do) and perceived behavioural control (similar to 'self-efficacy', which is about the belief that we are 'able' to do some behaviour). Very often, the actual correspondence of people's intention and their behaviour is not particularly high, meaning that there is a gap between what people intend to do, and what they actually do. For instance, a meta-research by Sheeran (2002) found that only 28 % of the variance of behaviour could be explained by intention to said behaviour. Reasons for this intention-behaviour gap can be manifold (such as several measuring errors) but the take-home message is briefly: yes, intention does predict some behaviour, but never completely, and not even all of the time. On the occasions that it does, intention itself is informed only partially by the three 'determinants' of attitudes, perceived social norms and perceived self-efficacy.

It would be interesting to find out, however, whether non(participants) of WoesteLand intend this behaviour of (not) participating as a result of certain attitudes, or perceived social norms, or self-efficacy (normally, it is a mix of these and other determinants, but the main focus ought to be on the *extent of influence*). Such a question could be suitable for a quantitative survey – research, but qualitative interviews are less useful in gaining any statistically significant information on participants' intentions and its determinants. Moreover, knowing whether (non) participants participate or not because of any of these determinants helps WoesteLand little in the strengthening of their outreach. For that, more specific information is needed on what attitudes, what social norms and which beliefs in self-efficacy are needed. Exploring these three concepts can reveal new motivations for participation. Thus, they can work as a 'cue' to interviewees to remember any motivations they had, but that were not salient to them yet (for instance "ah, yes, social norms, that reminds me, the first time I did go because my sister went as well!"). Aspects-of-Interest 8 – 11 are designed to find out about this.

2.3.2 THE TRANSTHEORETICAL MODEL (TTM)

This model is sometimes referred to as the 'Stages of Change' Model, developed in the seventies by Prochaska and DiClemente (Browning & Thomas, 2005). In this theory, there are four central tenets. First, during a process of behaviour change, people go through 'stages' of change (see Figure 2), from pre-contemplation (not thinking about a different behaviour yet) to actually maintaining the new behaviour once it has been performed. For habitual or repeated behaviour, the maintenance stage can last indefinitely. For one-time-actions, the final stage of 'maintenance' can be followed by closure, or 'termination'. In every stage there is the risk of relapse, which means that people fall back to earlier stages of behavioural change. These stages of change are often used to characterize target groups, so that communication- and persuasion attempts - can be adjusted to the stage that an audience is in.

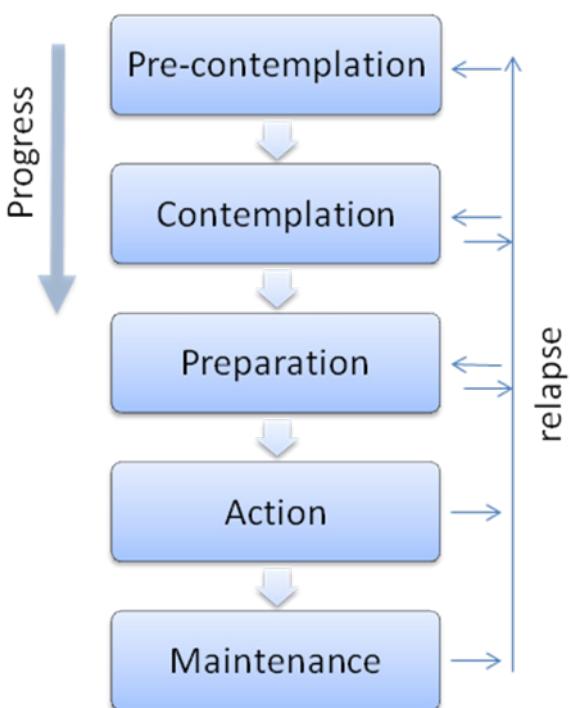


FIGURE 2: STAGES OF CHANGE, INSPIRED BY ATKINS, (2009)

Each of these stages requires different approaches, and the TTM has developed ten processes that can help people change and maintain their behaviours (Browning & Tomas, 2005). This is also the second tenet of the TTM. If one sees 'going to a WoesteLand-camp' as the desired behaviour, then one can reason that all interviewees will, - in the recent past - have been in the 'action' phase. Quitters, however, did not maintain this behaviour, whereas participants and leaders are (still) in the stage of maintenance. Ideally, the latter two groups remain participants and/or (become) leaders of WoesteLand. This means that maintenance of their behaviour is desirable. This can be supported by certain processes which help people to go from one stage to the next, such as (from contemplation to preparation) (Prochaska et al., 2008)¹:

- Self-re-evaluation: letting youngsters realize that the change towards participating in a nature camp is an important part and expression of one's identity as a 'nature-oriented' or environmentally friendly person.

And for arriving at the stage of maintenance:

- Helping relationships: this is about seeking social support for the desired behaviour. Developing 'peer groups' and 'regional groups' that meet more often might be a way of building a stronger social support amongst WoesteLand members.
- Reinforcement management: increasing the rewards of the desired behaviour.
- Stimulus control: giving members reminders of engaging in the desired behaviour of participating in nature camps, by informing them about activities through mail or other media available.

¹ Only those processes that can be applied to the case of WoesteLand are considered, with an example of practical application

But what is equally interesting for WoesteLand, in order to increase their outreach, is what kind of processes can help young people go from a pre-contemplation stage (where they are not yet aware of the ‘right behaviour’ of going to a WoesteLand camp), to a contemplation stage (consider going to such a camp). The following processes were identified as assisting people in this stage-progression:

- Consciousness raising: letting youngsters learn or see new ideas, tips and ‘facts’ that can support the ‘awareness’ of nature camps’ existence.
- Environmental re-evaluation: letting youngsters find out that participating in youth camps can have positive impacts on one’s social and physical environment (gaining and maintaining friendship, by doing things *together*, and also nature and environment itself, by doing *nature management* in the field)

A third tenet is ‘decisional balance’, which means that in order for people to change their behaviour, their thoughts need to see the positive aspects of the new behaviour outweighing the costs of the older behaviour. In terms of the SDT of the previous section, this is about extrinsic motivation, as it requires a cost/benefit analysis of doing some action or not. Especially due to the over-justification effect, giving more incentives to participate should be done with great care. Intrinsic motivation is easily ‘overjustified’ by external rewards.

Finally, the fourth tenet of the TTM is about self-efficacy. This applies to behaviours that are very difficult to (maintain) performance of. It is assumed that the concept ‘perceived behavioural control’ of the TPB covers this topic adequately, and later on it will also appear to be of less relevance to the behaviour of youth concerning environmental behaviour (see section 2.4.2). Therefore, it will not be discussed any further here.

2.3.3 MARKETING STRATEGIES

From the interviews and informal conversations with several WoesteLand members, it became apparent that Word-of-mouth advertisement is currently a very important aspect of the marketing ‘strategy’ of WoesteLand. This concept will therefore be discussed first. Secondly, some attention has been paid to repetition, a strategy often used in advertising of brands and products. Consequently, one of many frameworks for persuasion will be mentioned, namely the AIDA approach. Finally, the ‘six weapons of influence’ of Cialdini will be elaborated upon. For each of these approaches and strategies it will be briefly discussed how they could possibly be linked to the WoesteLand case. After conducting the interviews, the results thereof will be used to make more specific recommendations for WoesteLand, in the shape of future scenarios and SWOT analyses (for more elaborate description of these, see CHAPTER 4: METHODS). The recommendations, which are presented in CHAPTER 7, are thus based on the interview results (which are in turn based on the conceptual framework) *and* implicitly also on the strategies and theories provided in this section. The following theories are used only implicitly because explicit use would mean formulating a complete communication plan for WoesteLand, which is not the aim of this report. It may be, however, beneficial for WoesteLand to base their PR activities on the theories and concepts described in this section.

WORD-OF-MOUTH

Also known as *viva voce*, this is communication between normal people in everyday life. When one person shares his/her opinion, experience or other thoughts with another person, usually an acquaintance, friend or relative, this kind of oral communication is called word-of-mouth communication. It can be described as: “Oral, person-to-person communication between a receiver and a communicator whom the receiver perceives as non-commercial, concerning a

brand, a product or a service" [own emphasis] (Nyilasy, 2006, p. 164). This term is specifically focused on commercial topics in a sense that it deals with talk about brands, marketers, and advertising. Although WoesteLand may not be a commercial for-profit organisation, their efforts for external communication do fit this definition. Because WoesteLand also tries to 'advertise' its 'image' through several ways of communicating with its audience, it can be seen as 'commercializing' itself towards its audience.

A second important aspect of word-of-mouth is that it is interpersonal (Nyilasy, 2006). This means that it is 'between' people and does not use impersonal media such as television, radio or other sorts. This does not mean that no medium can be used, though. For instance, internet fora can be a way of doing word-of-mouth communication, in which there is use of a medium (internet). The main point is that the communication ought to take place between two (or at least a few) people, and that everyone participates in a two-way communication process.

Thirdly, those who are communicating in a word-of-mouth setting are 'perceived' to not be motivated by commercial motives (Nyilasy, 2006). It is pivotal to note the use of the term 'perception' here. It can be the case that a marketeer decides to take on a pseudonym, and enter a forum online to pretend to be a user of a product, and then start word-of-mouth communication with others. As long as people have the idea that another person is a genuine other person, and not one with commercial intentions, it is called word-of-mouth.

It appears that word-of-mouth is an excellent way of marketing, and even a better technique than other marketing strategies (Nyilasy, 2006). However, it needs more 'traditional' marketing to appear in the first place, so it is not very advisable for WoesteLand to just aim for word-of-mouth advertising. Instead, it can be an addition to a more traditional marketing approach.

REPETITION

Repeating words, short phrases, images and sorts has been proven to work in persuading people. The basic principle is summed up in the term 'familiarity breeds liking'; tests show that people exposed to (unknown) Chinese signs multiple times rated these signs as more positive (Zajonc, 1968), and moderate exposure (aka 200 shows) to foreign-aid-posters were effective in persuasion (Miller, 1976). It even seems to work on a subliminal level, meaning that if people are exposed to things for short moments in time (so brief that they do not cognitively perceive the images, they do not *know* that they saw them) (Zajonc, 2001). Important however, is to note that over-exposure can reduce reactions again. One of the applications of repetition often used in advertisements, and usable for WoesteLand, is the use of motto's, or slogans. For instance, most Dutch people know the slogan 'wasmachines leven langer met Calgon' (Washing machines live longer with Calgon), or 'echt Hema' (really Hema'). Maybe these slogans do not automatically implement a positive feeling towards these brands per se, but at least people know and recognize the brands. Next time a person is in need of a washing powder, he/she will see Calgon and think that is probably the best stuff to buy.

For WoesteLand a slogan would be a good idea to make sure that, when people are considering to go to camps, the word 'WoesteLand' (or any slogan of theirs), comes to mind. As familiarity breeds liking, maybe WoesteLand will be liked more. In any case, they will be *considered* more by people already thinking about such nature camps in general.

AIDA

Many different frameworks have been made for salespersons to excel in persuasion. One of these is the AIDA, which stands acronymic for Attention, Interest, Desire and Action. It stems from Strong (1925) but is still useful for understanding the process audiences go through whence being exposed to campaigning material.

ATTENTION

Quite logically, one first needs to grab the audience's attention, in order for them to be persuaded. This may seem rather obvious, but can be easily overseen. For instance, it's no use making nice flyers and brilliant posters, as long as no one sees them. Too often people assume that if the poster is of the right quality, it will automatically attract the right amount and kind of attention from its audience. Nowadays, it is mostly a problem to get people's attention focused on your material, instead of the huge quantities of other material that people are exposed to every minute of the day. Surprise is a powerful attention grabber, as well as fear. However, for the purpose of WoesteLand, fun nature camps with the emphasis on togetherness, it may be less useful to make fear appeals. Nice surprises, however, may also sway people to pay attention.

INTEREST

The second step, after attention is gained, is to evoke interest. Yes, they are seeing the poster, but does it tell the audience anything useful and interesting? But careful attention must again be given to the risk of losing their attention, due to boredom. The attention of the previous step is easily lost, perhaps due to an information overload, which makes people conclude to not read any further, or due to an information lack, which makes people think the poster is meaningless, shrug and take off.

DESIRE

Is their interest evoked, then desire creation is the next phase to go through. One way of evoquing this is by using the scarcity principle, explained below. Pivotal in this step is to show them that they need something, they desire this, and that WoesteLand can provide what it is that they need. Thus, maybe people feel the need to belong somewhere, they desire a close group of friends who share their interest in nature, and WoesteLand provides this group and nature connection.

ACTION

Action is a last phase people must go through. Make sure that this phase is not too difficult. Enrolling in camps ought to be as simple as writing an email, online form, or phone call. Make sure that all material entails elaborate information for people who are interested to react, rather sooner than later (lest they forget their intentions). Written and publicly outspoken commitments are stronger than internal ones, so when it is possible, get people to say or write down their intentions to participate.

CIALDINI'S SIX WEAPONS OF INFLUENCE

Robert Cialdini, a very well-known American psychologist, postulated six 'weapons' that a person can use to influence other people. Thus, the following concepts or weapons, can be used to persuade others.

RECIPROCITY

People tend to return favours. When someone does some other person a favour, that other person is more likely to give something in return in a later occasion. This phenomenon is found in all cultures and seems to be very important for human nature (Baumeister & Bushman, 2011, p. 231). It's the stuff that makes culture the coherent body that it is today. For WoesteLand, reciprocity can be used by clearly stating that the organisation is investing in members and (aspirant) leaders. This may give them the feeling that they ought to do something in return, for instance, go to more camps/weekends. It is harder to find an application of reciprocity to non-participants, as they often have not yet been into any kind of contact with WoesteLand.

COMMITMENT & CONSISTENCY

Once people commit themselves to a certain goal, it is more likely that they will actually pursue the goal. In other words, people feel a pressure to behave consistently with their commitments (Baumeister & Bushman, 2011, p. 228). This is believed to be the case because people tend to want to maintain a consistent self-image. Not being consistent produces 'cognitive dissonance' or as Festinger (1957) said: "Persons are not always successful in explaining away or in rationalizing inconsistencies to themselves... Under such circumstances – that is, the presence of an inconsistency – there is psychological discomfort" (p.2, Emphasis by researchers). Thus, in order to avoid such psychological discomfort, people generally seek to be consistent in attitude and behaviour, which means that they tend to act in accordance to their prior commitments.

For WoesteLand it could be an idea to use commitment & consistency by asking participants and aspirant leaders to commit themselves to a future participation at other WoesteLand camps.

SOCIAL PROOF

People tend to do things that other people do as well. This is related to the concept of conformity, which means that people look at others' reactions for information on what they ought to do. There are two kinds of conformity, as is described by Baumeister and Bushman (2011, p. 225-228), namely normative influence (which is about conforming to a group in order to be liked by others) and informational influence (which is about conforming to a group because one does not know the answer and thinks that the group knows better). In the case of the former, the group opinion is usually accepted and internalized in a person, whereas in the latter case the group opinion is only publically accepted, yet not internalized into a person's own opinion.

One way for WoesteLand to apply social proof to the gathering of new members is to provide campaign-material that quotes participants that are enthusiastic about the camps. Within the groups of WoesteLand themselves, one can ask participants if they 'also, like the others' plan to do other camps.

AUTHORITY

Most people have a tendency to obey an authoritative figure, even if this figure is ordering things that may seem objectionable, undesirable or awkward. Milgram (as read in Baumeister and Bushman, 2011, p. 266) conducted the first and famous experiment in 1963 on the obedience towards authoritative figures, and found that people tend to go very far in following the orders of an authoritative person.

Authority cannot be used by WoesteLand to gain or keep participants coming to their camps, because they do not have the position of authority. Probably, trying to take up this authoritative role will result in less, rather than more participants.

LIKING

The more people like a certain individual, the easier they are persuaded by this other. People tend to like those that look physically attractive, and those that are similar to themselves (Baumeister & Bushman, 2011). Thus, people tend to be persuaded more by people they think are pretty and by people they are similar to. This desirability of 'liked people' may even be extrapolated towards other areas. When we like a certain individual, we often think he/she has other positive characteristics as well (such as smart, quick-witted, athletic et cetera).

In general, WoesteLand can use this by making sure that they know their target group, and then adjust the people presented on their material in accordance with the 'attractiveness ideals' and 'actual appearance' of this group, in order to maximize the liking of their campaign material.

SCARCITY

If people think a certain good to be scarce (thus, not widely available) they tend to want it more. This is perhaps so because people use scarcity as a heuristic, or a ‘rule of thumb’: what is rare, is good. This may be a heuristic because in the natural world (where people evolved into what we are today) it usually took a lot more time to gather something that was rare, than something that was common. Hence, a rare thing is more valuable (Baumeister & Bushman, 2011, p. 233). It can, however, also be a form of reactance of people to the restriction of options. Scarce items are harder to obtain, so our ability to choose them becomes restricted. Therefore, in order to maintain our own freedom to choose them, we want to have the scarce item (Baumeister & Bushman, 2011).

WoesteLand can apply this by making the camps more exclusive. One way of doing this is setting a limit to the number of participants, and then ask people to respond quickly, because ‘they are almost full’. Concerning the leader-roles, it is a good idea to continue to ‘ask’ for leaders, instead of just letting anyone become a leader. This way the position of leader becomes a more scarce one, and therefore probably more valuable.

2.4 ENVIRONMENTAL/YOUTH ATTITUDES, - MOTIVATIONS & BEHAVIOUR

2.4.1. ENVIRONMENTAL MOTIVATIONS IN GENERAL

Research on environmental values either categorizes values as part of different value-clusters: self-interest, altruism, traditionalism, and openness to change; or as something that emerges when basic material needs are met and that occurs for individuals and societies that are living in a post materialistic world. According to the Values-Beliefs-Norms theory “values influence our worldview about the environment (general beliefs), in turn influencing our beliefs about the consequences of environmental change on things we value, which in turn influence our perceptions of our ability to reduce threats to things we value. This in turn influences our norms about taking action” (Dietz et al., 2005, p. 356). De Young (2000) holds that people will hold different norms about taking action for different actors: they will expect different types of behaviour from industry or government, or from themselves. While they perceive their own action as altruistic, for instance, people often believe that a government must face the consequences of environmental problems, even when they are not at fault. This can be related to competence and self-efficacy, the extent to which an individual’s ability to successfully execute an action is determined by their belief in their ability to do so. In relation to people’s expectations of the government, this basically means that governments are attributed with (perceived) power to act and make changes, which people may not perceive as individually possible. For individual environmental attitude, self-efficacy means that if people believe their contribution will make a difference, this will make them more prone to do so (Meinhold & Malkus, 2005).

In terms of practical approaches to change or stimulate environmental behaviour, there have been found two main views on this in literature (De Young, 2000):

- Material (dis)incentives sufficient to make the behaviour worth (not) attending to. This would mean that giving rewards or punishments (extrinsic motivations) can steer the behaviour of people towards more environmentally friendly conduct.
- The altruistic reasons for engaging in the behaviour. This points towards the more intrinsic motivation (or very internalized extrinsic motivation) of people to behave more environmentally friendly.

In fact, environmental attitude is often described as stemming from an egoistic, biospheric or altruistic concern: the main object of concern, and potential beneficiary of any action or lifestyle can be oneself, the biosphere or other people respectively (Schultz, 2001).

For WoesteLand, obtaining an overview on the type of motivation on these scales (egoistic, biospheric or altruistic) behind the environmental attitude of current participants, can be valuable to develop their communication towards new (potential) participants. For example, if the biospheric concern is very important among a certain age group, then this can be emphasized in their publicity material by highlighting the importance of WoesteLand's nature conservation work. This led to the Aspect of Interest 13.

