This Issue... Next Issue

Connect last published an 'index' in issue 17, way back in October 1982. Since then, and in response to many queries, we've been meaning to get round to up-dating it. Somehow, there were always more urgent things to do.

But we've now taken the time to put together the first part of that index - and it is contained in this issue.

This index will enable you to find all relevant articles in Connect since issue #1 in December 1979. Remember that there are 6 issues of Connect a year - that will enable you to see how old the account of a project is.

We hope that you will use this index. We have reasonable supplies of most back issues in stock and these can be ordered using the form on page 20.

In next issue, we hope to bring the complete list of articles available on photocopy up to date. There are now over 300 articles on file and much important back-up material to the regular articles are held here.

But that also depends on articles you are interested to read and write. We already are holding over an interview about the Paradise Project in Vermont (USA) - publishers of Noun - and other articles are promised.

So, write for Connect. And pass on the word about subscribing to Connect to friends and colleagues.

Roger Holdsworth

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Southern Area (SA) student workshop: the basis for area elections for the State Council of Students.

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State Council of Students
Training Camp

APRIL 1987: PORT ELLIOT

"Talk with students, keep them informed, find out their concerns and issues - then deal with them."

"I really enjoyed meeting new people and mixing with them. On this camp, you are treated like someone special. I felt like I belonged."

After nearly two years' of work since its inception, the South Australian State Council of Students' first statewide training camp was about to happen.

This was the third attempt to organise the camp, and much cooperation had occurred to get to this point. PEP had supported the development of student district networks in most of the areas, and there were thousands of secondary students into various aspects of student participation; the Education Department had lent the support of a Ministerial Advisor; several thousand dollars had been obtained from various sources.

I watched the students gather at the Central Bus Depot, waiting outside the bus that was to take them to the three-day camp: students from Milthorpe, Leigh Creek, Mt Gambier, Peterborough, Adelaide - in fact from all areas in the state. Many knew no other students there, and there was a mixture of feelings: uncertainty, apprehension and excitement. After all, the camp had been given high status by the letters of invitation to attend being signed by the Director-General of Education himself. Only a few students knew of the real significance of the camp: that the future of the State Council and therefore the directions of student participation in the state (and perhaps even Australia) could be influenced by the outcomes of this camp.

Exaggeration? You might think so, but the State Council of Students (SCOS) was the first state-based student structure in Australia in the 80s and led the nation in that sphere of student participation. Other states such as Victoria, have had a stronger school base of support for student participation but have lacked a forum through which senior education personnel can have regular contact with students representing the rest of the state's secondary students. SCOS's school and area base was still embryonic and fragile, and a good part of the support base - PEP - was about to disappear.

Unless valued communication mechanisms - amongst the key students, between them and other secondary students, between them and key school and systemic decision-makers - were addressed; unless adequate support structures and resources were established; unless a real sense of ownership of purpose and forward planning were achieved, then SCOS would die and a mere token left in its place.

The Ministerial Advisor, support teacher and myself drove separately. The students took care of themselves. After all, these students, ranging in age from 13 to 18 years, were some of the state system's finest - schools seldom send problematic students to such events. Some of the older students had been handed the job of caring for younger students and of making sure everyone was talking etc.

We arrived at St Luke's, Port Elliot at 10.30 am on a day of predicted 35°C temperatures. No matter what the program demands, there was no way these students, particularly those from the inland, could be denied some time to play in the sea at the famous Boomer Beach.

The student had begun the process of getting to know each other and some wanted to bunk in rooms with their new mates. Good - because none of the agenda items would mean much unless the students felt a sense of bonding, comraderie and group belonging. The program had to fit their needs, not vice-versa, and so was very flexible. We couldn't presume to know all the things the students wanted to address until they were
given a chance to express their concerns and some wouldn't do that until they were given permission to and felt comfortable doing it.

In the first couple of hours of the program, rules, aims, expectations and programs were discussed and shared, formal get-to-know-you exercises done and some basic skills like working in groups and negotiation learnt. Lots of negotiation ensued: time for the beach included on the program; other work to be done at night. Students' issues were written up and the day's program was rescheduled to cope with the changing needs.

