



# **The Young Endeavour Youth Scheme, Inclusivity and Social Inclusion.**



**Susan Goodwin and Penelope Robinson**  
*with Wayne Cotton and Kate Russell*  
**Faculty of Education and Social Work,  
University of Sydney.**  
**December 2016**

December 2016  
University of Sydney  
Australia  
ISBN 978-0-9943274-0-6

## Table of Contents

<b>Executive Summary</b> .....	
<b>The Young Endeavour Youth Scheme, Inclusivity and Social Inclusion</b> .....	<b>1</b>
<b>Why study inclusivity?</b> .....	<b>1</b>
<b>Why study social inclusion?</b> .....	<b>2</b>
<b>The Research Design</b> .....	<b>4</b>
<b>Study 1: A birds-eye view: analysis of the YEYS database</b> .....	<b>4</b>
Information on Gender Diversity .....	4
Information on Socioeconomic Diversity .....	4
Information on Geographic Diversity.....	5
Information on Cultural and Linguistic Diversity (CALD) and Aboriginal and Torres Strait Islander (ATSI) identification .....	5
<b>Study 2: A close-up and personal view: interviews with former youth crew</b> .....	<b>5</b>
Recruitment.....	5
The sample.....	5
The interviews.....	6
<b>Study 3: A long-range view: interviews with parents of former youth crew</b> .....	<b>6</b>
Recruitment.....	7
The sample.....	7
The interviews.....	7
<b>Study 4: A community-wide view: interviews with community members</b> .....	<b>7</b>
Recruitment.....	7
The sample.....	8
The interviews.....	8
<b>FINDINGS: The Young Endeavour Experience</b> .....	<b>9</b>
<b>Reasons for participating</b> .....	<b>9</b>
<b>Descriptions of the YEYS experience</b> .....	<b>11</b>
<b>RESEARCH QUESTION 1: Is the YEYS program inclusive?</b> .....	<b>14</b>
<b>On-board experiences of inclusiveness</b> .....	<b>14</b>
<b>Scheme-wide inclusivity</b> .....	<b>15</b>
Gender inclusivity .....	15
Socio-economic inclusivity .....	16
Geographic Inclusivity .....	22
Cultural inclusivity: .....	26
<b>RESEARCH QUESTION 2: Does the Young Endeavour Youth Scheme contribute to the social inclusion of participants?</b> .....	<b>28</b>
Capacity to participate in education .....	29
Capacity to participate in employment .....	31
Capacity to participate in the social and cultural life of the community .....	33
Capacity to participate in the civic life of the nation, including political, community and voluntary activities .....	36
<b>Conclusions:</b> .....	<b>39</b>
<b>The Young Endeavour Experience</b> .....	<b>39</b>
<b>Is the YEYS program inclusive?</b> .....	<b>39</b>
<b>Does the Young Endeavour Youth Scheme contribute to the social inclusion of participants?</b> .....	<b>41</b>
<b>REFERENCES</b> .....	<b>43</b>

## The Young Endeavour Youth Scheme is.....

### The Young Endeavour Youth Scheme

*The Young Endeavour Youth Scheme is a not for profit organisation which provides young Australians with a unique, challenging and inspirational experience at sea. Our voyages increase self awareness, develop teamwork and leadership skills and create a strong sense of community responsibility amongst members of the youth crew.*

*The Scheme began when the magnificent sail training ship STS Young Endeavour was given to the people of Australia by the United Kingdom as a Bicentennial gift back in 1988. Since then, the Scheme, in partnership with the Australian Government and the Royal Australian Navy, has provided challenging training voyages for over 11,000 young Australians aboard Young Endeavour.*

*Young Endeavour undertakes around 20 voyages each year, mostly along the east and south coasts of Australia. Each voyage we embark 24 young Australians - the youth crew - and nine specially trained Royal Australian Navy crew, usually for an eleven-day adventure at sea.*

From: <http://www.youngendeavour.gov.au>

**“Exhilarating, fantastic, unforgettable, would sign up again in a heartbeat”**  
(former Young Endeavour crew)

**“For both of them it was a turning point in their lives. It helped them develop skills that they both at the age of 16 neither one thought they had. It seems that for them both in their lives since that point in time of being on the Young Endeavour to make achievements and make goals more easily attainable”**

(parent of two former Young Endeavour crew)

**“I don't know, quite frankly, anyone that wouldn't benefit from such an experience”**

(community member involved in organising Young Endeavour sponsorships for young people in a rural community)

**“If they let me go, they would let everybody go”**

(former Young Endeavour crew)

**“I think they should increase the opportunities and the number of sailings. Well I don't know how many kids went ...I mean Australia's got 13 million or whatever it's got. They should have more voyages and more children”**

(parent of former Young Endeavour crew)

## Executive Summary

This independent study into the inclusiveness and social inclusion outcomes of the Young Endeavour sail training program (YEYS) was conducted by a team of social policy and human movement researchers at the University of Sydney, led by Associate Professor Susan Goodwin who has led major research projects on social inclusion in a range of contexts. She was previously involved in research on the relationship between YEYs and the building of social capital as part of an ARC Linkage project (Finkelstein and Goodwin, 2005).

The Young Endeavour, Inclusivity and Social Inclusion study sought to develop further knowledge about ways in which the program impacts on Australian society, beyond the individual experience. Firstly, the exploration of 'inclusivity' looked at the extent to which the Young Endeavour, is, in fact, 'open to all Australians'. The study found that the program is inclusive of both young males and females across the socio-economic spectrum, and some of the program features were seen to serve as excellent models for other user-pay youth programs seeking to ensure participation of young people from economically disadvantaged backgrounds. For example, the program's financial assistance enables low-income young people to request financial assistance where needed rather than have to 'prove' their need, reducing the stress and stigma often associated with eligibility criteria. There is clearly great potential for the Young Endeavour to make further impacts on reducing the opportunity gaps between rich and poor young Australians. The study also found, however, that the Young Endeavor program does not currently reflect the cultural diversity of young Australians, and opportunities to include more young people from a culturally and linguistically diverse backgrounds will need to ensure the sense of belonging, which is currently a strong feature of the program, is replicated in more multicultural voyages.

The study also explored the relationship between YEYS and 'social inclusion' or the capacity to participate in the economic, social, cultural and political life of Australian society. The Young Endeavour program was shown to accrue benefits to participants along each of these domains. Participation in the Young Endeavour program improved young people's capacity to participate in education and employment and enhanced young people's social skills and social networks. In addition, young people who participate in the program appear to be more likely to contribute to the civic life of Australian society - as volunteers and community leaders. Endorsements of the social inclusion value of the Young Endeavour program came from a wide range of perspectives: the 'close-up view' of former youth crew; the 'birds-eye view' of the YEYS data set from 1988 -2013; a 'long-range view' from parents of participants reflecting on change in the young people over time; and a 'wide-angle view' from community members reflecting on the impact of the program on a whole community. The overwhelming view from each of these angles was that the Young Endeavour Youth Scheme is good for individuals, good for communities, and good for society. In addition, there was a strong sense that the program should be made more available, or more 'open to all Australians', precisely *because* the benefits of the program go beyond the individual.

## **The Young Endeavour Youth Scheme, Inclusivity and Social Inclusion**

This report explores the relationship between the Young Endeavour Youth Scheme, Inclusivity and Social Inclusion.

Firstly, the research sought to capture how inclusive the Scheme is.

The Young Endeavour Youth Scheme has collected information from over 11,000 young people who have sailed on the Young Endeavour since 1988. This data set provides a picture of who has accessed the Scheme, enabling an analysis of patterns of participation along gender, socioeconomic, geographic and cultural diversity lines. Interviews with former crew, parents of former crew, and community members involved with YEYS also shed light on the inclusivity of the program.

Secondly, the research explored the extent to which the program contributes to social inclusion.

Social inclusion refers to access to opportunities and the capabilities required to capitalize on those opportunities in order to fully participate in the life of the community. The dimensions of social inclusion that were examined were participation in education, employment and social, cultural and political life. Perceptions of the impact of the Young Endeavour Youth program on social inclusion were obtained through interviews with former crew who were experiencing hardship at the time of the voyage, parents of former crew who were experiencing hardship and community members involved with sponsoring young rural people's participation in YEYS.

The two research objectives are linked: what opportunities does YEYS enable, and are these opportunities open to all Australians?

### **Why study inclusivity?**

Inclusivity refers to the policy and practice of not excluding participants on the grounds of gender, race, class, sexuality, disability or other lines of social difference. Australia has committed to a range of legislative instruments at state, national and international levels that promote inclusion and prohibit forms of discrimination. Beyond the principle of non-discrimination, inclusion is valued for ensuring "the unique talents, beliefs, backgrounds, capabilities and ways of living of individuals and groups when joined in a common endeavour" are engaged. Inclusive organizations not only have diverse individuals involved, they are organizations that "value the perspective and contributions of all people, and strive to incorporate the needs and viewpoints of diverse communities into the design and implementation of universal and inclusive programs". Inclusivity also involves the intentional inclusion of all persons; especially people at the margins of society.

Programs that demonstrate inclusivity accord with the social values of non-discrimination, diversity, universality, and access and equity.

Equitable access is one of the core stated values of the Young Endeavour Youth Scheme. YEYS states that:

“We are committed to upholding the practice of equitable access to our activities”. In line with this commitment, YEYS has implemented a range of recruitment and program design strategies to enable equitable access to the program.

The Department of Defence Youth Engagement Strategy (which the Young Endeavour Youth Scheme sits within) states that:

“Defence is committed to inclusive practices that encourage participation in youth activities regardless of gender, ethnicity, sexual orientation and the safe inclusion of those with disabilities or manageable health conditions” and the Defence Youth Policy Manual states:

“Inclusivity. Defence youth activities must be inclusive of all young people, regardless of gender, ethnicity, sexual orientation or disability”.

In practice, inclusivity has a number of dimensions:

1. Representation: This refers to the ‘presence’ of a diversity of individuals or groups, and involves ascertaining how many people from different social groups are included. In this report we refer to inclusivity measured in this way as ‘numerical inclusivity’ or ‘numerical inclusion’.
2. Sense of belonging: Inclusivity does not just involve representation or ‘presence’. Individuals and groups may be present in an organisation, but feel excluded. Inclusivity involves a sense of welcome, trust, tolerance and sensitivity to other’s needs. In this report we refer to participants ‘subjective inclusion’ and ‘sense of belonging’.
3. Participation and recognition: Approaches to educational inclusivity also suggest that inclusivity involves participants having opportunities to be involved in the design of programs and that pedagogy, curriculum and institutional culture should reflect the interests, needs and experiences of a participants in their diversity. It was beyond the scope of this research to capture the inclusivity of the specific activities, forms of communication, decision-making and day-to-day interactions that make up the YEYS program, although this would add a further dimension to understanding its inclusivity.

### **Why study social inclusion?**

Social inclusion is a related but distinct concept from inclusivity. Social inclusion refers to individuals having access to the opportunities, capacities and resources they need in order to earn, learn, socially engage and participate in decision-making. Internationally, the terms ‘social inclusion’ and ‘social exclusion’ are used in place of concepts such as inequality, poverty, deprivation and disadvantage because they go beyond the single focus on income. Social inclusion captures social disengagement, exclusion from services as well as economic exclusion (Saunders, Naidoo and Griffiths, 2008). This is important, because, as Peter Whiteford (2001, p.66) explains, ‘not all low-income people are excluded from society, nor do all excluded people have low-income’. Social isolation, social stigma, and not having a voice are all forms of social exclusion.