2.4.2. ENVIRONMENTAL MOTIVATIONS OF YOUTH

Much of the literature on youth and environment has focused on developing, maintaining or studying pro-environmental behaviour and/or attitudes. Meinholt and Malkus (2005), for example, showed that pro-environmental attitudes significantly predict pro-environmental behaviour in teenagers. Pro-environmental attitudes can also partly be attributed to personal worldviews, i.e. predominance of nature-centered values (referred to as an eco-centric worldview) or of human-centered values (referred to as an egoistic or anthropocentric worldview; Boeve-dePauw et al., 2011; AoI 12). Meaning, if teenagers can be made to care about the environment, they are more likely to act in (what they perceive as) an environmentally friendly way. This is interesting because there is much discussion on this link for adults (Hini et al., 1995). In terms of stimulating pro-environmental attitudes in teenagers, several factors have also been studied. Pro-environmental attitude can be stimulated by increasing environmental knowledge (Meinholt & Malkus, 2005), and complementing this with direct experiences, in which teenagers have enough autonomy to determine their own actions (Duerden & Witt, 2010).

However, Wray-Lake et al (2008) noticed a general decline in environmental concern and behaviour among teenagers in the USA between the 1970s and 2005. This decline was paired with fluctuating media attention towards environmental issues, with positive peaks during Earth Day 1990, and possibly a new peak after Al Gore's "inconvenient truth", but particularly showed a correlation to a decline in feelings of 'personal responsibility' towards the environment. If these trends hold true outside the US, it is relevant for WoesteLand to understand to what extent the youth currently perceives nature conservation as their responsibility. While self-efficacy was not found to have significant effect on environmental attitudes in teenagers (Meinholt & Malkus, 2005), for WoesteLand it may be relevant to know how to what extent the belief in making a change was a motivation for participants vis-à-vis other motivations such as the need to be belong to a group, develop confidence, friendships, external motivations, etc. In other words: do participants have the feeling that they can effectively do something for nature, and is this a reason for them to partake in nature camps? (AoI 14).

Haluza-Delay (2001) also noticed a perceived distance to nature in certain groups of youth, namely those from city environments. When studying a group of teenagers who participated in a 12-day wilderness programs, it was found that they did not relate the nature in a 'wilderness' experience to anything they could find at home. While particularly relevant for studying the effects of direct experiences on teenagers, it also presents the questions of how teenagers perceive nature, whether they desire to be in it, and to what extent WoesteLand fulfils that desire (AoI 13).

Aside from factors such as gender, and age, personality has also been presented as a factor to explain environmental behaviour. The dimensions of conscientiousness and benevolence for example, have a positive correlation with an ecocentric worldview; i.e. goal oriented, well-

organized teenagers are more likely to have an ecocentric worldview. In fact, teens with ecocentric or egocentric worldviews have such different personality attributes that they can be perceived as opposites during adolescence. Another interesting study showed that shyness is negatively correlated with ecocentric worldview, and curiosity is positively correlated (Boeve-de Pauw et al., 2011). For WoesteLand it may be relevant to ask a couple of questions on personality, in order to tie these in to the worldviews of participants. These worldviews can again provide more insight into the attitudes that participants have towards nature in general, and nature camps or WoesteLand in particular.

From a methodological perspective, there is also a debate on the best way to assess attitudes specifically in teenagers. Rather than assessing environmental attitudes in a generic form (e.g. - how do you feel towards conservation behaviour, environmental protection, etc.), specific questions showed closer correlations attitude (e.g. - how do you feel about recycling, doing conservation work such as burning heather, etc). (Kaiser et al, 2007). It is relevant to study these specific attitudes, because there may be concrete attitudes/behaviours that stimulate the youth to participate in WoesteLand camps, while there may be others that withhold them (AoI 15-16).

Finally, the prototype-willingness model, postulated by Gibbons and Gerrard in 1995 (as read in Rew, 2005) was designed to explain complex behaviour of young people related to their health. Behavioural willingness is its central tenet, and is distinct from 'intention' in a sense that where intention requires some level of planning, willingness does not. One can be willing to do a lot of things, yet not have any intention in a sense of a plan to do this in the near future. It shares with intention, however, that it needs a positive opinion towards the behaviour as well as a coherence with the what others think one ought to do. Thus, like intention, it is influenced by attitudes and social norms. Unlike intention, however, it is also influenced by the 'prototype' or social image one has in mind on the typical type of person who would engage in certain behaviour. The implicit belief is that the image of this typical person will be acquired by the person showing the behaviour that fits this prototype. Thus, if youth associate smoking with being rough and cool, then the act of smoking will make a youngster look cool also. More to the point of WoesteLand, if the prototype of a WoesteLand participant is a 'green woosy', then those who participate in these camps will probably also be seen (by outsiders) as woosies. Therefore, it may be interesting to find out what the image is of both participants and non-participants about WoesteLand. This can help WoesteLand in selecting specific target groups, or perhaps in an effort to adjust this image. Thus, AoI 17 is added to the list.

2.7 CONCLUSION: CONCEPTUAL FRAMEWORK

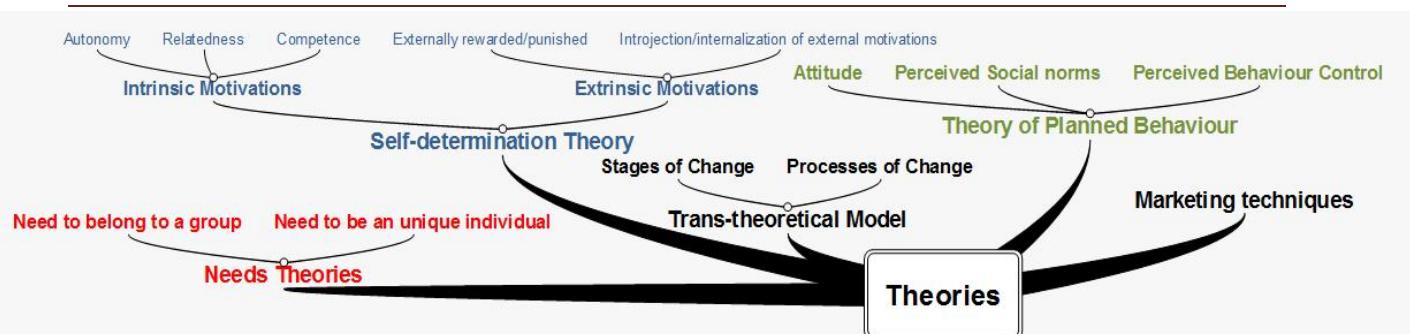


FIGURE 3: GENERAL THEORIES USED TO FORMULATE THE CONCEPTUAL FRAMEWORK. COLOURS CORRESPOND TO COLOURS IN THE CONCEPTUAL FRAMEWORK, THEORIES THAT ARE BLACK ARE NOT TAKEN UP IN THE CONCEPTUAL FRAMEWORK

Figure 3 presents the general theories that have been mentioned in the text. Colours respond to the different parts of the Figure presenting the determinants of motivations for participation in

WoesteLand camps (see Figure 4 on next page). Similar colours were used in the conceptual framework, which is presented in CHAPTER 3: CONCEPTUAL FRAMEWORK. Both the Marketing techniques and the Transtheoretical Model have purposively been left black in the above Figure, because these are not represented in the conceptual framework that is designed as a guide for the interview research. These are used *implicitly* in a later stage of the Project, namely to formulate the recommendations for WoesteLand (CHAPTER 7: SCENARIOS AND RECOMMENDATIONS).

In this chapter we first discussed the different needs of belonging to a social group, and being an unique individual. Knowledge on what (non)participants expect and desire of a WoesteLand camp on these two needs can help in a) eventually adjustment of camp focuses (like for instance, making them more 'special' or rather more 'social gatherings' and b) help WoesteLand make their ability to satisfy these needs to their potential participants more clearly.

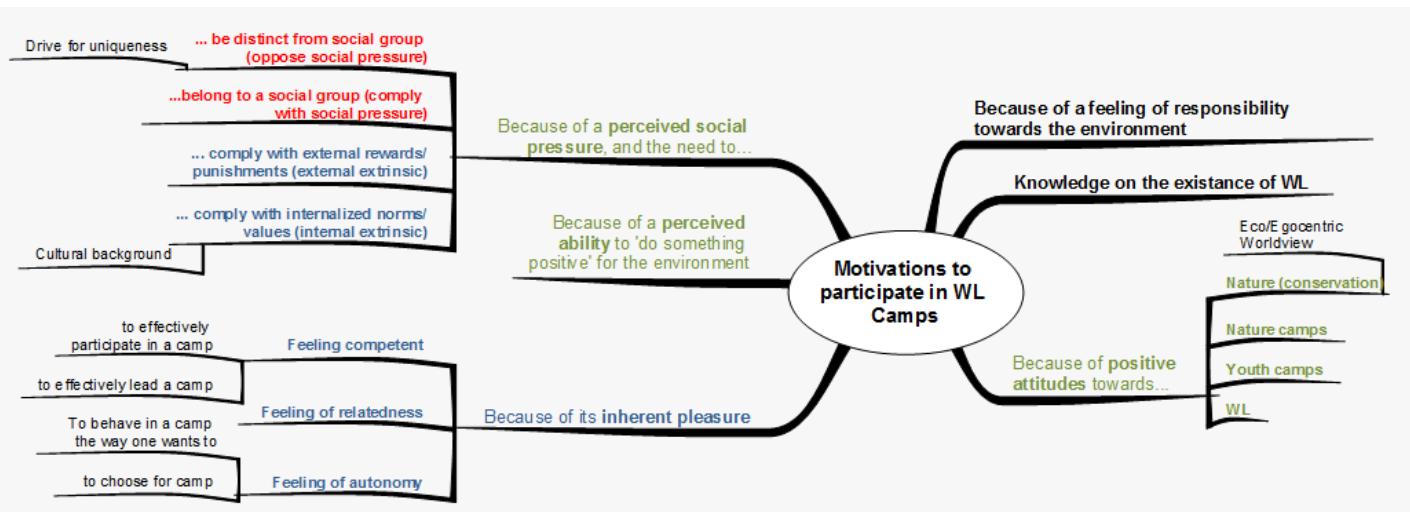


FIGURE 4: DETERMINANTS OF MOTIVATION TO PARTICIPATE IN WOESTELAND CAMPS

Also from the general theory and research in social psychology, comes the distinction between more intrinsically- and more extrinsically regulated motivation is made. In general, intrinsic motivation is more enduring and therefore more desirable if WoesteLand wants to keep participants coming back to their camps. It is therefore interesting for them to keep those who are intrinsically motivated, in this state of motivation, and to increase the intrinsic motivation of those who are extrinsically motivated. The SDT posits that for intrinsic motivation, a person must feel autonomous in deciding to/ and capable of doing – the desired behaviour. First, WoesteLand needs to find out to what extent participants and non-participants are intrinsically motivated or not, after which they can fit certain outreach activities to this.

The TPB helps interviewees to think of motivations for their (non) participation, by providing three general categories of determinants to their behaviour. It also serves as the main 'structure' of the Conceptual framework. In this framework, motivation is added as an intermediary between intention to behaviour and the three constructs of attitude, perceived social norms and perceived behavioural control (and the other constructs that were added). One can argue that intention to behaviour and motivation for behaviour is similar, but for the sake of clarity they are separated. Intention can be seen as a more 'goal oriented' task of actually planning a certain action, whereas motivation can be something that can be done 'cognitively' whilst not taking or planning any action. Therefore, motivation belongs to an intermediary phase of 'motivation formulation', and intention belongs to a consequent phase of goal setting.

From the literature oriented specifically on environmental and/or youth behaviour, the following constructs have been added:

- The feeling of responsibility to take care of the environment
- The worldview of participants, either eco- or ego-centric, which can have an influence on their attitudes towards nature (and perhaps also on nature camps or other attitudinal aspects) and also has a link to the feeling of responsibility
- Personality traits/factors: these can be of direct influence to behaviour
- Behavioural intention/willingness: this can also influence, next to intention, behaviour.

2.8 ASPECTS OF INTEREST

- ⇒ AOI 1 - DO PARTICIPANTS FEEL THAT THE SOCIAL 'TOGETHERNESS' ASPECT, THE FEELING THAT THEY WERE PART OF A GROUP, WAS A REASON (MOTIVATION) FOR 1) JOINING WOESTELAND AND 2) BECOMING A MEMBER OF THE CAMP LEADERS?
- ⇒ AOI 2 - DO PARTICIPANTS FEEL THAT THE FEELING OF BEING DISTINCT, SEPARATE OR UNIQUE COMPARED TO OTHER NON-PARTICIPANTS OF NATURE CAMPS PLAYED A ROLE IN THEIR CHOICE (MOTIVATION) FOR 1) JOINING WOESTELAND AND 2) BECOMING A MEMBER OF THE CAMP LEADERS?
- ⇒ AOI 3 – DO PEOPLE WHO DECIDE TO STOP/NOT GO TO WOESTELAND CAMPS DO SO BECAUSE THEY THINK THAT THE CAMPS A) LACK A SOCIAL ASPECT OR B) DO NOT GIVE THEM THE IDEA OF BEING 'UNIQUE'
- ⇒ AOI 4 – DO CAMP LEADERS, PARTICIPANTS AND QUITTERS DIFFER IN THE SETTING OF PREVENTION- OR PROMOTION GOALS CONCERNING NATURE-RELATED BEHAVIOUR?
- ⇒ AOI 5 – HOW DO CAMP LEADERS, PARTICIPANTS AND QUITTERS PERCEIVE THEIR OWN AUTONOMY CONCERNING THE PARTICIPATION OF GENERAL NATURE CAMPS OR WOESTELAND CAMPS IN PARTICULAR?
- ⇒ AOI 6 – ARE CAMP LEADERS, PARTICIPANTS AND QUITTERS MORE INTERNALLY OR EXTERNALLY MOTIVATED TO PARTICIPATE IN NATURE CAMPS?
- ⇒ AOI 7 – IS THERE A DIFFERENCE BETWEEN THE LEVEL OF INTERNALISATION OF MOTIVATION REGULATION AND THE DIFFERENT GROUPS: QUITTERS, CAMP PARTICIPANTS AND CAMP LEADERS?
- ⇒ AOI 8 – TO WHAT EXTENT IS THE INTENTION OF (NON) PARTICIPANTS TO (NOT) PARTICIPATE IN WOESTELAND CAMPS INFORMED BY A) ATTITUDES ON WOESTELAND, B) PERCEIVED SOCIAL NORMS AND C) PERCEIVED SELF-EFFICACY?
- ⇒ AOI 9 – WHAT KIND OF ATTITUDES SHAPE THE INTENTION OF (NON) PARTICIPANTS TO (NOT) PARTICIPATE IN WOESTELAND CAMPS?
- ⇒ AOI 10 – WHAT PERCEIVED SOCIAL NORMS SHAPE THE INTENTION OF (NON) PARTICIPANTS TO (NOT) PARTICIPATE IN WOESTELAND CAMPS?

- ⇒ AOI 11 - WHAT PERCEIVED SELF-EFFICACY SHAPE THE INTENTION OF (NON) PARTICIPANTS TO (NOT) PARTICIPATE IN WOESTELAND CAMPS?
- ⇒ AOI 12- TO WHAT EXTENT DO THE PARTICIPANTS ENVIRONMENTAL VALUES STEM FROM AN EGOISTIC (SELF-INTEREST) OR ALTRUISTIC (BIOSPHERE OR OTHER PEOPLE) CONCERN?
- ⇒ AOI 13- HOW DOES THE PARTICIPANT PERCEIVE NATURE (IDYLLIC, WILDERNESS, ETC)? TO WHAT EXTENT DOES WOESTELAND PROVIDE THE OPPORTUNITY TO BE IN NATURE, AND TO WHAT EXTENT DID THIS INFLUENCE THEIR DECISION TO PARTICIPATE?
- ⇒ AOI 14- WHAT DO PARTICIPANTS AS WOESTELAND'S CONTRIBUTION TO THE ENVIRONMENT? TO WHAT EXTENT DID THIS FACTOR INFLUENCE THEIR DECISION TO JOIN WOESTELAND (INSTEAD OF/ ASIDE FROM OTHER ORGANIZATIONS)?
- ⇒ AOI 15- WHAT WAS THE ENVIRONMENTAL ATTITUDE OF THE PARTICIPANTS BEFORE WOESTELAND? TO WHAT EXTENT WAS THEIR DECISION TO PARTICIPATE IN WOESTELAND INFLUENCED BY THIS? (WITH USE OF SPECIFIC DIMENSIONS OF ATTITUDE: FEELINGS TOWARDS NATURE CONSERVATION, NATURE MANAGEMENT, ETC)
- ⇒ AOI 16- TO WHAT EXTENT DO PARTICIPANTS ATTEND WOESTELAND CAMPS OUT OF A FEELING OF RESPONSIBILITY TO THE ENVIRONMENT?
- ⇒ AOI 17- WHAT IS THE IMAGE OF (NON)PARTICIPANTS TOWARDS WOESTELAND CAMPS?

3. CONCEPTUAL FRAMEWORK

3.1 INTRODUCTION

The coming chapter presents a brief conceptual framework which is a summary of the most important findings of the theoretical framework in the former chapter. The theoretical framework was developed from a review of literature on general- and environment-specific motivations, attitudes and behaviour change. The conceptual framework in this chapter presents a brief overview of those findings from literature that are of particular relevance to the WoesteLand case and have been used as a basis for developing interview guides. It presents those aspects of the whole field of knowledge (presented in the theoretical framework) that this study wishes to investigate (see Kumar (2005) for the difference between theoretical and conceptual frameworks).

3.2 CONCEPTUAL FRAMEWORK

Figure 5 on page 19 depicts the conceptual framework as it has been developed in the literature review (see CHAPTER 2: LITERATURE REVIEW). The Theory of Planned Behaviour (TPB), of Ajzen (1985) has been used as a general structure (green text). It separates behaviour and intention from one another, the latter being informed by attitudes, perceived social norms and perceived behavioural control. Because motivations are central to this study, they have been implemented as an 'in between'-step between the determinants of intention, and intention to behaviour. This is not part of the original TPB, (and therefore not in green) but this makes it more explicit that motivation is a separate construct which is highly related, yet distinct, from intention. Motivation, in turn, is determined by several factors, briefly described below.

Attitudes are evaluative beliefs, general judgments on liking or disliking something, and can be about almost anything (Baumeister & Bushman, 2011). For the WoesteLand case, however, the most important attitudes of interviewees will be on nature (and/or conservation of it), on nature camps and youth camps in general, and on WoesteLand in particular. More specific literature (Boeve-de Pauw et al., 2011) produced the expectancy that worldviews may have an influence on these attitudes.

Another determinant of motivation is the influence of perceived social norms. This can be linked to the findings from research in people's needs (see Gollwitzer & Oettingen, 2001, p. 10109 for a short overview) which underline that one of the most basic human needs is to 'belong' to a group, (a second need is to be an unique individual). Apart from this need for belongingness, perceived social norms are assumed to also come to expression through a desire to comply with external rewards and punishments. In other words, the pressure of others on an individual to adhere to the 'norms' of the group. According to the Self-Determination Theory of Deci and Ryan (1985, also read in Baumeister & Bushman, 2011), these norms, subsequent desires and pressures can be experienced as external rewards. On the other hand, when one has integrated the norms and values of a group into one's own identity, adherence will be experienced as an internal reward.

A third determinant of motivation is the perceived behavioural control, or the belief that one can or cannot perform a certain behaviour (Ajzen, 1985). In this case, this is about the belief of youth in their capacity to overcome barriers that prevent them from participating in a WoesteLand camp (which are described in the right side of the Figure).

Another determinant of motivation also comes from the Self-Determination-Theory, which is 'inherent pleasure'. This would mean having an intrinsic motivation to do something. In order to be intrinsically motivated, according to the SDT, one ought to feel competent to do the desired behaviour, as well as have the autonomy to choose to do or not do this certain behaviour. In addition, it helps if people feel a sense of relatedness and support from certain important others. These three tenets are therefore seen as creating an intrinsic motivation among youth for the participation of WoesteLand camps. Especially the feeling of competence is linked to the previously mentioned 'perceived behavioural control'. They both deal with the perception of being able to do a certain behaviour. The feeling of relatedness can be linked to the need of belongingness, which again is linked to the perceived social norms.

Apart from these more general determinants of behaviour, specific literature on youth and environmental behaviour have also found the influence of a 'feeling of responsibility' to be important in determining motivation; yet declining feeling of responsibility is found among youngsters (Wray-Lake, 2008) Also an important aspect is knowledge of youth (Meinholt & Malkus, 2005). If they are not aware of WoesteLand's existence, they cannot possibly participate in their camps.