One group exercise showed students' perceptions of SCOS:

**Positives:**
* breaks down barriers;
* trying to respond to problems identified;
* sharing problems with other students;
* sharing strategies about SRCs;
* learn general business skills;
* get in touch with political realities;
* shows young people can do things - can be responsible;
* have a say at all levels;
* work out ways of overcoming problems.

**Negatives:**
* not enough regular meetings;
* miss school work;
* lack of awareness/communication between students and other bodies in schools;
* poor minute keeping and distribution;
* no recognition;
* don't get time to do extra stuff;
* a lot of schools not represented;
* big publicity problem;
* apathy of students;
* perceived as 'un-cool';
* seen as siding with teachers;
* lack of support from teachers and students.

By about 7.30 pm, swims, meals and work was done for the day. Informal networking was taking place everywhere. Four students and myself retired to assess the day's events and to modify the following day's program.

Lights were supposed to be out by 11 pm. Most were in bed by about 1 am. Who has ever been on a camp where everyone is in bed by 11 pm? And the communication and sharing that was occurring was important.

Over the next two days, a lot of work needed to be done. Some important visitors were in attendance and strategies for engaging these people had to be ready. Increasingly, more of the students had to be taking over aspects of the conference.

The work proceeded at a rapid rate all day for both days. Despite tiredness, lots of coffee and associated toilet breaks, the students' enthusiasm, preparedness to learn and work together, astuteness and commitment were infectious, as was their sense of fun. Whenever visitors arrived (PEP support people, a Deputy Area Director, one of the top five in the Department and partner), the students involved them in proceedings, made them feel comfortable and discussed specific resource, communication and support issues.

What were some of the major outcomes and highlights of the camp?
* A Ministerial Advisor sitting on the ground playing games with the students and feeling very much at ease in the process;
* The senior departmental person and partner staying for five hours instead of their anticipated one; and stating to the students upon departure that the Department would support SCOS's endeavours;
* The area networks established in terms of basic communication mechanisms and support structures;
* Ministerial delegations organised with relevant agenda items;
* A student newspaper set in motion;
* The promise of (and soon to happen) the appointment of a half-time executive officer, with students involved in the job description and interview procedures;
* A buddy system implemented, with junior students linked to office bearers to learn the ropes and take the pressure off the senior students;
* Thirty-six students from across the state had become a unit;
A group of students set in motion the planning of the annual statewide SCOS conference.

What did the students say?
"Meeting the people and everyone talking and being interested in each other. The friendliness and the issues were interesting."
"The cooperation, interaction, sincerity, maturity, reliability, effort, enthusiasm etc, by all the students."
Students thought they could use:
"Yes, now I can go back to school and explain the SCOS structure to other students. Also, I can use information to contribute in area discussions etc."
"Great fun, worthwhile, top experience."
"I'd like to thank everyone involved with organizing the camp, as it was really worthwhile and great fun."

So overwhelmingly successful was the camp in so many ways that it was difficult to say goodbyes. I got quite choked up - I did have many vested interests in the camp working - and felt a sense of 'it will last'. The program was very difficult to implement with so much depending on it. Anyway, why shouldn't I have felt choked up and as pleased as punch. After all, inspiring, enthusing, facilitating, handing over power is draining and, when it works, cathartic. Such was the lot of this conference coordinator.

David Wright
Extended Care Services
PO Box 476, Unley SA 5061

Victoria

Disadvantaged Schools Program State Committee

In Victoria, the Disadvantaged Schools Program provides funds and support for 337 government schools which have been identified as disadvantaged because they have high proportions of students from poor, migrant, single parent and/or aboriginal families.

The DSP aims to improve the educational outcomes of students in these schools by encouraging the schools to provide an education which is more enjoyable and relevant. The DSP also aims to increase the participation of parents, teachers and students in decision making processes in schools.

At the Regional level, local committees comprising teacher, student and parent representatives from a cluster of schools provide support and have the responsibility for allocating funds to these schools.

The State Committee for the Disadvantaged Schools Program offers advice to the Minister for Education and develops policy for the state-wide operation of the Program. Apart from elected student representatives on this Committee, there are elected parents and teachers along with representatives from organisations and the Ministry of Education.

The DSP State Committee meets once monthly at 5.30 pm on the third Thursday of each month.