Programs that contribute to a more socially inclusive community provide opportunities to develop the capacities to participate in the productive, social, cultural and political life of the nation.

Ensuring young people are not socially excluded has been identified as particularly important in the transition into adulthood: completing school-to-work pathways, gaining independence and self-sufficiency and taking on the responsibilities of citizenship.

Previous research has found that sail training and outdoor education programs for young people have positive effects on many aspects of individual development and personality, such as: leadership, improvements in self-concept and attitude, locus of control, interpersonal attitudes, the development of team work, communication skills, improvements in behaviour, physical fitness and environmental awareness (Capurso & Borsci, 2013; Deane and Harre, 2014). However, research on social inclusion shifts the focus from individual development to social development: how do programs contribute to a more socially inclusive society?

The Defence Youth Engagement and Development Strategy states that:  
“Defence delivers youth activities in support of Whole of Government youth policy. These activities are designed to assist young people to develop the skills necessary to face the unique challenges of growing up in contemporary Australia. These challenges involve education, employment, safe community participation and maintenance of physical, emotional and mental well-being”.  
The YEYS program is part of this strategy by “contributing to national efforts in the field of youth development”.



## The Research Design

The research involved a suite of 4 studies:

1. Secondary analysis of YEYS data
2. Interviews with former crew
3. Interviews with parents of former crew
4. Interviews with community members.

The secondary analysis of the YEYS data set enabled a 'birds-eye view' of patterns of participation between 1988 and June 2013. The interviews provided an opportunity to explore perceptions of the experience and impacts in three ways: interviews with former crew provided a 'close-up' view of the experience in terms of how it affected their own study, work and social lives; interviews with parents provided a 'long-view' of the experience in terms of they saw it positioned in the life course of their children. In turn, community leaders provided a 'wide view': they described the impact of the program on the productive, social and civic life of their town and district. While of course it is never possible to produce a complete view of the impact of the Young Endeavour Sail Training program, the attempt to capture 'birds-eye', close-ups, long-views and wide-views provided multiple perspectives on inclusivity and social inclusion in the Young Endeavour Youth Scheme.

### **Study 1: A birds-eye view: analysis of the YEYS database**

The YEYS database contains extensive information about the 11,433 youth crew who participated in the program between from 1988 until the 30<sup>th</sup> of June, 2013 relevant to Research Question 1: How inclusive is the YEYS program?

Relevant data included information about gender, place of residence, receipt of financial assistance and cultural association.

#### Information on Gender Diversity

The database contains information on the gender of all 11,433 youth crew from 1988 until the 30<sup>th</sup> of June 2013. YEYS has a policy of selecting equal numbers of males and females for each voyage, and this recruitment approach is reflected in the database.

#### Information on Socioeconomic Diversity

The database did not include information on personal or family incomes. As such, a picture of the socioeconomic status of participants was derived from a postcode analysis of all crew (1988-2013) and an analysis of financial assistance, which has been available since the Young Endeavour Scheme was established to participants who requested a contribution toward the voyage on the basis of hardship.

The postcode analysis enabled the sorting postcodes by the SEIFA (Socio-Economic Indexes for Areas) Index of Relative Socio-economic Disadvantage and Health (IRSD).

The financial assistance data (2008-2013) included quantitative and qualitative data. The quantitative data analysis provided a view of how many crew members had received financial assistance, where they were from (including states and ISRD postcodes), gender and -where

available- ethnicity. The qualitative data was analysed to identify the range of reasons given for requesting financial assistance.

#### Information on Geographic Diversity

Information in the database was analysed to determine the distribution of the total cohort from the different states and territories of Australia. It was also analysed to identify the distribution of youth crew from urban, rural, regional and remote areas.

#### Information on Cultural and Linguistic Diversity (CALD) and Aboriginal and Torres Strait Islander (ATSI) identification

The database did not include concrete information on ethnicity, cultural identification or language background. Data about CALD was not collected prior to 2008. In addition, providing information about cultural background was optional and voluntary. The questions that were intended to capture cultural diversity were “Do you associate with other cultures?” and “Do you associate with Indigenous Australian or Torres Strait Islander culture?”. While this information was analyzed as a first step in putting together a picture of the cultural inclusiveness of the program, the ambiguity of the questions means that this analysis will not produce an accurate portrait. It is suggested that YEYS consider collecting more robust information on cultural identification.

#### **Study 2: A close-up and personal view: interviews with former youth crew**

In-depth individual interviews with former youth crew elicited information relevant to Research Question 1: *How inclusive is the Young Endeavour Youth Scheme?* and Research Question 2: *What is the relationship between the YEYS and participation in education, employment and the social, cultural and political life of the nation?*

#### Recruitment

This study was designed to capture views of the inclusivity and social inclusion dimensions of YEYS from the view of the least advantaged participants, rather than the total cohort. In order to capture the views of the *least advantaged* youth crew, only former crew who had received financial assistance were invited to participate. Invitations to participate were distributed by the YEYS scheme via post and in the YEYS electronic newsletter. Interviews were conducted by University of Sydney researchers over the telephone, and lasted for between 25 and 60 minutes. One of the former crew members was disabled and was assisted in carrying out the interview by his mother. At his request, the interview questions were sent to him prior to the phone interview so that he could write down his answers in advance, which were then read out to the interviewer on his behalf.

#### The sample

Eleven former crew members participated in the in-depth interviews, six females, and five males. The majority had been on the Young Endeavour within the last four years, with nine out of the eleven completing their voyage since 2010. One former crew participant sailed in 1999 and another in 2008.

Year sailed	1999	2008	2010	2011	2013	2014	Total
Total	1	1	1	3	2	3	11

In terms of age at time of voyage, there was a spread across the 16-23 year age range (the target age group set by YEYS), with the largest proportion (4 out of 11) being sixteen years old when they sailed. Former crew participants were aged between 17 to 32 years of age at the time of interview in 2014.

Age at time of interview	17	18	20	21	22	23	32	Total
Total	1	1	2	2	2	2	1	11

### The interviews

The telephone interviews comprised two parts: a brief questionnaire to elicit basic demographic information (such as age, education, location) and an open-ended semi-structured interview asking participants to discuss their experiences on board the Young Endeavour, the impact it had on their lives and the extent to which they felt the scheme contributes to social inclusion. Interview questions covered the following topics:

- 1) the general perceptions of the Young Endeavour experience, including reasons for wanting to sail and perceptions of feeling included on the voyage;
- 2) the extent to which they feel the Young Endeavour voyage had an impact on their lives, with a focus on: career choices and plans; educational opportunities and choices; social networks and friendships; social skills, such as confidence, communication and cultural competency; and political and community involvement.
- 3) perceptions of the impact of YEYS for others and for the nation, including a direct question about their perception of the relationship between the YEYS program and social inclusion.

The responses to questionnaires were collated and the interviews were transcribed verbatim and analysed thematically. The thematic analysis involved identifying patterns in language used to describe the experience and perceptions of impacts, including repetitions, similarities, differences and silences.

### **Study 3: A long-range view: interviews with parents of former youth crew**

In-depth interviews with parents of former youth crew (again, limited to those who had received financial assistance) primarily elicited information relevant *Research Question 2: What is the relationship between YEYS and participation in education, employment and the social, cultural and political life of the nation?* Parents could provide little information on *Research Question 1: How inclusive is the Young Endeavour Youth Scheme?* as they could only report on YEYS from their observations of their own children's experiences.

### Recruitment

Three parents were recruited via the invitations sent to former youth crew and in most cases invitations were passed on to parents via the youth crew member. Two of the parent participants were parents of children who participated in the youth crew study, one was not. There was no attempt to link the crew and parent responses provided in the two studies.

### The sample

Three parents were interviewed. All of the parent participants were female, and one of them had two daughters who had previously sailed with the Young Endeavour. The parents reflected on the experiences of offspring who sailed in 1996, 2009, 2010 and 2013.

### The interviews

The interview schedule for family members of former crew included similar questions posed to the youth crew, with some of the wording changed. Parents were asked to discuss:

- perceptions of their family member's experiences with the Young Endeavour Youth Scheme;
- perceptions of the extent to which the voyage impacted their daughter's or son's lives and;
- perceptions of the impact of YEYS for others and for the nation, including a direct question about their perception of the relationship between the YEYS program and social inclusion.

Again, the responses to the questionnaires were collated and the interviews were transcribed verbatim and analysed thematically and the thematic analysis involved identifying patterns in language used to describe the experience and perceptions of impacts, including repetitions, similarities, differences and silences.

### **Study 4: A community-wide view: interviews with community members**

In-depth individual face-to-face interviews with community members with knowledge of YEYS elicited information that was primarily relevant to *Research Question 2: What is the relationship between the YEYS and participation in education, employment and the social, cultural and political life of the nation?* However, some of the information elicited in the community member interviews shed further light on *Research Question 1: How inclusive is the Young Endeavour Youth Scheme?*

### Recruitment

The Upper Hunter region of NSW has a high participation rate in the Young Endeavour Youth Scheme. Since 1999 the Upper Hunter Shire Council has had an active program of garnering sponsorships from local business and community groups to help facilitate young people from the area take part in the scheme. The program also involves community groups nominating young people to be supported for a sponsored berth, with the 'winners' of the berths being drawn from a ballot at a special annual community dinner. Given the longevity, growth and success of this community initiative, the overall study was extended to include community members involved in the Upper Hunter sponsorship program who could potentially provide a community perspective on the social inclusion dimensions of the program.

### The sample

Three community members from the Upper Hunter region of NSW took part in a face-to-face interview about their involvement with the scheme and their perceptions of the impact of YEYS both for the young people who sail and for their local community. Participants included:

- a Local Government leader;
- the long-term organiser of the community event; and
- a member of a local business and professional service organisation with a history of providing sponsorships.

### The interviews

Community members were asked about:

- general perceptions of the Young Endeavour Youth Scheme including the reasons the local community supported the scheme;
- the extent to which YEYS had an impact on the outcomes of young people in the community, with a focus on: educational opportunities; employment; social participation and cultural competency; and political and community involvement.
- their perceptions of the impact of YEYS for the community and for the nation, including a direct question about their perception of the relationship between the YEYS program and social inclusion.

Interviews with community members were approximately 45 minutes and each interview was transcribed verbatim and analyzed thematically in a similar manner to the other interview studies.

## **FINDINGS: The Young Endeavour Experience**

The interviews provided insights into why young people choose to participate in YEYS and also elicited extensive information on what the experience was like, in general terms. While reasons for participating and general assessments of the experience were not the focus of this study, the findings presented here demonstrate how interview participants represented the YEYS scheme in broad terms, beyond issues of inclusiveness and social inclusion impacts.