Once motivation has been aroused, several barriers can still prevent youth from actually participating in camps. These have been described in the right side of the Figure, as constraints of intention. External barriers are financial, logistical or time-bound (or related). They might be interesting to find out about, since these are barriers that WoesteLand can easily avoid by making adjustments to their scheduling, costs and locations of camps.

Internal barriers are more difficult to overcome for WoesteLand but nevertheless interesting. (Lack of) willingness in one such a barrier. It is about the influence of self-perception and comparison of oneself to a desirable prototype to behaviour. However, due to difficulties in measuring 'self-perception', as well as little practical use of such insights for WoesteLand, it has been decided to omit this concept from the interviews. On the other hand, asking for people's images of the prototypical Woestelanders can be helpful, in a sense that it can guide WoesteLand in their 'branding' of their organisation. Extra profiling, or maybe adjusting, their image can be a way to attract and keep members. Therefore, image of WoesteLand has been adopted into the questionnaire, which feeds back to the concept of willingness.

Habitual behaviour may be another internal barrier. With this, it is meant that sometimes youth (or people in general) just act the way they do because they have always done so. For members of WoesteLand it may be the case that they go to subsequent camps because they went there last year, and are not completely dissatisfied. The same, however, may go for non-participants, who have other activities that are habitual to them, and do not see the need to change these. However, due to the incidental, rather than regularly-recurring nature of WoesteLand camps (thus, once or twice a year, rather than every week at nine o'clock), it is assumed that habitual behaviour will be of little influence. Normally, young people are very much concerned with holiday planning and will not let this be decided by habits alone.

After the results from the interviews, which are based on this conceptual framework, are analysed, they will be synthesized into 'profiles' of (non) participants of WoesteLand. Once a certain profile is known, WoesteLand can perhaps aim to more specifically tailor its camps to these target groups, so that they will be more satisfied and more prone to repeat the camp visits.

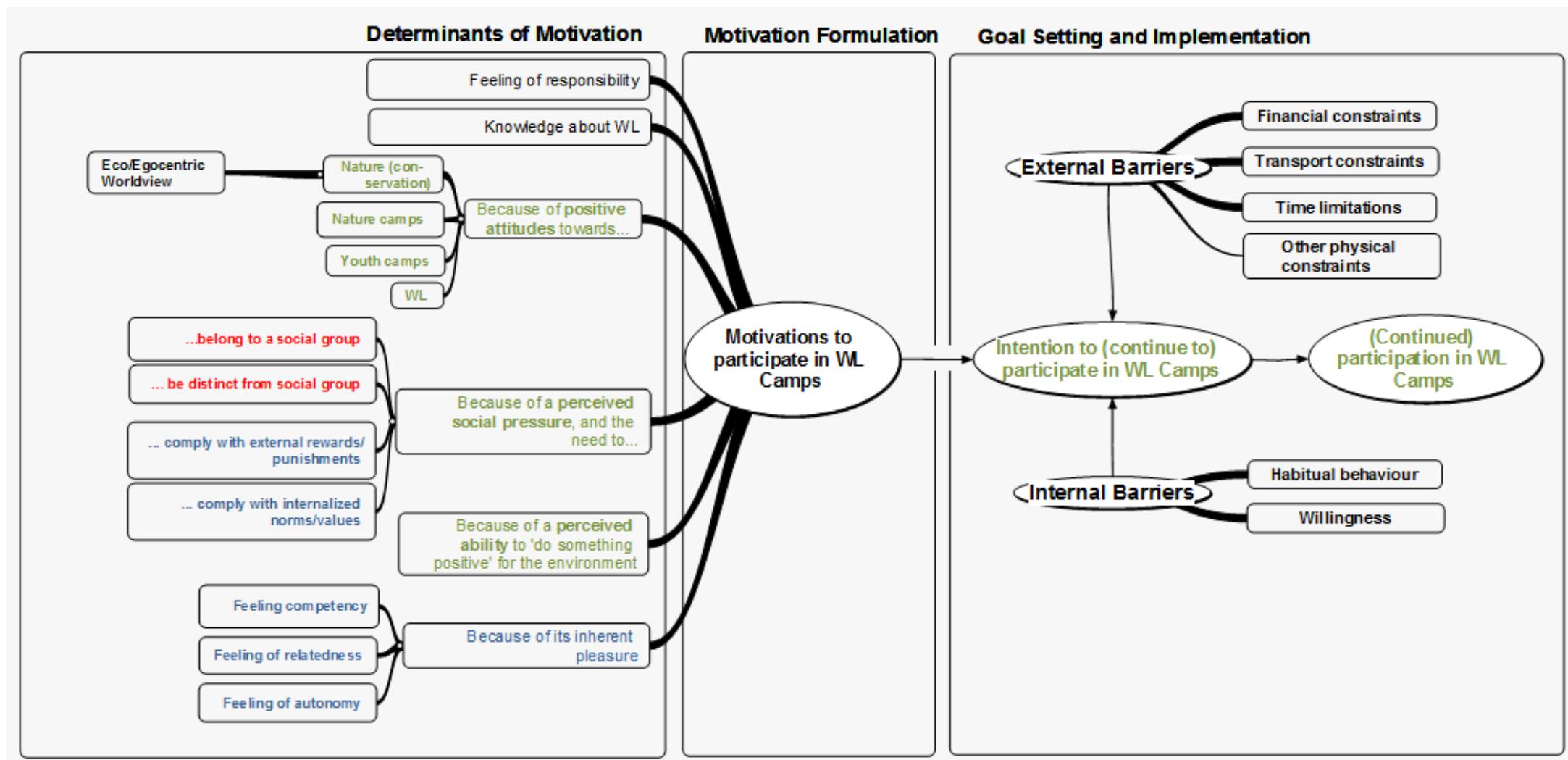


FIGURE 5: CONCEPTUAL FRAMEWORK (WL = WOESTELAND)

4. METHODS

4.1 METHODS JUSTIFICATION

This project is based on a qualitative research approach. Qualitative research has a number of advantages when researching phenomena in the realm of sociology and psychology. It is particularly useful for exploring the complex and subjective elements, such as personal motivations for certain behaviour, and provides insights into the world of people and the meanings linked to their individual experiences (Lempp and Kingsley, 2007). In contrast to quantitative research, qualitative research is non-sequential, non-linear and dynamic (Richard et al., 2000). Qualitative research methods are flexible and create interaction between the researcher and the study unit, allowing greater spontaneity. Due to the focus on the motives of young people to participate in WoesteLand activities, the room for spontaneity was considered an important advantage for this research.

In light of selecting the research methodology, it has to be emphasized that the current ACT project is part of a larger project implemented by Alterra research institute, where both quantitative and qualitative approaches are used to gain a wider spectrum of data. Since this ACT project has a more narrow scope and shorter time frame, a qualitative approach was considered to be more optimal. The focus of the project consists of two components that are complementary to the research of Alterra:

- Conduct an analysis on the motivations to (not) participate in WoesteLand activities
- Provide scientific support, advice and recommendations for WoesteLand to maintain or increase their number of members.

The results of these analyses provide insight into the motivations of the participants of the nature camps will help WoesteLand to better understand what are the main factors that affect youth's decision to participate in their nature camps, and formulate practical recommendations to WoesteLand, based on scenario setting. The qualitative data collected will provide the basis for both of these analyses.

Within qualitative research, interviews were selected as a tool to collect the necessary data. In contrast to, for example, observations, interviews help to understand the story behind the participants' experiences. In a carefully planned qualitative interview, interviewees feel as though they are participating in a conversation or discussion rather than in a formal question and answer situation, which helps developing trust and openness from both sides (Richard et al., 2000). These characteristics of an interview were selected to be the most suitable to expose the WoesteLand participants' motivations to the fullest.

Among different interview set-ups, a semi-structured interview was preferred. Semi-structured interviews were selected due to the specifics of the research topic, i.e. motivations of the WoesteLand participants. Motivations, being a broad concept within psychological research, have a number of specifics, which were addressed by the semi-structured interview method. Space and flexibility were provided for emergence of the unexpected data (e.g. "unknown" motivations) while, at the same time, a certain structure and planning of the interview was maintained.

Furthermore, semi-structured interviews are especially appropriate when there is only one chance to interview someone and when there are several interviewers in the field collecting the data, since the interview guide has a clear set of instructions for interviewers to provide reliable, comparable qualitative data (Cohen and Crabtree, 2006).

4.2 SAMPLING STRATEGIES

The sample mainly consisted of both current and former members of WoesteLand (group A, 18 respondents). Additional interviews were conducted with people who had never heard about the Woesteland before (group B, 14 respondents). For the two different interview groups, different sampling methods were applied.

Interviewees for the group A were selected by multiple-case sampling, using two typical case groups of WoesteLand leaders and members (subgroup A1 and A2 each consisting of 6 respondents) and one deviant case group of quitters (subgroup A3, 6 respondents) to get as broad spectrum of motivations as possible (Miles & Huberman, 1994). This was done because a large difference in motivations was expected between the typical and the deviant case groups.

The WoesteLand leaders (subgroup A1) are the most active WoesteLand members, which organize and lead the activities. Therefore, we assumed that they would have different motivations for going to WoesteLand activities than regular WoesteLand members, who only participate in the activities but are not leaders (subgroup A2).

The deviant case group (subgroup A3) consisted of people who were active leaders, or at least followed a course to become one but quit afterwards. This was done due to special interest of WoesteLand in this group, since time and money were invested, after which no positive result was achieved.

The respondents for the group B were selected from Dutch young people in the similar age group, with two selection criteria. First, the respondents should have no prior knowledge about WoesteLand and second, the gender and age of the respondents was taken into account to aim for variation. This so-called “neutral” group were asked to give their opinion on nature camps in general and about WoesteLand promotional materials in particular (see APPENDIX 2), as well as express their motivations to (not) participate in these activities. The schematic representation of the interviewee composition can be seen in Figure 6.

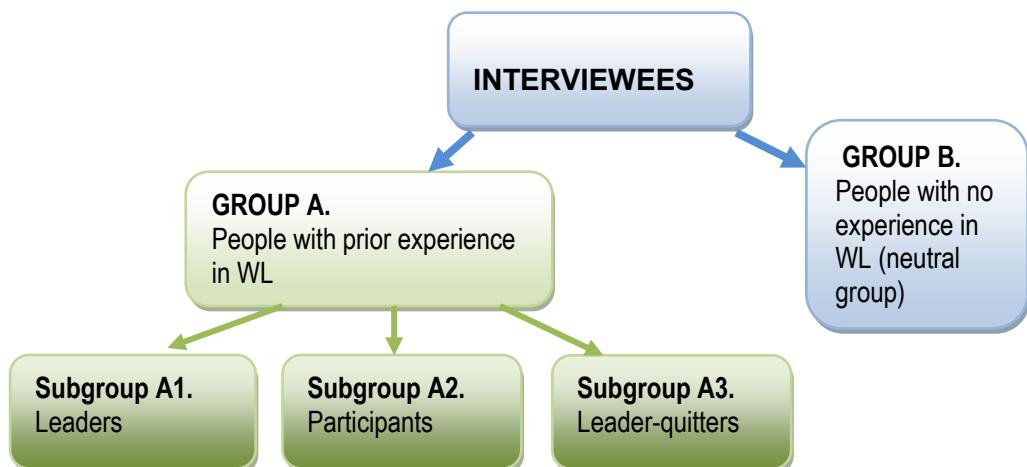


FIGURE 6: COMPOSITION OF INTERVIEWEE-POOL

For group A, six interviewees were selected for each subgroup, while striving for a variety of gender and age (Table 1). During the interviews, attention was also paid to the diversity of several other aspects of the background information (Table 2). For group B, 14 respondents were selected, to get a broad overview of the opinions of people who have never heard of WoesteLand before. Different selection criteria used for sampling the interviewees can be seen in Table 1 and Table 2.

TABLE 1: DIFFERENT ASPECTS THAT WERE USED AS SELECTION CRITERIA

Aspect	Different possibilities
WoesteLand relation	Leader, member or leader-quitter
Gender	Male or female
Age	Members: 12-30, leaders and leader quitters: 18-30

TABLE 2: DIFFERENT ASPECTS ASSESSED DURING THE INTERVIEWS FOR THEIR POTENTIAL INFLUENCE ON MOTIVATIONS

Aspect	Different possibilities
Educational level	VMBO, HAVO, VWO, MBO, HBO or WO
Background father	MBO, HBO or WO training, Working or not working, Member of IVN, Member of other nature organisation, Active in nature, Nationality
Background mother	MBO, HBO or WO training, Working or not working, Member of IVN, Member of other nature organisation, Active in nature, Nationality

4.3 GENERAL INTERVIEWING PRINCIPLES

The qualitative data for this study was gathered and analysed in accordance to standard ethical principles. Before the beginning of each interview, a full outline was given of the nature of the data collection and the purpose for which the data was used. All the interviewees had full knowledge about the objectives of the study and could decide whether and how to participate. All participants were clearly aware about being recorded on the voice recorder. The interviewer and interviewee engaged in a formal interview, recorded on a voice recorder. Additional notes were taken during the whole process.

Research data was handled in accordance to the standards of confidentiality and anonymity, i.e. participants' names and other unique identifies, such as addresses, professional position etc. were not attached to the data and did not appear in the final report. In addition, research was conducted with respect to emotionally charged topics, concerning interviewees' private experiences as well as social, cultural and religious values.

The semi-structured interviews involved a series of open ended questions. The interviewer used an interview guide with a list of topics and questions, emerged from the prior literature review. The interviewer followed the guide, but went beyond when appropriate. If the interviewee had difficulty answering a particular question, the interviewer reformulated the question, or used cues and encouraged the interviewee to reflect on the question further.

4.4 DATA COLLECTION

For each of the four sample groups (A1, A2, A3 and B) a separate interview guide was constructed (see APPENDIX 1 for these interview guides). The WoesteLand leaders (subgroup A1) were first to be interviewed based on the initially developed interview guide, which later served as a basis for other interview guides, aimed to meet the specifics of each subgroup.

Interviews with subgroup A1 were conducted during one of the WoesteLand nature camps in the summer of 2011, which provided workshops for leaders. Familiar environment and interviewers' participation in the camp activities helped to establish rapport between the interviewers and interviewees. Each interview lasted about 30-45 minutes. The leaders were considered as "experts" in this project, since they had the most experience in WoesteLand, compared to other participants.

Interviews with the WoesteLand members (subgroup A2) and leader-quitters (subgroup A3) were held over the telephone or via Skype (see 3.9 for further details). Each interview lasted about 30-35 minutes. The interviews followed the same general procedures as the face-to-face one. The interview guides were adjusted for the mediated interviews.

The respondents from the neutral group (group B) were conducted in a face-to-face setting. The participants were exposed to WoesteLand promotional materials, such as postcards and posters and asked to express their opinion. Group B were considered as respondents, which only provided their own opinion, rather than expertise. All the respondents were selected by each of the interviewers among their friends and acquaintances.

The group A interviewees were informed about the whole background of the project, explaining the involvement of WoesteLand, Wageningen University and ACT of Master Students. Willingness to help WoesteLand was considered as an additional motivation to participate in the research. In contrast, the group B was only informed about the involvement of WUR Master Students but not WoesteLand itself, in order not to make an impression of a marketing research and to avoid creating bias.

4.5 DATA ANALYSIS

The analysis of semi-structured interviews was carried out with the standard approaches of qualitative research, containing two important analysis stages: segmenting the data and reassembling the data in light of the research problem statement. The whole analysis was implemented by *coding* technique. Coding is defined as "categorizing the segments of data with a short name that simultaneously summarizes and accounts for each piece of data" (Charmaz, 2006, p. 43). In other words, during the coding process the researchers distinguished categories within the gathered data and named them by attributing a specific code. A code "is a word or string of words used as a name for the category generated during the analysis" (Boeije, 2010, p.95).

4.5.1 SEGMENTING THE DATA

During the stage of segmenting the data, *open coding* technique was applied. Open coding is "breaking down, examining, comparing, conceptualizing and categorizing the data" (Strauss and Corbin, 2007, p.61). Main focus of the open coding was to explore the acquired data, cover it with codes and increase manageability of all the data files and gain familiarity with the data. During the open coding phase, the researchers compared different fragments of the data and

assigned codes to them. Open coding was performed with the help of MS Excel as well as by “paper-and-pencil”.

During this stage, both deductive and inductive codes were used. Deductive codes emerged from the Literature review, and more specifically, from the aspects of interest and interview guide, used during the interview by all the interviewers. Deductive codes were integrated into a coding matrix, which was adopted by all the researchers during the interview analysis. Inductive codes emerged from the data during the coding process.

4.5.2 REASSEMBLING THE DATA

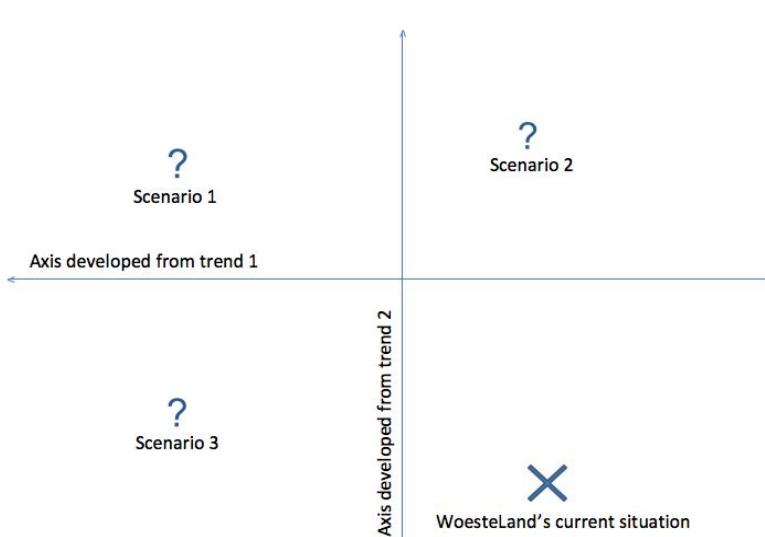
During the reassembling stage, first focused (or axial) coding was applied. This stage was implemented by all the researchers of this project as a group activity to achieve coherence and agreement on the emerging story and minimize bias of individual researchers.

Focused coding refers to the “set of procedures, whereby data are put back together in a new way after open coding, by making connections between categories” (Strauss and Corbin, 2007, p.96). During this stage it was determined whether the existing codes covered the data sufficiently and, it was checked that each fragment was coded properly (or assigned a different code). Afterwards, the relevance of each category in light of the research question was determined and, where necessary, categories were merged or subdivided into main codes and sub-codes.

The final step of the reassembling stage was selective coding. Selective coding refers to looking for the connections between the categories in order to make sense of what is happening in the field (Boeije, 2010, p.114). As a result, the most important “core” categories were determined and described, coherent story was developed, in which the relationships between the concepts became apparent and conclusions were drawn as to the motivations to (not) participate in WoesteLand activities, thus finalizing the first component of the project.

4.6 SCENARIOS

The results from the data analysis were further developed into practical recommendations for WoesteLand to maintain their current members and/or increase their number of participants. For this purpose, several possible scenarios of WoesteLand’s development were generated, and the strengths, weaknesses, opportunities and threats for WoesteLand in this context were analysed (SWOT-analysis). The process and advantages of these methods are described below.



4.6.1 SCENARIO ANALYSIS

A scenario analysis, where possible future developments are studied based on current trends, helps organizations make well-informed decisions for further action (Markham and Palocsay, 2006). Scenarios are made up of a set of explicit ‘if-then’ propositions that investigate the consequences of several driving force assumptions. More effective strategies can make

FIGURE 7: BASIC SET UP OF SCENARIO GRID

sure that all variables or driving factors that can reasonably determine future developments are considered, and follow each of the resulting scenarios to their likely conclusion. Primarily, a scenario analysis creates possible images for the future, which take the internal and external environment into account (Postma and Liebl, 2003).

The main themes found in the analysis of the interviews were used to conceptualize the scenarios for WoesteLand. These trends were consequently translated into two axes for the building of a scenario grid in which the current situation placed, and new scenarios were established, as illustrated in Figure 7. In order to extract (practical) recommendations, a SWOT analysis was carried out for both the current situation and the existing scenarios.