The State Committee also has a number of sub-committees including one on Student Participation which also meets monthly prior to the State Committee meeting.

Student representatives on the State Committee are expected to represent the views of students and actively participate in the development of DSP policy by:

a) attending all meetings and, where appropriate, subcommittee meetings;
b) reporting back to, and consulting with other students and, where appropriate, student groups;
c) participating in the Annual State Conference of the program.

The DSP State Committee has provision for six student representatives who would share two votes. Support is provided for student representatives by Program Staff. As well, any costs incurred by students in travelling to and from meetings will be met by the Program.
New South Wales

Each July since 1979, Youth Forum has held a three-day conference where young people express their opinions and plan to take action on issues that concern them.

We regret that, for financial reasons, Youth Forum will not be holding its annual statewide conference in 1987.

Background

Despite considerable effort devoted to a corporate fund-raising program over the last two years, Youth Forum has not succeeded in attracting the $150,000 needed to run our programs each year.

Because of the increasing seriousness of our financial situation in 1986, participants at the Youth Forum '86 were required to pay $250 per group rather than the usual $120. While this extra charge only met 3% of our budget, it caused many groups to withdraw their applications to attend and meant some hardship for others.

The option of increasing the participant charge in 1987 would only have increased the inequality of participants, and would not have substantially altered the budget deficit. A major part of the conference costs are travel and accommodation for participants and the '12-month leadership course for the Youth Committee who run the conference.

After an extensive lobbying campaign to all members of the NSW Parliament late last year, which involved young people and adults in every electorate, the Minister for Youth and Community Services granted Youth Forum $20,000 in response to our request for $40,000. The Minister indicated that this was a 'one-off' grant, not a commitment to on-going funding. Both the Minister for Education and the Department of Education have indicated that while they fully support our activities, they are unable to assist financially. The Department has, however, provided Youth Forum with office space at North Sydney since 1983, and is providing the office space for the YES program at the old Cleveland Street High School.

Despite the promises of continued support from our major sponsors, Esso Australia, Barclays Bank and Unilever Australia Limited, Youth Forum's Board decided in late February they could not commit Youth Forum to the costs involved in conducting Youth Forum '87.

In the current economic climate, Youth Forum could not expect the wide support it enjoys among students, teachers, principals, parents and community members to translate into sufficient funding to conduct its full program. Accordingly, it was decided to cut back on the administrative expenditure and concentrate on running the YES program.

Continuing Youth Effectiveness Skills (YES) Program

The YES program provides skills training, by young people, for young people, for schools and youth groups throughout NSW. In 1987, this program will have a major emphasis on skills for student council members. YES developed from the training courses conducted each year for the Youth Forum Committee and, in 1986, 545 young people participated in YES workshops. The program 'breaks even' on workshop costs through a modest charge to participants but requires funding for a coordinator, office expenses and updating program materials. The program is explained below in more detail.

The Board intends to continue its fundraising in the corporate sector to support expansion of the YES program and the development of further programs in the future. It is pleased to announce that Telecom Australia has contributed generously for this purpose.

New Address and Phone Number

We have a new address and phone number:
Youth Forum Limited,
PO Box 371, Strawberry Hills 2012 NSW
Phone: (02) 699,9138

Street address:
Intensive Language Centre,
Old Cleveland Street High School,
Cnr. Cleveland and Chalmers Street,
Surry Hills 2010 NSW

Julia Young
Executive Director
Youth Effectiveness Skills

YES - a program of skills development for young people, by young people - designed and run by Youth Forum.

Since 1979, young people involved in Youth Forum have been teaching other young people the skills they need to become more involved in their school or community, and providing them with opportunities to speak out on issues which affect them.

Early in 1985, groups such as school councils, International Youth Year groups and PEP began asking Youth Forum to run skills workshops to meet their particular needs - to elect student representatives to a Regional PEP Committee, to provide skills for students involved in special projects such as the Project for Girls, to provide skills for a Student Council.

Youth Forum began writing modules for these workshops and, more particularly, started providing more training for young people involved in Youth Forum so these skills workshops could be run by young people for young people.

Over 1500 young people have now participated in YES workshops.

How is a Workshop Organised?

An individual or group approaches the YES program with a problem or issue they need assistance with, for example, a student council that is not working well enough, or young people who need skills to be more effective on committees.