### **Reasons for participating**

*The close-up view from former youth crew:*

In McCulloch and colleagues (2010: 668) study of international sail training programs, the most frequently cited reasons for participating were: having had a previous experience, ideas of challenge and novel experience, meeting new people, and a general interest in simply being at sea and experiencing a seafaring or maritime environment. Interestingly, not all former crew interviewed had a prior knowledge of, or interest in, sailing or boating. Only a few people mentioned learning to sail as their main motivator for wanting to sail on the Young Endeavour. For instance:

It seemed like a really good – well I wanted to do some sailing – and this seemed like a really good way to meet new people and learn how to sail. (Participant C3)

More commonly, participants identified the desire to meet new people or experience something different and adventurous, as the following quotes illustrate:

It was something completely different from anything I had ever done before. I enjoy a challenge and a bit of adventure and I thought it would be something, yeah, just something completely different for me to try and see what it was like. Yeah, challenge me a bit, plus it was going from Tasmania, my voyage was from Tasmania to New South Wales. Yeah, just a bit of variety. (Participant C5)

It's challenging, and I like a good adventure challenge. I also love the ocean, despite knowing how seasick I was gonna get. [laughter]... I guess the challenge and the thrill of getting to do something a bit adventurous but challenging and make new friends. (Participant C7)

A few participants mentioned also wanting to sail on the Young Endeavour for personal development reasons, for example, one former crew described the desire to “reinspire” herself:

I just wanted to have some fun, meet new people, yeah I just thought it would be a good way to you know like reinspire and just recharge your batteries and be excited about life again. (Participant C4)

Former crew generally represented YEYS as an ‘opportunity’ to be taken up.
----------------------------------------------------------------------------

*The long range view from parents:*

Parents were more likely than former youth crew to describe the reason for participating in YEYS in relation to other aspects of the young person's life. In this sense the decision to participate was described as a considered intervention rather than a chance opportunity. For example, one parent decided to chase YEYS up for her daughter who was experiencing emotional difficulties:

When we came to a bit of a crisis point in the eldest child's life I thought it would be something that might help her adapt and cope with certain things. So I followed it up. (Participant F3)

Another parent considered YEYS for her daughter who was experiencing a challenging time at home:

She was just feeling a bit depressed and stuff at school, we were going through a trial separation with my spouse and my father was dying so she needed an outlet... It was just to give her a break to escape to the sea and foster a sense of independence and wellbeing in her. (Participant F1)

Parents represented YEYS as a 'solution' to challenges the young people were facing in their lives.
-----------------------------------------------------------------------------------------------------

*The community-wide view from community members:*

Community members did not discuss individual young people's reasons for sailing, but did suggest reasons why young people in their community participated in YEYS. These comments presented YEYS as a way for young people to experience something different to or outside their day -to-day experiences.

Being able to actively participate and find your place in a team of people that you don't know, doing activities that you have never done before, just experiencing life as you've never experienced it before. (UH1)

I think it just gives them a different perspective on life, perspective on themselves. I think, through that, it enables them to achieve differently. (UH2)

It gives them a different outlook on life. Yeah, a different perspective, the perspective of not being in a small town because they're not the only ones on the boat. There's people from other areas as well. (UH3)

These examples were provided in the context of a view of the rural community as a "small town" and somewhat isolated and limiting.

Community members represented YEYS as a 'social exposure' experience.
-----------------------------------------------------------------------

## Descriptions of the YEYS experience

### *The close-up view from former crew:*

Overwhelmingly, former crew spoke extremely positively about their time on board the Young Endeavour. Words such as “fantastic” and “amazing” were used to describe most people’s experiences. The following interview excerpts give an indication of the kind of positivity associated with the experience by crew members:

An amazing experience, in a couple of words. I loved it. I got to know lots of new people, new experiences. Yeah, it was really good, challenging at times. (Participant C10)

Exhilarating, fantastic, unforgettable, would sign up again in a heartbeat. (Participant C4)

Former crew talked about the program instilling a sense of being competent and able to overcome any challenge they come across. For instance:

It was pretty fantastic, you sort of learn a bit... a lot about yourself and you sort of push your limits a bit and meet some challenges that you probably didn’t think you could do. (Participant C2)

Yeah, yeah it was amazing, amazing, changed a lot about the way I like thought about especially leadership and teamwork, just working with people for like that eight days to learn to sail the ship and to like team-building, like learning like doing everything yourself without the help of the staff on occasions just really like made me like step up and do stuff without waiting for other people to tell me to do it. (Participant C3)

Similar to Henstock et al (2013), the former crew interviews revealed that most participants developed a strong sense of achievement through overcoming a number of physical and emotional challenges while at sea. Several former youth crew reported they were proud of overcoming various challenges such as seasickness, climbing masts despite a fear of heights, getting on with a range of people in cramped living quarters, and so on. The following interview excerpts illustrate this point:

Confidence definitely, because I was so freaked out when I was sick, I so wanted to go home, I was so angry, but it definitely taught me to get knocked out and then persist. It was good because at the end my team leader said “Oh, so obviously you got really sick, are you glad you stayed?” I said “I’m so glad I stayed”, it gave me that confidence to keep going when you really, really don’t want to. And, that, even though something might be bad in a situation, if you just give it some time you will get the confidence eventually to keep going. (Participant C7)

Yeah, I think a little bit more confidence. Going on board I had absolutely no idea what I was doing. Towards the end --and I'd probably say the very end --I started to get a little bit more confident because I did know what I was doing. Climbing --I wasn't overly keen about climbing but we did it on the first day and made it all the way to the



top and stuff. By the end I did make sure that I'd pushed myself to do everything.  
(Participant C10)

The social side of the voyage was probably the part that was the biggest challenge for me, learning to put up with that many people in such close contact for such a long time.  
(Participant C11)

Only one former crew member was negative about the experience, also disclosing that he had become depressed on board:

Well I thought it was pretty shit. I had a really bad time. I didn't... well I don't take well to people telling me what to do, just in general, because I'm quite... like I think everyone's at the same level, like it's really hard to describe. (Participant C1)

This view of the experience was the exception. Previous research on YEYS found that of 160 former crew interviewed, only 2 declared that they did not enjoy the experience (Finkelstein and Goodwin 2005). Nevertheless, the mental health of participants in outdoor adventure programs is an area requiring further investigation and concern. As Deane and Harre (2014: 304) point out: "emotional safety is a concern that has only surfaced within the past decade of adventure programming research. This issue has not been addressed adequately in previous reviews or investigated at all in empirical studies, to our knowledge. With concerns about youth mental health on the rise, this issue deserves further attention".

Former crew repeatedly described the experience in terms of 'learning'. In this sense, the experience can be regarded as a positive form of informal education. Former crew regarded YEYS as a site of education - about teamwork, about leadership, about other people, and about themselves.

*The long-range view from parents:*

All the parents described their child's participation in the program in extremely positive terms. Like the former crew, they identified the way the program contributed to their child's sense of achievement, competence and confidence. But, again, they discussed these impacts in terms of the rest of their child's life experiences. One parent for example, described the experience as 'a turning point':

Well, for both of them it was a turning point in their lives. It helped them develop skills that they both at the age of 16 neither one thought they had. It seems that for them both in their lives since that point in time of being on the Young Endeavour to make achievements and make goals more easily attainable. ... She came away from that actually believing in herself and thinking that, "Whatever I do, I do for myself and it's all dependent on how much effort I put in." I remember to this day her telling me about climbing the mast and how she couldn't do it. (Participant F3)

The idea that the YEYS experience functioned as a 'turning point' fits with the sociological idea of 'fateful moments': those situations where enduring habits, routines and taken-for-granted practices are disrupted in such a way that they require reflection which leads to change.

Parents regard the Young Endeavour experience as more than an educational program, it was an intervention in the lives of their children.

*The community-wide view from community members:*

All of the community members viewed YEYS very positively and felt that the broader community was very positive about YEYS:

I don't know, quite frankly, anyone that wouldn't benefit from such an experience. (UH1)

I've seen the ones that have gone away from here. They've come back different people. (UH3)

People know that it's a good thing. People know that council do it. I think they see the positives in it. There's absolutely nothing negative about the Young Endeavour. It's such a positive thing. It's a positive thing the council is involved in it. If I say to people, "Oh yeah, we've got the Young Endeavour dinner coming up," they know immediately what I'm talking about. People will ask me, "How's it going? Have you drawn that yet," and stuff like that. (UH2)

Community members tended to present their views through comparing the young people who had participated on YEYS with 'other young people'. The following two quotes illustrate this tendency, and demonstrate the difference between the 'close view' of former crew, the 'long view' of parents, and the 'wide view' of community members.

I think in this day in age you see most young people walk around, have a bottle of water in one hand and a phone in the other. That's their idea of life. So if they can get together and work as a team, they've got a much better chance in the world. (UH3)

A lot of kids have – a lot of people, not just kids – have false bravado, especially kids because they tend to be a little bit more susceptible to peer pressure and things like that. But that false bravado, after going through such an experience, turns into genuine confidence. It can turn into what I call controlled confidence by way of being able to not overreact to situations but, indeed, act upon situations and do that in such a measured fashion where you can get an outcome of some form that it is you want and you're controlling that situation. (UH1)

Community members also mentioned the way that the YEYS sponsorship program worked to change community attitudes about all young people, not just those who has sailed:

It's nice for the community to see what wonderful kids we have in our community - kids get a bad rap. I think it's just nice to reinforce that we do have such stellar kids in our communities. Kids are willing to have a go, get out there, put their name in a bucket and see where it will take them. (UH2)

From the community members' perspective, the YEYS experience changes who 'kids' in the community are and how the community views young people generally. The YEYS experience is considered of benefit beyond the individual to the wider community.

## RESEARCH QUESTION 1: Is the YEYS program inclusive?

### On-board experiences of inclusiveness

Former crew were asked about the extent to which they felt they belonged while sailing and if they had ever felt excluded. The vast majority said that they felt like they belonged. The following examples were typical of the responses to this question:

Definitely, a hundred per cent from the start. And I think everyone did actually. There were a couple of people that were quiet in nature and stuff but I think everyone was definitely involved, definitely. (Participant C5)

I always felt like I belonged, I never felt excluded, ever, from the moment I got on that ship I never felt excluded. (Participant C4)

A number of participants described an increasing sense of inclusion as they developed close relationships with their fellow crew members, even describing them as family, and how this closeness related to the on-board activities. For example:

I suppose the first couple of days are interesting but once you got sorted and settled into watch, I think there was six of us in our watch, you become, you know, really, really close to each other. It's amazingly how close you get in such a short period of time. By the end of it you're, you know, brothers and sisters. (Participant C2)

So, for watch, it's up to you and your team. You can't just leave one member to sleep, everyone has to be up on deck, checking for signals. I guess you've got to keep everyone awake, make them a cup of tea. And, yes, so we looked after anyone that was sick, and we'd get them a bickie, give them a cuddle if they were missing Mum, or something. It was like your little brothers and sisters for a trip. (Participant C7)

The notable exception was one participant who did not feel he belonged on board and generally had a difficult time. He rated the extent to which he belonged zero:

Zero out of a hundred... I just hate that people anywhere in any context can treat you as if you're like a lesser person than them. I don't care if it's their job, you know, they still have to treat you like a human being and I hated that it was so... oh, just so... just such a condescending experience really. (Participant C1)

Overwhelmingly, YEYS was considered an inclusive experience for the young people who participated on it and the structure of activities - teamwork, night watches, commanding the ship - contributed to the subjective experience of inclusion.