4.6.2 SWOT ANALYSIS

The SWOT analysis is considered a useful tool for organisations to formulate effective strategies for their future development and provides an overview of organizational competences in terms external competitive environment It is the main technique used for presenting and summarizing the results of various types of strategic analyses, which help managers to formulate the strategy for the future (Chang and Huang, 2006; QuickMBA, 1999).

A SWOT analysis works follows: both the internal and external environment of an organization are scanned. From this scan, the strengths and weaknesses of an organization are based on its internal environmental analysis and the opportunities and threats are based on analyses of the external environmental conditions. The role of the analysis of internal strengths and weaknesses is to weigh how an organization undertakes its internal work, such as work efficiency, management, PR, development etc (Evans et al., 2003). The basic unique characteristic between the strengths and weaknesses on the one hand and the opportunities and threats on the other is the degree of control that managers may have. With the internal strengths and weaknesses managers can exert control whereas with regard to the opportunities and threats, managers may not be able to control such factors. (Campbell et al., 2002). A schematic representation of SWOT procedure can be seen in Figure 8.

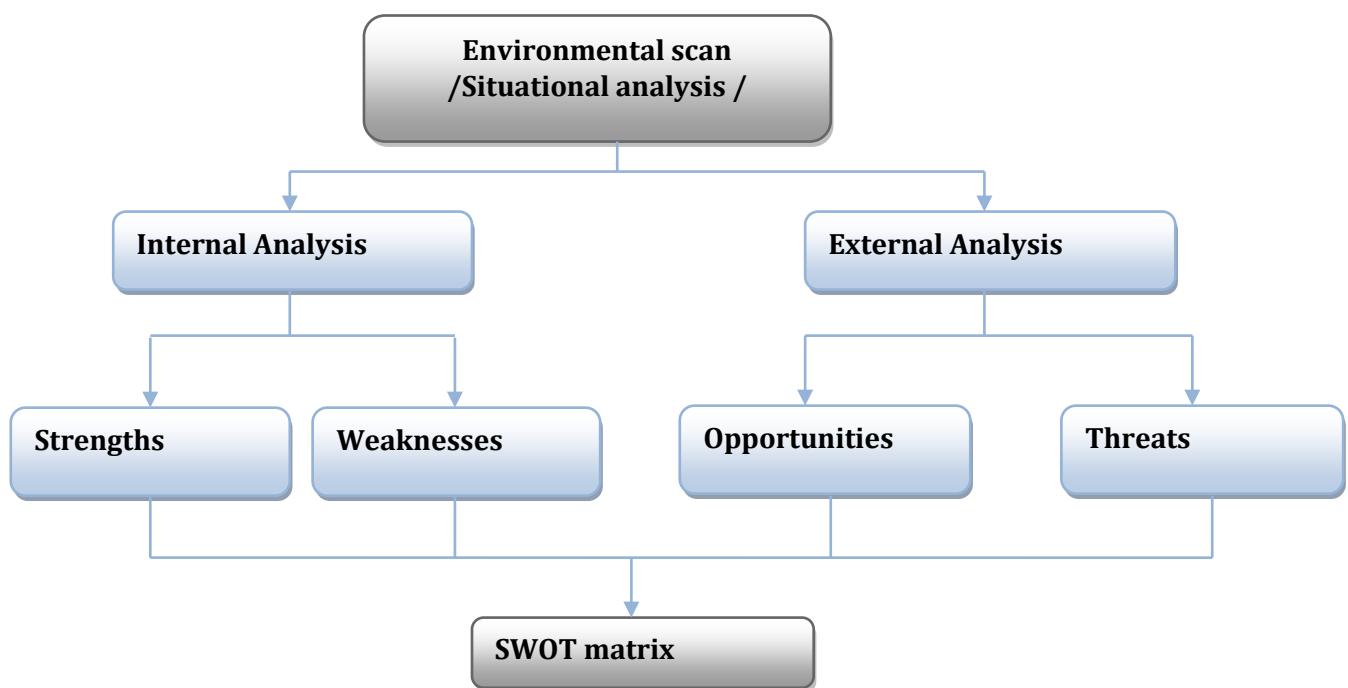


FIGURE 8: SWOT ANALYSIS FRAMEWORK

The strengths, weaknesses, opportunities and threats identified, are then commonly placed in a SWOT/TOWS matrix (Table 3), where the comparison of the external and internal environment allows for the development of clear strategies:

"S-O strategies pursue opportunities that are a good fit to the organization's strengths; S-T strategies identify ways that the organization can use its strengths to reduce its vulnerability to external threats; W-T strategies establish a defensive plan to prevent the organization's weaknesses from making it highly susceptible to external threats; and the W-O strategies overcome weaknesses to pursue opportunities" (QuickMBA, 1999).

TABLE 3: SWOT/TOWS MATRIX

	Strengths	Weaknesses
Opportunities	S-O Strategy	W-O Strategy
Threats	S-T Strategy	W-T Strategy

For the WoesteLand case, the current situation was analysed first, based on the results from the interviews, resulting in a concise list of recommendations to increase their effectiveness in the current situation. Afterwards, SWOT analyses were carried out to for the different scenarios. The SWOT/TOWS matrix was used to develop the strategies, which were then used to develop concrete recommendations.

4.7. RESEARCH QUALITY STANDARDS

Apart from the aforementioned measures targeted to raising the research quality, such as striving for the thoroughness of the literature review, preparation for the data collection, recording and field notes, adequate purposeful sampling and systematic analysis of the data, additional measures were taken, which are presented below.

4.7.1 METHODOLOGICAL ACCOUNTABILITY

All the researchers have accurately documented what they have done, how it was done and when it was done. By including the proper account of all the activities, the commissioners and other interested parties can judge whether the outcomes can be trusted and they can repeat the whole investigation if desired or replicate it to other relevant case. All the supportive working documents, used during the study, such as Aspects of Interest, interview guide, coding matrix are provided in the appendices of this report.

Additionally, both the commissioners and a project expert kept track of the methodological and analytical decisions made throughout the research, improving the accountability standards.

4.7.2 MULTIPLE RESEARCHERS

Using multiple as opposed to singular researchers is often referred to as researcher or analyst triangulation (Boeije, 2010). When several researchers collect the data, the potential bias that comes from a single person is reduced. The comparison of the data provides means to assess the reliability and validity of the data. During the analysis process, a team of researchers can foster higher level of conceptual thinking than individuals working alone (Boeije, 2010). For this project, the team of seven researchers was created, all of whom participated in all the stages of data collection and analysis.

4.7.3 INTER-RATER RELIABILITY

Interrater reliability can be described as the extent to which two or more coders agree on the ascribed codes. Interrater reliability addresses the consistency of the implementation of a coding system. For this analysis, interrater reliability was ensured by the following steps: first, at the stage of open coding, each interview was coded by one researcher and verified by another one. All the disagreements were discussed in details and agreement was achieved. Second, during the focused and selective coding stages, the analysis process was implemented by the whole group and each of the codes and categories were discussed and selected based on the consensus.

4.7.4 MEMBER VALIDATION

It is assumed that if qualitative research succeeds to provide accurate description of the researched phenomena as well as give accurate interpretations of human experiences, the people in question would recognize them as their own (Boeije, 2010). Presenting findings to the participants and asking them for feedback is quite important for the research. Therefore, the final outcomes of the Report were presented not only to the Alterra research institute, but also to WoesteLand representatives, who were also involved in providing the data for the research.

5. RESULTS

The conceptual framework described in CHAPTER 3 identified different determinants of motivation, internal and external barriers that contribute to the motivation and intention to participate in WoesteLand nature camps. The results of the interviews were structured and analysed based on this framework, and will be presented per (sub)group below. Basic information, such as age, gender, background, and youth experience, are described and the results regarding the main Aspects of Interest, such as togetherness, uniqueness, attitudes, self-efficacy, social norms, and barriers are explained and illustrated with quotes from the interviews. Furthermore, results based on interviewees' opinion on the activities, the image and PR of WoesteLand are presented in detail. Finally, a basic profile, showing the basic characteristics of the members, is developed for each subgroup.

5.1 GROUP A, SUBGROUP A1. LEADERS

5.1.1 BACKGROUND INFORMATION

The leaders are defined as members of WoesteLand camps that have completed leadership trainings, have become leaders and have led at least one WoesteLand camp throughout their participation. After joining the camp as member, it is quite common to become a leader later on.

The age of the interviewed leaders ranged between 21 and 27 years old. In general, most leaders in WoesteLand are in their twenties, as the minimum age to lead a camp is 18. Four males and three females were interviewed (N=7).

The interviewees learned about WoesteLand primarily through family members as well as newspaper articles, Internet or brochures. All the interviewees had parents working in the field of education or social care and grew up in rural environment.

5.1.2 IMAGES OF NATURE

The way leaders perceived and defined nature differed from person to person. Following the different images of nature described by Buijs (2008), it can be concluded that some participants are inclined towards an *inclusive* image of nature ("*In theoretical sense, everything is nature, also the motorway*"), whereas others demonstrate *wilderness* image ("*Everything that is not produced by humans*" or "*a nature area is trees surrounding you, singing birds, silence, green and a water spaces*"). However, none of the participants expressed functional (utilitarian) view on nature.

5.1.3 TOGETHERNESS AND UNIQUENESS

For leaders it was very important to experience the social aspect of togetherness in the WoesteLand camps. The respondents said that "*WoesteLand is like a mini-community*", "*It is a wonderful group of people and wonderful freedom*".

On the other hand, being a group with different kinds of people, ("*being different, but at the same time being a group*") was also valued. One of the respondents summarized it as "*Here you just can be who you are*". Other uniqueness aspects include being a group with a specific kind of people and seeing WoesteLand as an opportunity to show the other side of one's personality ("*when it is raining, you take off all your clothes and go naked in the grass; that is possible in WoesteLand*").

5.1.4 ATTITUDES AND SELF-EFFICACY

All leaders can be described as loving nature and seeing it as something nice and wonderful. While they agree on this aspect, they differ in their attitudes towards the work they do in WoesteLand. Some think the working aspect is important whereas others find it less important. One of the respondents felt WoesteLand was a welcome break from day-to-day life: "*what I like about nature is that I can turn off the rest of the world, that I, for example, don't need to check my e-mail*".

In terms of self-efficacy, personal development (becoming more creative and self-confident) does play a role for leaders. For example, one interviewee mentioned: "*When I was 18 I had my first "coming out" here in WoesteLand*". The autonomy that the leaders have is perceived as sufficient ("*I could really do what I wanted and that was a very important reason to continue my leadership*"). Having some initial leadership skills affected the decision to become a leader in WoesteLand.

5.1.5 CONTRIBUTION AND RESPONSIBILITY TOWARDS THE ENVIRONMENT

The leaders of WoesteLand feel responsible for nature and environment. Leaders think that while there is little they can do on their own, WoesteLand can positively contribute to the environment together with other organizations. The contribution of WoesteLand, according to the leaders, is more about raising awareness on environmental protection and involving more young people in nature-related activities. The activities, such as working outside, cutting trees, entertainment and workshops proved to be quite important. However, they acknowledge that WoesteLand works on local level, and does not aim to "save the world".

The camp participants are expected to act in a more environmentally responsible manner in future, and also pass it on to others. One of the leaders emphasized: "*I believe that if you influence people, they will influence others, and thus you can achieve something in a long run. This is how WoesteLand contributes to the environment*." However, the responsibility towards nature was not the main reason for all of the respondents to become a leader.

5.1.6 OPINION ON CAMP ACTIVITIES AND BARRIERS FOR PARTICIPATION

Activities offered by WoesteLand are positively evaluated by the leaders. The nature weekend camps and summer camps are appreciated the most. Being together for the whole week is the major reason to be in the camp ("*one week together, one week away from home, one week in nature, on week working- it is very nice*"). Being in nature and the education aspect is also appreciated ("*camping in a nature area, where you are normally not allowed to go, and enjoying doing something useful sounds great*"). Less appreciated are the practical parts of organizing a camp, such as booking a camping site, washing up etc.

Regarding the barriers, some people find it is less easy to combine WoesteLand with work, relationships and study. Budget is not a barrier, however it could be a barrier if the price was higher ("*Money was never a reason to join WoesteLand. It is payable*"). WoesteLand is currently a small scale organization. Increasing number of participants could be a barrier for some leaders. Other potential barriers mentioned are weather and the image of WoesteLand.

5.1.7 IMAGE OF WOESTELAND

The external image of WoesteLand as perceived by the leaders is mostly reflected in words like "*hippies, tree-huggers, "geitenwollensokken*², alternative people".

The internal image is perceived as "*nice, fun, outdoors, love, cutting trees, working in nature, energy, entertainment, hippies, vegetarians, low budget and "autistic"*". As mentioned by one of the respondents, "*it seems that we attract people with "autism". There are quite a few people who have certain social disabilities and who feel in at home WoesteLand, and it is simply accepted by everyone*".

5.1.8 PR

WoesteLand attracts its new members mostly by "word of mouth". This works well but attracts mostly the same people. Leaders see the current PR as inefficient. The website is considered to be quite poor ("*If people learn about WoesteLand through our website, they won't get a very good image. Knowing WoesteLand through face-to-face advertisement gives a more positive image*").

5.1.9 LEADER'S PROFILE

The most typical characteristics of an average WoesteLand leader are shown in Table 4.

TABLE 4: WOESTELAND LEADER'S PROFILE

LEADER'S PROFILE	
Age	24
Background	Grew up in rural environment
Image of nature	Inclusive or wilderness
Things enjoyed most about WL	Being in a group with like-minded people; enjoying personal freedom
Opinion about WL activities	Positive; nature-related work is appreciated
Perceived contribution to nature by WL	Environmental education
Preferred camp type	Week camps
Possible barriers	Too many participants; work, relationships, studies
Perceived external image of WL	hippies, tree-huggers, geitenwollensokken, alternative people
Perceived internal image of WL	nice, fun, outdoors, love, cutting trees, working in nature, energy, entertainment, hippies, vegetarians, low budget, "autistic"

² *geitenwollensokken* in Dutch literally means "goat-wool socks". It is a slightly derogatory expression used to describe very eco-minded, pro-environmental people.

5.2 GROUP A, SUB-GROUP A2. PARTICIPANTS

5.2.1 BACKGROUND INFORMATION

Participants are defined as average members of WoesteLand camps, those who are not the leaders.

The age of the interviewed participants ranged between 17 and 29 years old. Three females and two males were interviewed ($N=5$). Two participants were students at secondary education institutions (VWO), and three of them worked, of which two were highly educated (university). It can be concluded that mostly all members have a high education level. The background of participants' parents varied. None of the parents had a "green" education or profession and none was a member of IVN or WoesteLand. Almost all the members grew up in urban environment and had parents who stimulated them in their childhood to play outside or in nature.

Most of the interviewees had previous nature camp experience and participated several times (three to five) in a WoesteLand camp. All members joined WoesteLand in 2008/2009. The age of the first camp experience ranged between 14 to 27 years old. The participants got to know WoesteLand primarily through family members, friends as well as the Internet (*"honestly, when looking at the first Google results I immediately thought, 'oh nice, it looks good, I will participate"*). Another alternative way to join WoesteLand was through a university platform.

5.2.2 IMAGES OF NATURE AND ATTITUDES

The participants are quite unanimous in the views on nature. Most of them have an *inclusive* image of nature. They agree that nature is not only wilderness areas but also public parks. However, ideally they would prefer nature to be a peaceful and calm place, without any presence of humans and technologies. *"Now that I'm living in a city, I see the park as nature as well, but from the emotion, the first thing that I associate with nature, are forests, and mountains, and places to go hiking."* The attitude of the participants towards nature can be described as positive. All of the respondents enjoyed outdoor activities during their childhood. They all see nature as pleasant and nice. One member said, *"I just like nature, especially the fresh air when you are outside"*.

Not all participants see environmental education and working aspect of WoesteLand as an important reason to join. The experience of being into nature is considered more important than the learning or working aspects.

5.2.3 TOGETHERNESS AND UNIQUENESS

The social aspect of WoesteLand is quite important for all the participants. The following aspects were mentioned: socializing, good atmosphere, nice people, feeling of togetherness, having the group feeling. One member summarized the social aspect of WoesteLand as follows: *"in my high school I was in a kakkerklas³, it was not so cosy. The people in WoesteLand are very relaxed and chatty. You can be who you are"*.

Regarding being unique, all the participants mentioned that they have a chance to be true to their own selves in WoesteLand. They mentioned being more open and comfortable. One

³ This person refers to his/her classmates as "kakkers": shallow, transparent, wealthy people primarily concerned with material things.

member mentioned that “*everyone is involved*” and “*everyone is different, but there is interest in each other*”. Furthermore, all the participants mentioned that there is an open and friendly atmosphere and everyone is accepted as who they are (“*I have a feeling that everybody in WoesteLand wears strange clothes. It does not look beautiful, but it does not matter in WoesteLand. Everyone looks strange, and it does not matter if you walk in there looking strange too*”). However, almost all members said that they can be themselves outside WoesteLand as well.

5.2.4 CONTRIBUTION AND RESPONSIBILITY TOWARDS THE ENVIRONMENT

All members of WoesteLand feel responsible towards nature and environment but not in an extreme way. One member said, “*you obviously make some difference, but overall very little*”. Members mentioned they express their responsibility towards nature by separating waste and eating organic food. However, for almost all the participants it was not a reason to join WoesteLand.

The participants see raising awareness as WoesteLand’s major contribution to the environmental protection. They think WoesteLand contributes by getting people acquainted with nature conservation, providing various nature-related information and introducing them to organic food (“*of course, if you look to the whole world WoesteLand’s contribution is nothing. But the slogan ‘start from yourself’ makes people think*”).

5.2.5 OPINION ON CAMP ACTIVITIES AND BARRIERS FOR PARTICIPATION

All the participants evaluate activities of WoesteLand positively; they all find the activities nice and attractive. Everyone expressed willingness to participate in another WoesteLand camp. However, some members mentioned that the activities can sometimes be childish and weird. This is a negative aspect, but could work out in a good way. (“*Sometimes there are strange things during a camp, but they can lead to a good atmosphere*”). Some members mentioned that a week is better than a weekend. In addition, small groups are less preferred than the big ones.

All the participants appreciate contributing to designing camp activities and think they get sufficient opportunities for it. Becoming a leader looks appealing to almost all the participants. Barriers that play a role for not becoming a leader are time related (“*I do not want to become a leader, because you need to do trainings on how to organize camps*”). Other barriers that play a role in the participation change are school, relationships, other holiday alternatives (e.g. with other friends), age, work, timing and venue of the camp. Participation fee was not an issue (“*If it was more expensive, then I would have joined fewer camps, so it helps that the camps are cheap*”).

The opinion of participants about the facilities was congruent to their expectations. The sanitary facilities are quite basic but participants do not expect more. Respondents mention that ‘*It was quite primitive, however you expect this in WoesteLand*’, “*I think it is adventurous if these facilities are not there*” and “*It must not be more luxurious, otherwise it would not fit in this kind of camps*”. The participants are positive about the facilities, however the equipment for specific activities (e.g. cleaning garbage on the beaches) could be more advanced.

5.2.6 IMAGE OF WOESTELAND

The participants had difficulty formulating the external image of WoesteLand. They all mentioned that it would depend on an individual. If the person likes nature, s/he will have a more positive image of WoesteLand. Some participants think volunteer work during holiday is perceived as a bit uncommon (“*I think the volunteer aspect of WoesteLand scares some people off*”

“Rolling up their sleeves during holidays is perhaps too much”, “they think people who are going to a summer camp instead of going to an island to party are boring”.

The internal image is perceived as *“together, nature, working in nature, organic, outdoor activities, nice, learning”*. One of the respondents mentioned: *“My own view of WoesteLand before I became a member was a group of spontaneous, open and a bit crazy people who can be who they are”*.