Former crew were also asked directly if they felt the scheme is open to all Australians, and those who agreed talked about the voyage being made up of crew members from all states, and about the diverse range of ages, backgrounds and occupations on board. For example:

Yeah, it varied. We ranged in ages from I think sixteen to twenty three, we had someone who was just old enough to be on board, and that was me, and someone who was just young enough to make the cut off and from all different parts of society, so

different ethnic backgrounds, different socioeconomic status, different family backgrounds, different educational experiences you know people who were at school, people who were apprentices, people who were working in full-time employment and so it was just a really diverse mix. (Participant C8)

One disabled former crew member, a high school student with a range of learning difficulties and health issues declared that YEYS *is* open to all Australians, for the following reason:

Because if they let me go, they would let everybody go. (Participant C9)

A number of former crew provided more qualified responses, such as “maybe” or “yes and no”. For instance, Participant C1 was hesitant to say ‘yes’ because he felt as though Young Endeavour attracts a certain type of person. In his words:

Can I give you a maybe? Because I think you honestly have to be a particular type of person to do it and I don’t mean that it’s a ship, you know, and I don’t mean that it’s whatever the specific activities are. I mean you have to be a specific type of person to actually want to go out and do something as whack as that. (Participant C1)

## Scheme-wide inclusivity

### Gender inclusivity

#### *The birds-eye view from the data set:*

YEYS has a policy of selecting equal numbers of males and females for each voyage, and this recruitment approach is reflected in the database. The table below shows the gender distribution of all 11,433 youth crew from 1988 until the 30<sup>th</sup> of June, 2013, by state and territory. This table clearly shows a close to equal gender breakdown, with a slightly higher participation of females.

State	Male	Female
NSW	1818	1809
Vic	1041	1168
Qld	1188	1162
WA	163	152
SA	235	244
Tas	321	356
ACT	360	372
NT	106	137
<b>Total</b>	5232	5400

**Table 1: The distribution of Young Endeavour youth crew from 1988-2013, by gender and by State or Territory**

#### *The close-up view from the former crew:*

Five females and six males volunteered to participate in the former youth crew study. Interestingly, gender issues were not raised in any of the interviews and there were no

significant patterns in responses by gender. This ‘silence’ on gender contrasts with the previous research on the Young Endeavour experience conducted by Finkelstein and Goodwin (2005), which found that: 1) males and females described the benefits of the experience in markedly different ways and 2) males and females tended to take on different roles on-board. While former youth crew were not asked directly (in either study) about gender inclusivity on-board or the relationship between perceived outcomes of the voyage and gender, it appears in this study that the program is not perceived as a gendered experience, that is, as an experience that differed for males and females, or for people with different gender identifications. Similarly, there was no mention of sexuality and the program does not seem to be differentiated according to sexual orientation.

Gender inclusivity - beyond numerical equality - is a feature of YEYS.
------------------------------------------------------------------------

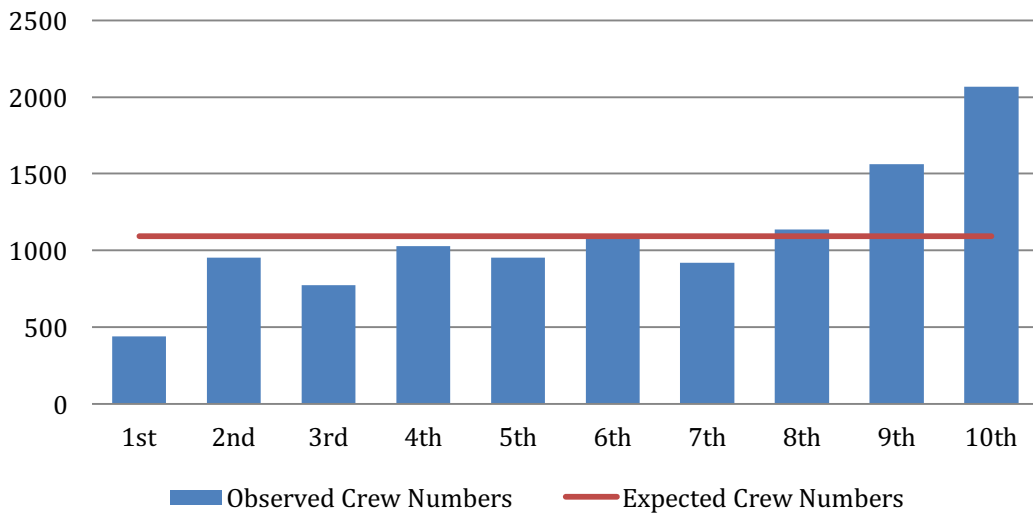
### Socio-economic inclusivity

#### *The birds-eye view from the data set:*

The socio-economic distribution of the 11,433 former youth crew in the database was captured through sorting individuals by SEIFA (ISRDR) decile. All Australian postcodes have a SEIFA index ranking (level of relative socioeconomic disadvantage and health) and postcodes can be evenly distributed into ten deciles, with the first ISRDR decile containing the 10% of Australian postcodes that are most disadvantaged, and the tenth decile containing the 10% of Australian postcodes with the most advantage. If recruitment into the YEYS program were perfectly representative of the geographic spread of socioeconomic differences in Australian, the number of participants in each of the deciles would be approximately the same.

The Young Endeavour Youth Scheme, is, however, a **user-pays** scheme, with most participants covering the costs of the voyage themselves. The self-funding aspect of the Scheme means that participation in YEYS will be weighted toward those who can afford to participate, likely to be those from higher SES backgrounds. There are two additional ways that young Australians are assisted to participate in the Scheme: through corporate or philanthropic ‘sponsorship’ of berths and through a financial assistance scheme (discussed below).

The ‘birds-eye view’ of socio-economic diversity shows greater inclusiveness than was expected: over 2,000 former crew members came from areas with the most disadvantage in Australia. These areas are generally considered home to the most excluded individuals, families and communities. While, as mentioned above, the distribution is not ‘perfect’, the data suggests that YEYS is certainly ‘open’ to people coming from highly disadvantaged areas.



**Table 2: The distribution of crew on board the Young Endeavour from 1988 - 2013 by IRSD deciles (2011)**

Table 2 displays the distribution of Young Endeavour crew by SEIFA Index of Relative Socio-economic Disadvantage and Health (IRSD) deciles. It indicates that 439 (or 4%) of the total crew came from areas in the lowest IRSD decile, compared with 2069 (or 19%) of the crew who came from areas in the highest IRSD decile. The 'expected crew' line indicates where an equal distribution across deciles would occur. The analysis shows an overrepresentation of crew from the top two deciles, and an under-representation of crew from the first to fifth deciles, and from the seventh decile. The greatest over-representation is from the two top deciles, and greatest under-representation is from the bottom and third decile.

However, there are a number of issues related to extrapolating socioeconomic diversity or inclusiveness from this analysis. One is that the ISRD deciles may have changed significantly over the time period 1998-2013. Another is that it is possible that in each ISRD area, individual circumstances will vary: not all individuals living in high socio-economic areas are socially or economically well-off and not all individuals living in low socio-economic areas are socially and/or economically disadvantaged. Without information on the socioeconomic circumstances of *individuals*, it is not possible to determine if YEYS recruits well-off people from low ISRD areas, or, conversely, disadvantaged people from affluent ISRD areas. For this reason, the birds-eye view also explored information on receipt of **financial assistance** in the data set.

Financial Assistance: Between 2008 and 2013, 192 crew members were awarded financial assistance. This represents 7% of the total crew in this period. Table 3 below shows the distribution of financial assistance to males and females during this period.

All Crew	7.0% (192/2725)
Male Crew	6.5% (85/1316)
Female Crew	7.6% (107/1409)

The data set also indicated that of the 12 crew who indicated they ‘associate with the Indigenous Australian or Torres Strait Islander culture’, three applied for and received financial assistance.

Reasons for applying for financial assistance were provided as open responses from 178 of the 192 crew who were granted Financial Assistance. In some of these cases, there was more than one reason for applying: for example, an applicant may have come from a low-income family, be unemployed and have experienced emotional trauma. Table 4 displays a breakdown of responses by the number of reasons given.

Number of reasons	Number of applicants	Percentage of applicants
1	94	53%
2	70	39%
3	13	7%
4	1	1%

Table 5 shows the full range of reasons provided in the open responses in order of how often they were provided:

**Table 5: Reasons provided for requesting financial assistance from successful applicants**

Reason	Number of times raised	Percentage of participants providing this reason
Low income Family	48	27%
Parent is sole parent	41	23%
Self on Non-student government benefits	38	21%
Self on Student government benefits	32	18%
Self Unemployed	16	9%
Parent/s-Centrelink (benefit not defined)	14	8%
Self low income earner	13	7%
Family hardship not defined	12	7%
Living independently from family	12	7%
Low income rural family	10	6%
Parent/s on disability pension	10	6%
Self a Health care card recipient	4	2%
Self on Disability allowance/pension recipient	3	2%
Suffered Emotional trauma	2	1%
Ward of the state	2	1%
Parent/s- on other pension	2	1%
Parent with disability	1	1%

Despite overlaps and ambiguities in this range of reasons, it is clear that recipients either experienced family hardship, individual hardship or both. One third (33%) of applicants referred to either 'low income family' or 'low income rural family' in their applications. Family disadvantage was commonly cited (26%), particularly financial disadvantage (indicated by low family income, and parental receipt of government allowances including Centrelink, disability allowances or other pensions), but also through references to parental ill health and disability. The extent of family disadvantage increased to 49% when 'parent is sole parent' was included as a measure of family hardship. The high incidence of applications for financial assistance from individuals in lone parent families accords with findings that sole parent families are the most disadvantaged family type in Australia.

Hardship associated with rurality was also present in the open responses (6%). For example, seven recipients(4%) referred to the impact of the drought, for example:

*"I live in a remote area and my family has been in and out of drought since I was born because of this we do not have the necessary financial means, for me to go on the young endeavor without feeling like a financial burden on my parents"*

*"My parents farm has been in drought for the last 7 years and so money has been a bit tight."*

*"I live on a vineyard and with the drought my family are experiencing financial hardship."*



Individual hardship was indicated in 51% of responses, with applicants referring to their own low income, their own receipt of benefits (39% indicated they required financial assistance because they were in receipt of either student or non-student income support), their experience of emotional trauma and, in two cases, being a ward of the state.

The information from the data set suggests that financial assistance means that YEYS is open to the most disadvantaged Australians. Family and individual hardship does not exclude people from participating. Capturing the extent of this 'openness' is, however, not possible without information on the socioeconomic, health and welfare circumstances of *all* individuals, not just those in receipt of financial assistance. This is because it is possible that there may well be crew not in receipt of financial assistance (in particular sponsored crew) who also come from backgrounds of family or individual hardship. The 2013 NATSEM report on Poverty, Social Exclusion and Disadvantage in Australia found that the poverty rate for Australian children under 25 was 11.5%. This kind of measure could be used as an indicator of the proportion of young people who would be in need of financial assistance or sponsorship to participate in YEYS.

*The close-up view from former crew:*

All of the former crew interviewed received financial assistance to sail on the Young Endeavour, as this was one of the criteria for inclusion in the study. However, former crew were not asked directly about receiving financial assistance or about their own socioeconomic status. Despite this, quite a few former crew referred to the way that receiving financial assistance contributed to their inclusion on the voyage, and often did this in ways that did not position them as 'disadvantaged'. For example:

I probably paid half or something, a little bit more than half. You had to apply for that, but as you're applying you go through the steps so it's open to any class. I have five brothers and sisters so for us to just whip up two grand doesn't happen easily, but for other people, they've just got two grand sittin' in the bank. (Participant C7)

I probably wouldn't have gone had I not received financial assistance. In hindsight I probably would have been willing to spend the full amount or pay the full amount for the voyage, having been on it and knowing what it was like, if that makes sense. (Participant C11)

They [my parents] were hugely supportive of me going. We couldn't afford the cost...we couldn't afford it so my school helped out a bit and the Rotary Club as well ... everyone was quite supportive of it all.... If it wasn't for all them I doubt I would've been able to come up with the money to go. (Participant C4)

They have like funding and stuff that, you know, you can get scholarships. I think that's what I got actually, like you just have to pay like half the amount or something (Participant C1)

A few participants suggested that the cost of the voyage might turn some young people away. For example:

A lot of people might be put off by the price tag of it. I think it was \$2,500 from memory. Yeah, I paid substantially less due to financial things going on but I don't

think a lot of people know it's available or know about the options in terms of financing it. So I feel a few people might be turned off by the price. But it's definitely worth every cent. (Participant C2)

It depends on whether or not you can afford it really, I mean I don't know if it's the same, but in 2011 when I signed up for it was \$1500, unless you can get a scholarship which I think back then was if you were on Centrelink or some other kind of, some other kind of proof of disadvantage then it reduced to \$500 and then depending on where you are in the country then you've got to include airfares and things, so. (Participant C4)

Overall, while participants recognised the significance of financial assistance for their own and others inclusion, there was no suggestion that receiving (or needing) financial help marked people out in any way as different from other crew members. There was no mention in any of the interviews that crew members were identified or identifiable in relation to socioeconomic status. Like the 'silence' on gender in the interviews, this 'silence' on socioeconomic status suggests that once individuals get on board, these inequalities or differences become irrelevant. This suggests that the relatively open process of applying for assistance means that participants do not label themselves- and are not labelled by others - as 'needy' or 'disadvantaged' and thus avoids the stigma that can be associated with more formulaic systems of determining eligibility for financial assistance, such as means testing.

Despite the provision of financial assistance, there is an apparent over-representation of crew from the two highest deciles. If participation were not on a user-pays basis, this would be troubling beyond the issue of fair distribution of opportunity. This is because *if* YEYS is conferring benefits on young people coming from highly socio-economically advantaged areas, for example improving their educational, employment or social opportunities, then the program - by advantaging the already advantaged - may be widening rather than closing the distance between the advantaged and the disadvantaged. YEYS has never specifically selected participants based upon their SES status, but given the program is operated on a user-pays basis a degree of skewing towards participation by high SES groups is to be logically expected. There is no data available from other similar enterprises that might permit a better illustration of ideal SES participant distribution of YEYS as a user-pays program. Any concerns about the distribution of social advantage could be mitigated either by: a) smoothing the levels of representation of socio-economic groups to more closely match the population as a whole or b) rebalancing the distribution of crew members away from high SES groups and toward low SES groups. These measures may not be possible if YEYS is to continue as a user-pays program.

The potential benefits of including more young people from disadvantaged backgrounds was raised in the interviews, for example:

I think if more can be done to particularly aid kids that are I guess disadvantaged, like probably more so than kids that aren't really, that don't, well that don't particularly need it, then that would be I think something particularly fantastic. (Participant C4)

Some kids don't have the family network around them to encourage them. Of course we all see this unfortunately in everyday life. Those kids in particular, they really benefit. They really, really - yeah, definitely big recipients of that sort of results. Yeah, I've seen it. It's amazing. It's good to see. (UH1)

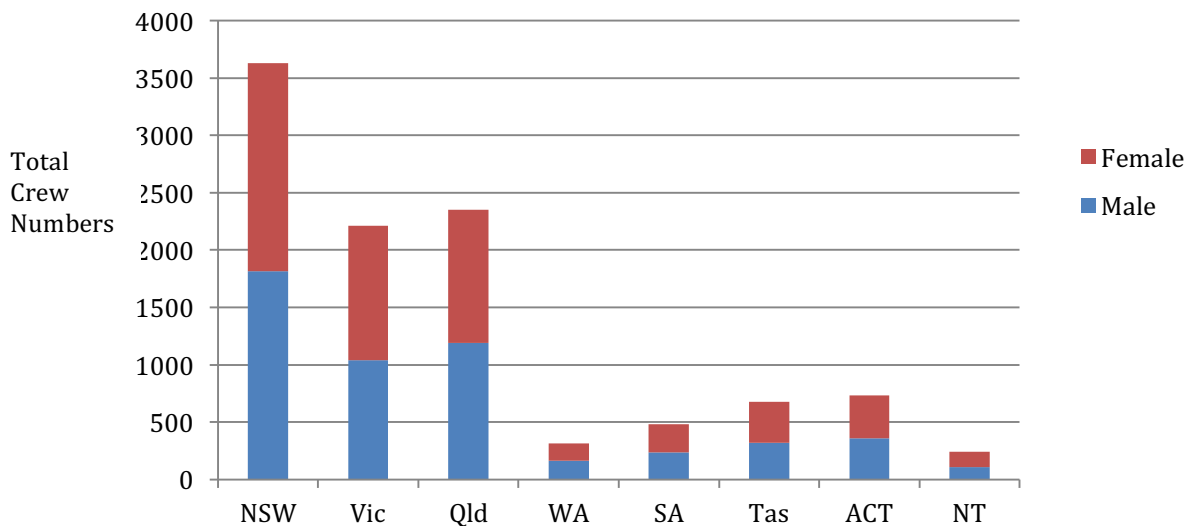
The YEYS scheme is 'open' to people from low socioeconomic areas and to people experiencing individual and family hardship. However there is an over-representation of young people from advantaged backgrounds and an under-representation of young people from disadvantaged backgrounds.

Measures could be taken to recalibrate the distribution of advantaged and disadvantaged young people, including recruiting more people from disadvantaged backgrounds, continuing to provide financial assistance and attracting more sponsored berths for disadvantaged young people. The close view from participants suggests that it is important to do this in a way that maintains the existing culture of not drawing attention to socioeconomic difference.

### Geographic Inclusivity

*A birds-eye view of geographic inclusion from the data set:*

Analysis of the data set produced an overview of the home states and territories of all 11,433 youth crew from 1988 until the 30<sup>th</sup> of June, 2013.



**Table 6: An overview of the distribution of crew on board the Young Endeavour from 1988 - 2013 by gender and by State or Territory**

A more detailed breakdown of this analysis can be seen in Table 6 where Chi Square analyses were conducted to compare the observed and expected distribution of the crew based on home State/Territory, by gender and by those crew members who received financial assistance. The detailed breakdown (as shown Table 1) reveals that the observed home location of the crew is not distributed proportionally, with significantly more crew members ( $p < 0.0001$ ) coming from New South Wales, Queensland, Tasmania, ACT and the Northern Territory, than theoretically expected. Likewise, significantly less crew came from Victoria, Western Australia and South Australia. This expectation was based on the State and Territory average populations from 1988 – 2013.

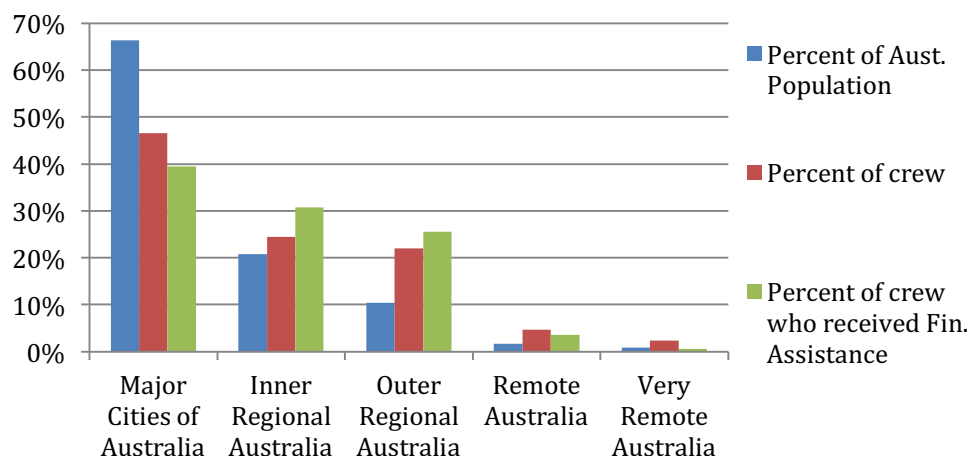
Table 7: The observed and expected distribution of crew on board the Young Endeavour from 1988 - 2013 by gender, by home State or Territory and by those crew members who received financial assistance\*

Category	N	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	$\chi^2$	P
All Crew	11433	3804 (+238)	2318 (-437)	2451 (+218)	325 (-875)	493 (-318)	698 (+454)	768 (+579)	252 (-141)	3665.65	P<0.0001
(Δ)											
Male Crew	5380	1818 (+139)	1041 (-257)	1188 (+136)	163 (-402)	235 (-147)	321 (+206)	360 (+271)	106 (+54)	1671.85	P<0.0001
(Δ)											
Female Crew	5574	1809 (+76)	1168 (-171)	1162 (+77)	152 (-431)	244 (-150)	356 (+237)	372 (+280)	137 (+83)	1863.06	P<0.0001
(Δ)											
Received Fin. Assistance*	192	56 (-6)	50 (+2)	40 (+1)	6 (-15)	10 (-4)	16 (+12)	10 (+7)	4 (+2)	60.70	P<0.0001
(Δ)											

Table Notes: Gender and home state or territory only included when known, (Δ) is the difference between the observed distribution and the theoretical expected distribution reported in raw numbers,  $\chi^2$  = Chi-Square, P = probability value, \*Financial assistance was first distributed in 2008.

Table 7 also shows significant differences among those 192 crew members who received financial assistance, with a disproportionately greater number of financially supported crew members coming from Tasmania and the ACT. Interestingly, the 2013 NATSEM report discussed above found that Tasmania has a significantly higher child poverty rate than the national average (14.7%). The ACT, however, has a significantly lower child poverty rate (5.6%).

Geographical diversity was also investigated via analysis of the distribution of crew by the Australian Standard Geographical Classification (ASGC) Remoteness Structure (2011) compared to the distribution of the Australian population in general.



**Table 8: The distribution of crew on board the Young Endeavour from 1988 - 2013 by level of Remoteness**

Disproportionally more of the crew came from outer regional or remote areas of Australia and disproportionately less of the crew came from major cities in Australia. Table 8 also gives an overview of the distribution of crew who received financial assistance. This overview suggests that disproportionately more financially assisted crew members came from inner and outer regional Australia, with disproportionately less financially assisted crew members coming from major cities and very remote areas.

This bias toward recruiting rural young people and away from urban young people could be considered as either as a form of *inclusion* underserved rural and remote young people, thereby OR the *exclusion* of urban young people. The data from the interviews suggests that young people in rural areas do face particular disadvantages - isolation, lack of contact with a broad range of people, discrimination - that inclusion in YEYS can ameliorate. In addition, young people from the city claimed benefits from meeting rural young people. In contrast, the interviews did not mention disadvantage related to living in the city or benefits flowing to rural people from meeting city kids. This suggests that focusing on the *inclusion* of rural young people might be more important than addressing the exclusion of urban young people in the program.

*The close-up view of geographic inclusion from the former crew:*

Former crew members interviewed came from a range of rural, regional and urban areas and from the ACT, NSW, Tasmania, Victoria and Western Australia. The table below shows the breakdown by states and territories.

Australian Capital Territory	1
New South Wales	3
Tasmania	2
Victoria	4
Western Australia	1
Total	11

**Table 9: Former crew participants geographical location**

Former crew members described YEYS as inclusive of participants from diverse geographic locations, and repeatedly mentioned “meeting people from other states” as a positive aspect of the experience and as a key indicator of the overall inclusiveness of YEYS. While ‘state identity’ (i.e. being a ‘Queenslander’ or a ‘Victorian’ for example) has not been the focus of previous social inclusion studies or studies of the Australian youth experience, the strength of both ‘State identification’ and the importance of ‘meeting people from other states’ was evident in the former crew interviews.