5.2.7 PR

According to the participants, WoesteLand attracts new members via Social Media (Hyves, Facebook), and also via word of mouth advertisement, i.e. *“Word of mouth advertisement is the main thing. A good product sells itself”*. All participants think the PR can be improved much more. Some of the participants mentioned that the promotion material could be more professional. In general, the participants mentioned that much more creativity could be used in designing marketing and PR strategies, e.g. exploring the capacities of the Internet, cooperating with other organizations etc.

5.2.8 PARTICIPANT'S PROFILE

The most typical characteristics of an average WoesteLand participant are shown in Table 5.

TABLE 5: WOESTELAND PARTICIPANTS PROFILE

PARTICIPANT'S PROFILE	
Age	23
Background	Grew up in urban environment
Image of nature	Inclusive
Education	Higher
Things enjoyed most about WL	socializing, good atmosphere, nice people, feeling of togetherness, having the group feeling; feeling oneself
Opinion about WL activities	Positive; occasionally childish
Perceived contribution to nature by WL	Awareness raising, changing mindset
Preferred camp type	Week camps
Possible barriers	Too little participants; work, relationships, studies, time, venue
Perceived external image of WL	No clear image; a bit boring
Perceived internal image of WL	nice, together, working in nature, organic, outdoor activities, learning

5.3 GROUP A. LEADER-QUITTERS

5.3.1 BACKGROUND INFORMATION

Leader-quitters (further referred to as “quitters”) are defined as former members of WoesteLand, who used to be camp leaders or who attended leadership trainings but did not become a leader.

In the group of the interviewed quitters there were considerably more females than males. Their age ranged from 21 to 26. None of them had parents who were currently, or in the past, a member of IVN. No conclusions can be drawn about their education and work-backgrounds, or those of their parents. Nearly all of them grew up in an urban environment. Parents’ stimulation to go out into nature (and sometimes to go to WoesteLand) was an important part of the experienced social norms of quitters. Apart from parental influence, other family members also played a role.

The experience that these interviewees had before quitting WoesteLand was quite diverse. Some quit even during the training camps, whereas others led more than 10 camps before quitting as a leader.

Three quitters were explicitly asked to become leaders during a camp. One person did not partake in a camp prior to becoming a leader, but straightaway went for a leader-training camp. Almost all of the quitters gave up on WoesteLand altogether.

5.3.2 IMAGES OF NATURE AND ATTITUDES

Nature was seen by most quitters as a provider of rest and peace (“*I simply really love nature, it makes me happy*”). Moreover, for some quitters participation in camps and in nature was done for idealistic reasons (“*I just have this urge... my idealism motivates me to involve get as many people as possible involved with nature and environment*”). All of them experienced being outside in nature as something nice, pleasurable or enjoyable.

About half of the quitters have a really broad, *inclusive* view on nature, including basically all living things (“*What I see as nature? Well, everything around you that grows, blossoms and lives*”, “*that annoying fly, in the other office, that was also nature*”). Others see nature more restricted, close to the *wilderness* image, something outside of urban settings (“*Everything that’s not human and where no human has ever rummaged*”).

5.3.3 TOGETHERNESS AND UNIQUENESS

The social aspect of the camps was quite important. Overall, quitters experienced the camps as having a relaxed atmosphere. Acceptance in a group was also an important aspect of the camp experience (“*everybody respected each other, there were all very different people but the atmosphere was always good. It was cozy, and nobody was left out*”, “*People immediately addressed you if you were left out, and bullying, that just doesn’t happen at these camps; particularly when you’re 15 it’s very important*”). For some it was also important to have the WoesteLand group of friends as a constant group of friends, outside of the normal life. Some quitters, however, did see the camp as a group, but did not completely feel part of it (“*As I was the only one there without experience, who had never heard of WoesteLand before, it was all a little bit too much for me; it was a cozy clan, and though they tried to include me, I still felt a little strange, as if I didn’t belong*”).

Regarding uniqueness, relaxed atmosphere was quite important to for making people be “who they are” (“*Everybody has their own little quirk, and it doesn't matter*”). The camps were seen as facilitating this ability to be oneself more than in normal everyday life (“*particularly when you've just reached high school, at that age it is nice, because you're very busy defining who you are and what you are and what you must be to fit in the group, and at WoesteLand none of that was necessary.*”).

5.3.4 CONTRIBUTION AND RESPONSIBILITY TOWARDS THE ENVIRONMENT

The most important contribution of WoesteLand to the environment, according to quitters, is the raising of awareness and the ‘passive’ learning of participants on how to behave in nature and in normal life in an environmentally friendly manner (“*I think it's a small contribution, but everything is made up of small contributions*”; “*it shows you that there are other ways of doing things. There you are, one week, and then you think, 'hey, I can also do it this way.'*” “*it's also just about passing on a little bit of love for nature*”).

Personally, quitters feel responsible and this through being a vegetarian, buying organic food and separating waste.

5.3.5 OPINION ON CAMP ACTIVITIES AND BARRIERS FOR PARTICIPATION

Many quitters say that they enjoyed being in nature together, especially to work in nature (“*Particularly the nature. Just being active with your own body on holiday, and being together with people sharing the same interests*”). In general, they think the activities that WoesteLand offered during camps were enjoyable. What is more, being in unknown places, in the Netherlands and abroad was experienced as a plus to the camps (“*I think that if you go far away with a group it gives closer ties because you're all far away from your own environment*.”). The quitters felt that being a leader during such activities helped them to develop their leadership and organisational skills.

Several participants thought that increasing the prices could definitely be a reason to quit, but were not experienced as a reason for stopping (“*indeed, the low costs are an absolute plus*”). Another big barrier for participation was (perceived) time limits. The priority of other actions, work or school-related, were considered higher than WoesteLand camps (“*I had four jobs at the time. But actually it's an excuse. If you really like something, you can always make time for it*”, “*For me there was a kind of struggle between WoesteLand and my sports. Many activities were in weekends when I was exercising*”). Some just didn't feel like it, they had lost their interest. Another barrier was the stress caused by low amount of leaders per camp, or due to a lack of fulfilment of promises of leaders prior to the start of camps (“*You know, it's annoying when there's a lot of going back and forth about something to finally find out that not enough people are interested in doing it in the first place.*”). Problems during social interactions or with certain members, were also stated once as part of the reason for quitting (“*I had a relationship with one of my co-leaders for a while, and to give him some space I took it [WoesteLand] more slowly for a while*”). While many quitters still have friends or acquaintances who are still members, it appears that these friends did not affect their decision to stay (or rejoin) WoesteLand camps. Rather, a final reason for quitting, was that many of their friends with whom they started at WoesteLand had also stopped being active.

5.3.6 IMAGE OF WOESTELAND

The ‘geitenwollensokken’-image was often named as an external image outsiders might have of WoesteLand (*“I think people might think ‘a nature camp, oh, you must be working then? And then they must be the weird geitenwollensokken!’”*). Whether this can be a barrier for them to participate is not clear. Some quitters say that it is good to have this image, as it filters out the right people to participate to the camps. Others think that this ‘hippy’ image may scare off possible participants (*“it might be a bit of a hippy image. It attracts a certain group and might scare off another. But at least you focus on your target group”*). What quitters themselves perceive as a central image of WoesteLand appears to be ‘sociability’ or coziness. Doing stuff (like working or eating) together is part of this image (*“campfires, singing, lots of fun and a little crazyness.”*).

5.3.7 PR

The quitters see possibilities in expanding current PR-activities on new social media, such as Twitter, and of more active publicity at schools and universities. Introduction weeks at universities were expressly stated as an opportunity for such publicity. Also mentioned was the need for more emphasis on social togetherness, and a focus on youth, particularly high-school-students.

5.3.8 QUITTER’S PROFILE

The most typical characteristics of an average WoesteLand quitter are shown in Table 6.

TABLE 6: WOESTELAND QUITTER’S PROFILE

QUITTER’S PROFILE	
Age	23
Background	Grew up in urban environment
Image of nature	Inclusive
Things enjoyed most about WL	Relaxed atmosphere, no social pressure, acceptance
Opinion about WL activities	Positive, working in nature is especially appreciated as well as travelling to unknown places
Perceived contribution to nature by WL	Awareness raising, changing mindset
Preferred camp type	Week camps
Reasons to quit	Other priorities (job, study, sports); personal relationships; age; too little participants; quitting friends
Perceived external image of WL	geitenwollensokken
Perceived internal image of WL	Cozy, a bit crazy, social

5.4 GROUP B. NEUTRAL GROUP

5.4.1 BACKGROUND INFORMATION

A “neutral” respondent is defined as a young Dutch person in her/his twenties who has never heard about WoesteLand before.

The age of the neutral group ranged between 20 and 29 years old, most of them being between 22 and 24 years old. Eight males and six females were interviewed (N=14). All of the respondents were Dutch university students, making the sample highly educated and, therefore, rather biased. Most of the neutral group respondents grew up in rural environment, and did not have any nature camp experience. Some respondents had experience with such nature camps as scouting and LCKV, which they joined primarily for the social aspect. Because a different, shortened version of the interview guide was used for this group, this section follows a somewhat different structure from the previous sections.

5.4.2 ATTITUDES AND SOCIAL NORMS

The attitude of the neutral group members towards nature can be described as positive. Most of the respondents enjoy being out of the daily life without anything to think about and having much freedom. They all see nature as quiet environment and some of them particularly enjoy the fresh air. As mentioned by one of the respondents, *“I like to be in nature, because it is quiet out there and I don’t have to reflect on anything at all”*.

Family members and friends involved in the camp activities were among the main reasons to participate. One of the scouting participants said, that the friends were the main factor to participate and another acknowledged influence of the parents: *“My parents did not really push me to become a member of scouting, but they mentioned scouting as an option and I liked it.”*

5.4.3 OPINION ON CAMP ACTIVITIES AND BARRIERS FOR PARTICIPATION

The activities of WoesteLand seem nice to all the respondents. The opinions on the specific activities are quite diverse. Some respondents do not appreciate working component: *“A nature vacation is fine with me, but I don’t want to cut trees. I’d rather go hiking and enjoying nature without working”*. Other respondents did not mind working: *“If you have a lot of fun, then everything is ok, working for the whole day can give as much satisfaction as being in a group.”*

Most of the respondents do not want to participate in a nature camp at all. If they would have to choose a weekend camp would get be preferred for the beginning. One respondent mentioned that *“a week of camping with really challenging activities would be fun, but if they are only busy with nature education I would only go to a weekend camp.”* Only two of all the respondents would like to go on a camp of WoesteLand.

Barriers for not participating in a WoesteLand camp are almost the same for all the respondents. Most of them do not want to participate because of the lack of time, awareness about WoesteLand and nature camps in general, as well as interest. One of the respondents stated: *“I have never participated because I did not have any specific interest, lack of information and time also played a role in this decision.”* Among other reasons is the fact that the respondents did not know anyone from WoesteLand. Besides, most of the respondents think they are too old already: *“I think I am too old now, but it seems to be interesting.”*

5.4.4 CONTRIBUTION AND RESPONSIBILITY TOWARDS THE ENVIRONMENT

Not all the respondents see camps of WoesteLand as a contribution to nature or environment. They think that on the local level you cannot make any tangible impact. Someone illustrated this as "*It is more about having fun than about really doing something that contributes to the conservation of nature.*" People who do think WoesteLand camps contribute to nature see the contribution through nature education and raising awareness.

Most of the respondents feel more or less responsible for nature. They talk about separating waste or not polluting the environment. Some of the respondents do not feel responsible because they think they cannot make any difference on their own.

5.4.5 IMAGE OF WOESTELAND

The images the neutral respondents had of WoesteLand and its members are quite diverse. Some of the respondents get an image of very eco-minded people and activities, e.g. "*I get the impression that they are nature freaks*" or "*I am thinking about being in a shed on the moor, cooking on a campfire*", "*I would describe them as a bit alternative people*." On the other hand, other respondents do not see anything outstanding: "*To me they seem to be normal youngsters*", "*It is an active, nice, cozy gang*" and "*I feel that WoesteLand is an organization who tries to get young people more involved with nature, to work while having fun*."

No respondent had a negative attitude towards nature camps in general and WoesteLand in particular. Most of the time fun and the sociability were mentioned as primary components of nature camps. Work and educational components did not seem obvious for the respondents. Some respondents did not exactly understand what WoesteLand is: "*To me it does not seem to be a vacation, but more like something with a fence around it, where people have planted nature or something*."

5.4.6 PR

Almost all of the respondents said the PR should be adjusted to diverse target groups, since the current promotional materials appeal only to teenagers, while WoesteLand also wants to attract older people (12-30 years old).

Most of the respondents did not think the promotion materials gave a clear message about the organization and its activities. It was not clear what exactly WoesteLand wanted to convey with the pictures: "*I do like the pictures, but there is a question mark in it with a reason, because I still do not have a clue what WoesteLand exactly is about*", "*it's too vague, too much impression and too little substance*".

Some photos seemed a bit unprofessional to the respondents. They thought most of the photos are about having fun and there are fewer pictures reflecting educational or work components. Some of the respondents also missed the detailed information about WoesteLand itself.

5.4.7 NEUTRAL'S PROFILE

The most typical characteristics of an average representative of the neutral group are shown in Table 7.

TABLE 7: NEUTRAL'S PROFILE

NEUTRAL'S PROFILE	
Age	24
Background	Grew up in rural environment
Education	Higher
Attitude towards nature	Positive, source of relaxed recreation
Opinion about WL activities	Nice; working activities are less preferred
Perceived contribution to nature by WL	Awareness raising
Preferred camp type	Week-end camps
Barriers to participate	Too much work, no friends in WL, lack of interest, information and time
Perceived image of WL	geitenwollensokken, active, cozy, fun

6. ANALYSIS OF THE RESULTS

The discussion section below will provide the analysis of the study results in light of the Theoretical Framework and the Aspects of Interest developed in CHAPTER 2: LITERATURE REVIEW.) This discussion will follow the same order of theories and concepts as the Literature Review (see CHAPTER 2) Discussion of the Aspects of Interest (AoI) for each group of the interviewees will serve as building blocks for answering the main research question.

6.1 MOTIVATIONS OF THE LEADERS

Belonging as a basic need (Baumeister and Leary, 1995) and the Self-Evaluation Maintenance (SEM) Model of Tesser (1988) were represented in the aspects of interest togetherness (AoI 1) and uniqueness (AoI 2). As visible from the results, group feeling, group cohesion, physical contacts, cosiness, and being out of the daily routine in a group proved to be quite important factors for all the leaders of WoesteLand. Being accepted by other members and being able to be true to oneself are also very important reasons to participate in the camp. Leaders did not emphasize their own personal uniqueness, but rather capitalized on the collective uniqueness of WoesteLand, comparing to the “normal” people, distinguishing themselves by such markers as hippie, vegetarian, “autistic” etc. Also, they expressed the importance of ‘being able to be yourself’. It can thus be concluded that the aspect of togetherness (or ‘belonging’) definitely affects the motivation to join and become a leader at WoesteLand. “Uniqueness” of WoesteLand members as a group and ‘being accepted’ also motivates leaders to become active members of this organization throughout many years.

Additionally, autonomy, intrinsicity of motivation and internalisation of motivation (AoI 5-7 resp.) focused on aspects of the Self-determination Theory (SDT) from Deci & Ryan (1985, as read in Baumeister & Bushman, 2011), which states that if one is intrinsically motivated for something, he/she usually has a feeling of autonomy and competence over it. The results of the interviews suggest that the leaders are intrinsically motivated to participate in WoesteLand and, consequently, perceive their autonomy and competence as sufficient for the role of the leader. It has to be added that the image of being “non-mainstream” also serves as an antidote for the risk of overjustification. That is, as the ‘green/alternative’ image is not necessarily conform to the expectations from their social environment, this suggests that social norms (extrinsic motivations) do not override the intrinsic motivation to enjoy this camp. To sum it up, on the motivation continuum the leaders would definitely be put close to the “full intrinsic motivation” end. This is a very positive result for WoesteLand, since intrinsic motivation is more prolonged and results in more creativity and satisfaction from the participation (Hollyforde & Whiddett, 2002, p. 38).

Theory of Planned Behavior (Ajzen, 1985), states that behaviour is determined by intentions, which in their turn are influenced by attitudes, perceived social norms and perceived behavioural control ('self-efficacy'). This theory was investigated by the aspects of interest attitudes, perceived social norms, perceived behavioural control (self-efficacy) and environmental values (AoI 9-12). The interviews with the leaders demonstrate that their attitudes towards nature and nature camps are highly positive. Based on questions concerning their images of nature (AoI 13 view of nature, and AoI 14 perception of WoesteLand contribution to nature) it appears that all of the interviewed leaders have ecocentric or biocentric values and none have anthropocentric (human-centered) values. Though none of the interviewees' parents had a “green” background (meaning they were not members of IVN or other similar nature organisations), living environments where participants grew up did seem to

influence their feeling of connectedness to nature since childhood (AoI 16- responsibility for the environment). Leaders all appeared to be reared in a more rural or green environment. Since the living environment of children is determined by parents, parental influence can be considered as indirect. This is undoubtedly related to the social norms in the immediate social environment of the participants, which could have affected the motivation to become a leader in a positive way. Most of the interviewees described being stimulated to participate in the camp by their family and/or friends. Regarding the self-efficacy, ability to have positive impact on nature as well as on personal growth were considered as the most important factors. It can be concluded that attitudes, social norms and self-efficacy are positively influencing the intention to participate in the nature camp and no obviously negative contributing factor has been discovered.

Also regarding AoI 12 to AoI 16 (mentioned above) it is interesting to notice that the leaders perceive WoesteLand's main contribution to the environment not so much in working activities (e.g. cutting invasive tree species) as in raising environmental awareness through being engaged in nature camp activities. However, responsibility towards the environment was not the main motivating factor to join WoesteLand. Referring back to the answers of AoI 1 and AoI 2 it can be assumed that social aspect is the primary motivator to join the camp and become a leader, whereas contribution to nature is only a secondary one. However, since the leaders take on more tasks and are more involved in organizing camp activities, it can be assumed that the if sense of responsibility is not the reason for joining WoesteLand, it may be a factor that plays a role in the decision to become a leader.

6.2 MOTIVATION OF THE PARTICIPANTS

Similar to the interviewees from the leaders' group, the participants highlighted the importance of the social aspect of "togetherness" experienced in WoesteLand (AoI 1). Baumeister and Leary's (1995) conclusion on the importance of the need to belong and establish strong and stable interpersonal relationships is particularly visible among teenagers, who are undergoing the process of defining their identity. It is very likely that the teenage participants view WoesteLand as a secure and non-threatening environment, where they feel less vulnerable than in other social situations and this may be one of their main motivations to join the camp. This, however, is an assumption stemming from the participants reminiscence on their teenage years and would need further investigation into the perceptions of threats teenagers perceive in different situations. The feeling of uniqueness was less pronounced among members (AoI 2) and mostly referred to higher levels of acceptance and tolerance within WoesteLand, compared to other situations.

The Theory of Planned Behaviour reveals the following picture: participants hold positive attitudes towards nature and have an ecocentric worldview (AoI 13). However, environmental activities as a part of the working component of WoesteLand programs, as well as environmental education are not perceived to be important factors for deciding whether or not to join a camp. This can be an indication that participants were rather sober in their expectation of own effects (self-efficacy) and were not to be carried away by idealistic ideas. They see WoesteLand's main contribution in the exposure of young people to nature per se, without any higher ambitions, such as having a real impact on nature or the environment. Further, certain perceived social norms of peers, such as relaxing and partying during vacation instead of working for free emerged as possible preventive factor, affecting the decision to participate (AoI 11). The feeling of self-efficacy was rather weak component of the motivations of participants (AoI 12). There is no belief in making a substantial contribution to the environment nor there are other explicit personal goals to be achieved via participation. Yet, a certain feeling of autonomy was experienced as a result of having the possibility to take part in the decision-making process regarding the organization of camp activities. In general, it can be concluded

that the feeling of togetherness and belonging to a group are the biggest motivators for the participants to join WoesteLand.

6.3 MOTIVATION OF THE LEADER-QUITTERS

The leader-quitters comprise a particularly interesting group, and were interviewed in hope to find out an alternative opinion about WoesteLand. Not only their motivations to join, but also their motivations to quit were carefully scrutinized. To begin with, the quitters demonstrated quite strong ecocentric worldview (expressing both inclusive and wilderness images of nature) and general positive attitudes towards nature (AoI 10, 13). In this sense, they were very much alike the participants members and the leaders. In line with others, quitters also emphasized the importance of social belonging and feeling of togetherness during camps (AoI 1). Loss of this group feeling appeared to be a strong indicator of quitting WoesteLand (e.g. when their friends quit, these leaders have a bigger chance of quitting as well). However, the pitfall of togetherness was also indicated: feeling of a “family” within the camp prevented certain newcomer-participants from feeling equal and welcomed. This certainly had its impact on some quitters’ decision to leave the camp. The quitters also verbalized the social norm that was also found in the neutral group, i.e. the age boundaries. Though all interviewed quitters were under 30, some of them indicated being “too old” for doing camps and feeling that their generation was underrepresented among the participants (AoI 11). Besides, it is possible that certain demotivating factors were also present in the self-efficacy component, since some of the former leaders referred to the disappointment they experienced from not being able to organize a proper camp due to lack of participants or leaders for such camps (AoI 12). It can be thus concluded that each of the main aspects within the Theory of Planned Behaviour contained certain factors that positively affected the quitters’ decision to give up on WoesteLand.

It is also interesting to reflect upon the Self-Determination Theory within this context (AoI 5-7). While some of the quitters arguably quit due to loss of intrinsic motivation (e.g. loss of interest, new priorities in life), other quitters undoubtedly came closer to quitting due to loss of extrinsic motivators. While (loss of) intrinsic motivation are hard to influence, (loss of) extrinsic motivation can be dealt with to a certain extent. Recognizing extrinsic motivators to quit and working on them can help WoesteLand preserve some of its members. Such pitfalls and threats are discussed in the next CHAPTER 6: SCENARIOS AND RECOMMENDATIONS, during the SWOT Analysis

6.4 MOTIVATIONS OF THE NEUTRAL GROUP

Analysing the results of the neutral group from the point of view of the Theory of Planned Behavior reveals some interesting findings (AoI 9-12). While most of the respondents hold a positive attitude towards nature (possibly influenced by high education and other bias within the sample), they do not share unequivocally positive attitudes towards nature camps (AoI 10). This can be explained by the lack of awareness on the concept of a “nature camp” itself as well as ambiguous attitude towards this kind of leisure activities in general. For many respondents, nature activities imply relaxation and quietness and working as a leisure activity seems unorthodox. In fact, some respondents expressed certain stereotypes towards nature camps and their participants (e.g. a place for “alternative” people) and also revealed their awareness of not belonging to this social group themselves. Due to this perception, they also compare WoesteLand against their own social norms (AoI 11). This can negatively affect their intention to participate. For example, while WoesteLand wants to attract not only teenagers but also people between 20 and 30, the respondents within the given age category perceive themselves as too old for this type of leisure. There appears to be a social norm within their social environment

that presumes camps to be something only for teenagers. This can be a preventing factor for people in their twenties to participate. Regarding the self-efficacy, the respondents either do not believe that they can change anything in the environment or those who do believe, see their own contribution only through such everyday activities as waste separation or using waste bins in the streets (AoI 12), and not through 'nature management' activities such as those conducted during WoesteLand camps. Again, the respondents did not explicitly mention making positive change for the environment by participating in a nature, and after enquiring after it, respondents still did not feel this to be part of their responsibility. It can thus be argued that all the components of the TPB hold some discouraging elements of participation to camps for the neutral group.

It is interesting to notice that there is no big difference between the leaders and the neutral respondents regarding the external image of WoesteLand (AoI 17). Both sides agree that WoesteLand has the image of eco-minded people, who gather to have fun and also do a bit of work for the benefit of the environment, which occasionally can also have a negative connotation. The promotional materials convey the message that the fun and togetherness components are more important than the work component. Besides, both sides see WoesteLand's major contribution to the environment in awareness raising activities (AoI 15). In addition, most of the leaders and neutral respondents mentioned social aspect of togetherness as the most important factor to participate in a nature camp (AoI 1). However, it does appear that the 'outsiders' image of WoesteLand is not quite in line with the 'insiders' image of WoesteLand. Whereas the external image of Woesteland has a strong connotation of eco-oriented people (even to the extreme), for Woestlanders themselves, their first association with WoesteLand is the fun social aspect. This means that WoesteLand has not really managed to express through its PR material a full picture of what they really are. Furthermore, they are still very unknown. Whenever they are known, outsiders easily understand their image, but most of the time they just aren't known. These two factors reflect the need to improve, or at least further develop their PR strategy.

The following simplified range of opinions and motivations of the interviewees and respondents can be seen in Table 8 (next page).

6.5 CONCLUSION

Despite the variety of answers and group-based specifics of the interviewees, there are several key conclusions that crystallize after the analysis of all the results. First of all, the feeling of "togetherness" undoubtedly stands out as something experienced and emphasized by vast majority of the interviewees. Experience of belonging to a group, group cohesion, pleasant group atmosphere, cosiness, acceptance and fun is something which is very typical for WoesteLand. All the interviewees also experience certain feeling of group uniqueness, being ascribed the image of "hippies" or "eco-minded" by the "outsiders". Within the camp, however, these aspects are of lesser importance, comparing to the creation and maintenance of welcoming and friendly social environment for all the members. Moreover, social aspect turned out to be the main reason why young people join WoesteLand and continue their membership and participation in the camps. This also stimulates them some of them to become more involved with the camp, take more responsibilities and become camp leaders. On the other hand, strong "family" feeling of togetherness among the old members can create difficulty for the new members to feel equal and "on the same page" with others, which may negatively affect their motivation to participate again. Nevertheless, it can be concluded that feeling of togetherness is the strongest point of WoesteLand.

TABLE 8: PROFILE OF THE INTERVIEWEES AND THE RESPONDENTS

	LEADERS	PARTICIPANTS	QUITTERS	NEUTRALS
Age	24	23	23	24
Background	Grew up in rural environment Inclusive or wilderness	Grew up in urban environment Inclusive	Grew up in urban environment Inclusive	Grew up in rural environment ----
Image of nature				
Things enjoyed most about WL	Being in a group with like-minded people; enjoying personal freedom; nature-based activities	socializing, good atmosphere, nice people, feeling of togetherness, having the group feeling; feeling oneself	Relaxed atmosphere, no social pressure, acceptance	----
Opinion about WL activities	Positive; nature-related work is appreciated	Positive; occasionally weird and childish	Positive, working in nature is especially appreciated as well as travelling to unknown places	Nice; working activities are less preferred
Perceived contribution to nature by WL	Awareness raising	Awareness raising, changing mindset	Awareness raising, changing mindset	Awareness raising
Preferred camp type	Week camps	Week camps	Week camps	Week-end camps
Possible barriers	Too many participants; work, relationships, studies	Too little participants; work, relationships, studies, time, venue	Other priorities (job, study, sports); personal relationships; age; too little participants; quitting friends	Too much work, no friends in WL, social norms, lack of interest, information and time
Perceived external image of WL	hippies, tree-huggers, geitenwollensokken, alternative people	No clear image; a bit boring	geitenwollensokken	geitenwollensokken, active, cozy, fun
Perceived internal image of WL	nice, fun, outdoors, love, cutting trees, working in nature, energy, entertainment, hippies, vegetarians, low budget, "autistic"	nice, together, working in nature, organic, outdoor activities, learning	Cozy, a bit crazy, social	----

Next important component of WoesteLand is its environmental activities. According all the interviewees, raising environmental awareness is Woestelands' major contribution to environmental protection. The impact of Woestelands efforts is experienced by its camp members on different levels, i.e. through being exposed to more information on sustainable lifestyle, such as vegetarianism and organic food and also through "living" in the sustainable low-impact set up of the camp. Besides, being engaged in work for the benefit of nature has proved to be quite interesting and rewarding for the participants, despite realizing that no big changes are made. The feeling of being in nature while learning and doing something useful is appreciated by the participants. Thus, awareness raising and nature-based activities can be considered as the second most important reason for the young people to join and remain members of Woestelands. It has to be pointed out, that all of the interviewees hold ecocentric values. Whether it is the impact of Woestelands or the reason to join Woestelands could be the focus of further research.

The analysis of the results has demonstrated that current PR strategies of Woestelands are rather weak. There is unanimous agreement among the interviewees that the promotional materials (postcards, posters, web-side, videos) are of insufficient quality and quantity. They do not convey the clear message about the profile of Woestelands, do not provide clear information about the content of the activities and do not emphasize the strongest "selling points" of the organization. Besides, PR is unsystematic and do not follow a clear strategy. There is no differentiation in promotional materials for different target groups. For example, the people within the age range of 23-30 do not see themselves reflected in the promotional media and

therefore do not feel appealed by the camp. Currently WoesteLand heavily relies on the “word of mouth” and assurance that “good product sells itself” approach. This approach does work to a certain extent, but also results in the attraction of the same people or people from the same social circle. The potential of Internet and its tools to get publicity, such as social networks or YouTube, is underused. In addition, WoesteLand currently is not putting much effort in collaborating with other organizations within the same field of interests, which could provide access to new public. WoesteLand’s visibility in popular youth festivals and gatherings is low and could be improved. Thus, it can be concluded that PR is WoesteLand’s major weakness that must be improved to strengthen its position and increase number of members.

It can be summarized that the research subquestion of the project (“What are the motivations of young people to (not) participate in WoesteLand nature camps?”) can be answered in the following way. Primarily, young people are motivated to join the camp for the feeling of togetherness, and second, to participate in the nature-based activities. Main motivating factors to quit are lack of togetherness feeling. Main motivating factors not to join the camps are lack of information, social norms (alternative image of the campers, working during holidays) as well as lack of interest in the nature-based activities. These major findings are further reflected in the scenarios of development directions WoesteLand can take with subsequent SWOT analyses. Thus, the answer to the main research question “How can WoesteLand use the participation motivations of the last five years to maintain or increase their number of members?” can be found in CHAPTER 6: SCENARIOS AND RECOMMENDATIONS.

6.6 STUDY LIMITATIONS

There are several limitations that might have affected the quality and impartiality of this report. First of all, only the interviewees who agreed to be officially interviewed and recorded were interviewed. This might have created a bias of filtering out people with negative attitude towards WoesteLand. Second, due to data access specifics, the pre-sampling of the participants and leader-quitters group was implemented not by the researchers themselves but by one of the WoesteLand’s coordinators. This might have introduced a certain bias which could have affected the range of opinions collected.

Interviews with WoesteLand participants and leader-quitters were implemented by telephone or Skype. Though mediated interviews have a number of disadvantages in comparison to face-to-face one (e.g. less personal, inability to read body language, difficulty to establish rapport) time pressure necessitated the use of this method to ensure participation of sufficient number of interviewees. The interviews followed the same recording and analysis process as the face-to-face ones.

Finally, the representatives of the neutral group were selected from the immediate social circle of the researchers, most of whom have higher education. This might have created a bias of underrepresented people with more diverse backgrounds.

7 SCENARIOS AND RECOMMENDATIONS

In this chapter, future scenarios that WoesteLand can consider are discussed. In order to conceptualize these scenarios, first two axes were constructed from the results of the interviews (7.1). Secondly, the current situation for WoesteLand was analyzed in an extensive SWOT analysis. The SWOT/TOWS matrix was used, but not elaborated because it was an intermediate step towards developing concrete recommendations, which was the primary goal of this section (7.2). After that, three possible future scenarios were analyzed including two concise SWOT-analyses (7.3). Finally, section 7.4 shows general adjustments WoesteLand can make concerning their PR activities under any scenario.

7.1 SCENARIO BUILD-UP

The main motivations found as a result of this study (see CHAPTER 6 ANALYSIS OF THE RESULTS) were used as scenario-themes: feelings of togetherness, and - to a lesser extent - uniqueness, and acceptance; environmental activities and environmental awareness raising.

From these themes, two trends were gathered. The feeling of togetherness and acceptance were summed in one trend called 'family feeling'. The second trend contains environmental activities, which is also linked to the perceived uniqueness of camps, and is called 'differentiation of activities'. These trends were consequently translated into two axes for the building of scenarios (illustrated in Figure 9).The axes are:

- Family feeling: this is about whether participants feel accepted into the 'family' that is WoesteLand, and whether they have a feeling of 'togetherness' amongst others during a camp.
 - *High family feeling*: the upper side of this axis represents a situation where there is co-operation and integration into one coherent group. Participants feel fully accepted and really have the idea that they are a close 'family'-like group. They have the feeling that they are accepted for who they are.
 - *Low family feeling*: the lower side of this axis represents a situation in which participants do not feel related to other participants at all. They are joining a camp, creating a certain 'camp feeling' but this feeling does not go further than one camp. Furthermore, the social aspect of the camps is not incorporated in PR.
- Differentiation of activities: this is about if WoesteLand aims to give a highly differentiated variety of activities that participants can engage in during camps, or if they give only a very limited choice in activities for participants to choose from.
 - *Differentiation*: the right side of this axis is about offering participants a variety of possible activities to choose from (such as tree-cutting, game-play, identifying plants or animals), and perhaps also offering a variety of specialized camps (such as a 'back-to-nature-camp' (oerkamp) or a 'singles' camp). Another option of differentiation is in age range of camps. For participants, this wide variety of choices makes it easier to see WoesteLand as a 'unique' provider of camps.
 - *Non-differentiation*: the left side of this axis is about not offering such variety, instead, offering only one 'flavour' of camps, and repeating this kind of camp indefinitely.

X = WoesteLand's current situation

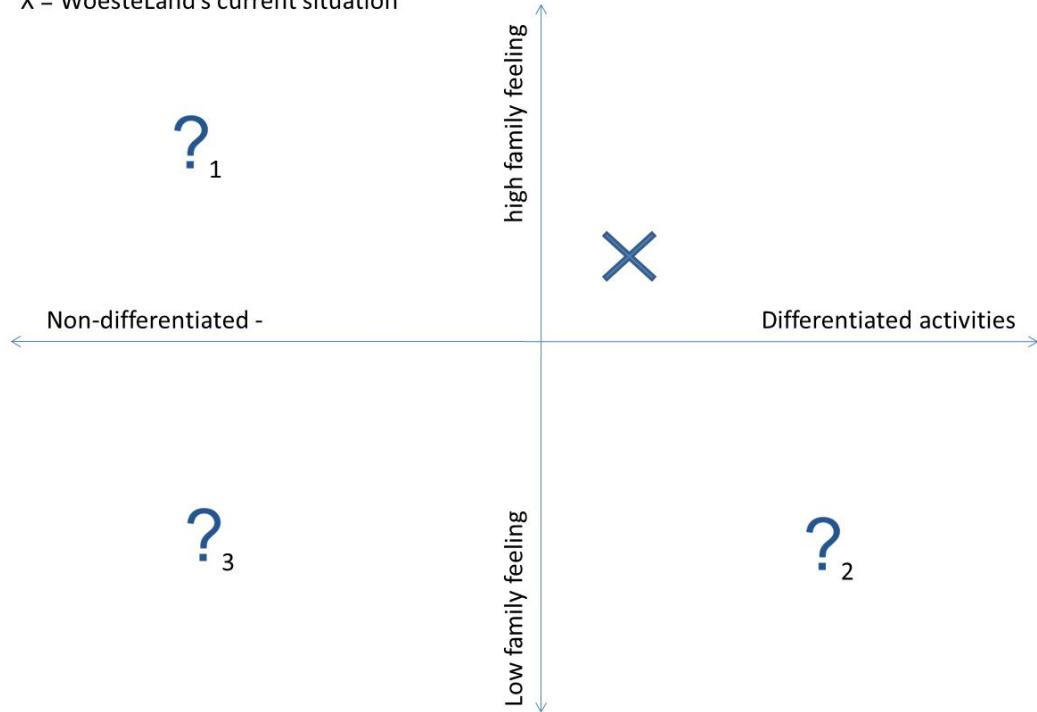


FIGURE 9: SCENARIO GRID, ACCORDING TO LEVEL OF DIFFERENTIATION IN FAMILY FEELING AND IN ACTIVITIES

7.2 CURRENT SITUATION SWOT

7.2.1 CURRENT SITUATION

The current-situation SWOT is designed to show that WoesteLand currently is in the top-right quadrant of the scenario grid. Without changing its current direction radically, it can however increase its own effectiveness in this quadrant (see arrow in Figure 10, next page). This current SWOT analysis is designed to discuss what WoesteLand can do in the current situation to improve its performance and attract more participants.

The current-situation SWOT is constructed from the different points of views of all four interview groups. A schematic overview of the analysis can be found in Table 9 (next page). The different strengths, weaknesses, opportunities and threats are discussed in the text below. Different connections are made to give WoesteLand different possibilities to use their strengths in a proper way, make use of the existing external opportunities, or to reduce their external threats via diminishing their weaknesses. Finally, some points of interest emerged, which WoesteLand could utilize to strengthen their position. These are formulated below into recommendations for WoesteLand, if they want to improve their current situation.

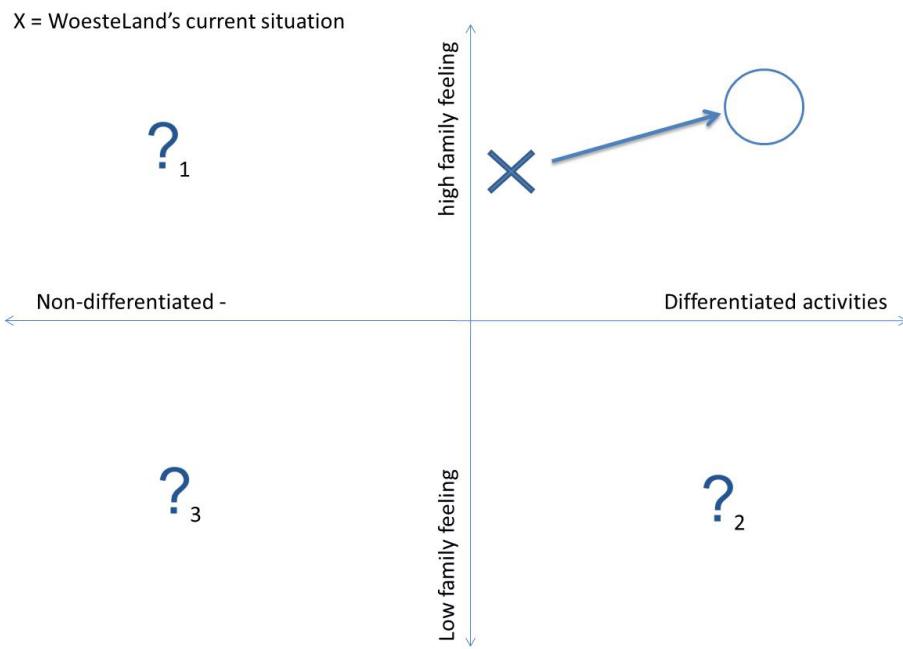


FIGURE 10: SCENARIO GRID, WITH THE X INDICATING WOESTELAND'S CURRENT POSITION, AND THE O INDICATING ITS POSSIBLE FUTURE ORIENTATION

TABLE 9: CURRENT SITUATION SWOT ANALYSIS FOR WOESTELAND

Internal environment of WL	External environment of WL
P O S I T I V E STRENGTHS (S) <ul style="list-style-type: none"> • Eco-centric view of nature • Group feeling and cohesion in WL • Small scale organization • Good leadership training / Good leaders • Raises environmental awareness in participants • Strong “word of mouth” culture • Quality of activities • Low participation fees 	OPPORTUNITIES (O) <ul style="list-style-type: none"> • People come into contact with WL via friends and family • Other nature/youth organizations • External image as eco-minded • Growing field of internet/social networks • Nature seen as a provider of rest and peace
N E G A T I V E WEAKNESSES (W) <ul style="list-style-type: none"> • Only small scale contribution to nature • Small scale organization • Insufficient and poor PR • Activities sometimes childish and weird • ‘Family feeling’ can scare off new participants • Strong eco-minded image can scare off new participants 	THREATS (T) <ul style="list-style-type: none"> • Competition with other (leisure) activities • Decrease in interest for nature based activities • Social pressure on participants • External image • Other nature/youth organizations

7.2.2 RECOMMENDATIONS

Three main points of interest can be defined from the SWOT analysis to give recommendations to WoesteLand. The recommendations concern, first, increasing family feeling and secondly the differentiation of activities. Finally there are recommendations concerning the PR.