Former crew from cities also commented on the significance of the opportunity to mix with young people from the country. For example:

There were also a lot of students that came from rural areas, which I thought was fantastic. (Participant C4)

*The long-view from the parents on geographic inclusion:*

Two of the parents interviewed were from rural areas and one was from a major city. The parents from the rural areas commented that the benefits of the YEYS experience was particularly important for their children because they were from rural communities and were perceived as not having as many opportunities as young people from the city. One parent described the way that young people in rural areas can be disadvantaged by perceptions that they are not as confident or worldly as “city kids”:

It seems to be that if you're loud, brash, rude and can walk into meetings or whatever and tell them what you think of them, you'll get through. If you go in with manners and a gentle way about you, you just get told you're a baby and you need to go home and grow up [laughs]. (Participant F3)

This same parent also suggested that rural parents had less access to information about YEYS, and that this might restrict access to YEYS:

I had to find it myself because we lived in rural areas and a long way from the sea. So there isn't that sailing ship/boat contact. (Participant F3)

*The community-wide view on geographic inclusion:*

The community members interviewed were all from a small town in regional NSW. They also described the significance of YEYS in terms of reducing geographic disadvantage, particularly social isolation. For example:

Well, coming from a small town like Scone, there's a lot of disadvantage. We're certainly advantaged now by the likes of the Internet and things like that because you can contact the world straightway. We've just recently been in Europe and you can travel two hours and go through different countries over there where here, when we left Australia, we flew for five hours and we were still over Australia. So we're isolated. It gives them a different outlook on life. Yeah, a different – the perspective of not being in a small town because they're not the only ones on the boat. There's people from other areas as well. That's where there's a lot of communication and swapping of ideas. (UH3)

The inclusion of young people from throughout the states and territories of Australia is an important feature of the inclusiveness of the program. YEYS is an important 'exposure' experience, exposing individuals to people from other places, particularly other states.

Young people in rural areas are seen (by former crew, parents and community members) to face particular disadvantages - isolation, lack of contact with a broad range of people, discrimination - that inclusion in YEYS can ameliorate. In addition, young people from the city claimed benefits from meeting rural young people through YEYS.

Cultural inclusivity:

*The birds-eye view of cultural inclusion from the data set:*

The data collected about cultural diversity is not comprehensive as answering questions about cultural background was optional. The questions that were intended to capture cultural background were "Do you associate with other cultures?" and "Do you associate with Indigenous Australian or Torres Strait Islander culture?". Because of the ambiguity of the phrasing, this data tells us little about the numbers of crew from culturally and linguistically diverse backgrounds, or numbers of Indigenous crew. The information does indicate that for a very small number of the crew, the question was meaningful and the data indicates that a small proportion of crew members identified as being associated with a different culture.

*The close-up view of cultural inclusion from former crew:*

All former crew interviewed were born in Australia, and none identified as Aboriginal or Torres Strait Islander. English was the main language spoken at home by all participants, although one participant also spoke Macedonian at home.

Former crew noted the lack of cultural diversity in the program, mainly via comments about the 'whiteness' of the their fellow crew members. For instance:

So age-wise we had a big bracket, but I think everyone in the group was Caucasian. One of the Youth Crew was French by birth but I think he's an

Australian citizen now. Sorry, just running through the crew in my head.  
(Participant C6)

When I went on my voyage we were mostly all white. (Participant C4),

Currently, one in four Australians were born overseas, and 44% of Australians have one or more parent who was born overseas. Two million Australians speak a language other than English. According to the CALD Youth Census Report 2014, 25% of all youth aged 12-25 in Australia come from a CALD (Culturally and Linguistically Diverse background). The distribution of CALD youth across the States and Territories of Australia matches the distribution of the Australian population. The five top countries of birth of CALD-born youth are China, India, the Philippines, Malaysia and Hong Kong. Refugee born CALD youth come from Afghanistan, Iran, Iraq, Burma, Congo and Sudan. The five top languages spoken at home by CALD youth are Mandarin, English (15% of CALD homes), Cantonese, Arabic and Vietnamese.

Three percent (nearly 700,000) Australians identify as Indigenous, and of these 20% are aged between 15 and 25. This is higher proportion of young people in the Indigenous population than in the Australian population generally. Contrary to popular representations, 66% of Indigenous Australians live in the Eastern states, and in 2006 the majority (75%) of Aboriginal people lived in cities and non-remote areas: 32% lived in major cities, 21% in inner regional areas and 22% in outer regional areas.

The lack of representation of CALD or Indigenous young people in the interview studies means that there was little information provided on the experience of cultural inclusivity. However, former crew were conscious of the *cultural exclusivity* of YEYS, and, as discussed in the next section, did not feel YEYS provided an opportunity to develop cultural competency because the experience was perceived to be monocultural. Thus young people regarded that the lack of cultural inclusivity was a limitation of their own experience. Some suggested that the experience would be of benefit to young people of other cultures. For example, one former crew member specifically mentioned that more effort should be made to encourage and include young Aboriginal people:

I think it would be nice if they maybe made it a lot easier for Indigenous kids to participate - I know there are a lot of things out there for them but I think from my very, very small encounters and relationships with them that it would be really beneficial if they in particular had a great deal of aid to participate.  
(Participant C)

YEYS was considered a 'white' experience by former crew members. For YEYS to be numerically inclusive of young people from CALD backgrounds, the expectation would be that around 25% of crew would be from a CALD background. Similarly, for YEYS to be numerically inclusive of young Indigenous people, the expectation would be that 3 per cent of the intake would be Aboriginal or Torres Strait Islander.

If attempts are made to achieve numeric cultural inclusivity it would be useful to determine whether or not the on-board experience of inclusivity is shaped by monoculturalism or 'whiteness', and, if so, how a more multicultural program could maintain the sense of belonging that is developed in the program.



## **RESEARCH QUESTION 2: Does the Young Endeavour Youth Scheme contribute to the social inclusion of participants?**

Former crew, parents and community members were asked about the relationship between YEYS and the dimensions of social inclusion:

- Capacity to participate in education
- Capacity to participate in employment
- Capacity to participate in social and cultural life of the nation
- Capacity to participate in the civic life of the nation, including political, community and voluntary activities.

One former crew member made connections between many of these dimensions in a single answer. She stated:

So before I got on the Young Endeavour I was quite shy, just sort of didn't have a lot of confidence at uni, so like the lecturer might ask a question, I knew the answer but I wouldn't say anything so, but the Young Endeavour just by the sheer fact that I'd sailed this huge ship and on one day it was just the kids sailing this huge ship for a whole day, a whole 24 hours to Tasmania and I don't know it just, the fact that I'd done that just wildly increased my confidence and you know being told by my staffie that you know don't, you should be more confident, don't let, you know have faith in yourself. So after I came back I was a lot more confident, my grades improved, I got more involved in university life, I got a new job that paid a lot better, my relationships with my friends improved, I made a lot more new friends and yeah it definitely had a positive impact in my confidence, in my ability to contribute more and to I guess improve my life and get more out of my own life was the result of that. (Participant C4)

One of the parents was also adamant that YEYS contributes to the life of the nation, and suggested it should be available to more young people:

It does but I think they should increase the opportunities and the number of sailings. Well I don't know how many kids went, 10 or 20, I mean Australia's got 13 million or whatever it's got. They should have more voyages and more children. (Participant F1)

One community member described the contribution made by YEYS as 'adding value', not just to individuals, but to the community:

Those kids that go on there, they know that they come back and they add value even to their own communities, whether it be their own sporting team, or their own school community or whatever they're involved with. They bring back experiences, impart that knowledge and add value in their own way. That's a glimpse as to what they can do with their life. (UH1)

Most participants, in contrast, were less direct about attributing social inclusion capacities to the YEYS experience, or highlighted particular dimensions over others. The following sections describe responses relating to each dimension in turn, as and where they were discussed by former crew, parents and community and members.

Capacity to participate in education

*The close-up view from former youth crew:*

Ten former crew had completed Year 12, and one was in the process of completing Year 12 at the time of interview. Nearly all (8 out of 11) were currently studying. Seven were enrolled at university. One was enrolled in high school. Two others had completed either an undergraduate degree or a certificate at TAFE. Apart from the Year 12 student, only one participant did not have any post-school qualifications.

**Table 10: Level of Education**

Level of Education	Number of Participants
Currently enrolled in High School	1
Currently enrolled in Bachelor degree	5
Currently enrolled in Postgraduate degree	2
No post-school qualifications	1
Holds TAFE Certificate	1
Holds Bachelor degree	1
TOTAL	11

For some former crew, YEYS had an *indirect influence* on their capacity to participate in education, and on their learning and educational opportunities. For example, a few people mentioned that the experience improved their education experience by helping to improve their relationships with people, including teachers. For instance:

I'd say probably it would've had a good benefit sort of understanding people and better relationships with people, I suppose it sort of helped with education and that sort of showed the bigger picture I guess. (Participant C2)

Others suggested that sailing on the Young Endeavour renewed their interest in learning:

Yes well kind of like making, made me want to go out and learn rather than just sitting back – through high school and that I just kind of cruised by and just did the minimum work, it kind of like kick-started me to see that I can make a difference, I can do this stuff and can lead. (Participant C3)

Similarly, the development of confidence and self-esteem, was noted by Participant C4:

It sort of helped me out a lot like my grades improved, I participate a lot more in university life and I sort of stopped being afraid of a lot of things and just went for it, yeah because being afraid of everything, when I look back at it, it just sucks,

you don't get to do anything, you don't see anything, you just sit there hiding all the time, it's not fun. (Participant C4)

One former crew suggested that her experiences with the Young Endeavour have helped her with her studies to be a nurse, pointing out that it has helped her become more determined:

I think that's helped me in my studies because if a patient or something is injured or hurt, and the family's breaking down, we have to be able to get up and keep going, rather than lay down and cry with them. Yeah, I think in that instance it's helped me to be more determined, to be more persistent. (Participant C7)

*The long-range view from parents:*

Two of the parents had more concrete examples of the ways in which YEYS impacted on their child's capacity to participate in education. One mother explained:

It did have a little bit of impact on it 'cause his next report was much better. His school reports have been getting better and better. Because they told him he needed to come prepared for classes in the reports, that's before he went on the boat. And the one just after he came back from the boat said he has improved. So, yeah, I think it might've had an impact on his ability to concentrate better. (Participant F2)

Another explained the way YEYS assisted her dyslexic daughter in education:

The youngest one is dyslexic. So she was already behind the eight ball. That's where a lot of the bullying and stuff came. For her I guess it was just giving her that inner strength to say, "Give it your best shot. Just nose down and do it." That's basically what she's like. She's got a brilliant work ethic, which I think has probably been a little influenced by being on the Young Endeavour, by being part of a team. (Participant F3)

*The community wide view from community members:*

One of the community members attributed the capacity of young people to 'pursue their dreams', including further education, to the Young Endeavour experience:

There are children who have gone on to, whether it be further educate themselves or chase a particular dream that they've always had and always wanted, but they haven't necessarily had the confidence to pursue it. That's the key. (UH1)

Some former crew, parents and community members, identified a relationship between YEYS and the capacity to participate in education. This relationship was discussed in terms of YEYS instilling confidence, organisational skills, determination, teamwork and new knowledge of the world. These attributes were seen to be connected to educational participation and success.

## Capacity to participate in employment

### *The close-up view from former crew:*

Most former crew were working in casual or part-time jobs while completing their studies. Six of the students were employed casually, one worked part-time, one worked full-time and one was involved in job-seeker training while completing his final year of high school. The two non-students worked full-time. The following tables provide a breakdown of their occupations.