RECOMMENDATIONS FOR INCREASING 'FAMILY FEELING'

- Age differentiation: The analysis shows that activities are sometimes perceived by older members as childish and weird, which could arise from the broad age range of the target group (12 – 30 years old). WoesteLand could decide in having differentiation of age by splitting the target group into more narrow age categories. Older participants would prefer to be in a group with people of the same age and in the same life situation, for example all working people. An idea could be to have age categories of 12 – 17, 18 – 25 and 25 – 30 years old.
- Use connections via friends and family of participants to gain new members for camps. This could be operationalized via organizing 'family'-days or 'bring-a-fried-barbeque or something like this.
- Investigate options for using word-of-mouth approaches on PR more effectively. For instance, use more social networks (i.e. Facebook, Youtube, Hyves etc.).
- If the high family feeling becomes a barrier for newcomers or certain participants, WoesteLand can offer a broader range of camps where these groups can go separate ways. This leads us to the following section of recommendations.

RECOMMENDATIONS FOR INCREASING DIFFERENTIATION OF ACTIVITIES

- Within WoesteLand the nature education and activities aspects are very important. However the differentiation of activities could be improved. WoesteLand could choose for camps with more specific attention on work, education, leisure, or another specific focus.
- They could also decide to give more choice in activities participants can engage in within a certain camp.
- They can also diversify further in the location of their camps. Some could be in quiet areas with no visibility of human presence. More choice in abroad camps could also be a useful addition.
- Variety in provision of facilities during camps is another point of differentiation.

Because improvement of PR will be valuable in all scenarios, this will be discussed separately in the final section (7.4).

7.3 FUTURE SCENARIOS SWOTS

Three future scenarios were identified. They are briefly described here and a concise SWOT analysis of two of them is given. To avoid redundancy, only the points that are really different from the current situation are highlighted. In addition to the SWOT analyses, some recommendations for WoesteLand that help in reaching these scenarios are mentioned.

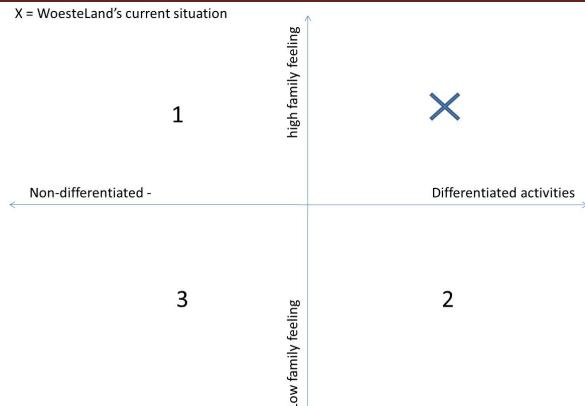


FIGURE 11: OVERVIEW OF SCENARIOS ON SCENARIO-GRID

7.3.1 SCENARIO 1

In this case there is a high 'family feeling' and a low differentiation of activities.

TABLE 10: SWOT-ANALYSIS OF SCENARIO 1

Internal environment of WL	External environment of WL
P O S I T I V E	
STRENGTHS (S)	OPPORTUNITIES (O)
<ul style="list-style-type: none"> • High social interaction or 'family feeling' • Reduced stress/strain on leaders 	<ul style="list-style-type: none"> • Existing family and friend networks • Reduced stress makes for happier participants which are more likely to remain leaders
N E G A T I V E	
WEAKNESSES (W)	THREATS (T)
<ul style="list-style-type: none"> • Risk of repetition resulting in demotivation of participants • Risk of age exclusion • Risk of excluding new members 	<ul style="list-style-type: none"> • Repetition often results in loss of interest • There is a social norm that dictates that nature camps are for teenagers only • Inherent to group dynamics, the closer a group is, the harder it is for outsiders to join • High competition with other nature camp organisations

EXPLANATION OF SWOT

An opportunity for WoesteLand is the existing family- and friend networks. Participants usually have friends and families that have the same interests. A strength of WoesteLand is its social interaction (or 'family feeling') which can be used to utilize this opportunity. The main attraction for people to join WoesteLand camps would be the social interaction or 'family feeling'. Little emphasis is on the activities done during camps, the most important aspect is being active with the group, it doesn't matter what is done. Another opportunity for WoesteLand is reducing stress amongst leaders which may lead to prolonged activity as a leader. This can be done by reducing the diversification of activities.

One threat is that in general, people seek new experiences. Repeating the same thing over and over again often results in experience of boredom, whereas new activities are welcomed and seen as exciting and positive. Offering only a limited amount of activities may result in demotivation of participants (weakness). Another threat is the existence of a social norm that states that nature camps are for younger people only. Older participants may consequently feel left out, another weakness of this scenario.

Thirdly, it is hard for newcomers to join because tight groups (such as the ones in this high 'family-feeling' scenario) tend to be hard to penetrate by outsiders. Because there is also a high competition with other nature camp organisations, possible new members will not linger and try multiple times to join WoesteLand, but instead go to other organisations.

RECOMMENDATIONS IF WOESTELAND WANTS TO GO IN THIS DIRECTION

- Make sure that the 'default camp set-up' contains enough 'social activities' to sustain group cohesion and interest.
- As it was important for (potential) leaders to be able to express themselves by creating activities, care must be taken that they remain motivated and have different ways of expressing themselves (for example, 'default camps/activities' with room for the creation of one new activity).
- To prevent participants from certain ages to feel excluded, the PR ought to reflect different ages in its material. This can show potential participants that nature camps are not just for younger people, but in fact for all ages (between 12 and 30).
- To prevent potential participants to move to competing organisations after one attempt, WoesteLand should profile itself as so unique that it does not have a comparable 'equal'.
- Within the camp everything possible should be done to incorporate newcomers into the current 'family'".

7.3.2 SCENARIO 2

In this case there are differentiated activities with a low 'family feeling'.

TABLE 11: SWOT-ANALYSIS OF SCENARIO 2

Internal environment of WL	External environment of WL
P O S I T I V E STRENGTHS (S)	OPPORTUNITIES (O)
<ul style="list-style-type: none"> • Maintains motivation/ stimulates prolonged participation • Stimulates leaders' need for creative input • Stimulates more participants to become leaders 	<ul style="list-style-type: none"> • May attract a larger group of participants • Can facilitate collaboration with other nature/youth organizations • Should prevent social barriers for the integration of newcomers
N E G A T I V E WEAKNESSES (W)	THREATS (T)
<ul style="list-style-type: none"> • Prevents participants from feeling related to WoesteLand • Increases organisation load on leaders 	<ul style="list-style-type: none"> • Increases the risk that camps have to be cancelled due to lack of participants • May reduce external appeal

EXPLANATION OF SWOT

If WoesteLand decides to move into this direction, it would mean that a wide variety of activities is provided, but no real emphasis is put on creating a group cohesion. While the activities would still be carried out in a group, and a certain group feeling would still be created, it would probably not be the 'family feeling' currently experienced by participants.

The high diversity of activities can maintain the motivation of active participants and even attract new ones. This is particularly so, because it allows participants to find their own 'niche', by accommodating their interests. The diversity of activities will also create more space for leaders to come up with new activities, an aspect that is currently highly appreciated. This may also stimulate more participants to become leaders. The high diversity of activities creates possibilities of attracting a large number of participants from a more varied group. Moreover, it also allows for more collaboration with other nature/youth organizations, which may be another source for participants. The low "family feeling" prevents newcomers from perceiving a social barrier due to the high cohesion in the group. This may increase the chances of first time participants feeling welcome to return.

A possible risk of this approach is that the cosiness and togetherness experienced during camps is decreased. This can reduce the commitment of participants and leaders to WoesteLand resulting in a loss of participants in the long term. It may also result in reduced appeal to outsiders, causing more difficulties when trying to attract new members. Offering a wide range of activities can be a strain on leaders, who are responsible for the organisation and execution of such activities. Even more than in the current situation, the emphasis in this scenario is on diversity of activities, as they should be diverse enough to engage a much wider range of people, in order to compensate for the loss of "family feeling". From a practical perspective, having a wide range of activities may also increase the risk of activities being cancelled due to lack of quorum.

RECOMMENDATIONS IF WOESTELAND WANTS TO GO IN THIS DIRECTION

- Develop camps with special themes, (i.e. a 'tree-cut-camp', a 'sailing camp' and an 'abroad nature management-camp').
- Develop within camps different activities that can appeal to different participants from different ages (i.e. 'battle of the sexes' for younger participants, and 'earth walks' for older participants).
- Increase the number of participants per camp, so that diversification during camps into different activities can be reasonably done, without running the risk of everyone 'doing his/her own thing individually'.
- To reduce the strain on leaders, allow participants to share in the process of creating new activities and executing them. This is also a way of attracting new leaders.
- Make the differences between camps and target groups explicit in PR, and specify that there are different activities offered in one camp that can satisfy participants from all ages (between 12 -30).
- Give participants a choice in which activities they want to participate in and give them them the possibility to come up with new ideas, which they can execute if enough others feel like doing it.

7.3.3 SCENARIO 3

In this case WoesteLand has low differentiation of activities and has very low ‘family feeling’. For this scenario no SWOT analysis is implemented, since it is considered to be a step back from the current situation. As found in the analysis of this study, the unique selling points of WoesteLand are the ‘togetherness’ (here called ‘family feeling’) and the nature of activities. In the previous 2 scenarios, either or both of these selling points were central and brought to a higher level. This resulted in interested future scenarios. However, removing both of these components leaves WoesteLand with no selling points whatsoever. Without these WoesteLand has nothing to attract new members and keep the current ones. Therefore, the general recommendation is not to go in this direction.

7.4 GENERAL RECOMMENDATIONS FOR ANY CASE

In general the following recommendations, all related to PR, can be used by WoesteLand regardless of the direction they take.

- Increase quantity of existing promotional materials (postcards, posters, web-site, videos) .
- Increase quality of promotional materials (postcards, posters, web-site, videos) .
 - Convey the clear message about the profile of WoesteLand.
 - Provide clear information about the content of the activities .
 - Emphasize the strongest “selling points” (‘family feeling’ and nature of activities).
 - Differentiation in promotional materials for different target groups.
- Make PR systematic and formulate a clear strategy.
- If using “word of mouth” investigate methods of doing so most effectively.
 - Use the potential of Internet and its tools to get publicity, such as social networks.
- Collaborate with other organizations within the same field of interest to gain access to a new audience.
- Increase visibility during popular youth festivals and gatherings (distribute leaflets, put up stands, posters etc.

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APPENDIX 1: INTERVIEW GUIDES

INTERVIEW GUIDE FOR LEADERS

1. Start of interview

- *[Name]*, Master student at Wageningen University and we will conduct research for WoesteLand
- *Purpose of interview*; knowing the motives of young people (12-30 years) for (not) participating in nature camps of WoesteLand. Via this interview we want to get an overview of your motivations to give an final advice based on all interview results to WoesteLand about addressing new members based on all results of the interviews.
- *Selection interviewee* is based on age, gender, and category (leaders, participants who are not leaders, quitted leaders, neutral group who does not know WoesteLand) to get an elaborate overview of motivations.
- *Elements of the interview* will be focused on your motivations to participate in WoesteLand nature camps, the impact of WoesteLand activities on you and the activities in general.
- Time; the interview will take about 30-45 minutes
- The recorder will be used only for listening and analyzing the interview. Do you permit that the interview will be recorded? The records will be used in a confidential way and we guarantee anonymity by not using names in the report. You can give your full opinion about the questions we will ask.
- Recorder on.

2. Opening questions

- How long are you a member?
- In which year did you participate for the first time?
- How many summercamps or weekendcamps did you go to?
- How long have you been a leader?
- How did you come to WoesteLand/IVN? *[aspects; friends, family, schools, newspaper]*

In the next part of the interview I would go in-depth about the nature camps of WoesteLand and your reasons to participate in these WoesteLand camps.

3. Main questions

(Motivations)

- Why did you join a nature organisation in the first place?
- Why did you become a member of WoesteLand?
 - Can you mention more reasons why you became a member?
 - What were the main points that attracted you to WoesteLand nature camps?
 - Why did you choose specific for WoesteLand?
 - Why do you choose WoesteLand over other nature organizations?
 - Does WoesteLand add something to your life, if so what?

- You did not mention [*certain aspects as low budget, close to home, together with friends*]. Does this also influence your choice?
- Why did you choose to become a leader?

(Togetherness and uniqueness)

- Is the social aspect of WoesteLand important for you, why or why not?
 - Which part of it is important to you? [*aspects: part of a group, culture*]
- Are many people in your direct environment connected to WoesteLand?
- Do you feel you can be yourself within WoesteLand, why?
- How is this compared to your normal life situation?

(Perception of nature)

- Where did you grow up?
 - How was the environment look like? [*aspects: nature/urban/rural*]
- What kind of person were you when you came to WoesteLand? [*aspects; nature oriented, playing more in house*]
 - Were your parents/family stimulating you for going into nature?
- What do you perceive as nature? [*aspects: moss on the side-walk, nature reserves, city parks, your backyard*]

(Attitude and autonomy)

- Do you like to be in nature? What do you like the most of being into nature?
- If I mention the word 'WoesteLand nature camps', which keywords comes to your mind?
 - What about [*certain aspects as healthy, social, learning, fun*]. Do you think this is also related to nature camps?
 - Why do you think this is related?
 - What is your opinion about nature camps in general?
- What do you think of the activities WoesteLand offers?
 - What do you like the most of the activities of WoesteLand? For what reason do you like these activities?
 - What do you not like of the activities of WoesteLand? Why do you not like this?
 - Do you get the chance to develop activities for Woesteland? How important is this to you?

(Environmental responsibility and self-efficacy)

- Do you feel responsible for nature/environment, if so how? [*aspects: conservation behaviour, nature conservation*]
 - Did this play a role in choosing to come to a WoesteLand, if so which?
- What do you see as Woestelands contribution to the environment?
 - Did this play a role in choosing to come to WoesteLand, if so which?
 - Do you think this makes a difference to environmental problems, if so how?
- What do you see as Woestelands contribution to nature?
 - Did this play a role in choosing to come to WoesteLand, if so which?
 - Do you think this makes a difference to conservation issues, if so how?

(Change through participation)

- Has your involvement changed over the last years?

- For what reasons is your involvement changed over the last years?
- Have your motivations to participate changed over the last years?
 - For what reasons did your motivations change over the last years? [aspects: *activities, self-efficacy, self-confidence uniqueness, togetherness, autonomy*]

In the next part of the interview I would like to get more insight about the image you have of WoesteLand and the way they can use that to attract new members.

(Public outreach)

- How does WoesteLand attract new members?
 - Do you think this is a good way? Why do you think this?
 - *[if answer is negative]* What can be done by WoesteLand to improve their approach?
 - In which way do you think WoesteLand can increase the number of participants?
- How does WoesteLand attract (new) leaders?
 - Do you think this is a good way? Why do you think this?
 - *[if answer is negative]* What can be done by WoesteLand to improve their approach?
- In which way do you think WoesteLand can increase the number of participants?
- Do you think the image of WoesteLand is positive towards people outsiders?
 - In what way could WoesteLand improve their image?

Finally I want to ask you some background questions about yourself.

4. Closing questions

- How old are you?
- Were your parents members of WoesteLand or IVN?
- What kind of study/work do your parents do/have they done?
- What kind of study/work do you do/have you done?
- Wat voor opleiding/werk doe/deed jij zelf?

5. End of the interview

- This were the last questions of the interview.
- I want to thank you for your help during this interview. Your opinion is of added value to help WoesteLand improve their position.
- Do you have any questions or remarks regarding the interview?
- Turn recorder off
- How did you think the interview was going? (social talk)
- After the analysis of the interview a report will be conducted for WoesteLand. If you are interested in the results, the report will be stay by WoesteLand.
- If we have some more questions while analyzing the interview, do you have problems that we can contact you? Could we get your email address or telephone number.

TABLE 12: INTERVIEW BLUEPRINT WOESTELAND (WL) LEADERS

Research question	Objective	Topic	Aspects
What motivations do leaders have to (not) participate in WL nature camps?	To identify what kind of person the interviewee is	Characteristics of the interviewee	<ul style="list-style-type: none"> - Age & gender - Study/work - Place of growing up (nature/urban) - Study/work parents/member IVN/WL - Nature minded - Social support parents
	To find out what reasons the interviewee had to became a member/leader of WL	Reasons to become a member of a nature organization Reasons to become a member of WL	<ul style="list-style-type: none"> - Added value of WL - Budget - Close to home - Togetherness - Social - Fun - Learning about nature
	To find out if togetherness/uniqueness plays a role for becoming a leader	Togetherness and uniqueness aspect of becoming a leader	<ul style="list-style-type: none"> - Be part of a group - Culture - Being yourself
	To find out what the interviewee perceive as nature	Interviewees' definition of nature	<ul style="list-style-type: none"> - Mossy sidewalk - Nature parks - Public parks - Backyard
	To find out what exactly is WL nature camps according to the interviewees	Interviewees' definition of nature camps.	<ul style="list-style-type: none"> - Healthy - Social - Fun - Working - Learning about nature
	To understand the opinion of the interviewee about the activities of WL	Positive aspects of the activities of WL	<ul style="list-style-type: none"> - Social - Fun
		Negative aspects of the activities of WL	<ul style="list-style-type: none"> - Organizing camps - Public Relations (PR)
	To identify the level of responsibility of the interviewee and WL towards nature/environment	Responsibility of interviewee towards nature/environment	<ul style="list-style-type: none"> - Nature conservation
		Contribution of WL towards nature/environment	<ul style="list-style-type: none"> - Conservation behaviour
	To understand the changes in motivations for participating in WL nature camps	Motivations for participation	<ul style="list-style-type: none"> - Activities - Self-efficacy - Self-confidence - Uniqueness - Feeling of solidarity - Autonomy - Self-determination
	To find out the opinion of the interviewee about the public outreach of WL	Public outreach of WL	<ul style="list-style-type: none"> - Social media - Mouth to mouth

INTERVIEW GUIDE FOR PARTICIPANTS

1. Introduction

- **Introducing:** [Name], Master student at Wageningen University and we will conduct research for WoesteLand
- **Purpose of interview:** knowing the motives of young people (12-30 years) for (not) participating in nature camps of WoesteLand. Via this interview we want to get an overview of your motivations to give a final advice based on all interview results to WoesteLand about addressing new members based on all results of the interviews.
- **Time:** the interview will take about 30-45 minutes
- **Anonymity:** The recorder will be used only for listening and analyzing the interview. Do you permit that the interview will be recorded? The records will be used in a confidential way and we guarantee anonymity by not using names in the report. You can give your full opinion about the questions we will ask.
- **Recorder on!**

2. Opening questions

- 2.1. What is your name?
- 2.2. How long are you a member?
- 2.3. In which year did you participate for the first time?
- 2.4. How many summer camps or weekend camps did you go to?
- 2.5. How did you come into contact with WoesteLand/IVN? [*aspects; friends, family, schools, newspaper*]

In the next part of the interview I would like to go in-depth about the nature camps of WoesteLand and your reasons to participate in these WoesteLand camps.

3. Main Questions

Motivations

- 3.1. Why did you go to a nature camp in the first place?
 - 2.5.1. Can you mention more reasons why you went to the camp?
 - 2.5.2. Why did you choose specifically for WoesteLand?
 - 2.5.3. What were the main points that attracted you to WoesteLand nature camps?
 - 2.5.4. Why did you choose WoesteLand over other nature organizations?
 - 2.5.5. Does WoesteLand add something to your life, if so what?
 - 2.5.6. You did not mention [*certain aspects as low budget, close to home, together with friends*]. Does this also influence your choice?
- 2.6. Are you planning to participate in the next camp? Why/why not?
- 2.7. Do you want to become a leader? why/why not?
- 2.8. What do you think about the facilities during summer/weekend camp?