Administration	1
Barista/Surf Lifeguard	1
Job-seeker training/enrolled in Year 12	1
Pharmacist	1
Pool Lifeguard	1
Public Servant	2
Retail	2
TOTAL	9

Administration	1
Barista/ Musician	1
TOTAL	2

Several former crew made links between participating in YEYS and their capacity to participate in employment. In particular, they mentioned the way that skills they learned onboard impacted on their employment experiences. For example, a former crew member who worked in an outdoor retail store suggested his leadership skills improved through his participation in YEYS and that after he returned he received a promotion to manager:

It helped a lot in that because I was actually working full-time and at the time it helped a lot with my job because I came back and within two months I was a manager of a store – you know and because of that leadership and more, so yeah.  
(Participant C3)

In the main, these former crew described the relationship between YEYS, skill development and capacity to participate in employment as an *indirect relationship*. For example:

It's not like I was on the Young Endeavour and decided then that I wanted to join the Navy, it's not anything as direct as that. I think probably what it has given me is that I was able to really develop a stronger sense of self and self-

confidence and leadership skills and those factors have obviously influenced my career along the way but I don't think they're sort of a direct connection that I was on the ship and therefore I could achieve these specific steps. (Participant C8)

Two former crew suggested that YEYS had shaped their participation in employment more directly. They indicated that sailing with the Young Endeavour had influenced their career choices. For instance:

What has changed is I now threaten to run away and join the Navy and I let my family know that I'm actually kind of serious when I say that. I've been part of the tall ships community now, I hear about ships that need crews, so they're aware that I may any moment decide to go and join the Soren Larsen in South Pacific or down in Europe or something. (Participant C6)

I'm studying nursing but I want to do, like, sort of expedition medicine, that's on my plan. Like, nursing on ships or go in the middle of the bush or something like that with a team.... Actually, I never really picked sailing, I thought like a cruise ship maybe, I don't know something bigger, but now I'm a bit more inspired by the ship, like a ship with one person maybe, even a smaller ship or in the Navy going around the world, something like that. I'd like to include both. I've always been an aquatic kid but I think the Endeavour showed me how tight the team can be on a ship. (Participant C5)

*The community-wide view from community members:*

The three community members all cited specific examples of YEYS impacting directly on young people in their community's participation in employment, and participation in YEYS was represented as an employment 'advantage' for young people. For example:

I think kids come off the ship and realise that they can do whatever they want to do. Where they might have had doubt in their mind beforehand, it gives them that ability to come off and go, "I don't want to do that now. I really want to do this other thing that I've been tossing up." I have heard kids say that to me on a couple of occasions. I've also known that been on the Young Endeavour has had a positive impact with kids getting into different sections of the armed forces. Yeah, it's interesting. (UH2)

We had a young boy a few years ago who I think he ended up in the air force. It was - he didn't quite have enough of whatever he needed but the fact that he'd been on the Young Endeavour ship put him at another level to the other kids that he was there with. They look at it positively. A lot of employers know about the Young Endeavour Scheme. (UH2)

They do look at that in a very positive light. I've had a parent come back to me and say - because we give all the kids a nomination certificate. I say to them, "Put it in your resume even if you don't get on the ship. Put this nomination certificate in your resume." I had a parent come back to me whose son had gone for a job after he finished school. He had his nomination certificate in the resume.

Apparently most of his interview was taken up talking about his Young Endeavour nomination. He didn't even get to go on the ship. (UH2)

The Young Endeavour it's just one of those things that gives the young person the edge over someone else if they haven't done it. (UH3)

I think, from an employer's view, if they know someone's been on the Young Endeavour, they know someone's been a team worker. They're, I think in my mind, more employable than someone that hasn't. (UH3)

The community members framed the relationship between YEYS and capacity to participate in employment through the concept of 'employability'. This was a way of describing the relationship between transferring the skills and qualities developed on the Young Endeavour into the world of work. In addition, they suggested there is community recognition that YEYS gives young people the qualities required in the workplace. The following quote illustrates this view:

Going through that, it has to make them more employable. If you think about it from an employment perspective/career perspective, everyone needs to make sure that they do whatever they can as an individual to make themselves employable, whether it be educating themselves. But, as an individual, you need to make sure that you take responsibility for that. There's a certain age where the confidence to accept and run with that responsibility kicks in. Having an experience like they do on the Young Endeavour allows it --I often find that that's a bit of a kick-in point, if you like. That's the trigger for them as individuals to realise --to actually get a deep understanding of what accepting personal responsibility is all about. (UH1)

Both former youth crew and community members identified a relationship between YEYS and the capacity to participate in employment.

Former crew identified self-confidence and leadership skills gained on the Young Endeavour as associated with success in employment. Two former crew also associated YEYS with shaping career choices.

Community members suggested that YEYS assisted young people to gain employment, particularly in defence jobs, providing participants in their community with a career advantage - 'an edge'. Community members represented this edge in terms of 'employability', which was described as the capacity to work as part of a team, and take personal responsibility.

#### Capacity to participate in the social and cultural life of the community

##### *The close-up view from former crew:*

Nearly all former crew reported that YEYS expanded their social networks. For example:

Impact in a good way – made a lot more new friends around Australia – quite good friends...It's amazing how close you become with people when you're confined to a boat. (Participant C10)

Overwhelmingly, they stay connected through Facebook, as most have a group Facebook page set up for their particular voyage. The following quotes indicate the popularity of the social media site for staying in touch with fellow crew members:

Yeah, yeah. I made some great friends on Young Endeavour. I still talk to a few of them because they're from, like, all over Australia. Yeah, so one girl is actually from Nowra and I didn't even know she was from there till half way through the trip, which is where I am. Yeah, so now that I go to Uni up there, I catch up with her for lunch sometimes. It's cool that you can still keep relationships up with people even though you don't see them. With social networking and Facebook and all that these days it's so easy for me to just put a photo up and people from like, my friend from Tasmania that I made, she'll comment on it. You're still talking to people from all over Australia, which is cool. (Participant C7)

I'm still, yeah, keeping in touch with a few of the people I met on board. I'll probably stay really good friends with them. I've got a couple of them coming out to visit in the next month or so. (Participant C11)

Good old Facebook is awesome. When we got our phones we all exchanged numbers too, we got, they printed out the contact sheets that the Navy has and they gave us all a copy. (Participant C6)

One participant commented that sailing with the Young Endeavour has had an impact on his social networks because students at school all wanted to know how the trip went:

More friends at school and leisure activities. They all want to know how I went. (Participant C9)

Former crew also emphasized the significance of YEYS in the development of their social skills, particularly confidence in social situations and communication skills. One participant shared a story about one of her fellow crew members, whose time on the voyage definitely improved his communication skills and self-perception:

We had a guy that went on it, and he was so lovely. He was a bigger boy, and he was very into his X-Box and stuff and he went on it so that he could learn how to talk to people. He told us that and we were like "My God", because he said he was really struggling socially, and he wanted to learn some new social skills. I was like "Wow", it was such an achievement for him because he wouldn't talk to a girl, he just wouldn't, he would just not do it. By the end of the trip we were all friends with him and he was so nice. (Participant C7)

Several participants discussed the ways in which the Young Endeavour contributed to the development of their communication skills by teaching them to communicate and work with a broader range of people than they were used to, as the following quotes demonstrate:

It taught me that you, I guess that you really need to be a good communicator especially when giving instructions, following instruction and trying not to like obviously if you stay in the same sort of social circle your whole life you don't realise that some of the things you say would be offensive to other people – I guess it's being aware of how other things might be seen by other people and just being, not restrictive, but just being a bit cautious with like some jokes and things like that. (Participant C4)

I guess you knew everyone really well and you lived in each other's space, so you had to get along and even if you didn't you kind of did anyway. Like, you'd find niggles in people's personalities that gave you the shits or something but then you'd like work around that, you'd find bits about that person that you love. So, being in such a close proximity you were able to ignore the things that you don't like and love the things you do. (Participant C5)

It gives young people opportunities and exposes them to other people, issues and challenges and experiences that they wouldn't otherwise. And particularly for younger people that can be a really forming experience in terms of, I guess overcoming prejudices and understanding equality and working with different people and respecting diversity. (Participant C8)

Former crew were asked directly if YEYS contributed to the development of cultural competency, or the capacity to engage with people from cultures other than their own. Former crew suggested that it was not possible to make an association between YEYS and the development of cultural competency as, from their perspectives, the voyages were not culturally diverse. For example:

Maybe not cultural competency because there wasn't really cultural diversity on the ship. (Participant C5)

I suppose culturally probably not, cultural sensitivity. We sort of – it was a very Caucasian crew. So there weren't any new people or cultures that I was aware of. (Participant C11)

*The long-range view from parents:*

All of the parents suggested that YEYS contributed to their children's capacity to participate in social life, and this enhanced their child's well-being and opportunities. One parent commented that YEYS had transformed her formerly withdrawn daughter:

Yeah, no, she's got a broadened circle of friends, it encouraged a lot of confidence and just meeting people from across the country and a variety of backgrounds. ...Yeah, it just increased her confidence. She was very withdrawn before, she sort of come out of her shell a bit. (Participant F1)

*The community wide view from community members:*

All of the community members suggested that YEYS contributed to young people in their community being able to participate in social life. Community members particularly emphasised the development of qualities such as *acceptance* and *tolerance*



that are important for community wellbeing. For example, one community member commented:

Yeah, and part of it is learning to be accepting and more tolerant of people. You are living in confined quarters. Some people experience physically some of the worst times in their lives, i.e., you go on a 10-day voyage, and your head is hanging over the side and you're vomiting for eight or nine of those days, you clearly are not at your best [laughs]. So being able to have people who might not necessarily walk onto that ship with the required level of tolerance in their personalities. They certainly come away with it because you have to help each other. (UH1)

YEYS contributes to young people's capacity to contribute to the social life of the nation by: expanding individual young people's friendship networks to include people from across Australia and from a variety of backgrounds; improving communication skills to enable people to communicate and work with others; and increasing acceptance and tolerance of others.

The YEYS experience does not appear to contribute to young people's capacity to develop specific skills in cultural competency or to engage in culturally diverse settings, although developing general communication skills, tolerance, respect and encountering other forms of diversity (eg age, gender, geographic diversity) may flow on to operating in culturally diverse settings.

#### Capacity to participate in the civic life of the nation, including political, community and voluntary activities

##### *The close-up view from former crew:*

No former crew identified as being involved in any political movements or groups. Only one participant mentioned "sort of" being involved in her student union at university. As studies by Vromen (2003; 2012) and Harris and colleagues (2007) demonstrate, youth political engagement is not always signified by membership of a political party or union. Instead, involvement in politics is understood more broadly, to incorporate different sorts of social and community participation. Their research highlights that there are activities that young people are involved in which can be understood as political participation. For example, Harris et al (2007: 23) discuss the way young people join sporting associations, religious organisations and online groups as evidence of engagement in the civic life of the nation.

Although not engaged in political activity, the vast majority of former crew *were* engaged in organised community activities. According to data from the ABS (2011) 27.1% of 18-24 year olds, and 29.5% of 25-34 year olds take part in volunteer work. Although the sample in this study is small and not generalisable, it is interesting to note that approximately 82% of the former crew interviewed were currently engaged in some sort of voluntary work. Nine out of the eleven former crew members were involved in volunteer activities. These included involvement in things such as St John's ambulance service, assisting with white-water rafting competitions, Scouts, the rural fire service, university student union.