Togetherness and uniqueness

- 2.9. Is the social aspect of WoesteLand important for you, why or why not?
 - 2.9.1. Which part of it is important to you? [*aspects: part of a group, culture*]
- 2.10. Are many people in your direct environment connected to WoesteLand?
- 2.11. Do you feel you can be yourself within WoesteLand, why?

2.12. How is this compared to your normal life situation?

Perception of nature

2.13. Where did you grow up?

2.13.1. What did the environment look like? [aspects: /urban/rural]

2.14. Did you like being outside when you were younger? [aspects; nature oriented, playing more in house]

2.14.1. Were your parents/family stimulating this behavior?

2.15. What do you perceive as nature? [aspects: moss on the side-walk, nature reserves, city parks, your backyard]

Attitude and autonomy

2.16. Do you like to be in nature? What do you like the most of being into nature?

2.17. What is your opinion about nature camps in general?

2.18. If I mention the word 'WoesteLand nature camps', which keywords come to your mind?

2.18.1. What about [certain aspects as healthy, social, learning, fun]. Do you think this is also related to nature camps?

2.18.2. Why do you think this is related?

2.19. What do you think of the activities WoesteLand offers?

2.19.1. What do you like the most of the activities of WoesteLand? For what reason do you like these activities?

2.19.2. What do you not like of the activities of WoesteLand? Why do you not like this?

2.19.3. Would you like to determine in which activities you do and do not participate?

Environmental responsibility and self-efficacy

2.20. Do you feel responsible for nature/environment, if so how? [aspects: conservation behaviour, nature conservation]

2.20.1. Did this play a role in choosing to come to a WoesteLand, if so which?

2.21. What do you see as WoesteLands contribution to the environment/nature?

2.21.1. Did this play a role in choosing to come to WoesteLand, if so which?

2.21.2. Do you think this makes a difference to environmental problems, if so how?

2.21.3. How important is it for you that WoesteLand has an educational aspect?

Change through participation

2.22. Has your involvement changed over the last years?(positive or negative)

2.22.1. For what reasons is your involvement changed over the last years?

2.23. If you participated more often, did your motivation to go change? (positive or negative)

2.23.1. For what reasons did your motivations change over the last years? [aspects: activities, facilities, self-efficacy, self-confidence uniqueness, togetherness, autonomy]

In the next part of the interview I would like to get more insight about the image you have of WoesteLand and the way they can use that to attract new members.

Public outreach

- 2.24. How does WoesteLand attract new members?
 - 2.24.1. Do you think this is a good way? Why do you think this?
 - 2.24.2. What can be done by WoesteLand to improve their approach?
 - 2.24.3. In which way do you think WoesteLand can increase the number of participants?
- 2.25. What do you think that outsiders think of WoesteLand?
- 2.26. Do you think the image of WoesteLand is positive towards people outsiders?
 - 2.26.1. In what way could WoesteLand improve/maintain their image?

Finally I want to ask you some background questions about yourself.

4. Closing questions

- 2.27. How old are you?
- 2.28. Were your parents members of WoesteLand or IVN?
- 2.29. What kind of study/work do your parents do/have they done?
- 2.30. What kind of study/work do you do/have you done?

5. End of the interview

- These were the last questions of the interview.
- I want to thank you for your help during this interview. Your opinion is of added value to help WoesteLand improve their position.
- Do you have any questions or remarks regarding the interview?
- Turn recorder off!
- How did you think the interview was going? (social talk)
- After the analysis of the interview a report will be conducted for WoesteLand. If you are interested in the results, the report will be stay by WoesteLand.
- If we have some more questions while analyzing the interview, do you have problems that we can contact you? Could we get your email address or telephone number.

TABLE 13: INTERVIEW BLUEPRINT WOESTELAND (WL) PARTICIPANTS

Research question	Objective	Topic	Aspects
What motivations do participants have to participate in WL nature camps?	To identify what kind of person the interviewee is	Characteristics of the interviewee	<ul style="list-style-type: none"> - Age & gender - Study/work - Place of growing up (nature/urban) - Study/work parents/member IVN/WL - Nature minded - Social support parents
	To find out what reasons the interviewee had to became a member of WL	Reasons to become a member of a nature organization Reasons to become a member of WL	<ul style="list-style-type: none"> - Added value of WL - Budget - Close to home - Togetherness - Social - Fun - Learning about nature
	To find out if togetherness/uniqueness plays a role for becoming a member	Togetherness and uniqueness aspect of becoming a member	<ul style="list-style-type: none"> - Be part of a group - Culture - Being yourself
	To find out what the interviewee perceive as nature	Interviewees' definition of nature	<ul style="list-style-type: none"> - Mossy sidewalk - Nature parks - Public parks - Backyard
	To find out what exactly is WL nature camps according to the interviewees	Interviewees' definition of nature camps.	<ul style="list-style-type: none"> - Healthy - Social - Fun - Working - Learning about nature
	To understand the opinion of the interviewee about the activities of WL	Positive aspects of the activities of WL	<ul style="list-style-type: none"> - Social - Fun
		Negative aspects of the activities of WL	<ul style="list-style-type: none"> - Organizing camps - Public Relations (PR)
	To identify the level of responsibility of the interviewee and WL towards nature/environment	Responsibility of interviewee towards nature/environment	<ul style="list-style-type: none"> - Nature conservation
		Contribution of WL towards nature/environment	<ul style="list-style-type: none"> - Conservation behaviour
	To understand the changes in motivations for participating in WL nature camps	Motivations for participation	<ul style="list-style-type: none"> - Activities - Self-efficacy - Self-confidence - Uniqueness - Feeling of solidarity - Autonomy - Self-determination - Facilities
	To find out the opinion of the interviewee about the public outreach of WL	Public outreach of WL	<ul style="list-style-type: none"> - Social media - Mouth to mouth

INTERVIEW GUIDE FOR QUITTERS

INTERVIEW QUESTIONS WITH “QUITTERS” GROUP

1. INTRODUCTION

- **Name and background:** We are Master students at Wageningen University and we are doing a research on youth motivations to participate in nature camps.
- **Purpose of the interview:** knowing the opinion of young people (12-30 years) on nature camps and motives for quitting WoesteLand nature camp
- **Time:** 35-40 minutes
- **Informed consent/Anonymity:** The recorder will be used only for listening and analyzing the interview. Do you permit that the interview will be recorded? The records will be used in a confidential way and we guarantee anonymity by not using names in the report. You can give your full opinion about the questions we will ask. We will, however need your name for our administration. Do you agree to this?
- **Turn recorder on**

2. OPENING QUESTIONS

- 2.1 How did you come to WoesteLand/IVN? [aspects: friends, family, schools, newspaper]
- 2.2 In which year did you participate for the first time?
- 2.3 When did you become a leader and how long have you been a leader?
- 2.4 How many summercamps or weekendcamps did you go to/lead?
- 2.5 When did you quit being a member of WoesteLand?
- 2.6 Are you currently a member of any other nature organization?

In the next part of the interview I will ask questions about your opinion on nature camps in general and WoesteLand in particular

3. MAIN QUESTIONS

(Motivations to participate)

- 3.1 **Why did you join a nature camp in the first place?**
- 3.2 **Why did you become a member of WoesteLand?**
 - 3.2.1 Can you mention more reasons why you became a member?
 - 3.2.2 What were the main points that attracted you to WoesteLand?
 - 3.2.3 Why did you prefer WoesteLand over other nature organizations?
 - 3.2.4 Did WoesteLand add something to your life, if so what?
 - 3.2.5 You did not mention [*certain aspects as low budget, close to home, together with friends*]. Did this also influence your choice?
- 3.3 **Why did you choose to become a leader?**

(Togetherness and uniqueness)

- 3.4 **Was the social aspect of WoesteLand important for you? why?**
 - 3.4.1 Which part of it was important to you? [aspects: part of a group, culture]
- 3.5 **Were there many people in your direct environment connected to WoesteLand?**
- 3.6 **Did you feel you could be yourself within WoesteLand? Why?**
- 3.7 **How is this compared to your normal life situation?**

(Perception of nature)

- 3.8 **Did you grow up in a rural or urban environment?**
- 3.9 **Did you like being outside when you were a kid? Why? [aspect:; nature oriented, playing more in house]**

- 3.9.1 Were your parents/family stimulating you to go into nature?
- 3.10 **What do you perceive as nature? [aspects: moss on the side-walk, nature reserves, city parks, your backyard]**

(Attitude and autonomy)

- 3.11 **Do you like to be in nature? What do you like the most of being into nature?**
- 3.12 **What is your opinion about nature camps in general?**
- 3.13 **If I mention the word 'WoesteLand nature camps', which keywords come to your mind?**
- 3.13.1 What about [*certain aspects as healthy, social, learning, fun*]. Do you think this is also related to nature camps and how?
- 3.14 **What activities did WoesteLand offer when you were there?**
- 3.14.1 What did you like the most/least of the activities of WoesteLand? Why?
- 3.14.2 Did you get the chance to develop activities for Woesteland? How important was it to you?

(Environmental responsibility and self-efficacy)

- 3.15 **Do you feel responsible for nature/environment, if so how? [aspects: conservation behaviour, nature conservation]**
- 3.15.1 Did this play a role in choosing to come to a WoesteLand, if so, how?
- 3.16 **What do you see as Woestelands contribution to the environment/nature?**
- 3.16.1 Did this play a role in choosing to come to WoesteLand, if so which?
- 3.16.2 Do you think this makes a difference to environmental problems, if so how?
- 3.16.3 How important for you is Woesteland's environmental education aspect?

Now I would like to ask you some specific questions about your decision to quit.

(External and Internal Motivations to quit)

- 3.17 **What was the main reason for you to quit Woesteland?**
- 3.17.1 Do you think your decision to quit was also affected by social factors [aspects: *social atmosphere/ quitting friends/ some particular situation/ event/ conflict*]?
- 3.17.2 Do you think your decision was affected by the camp programme [aspects: *boring activities, uninteresting programme, unpleasant nature setting*]
- 3.17.3 What about camp facilities [aspects: *transportation, tents, electricity, toilets, showers, food*?]
- 3.17.4 Were time and money issues also affecting your decision?
- 3.17.5 Do you think Woesteland could do/change something in their programme to prevent you from quitting back then? What?
- 3.18 **Did you feel too much responsibility/stress/challenge in being a leader?**
- 3.18.1 Did this affect your decision to quit?
- 3.19 **Do you still keep in touch with Woesteland members? How many?**
- 3.20 **Would you recommend participating in Woesteland to other people? Why?**
- 3.21 **According to you, what image do people from the outside have of Woesteland?**
Do you think it is positive/negative?
- 3.21.1 How this image can be improved?

Finally I want to ask you some background questions about yourself.

4. CLOSING QUESTIONS

- 4.1 How old are you?
- 4.2 Were your parents members of WoesteLand or IVN?
- 4.3 What kind of study/work do your parents do/have they done?
- 4.4 What kind of study/work do you do/have you done?

5. END OF THE INTERVIEW

- These were the last questions of the interview.
- I want to thank you for your help during this interview. Your opinion is very important for our research.
- Do you have any questions or remarks regarding the interview?
- Turn recorder off
- How did you think the interview was going? (social talk)
- After the analysis of the interview a report will be produced. If you are interested in the results, the report will be available at WoesteLand.
- If we have some more questions while analyzing the interview, do you have problems if we can contact you? Could we get your email address or telephone number.

TABLE 14: INTERVIEW BLUEPRINT WOESTELAND (WL) QUITTERS

Research question	Objective	Topic	Aspects
What motivations do leaders have to quit participating in WL nature camps?	To identify what kind of person the interviewee is	Characteristics of the interviewee	<ul style="list-style-type: none"> - Age & gender - Study/work - Place of growing up (nature/urban) - Study/work parents/member IVN/WL - Nature minded - Social support parents
	To find out what reasons the interviewee had to became a member/leader of WL	Reasons to become a member of a nature organization Reasons to become a member of WL	<ul style="list-style-type: none"> - Added value of WL - Budget - Close to home - Togetherness - Social - Fun - Learning about nature
	To find out if togetherness/uniqueness plays a role for becoming a leader	Togetherness and uniqueness aspect of becoming a leader	<ul style="list-style-type: none"> - Be part of a group - Culture - Being yourself
	To find out what the interviewee perceive as nature	Interviewees' definition of nature	<ul style="list-style-type: none"> - Nature areas - Public parks - Backyard
	To find out what exactly is WL nature camps according to the interviewees	Interviewees' definition of nature camps.	<ul style="list-style-type: none"> - Healthy - Social - Fun - Working - Learning about nature
	To understand the opinion of the interviewee about the activities of WL	Positive aspects of the activities of WL	<ul style="list-style-type: none"> - Social - Fun - Organizing camps - Public Relations (PR)
		Negative aspects of the activities of WL	
	To identify the level of responsibility of the interviewee and WL towards nature/environment	Responsibility of interviewee towards nature/environment	<ul style="list-style-type: none"> - Nature conservation - Conservation behaviour
		Contribution of WL towards nature/environment	
	To understand motivations to quit participating in WL nature camps	External	<ul style="list-style-type: none"> - social factors - camp programme - facilities - time and money
		Internal	
	To find out the opinion of the interviewee about the public outreach of WL	Public outreach of WL	<ul style="list-style-type: none"> - Word of mouth - Promotional materials - Media

INTERVIEW GUIDE FOR NEUTRAL GROUP

INTERVIEW QUESTIONS WITH “NEUTRAL” GROUP

1. INTRODUCTION

- **Name and background:** We are Master students at Wageningen University and we are doing a research on youth motivations to participate in nature camps.
- **Purpose of the interview:** knowing the opinion of young people (12-30 years) on nature camps and motives for (not) participating
- **Time:** 15-20 minutes
- **Informed consent/Anonymity:** The recorder will be used only for listening and analyzing the interview. Do you permit that the interview will be recorded? The records will be used in a confidential way and we guarantee anonymity by not using names in the report. You can give your full opinion about the questions we will ask. We will, however need your name for our administration. Do you agree to this?
- **Turn recorder on**

2. OPENING QUESTIONS

2.1 What is your name?

(Attitude towards nature)

2.2 Do you like being in nature?

2.2.1 What do you like the most of being in nature?

(Perception of nature)

2.4 Did you grow up in a rural or an urban area?

3. MAIN QUESTIONS

Now I will ask some specific questions about your opinion on youth nature camps.

(Attitudes towards nature camps)

3.1 If I say ‘nature camps’, which keywords comes to your mind?

3.2 Have you ever participated in a nature camp? (*if yes* -> sub-questions, *if no* -> why?)

3.2.1 If so, which camp?

3.2.2 What were the main reasons that made you to this nature camp? (aspects: socializing, nature experience, useful environmental activities, parental influence)

(Environmental responsibility)

3.3 Do you feel responsible for nature/environment? *if yes* -> how? [aspects: conservation behaviour, nature conservation]

3.3.1 Would this play a role in your decision to participate in a nature camp? *If yes* -> which?

3.4 What do you see as nature camps’ contribution to the environment?

Now I will show you some materials/pictures/ about WoesteLand nature camp and ask your opinion (5 min)

(Attitudes towards WoesteLand)

3.5 What do you think when looking at these materials? What image of WoesteLand do you have in mind?

3.6 Would you consider joining this camp? Why yes/no? *If yes, then next question.*

3.7 Would you join a one-week camp? Weekend camp? (is it too short/long?)

3.8 What do you think of the activities WoesteLand offers?

3.8.1 Which of WoesteLand's activities you would like to do most/least? Why?

3.9 What do you like/dislike in these promotional materials?

3.10 Do you think they give a clear image of WoesteLand?

3.11 What would you change in them?

Finally I want to ask you some background questions about yourself.

4. CLOSING QUESTIONS

4.1 How old are you?

4.2 What kind of study/work do you do/have you done?

5. END OF THE INTERVIEW

- These were the last questions of the interview.
- I want to thank you for your help during this interview. Your opinion is important for our research.
- Do you have any questions or remarks regarding the interview?
- *Turning the recorder off*
- If we have some more questions while analyzing the interview, do you have problems that we can contact you? Could we get your email address or telephone number.

TABLE 15: INTERVIEW BLUEPRINT OF THE NEUTRAL GROUP

Research question	Objective	Topic	Aspects
What motivations do people have to (not) participate in WL nature camps based on their promotional materials?	To identify personal characteristics of the interviewee	Characteristics of the interviewee	<ul style="list-style-type: none"> - Age - Gender - Study/work - Place of growing up (nature/urban) - Nature minded
	To find out interviewee's understanding of nature camps	Interviewee's definition of nature camps	<ul style="list-style-type: none"> - Added value of WL - Budget - Healthy - Social - Fun - Working - Learning about nature
	To find out interviewee's previous experience with nature camps	Reasons for participating in nature camps	<ul style="list-style-type: none"> - Be part of a group - Culture - Being yourself - Fun - Social interaction - Nature conservation activities - See previous aspects
		Reasons for not participating in nature camps	
	To identify the level of responsibility of the interviewee towards the environment	Responsibility of interviewee towards nature/environment	<ul style="list-style-type: none"> - Nature conservation - Conservation behaviour
		Contribution of nature camps towards nature/environment	
	To understand the opinion of the interviewee about WL based on promotional materials	Positive aspects of the image of WL	<ul style="list-style-type: none"> - Social - See previous aspects
		Negative aspects of the image of WL	
	To find out the reasons for (not) joining WL activities	Positive aspects of WL activities	<ul style="list-style-type: none"> - Finances - Transport - Facilities - Time/duration - Social
		Negative aspects of WL activities	
	To understand the opinion of the interviewee about the promotional materials of WL	Positive aspects of promotional material	<ul style="list-style-type: none"> - Clear - Vague - Target group - Quality of pictures/design and their effect on the interviewee
		Negative aspects of promotional material	

APPENDIX 2: WOESTELAND PROMOTION MATERIAL

POSTER

Zomer 2010

Woesteland

Zwoele nachten, oude ambachten
Op fietsafstand van zee, duin en bos zullen we ons steentje bijdragen aan alles wat er groeit en bloeit op de Noorderhoeve, een biologisch dynamische boerderij in Schoorl.

12 t/m 16 juli
18 t/m 30 jaar
prijs: 90 euro

Drum 'n Beestjes!
Met het ochtendgloren worden we wakker van het ritmisch tsjirpen van de krekels. Overdag gaan we werken als een paard en 's avonds showen we onze moves op de beats van de natuur.

26 t/m 31 juli
12 t/m 15 jaar
prijs: 90 euro

De Bloemetjes en de Bijtjes
Bloemen verspreiden de meest verlokende geuren en jonge dieren komen tevoorschijn. Maar dat leven komt er niet zomaar. Terwijl de bloemetjes en bijtjes doen what ze moeten doen, helpen wij Staatsbosbeheer met de werkzaamheden in het gebied.

2 t/m 7 augustus
16 t/m 25 jaar
prijs: 90 euro

Temptation (w)eiland
Durf jij de verleiding aan te gaan om een week lang, samen met een gezellige groep Woestelanders naar de Oostvaardersplassen te gaan? Laat je eigen spierballen zien bij het snoeien of gooi je charmes in de strijd en verleid iemand het voor je te doen!

9 t/m 14 augustus
16 t/m 30 jaar
prijs: 100 euro

Let's do Dimzenil
Wij reizen af naar een boerderij in het Letse Dimzēni. Overdag halen we ons voedsel uit de eigen moestuin en 's avonds koken we daarmee een traditionele Letse maaltijd. Ondertussen leren we Letse bouwtechnieken en passen deze toe op het huis naast de boerderij.

14 t/m 27 augustus
18 t/m 30 jaar
Prijs: 330 euro

Woesteland?

Woesteland is jong, leuk, stoer, actief en groen. Jonge begeleiders organiseren kamperen voor jou, tenminste als je tussen de 12 en 30 jaar oud bent. We gaan naar de mooiste plekjes, in Nederland en in het buitenland. We doen altijd vrijwilligerswerk in de natuur: dat vinden we belangrijk, maar het is vooral heel leuk!

Woesteland is onderdeel van het IVN, de vereniging voor natuur- en milieueducatie. Meer informatie?

www.woesteland.nl

NATIONALE POSTCODE LOTERIJ



Woesteland



POSTCARDS