**Table 13: Participation in voluntary activities**

<b>Participant</b>	<b>Voluntary Activities</b>
C1	No
C2	Scout leader
C3	White water rafting support unit
C4	Student union and student member for faculty
C5	St John's Ambulance and Anglican school camps
C6	Volunteer crew on tallship
C7	Surf life saving
C8	'Big Sister' with Barnados
C9	No
C10	St John's Ambulance and coast guard
C11	Rural Fire Brigade (CFA)

A few participants connected their Young Endeavour experience and their volunteer work. For example, one former crew talked about the way the Young Endeavour scheme made her more outgoing:

It's made me a little bit more outgoing. I've just joined St John's. I know St John's really has nothing to do with the Young Endeavour but... (Participant C10)

One former crew said that the Young Endeavour had had an impact on her volunteer work and that she had been inspired by some of the crew she met while on board:

I think yes, when I, the voyage that I went on, there were a few people there that were actually were there as a result of community service, so there was one guy who is a volunteer fire fighter in South Australia, and he by his fantastic dedication to his community for the last oh how many years like last eight years had won a place on the Young Endeavour. This is a guy that regularly puts his life in danger for people that probably could not give two finger lengths of a thought for him, so I think definitely it would have inspired me to do a lot more community work. I can't actually volunteer a great deal because I'm kind of between uni and working, but I do try to contribute to my community when I can, so I try getting involved in the society at my university and the faculty board to I guess give a voice to the people I study with, so I would say yes. (Participant C4)

Another former crew began volunteering with her local tall ship after completing YEYS:

Yeah, as soon as I could I signed up as volunteer crew on the tall ship in my state. So, at the moment I'm a qualified, I'm a competent deck hand and eventually I'm hoping to get all my competencies signed off to become a leading deck hand. (Participant C6)

However, some former crew had already been involved in voluntary community work prior to YEYS, suggesting YEYS might *attract* young people with existing capacities or interests in participating in civic life. For example, one former crew explained:

Well, like I said, I'm already fairly heavily involved in the local fire brigade volunteer work, which I was already a member of before I jumped on the ship. I haven't really got time to do anything else so, no, I can't really say that it's had much of an impact there. (Participant C11)

*The community-wide view from community members:*

Community members made connections between YEYS, civic participation (such as volunteering and community work) and political participation. From their perspective, the young people who had participated in YEYS in their community went on to become involved in voluntary and community activities in their community and these activities could be seen as preparation for - and conducive to - involvement in formal political life. For example:

I think for those people who have a personality that is conducive to learning about leadership, the political aspects can come into play. When I say that I'm thinking they tend to be more in tune or more inquisitive about the decision-making process of governments, for example, and particularly local government because they've got some direct connection there anyway as a result of this Young Endeavour Scheme. (UH1)

I know of others who actively get involved. I know people of a similar age who will get involved in sporting clubs, community groups, regardless of what their pursuits in life may be. They'll get on committees all of a sudden. They'll actively --or be an active member of that committee, not just be a member of the committee. Invariably they end up being the treasurer, secretary, running the show, whatever the case may be. (UH1)

I think you might find there's a few leaders come out of that over the years. That's down the track. If someone sort of stands up and their CV says, "I've been on the Young Endeavour," I think that'd be a good tick. (UH3)

YEYS contributes to young people's capacity to participate in the civic life of the nation by inspiring young people to participate in community and voluntary activities.

Community members suggested that YEYS is associated with developing young people's capacity to participate in political life by fostering leadership, involvement in local organisations and interest in government decision-making processes.

## **Conclusions:**

This research explored how inclusive the YEYS program is and the extent to which the program contributes to the social inclusion of young participants in Australian society. Both of these dimensions of the program were investigated from the 4 perspectives: a 'birds eye view of the YEYS database, interviews with former youth crew, interviews with parents of former youth course and interviews with community members in a regional community that has a history of supporting young people to participate in YEYS. Overwhelmingly, YEYS was considered an inclusive experience for the young people who participated on it. The structure of activities – such as teamwork, night watches, commanding the ship - contributed to the subjective experience of inclusion. The following provides a summary of the conclusions drawn from the research:

### **The Young Endeavour Experience**

Why do young people go on the Young Endeavour?

- Former crew saw YEYS as an 'opportunity' to be taken up.
- Parents represented YEYS as a 'solution' to challenges their children were facing in their lives.
- Community members represented YEYS as an important 'social exposure experience', exposing young people from their community to the world.

What are the broad effects of the Young Endeavour?

- Overwhelmingly, former crew, parents and community members regarded YEYS as an extremely positive program and experience.
- Former crew regards YEYS as a site of learning: about teamwork, about leadership, about other people, and about themselves.
- Parents regard YEYS as more than an educational program: it was seen as an intervention in the lives of their children.
- Community members' consider the YEYS experience of benefit beyond the individual to the wider community. The YEYS experience changes how the community views young people generally.

### **Is the YEYS program inclusive?**

Participants' sense of belonging:

- Overwhelmingly, YEYS was considered an inclusive experience for the young people who participated on it.
- The structure of activities - teamwork, night watches, commanding the ship - contributed to the subjective experience of inclusion.

Gender:

- Gender inclusivity *is a strong feature* of YEYS: of the 11,433 former crew (1988-2013) almost half are male, half are female.
- In addition to the numerical equality of males and females on voyages, the program and its impacts do not appear to be gender differentiated.

### Socioeconomic status:

- For a user-pays program, it was found that YEYS is 'open' to people from low socioeconomic areas and to people experiencing individual and family hardship. Over 2,000 crew have come from disadvantaged areas of Australia; 192 people experiencing individual or family hardship have received financial assistance since it was introduced in 2008 (7% of crew since 2008).
- There is an over-representation of crew from high socioeconomic areas and an under-representation of crew from low socioeconomic areas.
- Former crew and parents suggest measures to change the distribution of advantaged and disadvantaged young people, including recruiting more people from disadvantaged backgrounds and continuing and expanding the provision financial assistance, would be beneficial.
- The setting of targets for community and corporate sponsorship and financial assistance, linked to the rate of young Australians living in poverty (currently 11.5%), may provide a benchmark for addressing the under-representation of crew from low socio-economic areas.
- YEYS has an existing culture of not emphasising socioeconomic differences between crew members and not stigmatising young people who receive financial assistance. The current processes for awarding financial assistance and recruitment of disadvantaged young people may assist in maintaining this culture.

### Geographic diversity:

- The inclusion of young people from throughout the states and territories of Australia is an important feature of the program.
- The geographic diversity of YEYS crews is perceived to contribute positively to the 'exposure' experience for individuals.
- There appears to be a numeric bias toward recruiting rural and remote young people and away from urban young people.
- Young people in rural areas are seen (by former crew, parents and community members) to face particular disadvantages - isolation, lack of contact with a broad range of people, discrimination - that inclusion in YEYS can ameliorate.
- In addition, young people from the city claimed benefits from meeting rural young people through YEYS.

### Cultural inclusion:

- The dataset does not contain information on CALD (Culturally and Linguistically Diverse) background or Indigeneity of crew. However, for YEYS to be numerically inclusive of young people from CALD backgrounds, the expectation would be that around 25% of crew would be from a CALD background. Similarly, for YEYS to be numerically inclusive of young Indigenous people, the expectation would be that 3 per cent of the intake would be Aboriginal or Torres Strait Islander. YEYS does not appear to be approaching these benchmarks.
- YEYS was considered a 'white' experience by former crew members and was represented to be not fully 'open' to people who are not Caucasian.

- If attempts are made to achieve numeric cultural inclusivity, it would be useful to determine whether or not the existing on-board experience of inclusivity is shaped by monoculturalism or 'whiteness', and, if so, how a more multicultural program could reproduce the sense of belonging that is currently developed in the program.

### **Does the Young Endeavour Youth Scheme contribute to the social inclusion of participants?**

#### Capacity to participate in education:

- A relationship between YEYS and the capacity to participate in education was identified by some former crew, parents and community members.
- This relationship was discussed in terms of YEYS instilling confidence, organisational skills, determination, team work and new knowledge. These attributes were seen to be connected to educational participation and success.

#### Capacity to participate in employment:

- Both former youth crew and community members identified a relationship between YEYS and the capacity to participate in employment.
- Former crew identified self-confidence and leadership skills gained on the Young Endeavour as associated with success in employment.
- Two former crew associated YEYS with shaping career choices.
- Community members suggested that YEYS assisted young people to gain employment, particularly in defence jobs, providing participants in their community with a career advantage - 'an edge'.
- Community members represented YEYS as enhancing 'employability' which was described as the capacities to work as part of a team and take personal responsibility.

#### Capacity to participate in social and cultural life:

- YEYS contributes to young people's capacity to participate in social life by: expanding individual young people's friendship networks to include people from across Australia and from a variety of backgrounds; improving communication skills to enable people to communicate and work with others; and increasing acceptance and tolerance of others.
- The YEYS experience does not appear to contribute to young people's capacity to develop specific skills in cultural competency or to engage in culturally diverse settings, although developing general communication skills, tolerance, respect and encountering other forms of diversity (eg age, gender, geographic diversity) may have a flow on effect to culturally diverse settings.

#### Capacity to participate in civic and political life:

- YEYS contributes to young people's capacity to participate in the civic life of the nation by inspiring young people to participate in community and voluntary organisations.
- Community members suggested that YEYS is associated with developing young people's capacity to participate in political life by fostering leadership,

involvement in local organisations and interest in government decision-making processes.

## REFERENCES

- Capurso, M., & Borsci, S. (2013). Effects of a tall ship sail training experience on adolescents' self-concept. *International Journal of Educational Research*, 58, 15-24.
- Deane, K. L., & Harré, N. (2014). The Youth Adventure Programming Model. *Journal of Research on Adolescence*, 24(2), 293-308.
- Finkelstein, J., & Goodwin, S. (2005). *Sailing into the Future*: University of Sydney.
- Harris, A., Wyn, J., & Younes, S. (2007). Young people and citizenship: an everyday perspective. *Youth Studies Australia*, 26(3), 19-27.
- Henstock, M., Barker, K., & Knijnik, J. (2013). 2, 6, Heave! Sail Training's Influence on the Development of Self-Concept and Social Networks and Their Impact on Engagement with Learning and Education. A Pilot Study. *Australian Journal of Outdoor Education*,
- Hugo, G., McDougall, K., Tan, G., & Feist, H. (2014). The CALD youth census report 2014.
- McCulloch, K., McLaughlin, P., Allison, P., Edwards, V., & Tett, L. (2010). Sail training as education: More than mere adventure. *Oxford Review of Education*, 36(6), 661-676.
- Vromen, A. (2003). Traversing Time and Gender: Australian Young People's Participation. *Journal of Youth Studies*, 6(3).
- Vromen, A. (2012). New forms of participation and social movements. In R. Smith, A. Vromen & I. Cook (Eds.), *Contemporary Politics in Australia: Theories, Practices and Issues* (pp. 199-210). Melbourne: Cambridge University Press.
- Saunders, P., Naidoo, Y., & Griffiths, M. (2008). Towards new indicators of disadvantage: deprivation and social exclusion in Australia.
- Whiteford, P. (2001). 'Understanding poverty and social exclusion: situating Australia internationally' in Fincher, R. & Saunders, P. (Eds.). (2001). *Creating unequal futures?: Rethinking poverty, inequality and disadvantage*. Sydney: Allen & Unwin.