After talking with some people (including young people) from the group, YES designs a workshop to meet the specific needs of the group.

Trained young people from YES (one per 15 participants) run the workshop, usually at the client's venue (we can suggest other suitable venues - community or conference centres if necessary). YES provides all materials for the workshop.

A full report on the workshop is sent to the client group and any other appropriate people nominated by the client eg the School Principal.

Modules available include:

* meeting procedure - advanced;
* understanding problem solving;
* getting to know each other;
* report writing;
* introduction to assertiveness;
* understanding values; ours and others;
* using the media;
* making a presentation of your ideas;
* project planning skills;
* how to get support from people in your school;
* ideas for: activities, publicity, fund-raising;
* student council constitutions;
* keeping records of meetings;
* basic accounting for student councils;
* group development activities;
* fund-raising;
* public relations;
* introduction to networking;
* how to collect ideas in a group;
* working effectively in a group.

The most important aspect of YES is young people training other young people - these modules are NOT available without the trained group leaders to run them.

All workshops are run on a fee-for-service basis at approximately $12 per participant (March 1987). Please contact YES for exact costs of workshops. Costs are kept as low as possible and are subsidised by sponsors of Youth Forum Limited (a non-profit company). For longer workshops, we can also suggest possible guest speakers and run entertainment such as mini-olympics and trivia competitions.

Other skills modules can be developed to meet the particular needs of your group.

For further information about YES, contact:
Youth Effectiveness Skills Program,
Youth Forum Limited,
PO Box 371,
Strawberry Hills 2012 NSW
Phone: (02) 699.9138

(As we have a part-time coordinator, sometimes you will get our answering machine - please leave a message and we will get back to you as quickly as possible.)
Loftset Press Lives!

Ballarat-based education and student publishing service, Loftset Press, lives again and will join the Ballarat Community Education Centre to further broaden the range of services offered by the centre.

Loftset was forced to close its doors just before Easter after nine months operation during which time it produced a great variety of publications - including the monthly regional student newspapers, Student Writes.

It was a fully funded scheme of the Community Employment Program and, with a staff of five and a sophisticated desk-top publishing system, set out to provide a low-cost publishing service for schools and the broader education community of the Central Highlands-Wimmera region.

Now out of the funding period, Loftset has had to cut its staff and overheads and will operate according to the demand for its services.

These will include publishing anything from pamphlets to books, providing a publishing and publicity consultancy service, typesetting and use of the laser printer.

Group coordinator, Peter Baird, explained what had happened to Loftset and his hopes for the future: "No one ever pretended that we would be able to maintain five people in full-time work after only 35 weeks of operation.

"It was unlucky that we happened to pick such a tight economic time to launch the project and we found that schools had very little money to spend on extending and improving the quality of their publications.

"But all of us learnt a lot and we were just beginning to generate significant revenue when we ran out of time.

"I'm delighted that we have now been able to work out a way to keep going. The Education Centre is a very positive environment and what we have to offer is an obvious extension of the sort of things they are already doing."

The immediate hopes for the secondary and primary editions of Student Writes as regular publications were not so rosy however.

"I feel we tried just about everything to find advertisers and sponsors to keep them going but I guess a single, largely rural education region is just too small a market," Mr Baird said.

"There is funding available for occasional publications on specific issues of importance to students and young people generally and I'd hope we can tap into that to help to keep the idea of region-wide student newspapers.

"Interest in the papers after five editions had grown enormously and we all felt great sadness in having to close them down."

Education Centre Director, Stephen Bracks, was also very enthusiastic about the link-up. "It's an area of publishing that's really taking off," he said.

"With the equipment and experience that Loftset is bringing to the centre, we will be able to offer much wider services to our members while at the same time giving Loftset the chance to build up its own independent operation.

"It will also give us the chance to enlarge the number, range and quality of our own publications," Mr Bracks said.

For further information, contact

Peter Baird (Loftset Coordinator), 33 2293
or Stephen Bracks (Education Centre Director), 31 5955

Based at the
Ballarat Community Education Centre
Hopestreet, Ballarat
PO Box 223E, Ballarat East, 3350
Phone (053) 332 293
CUMULATIVE CONNECT INDEX

This index to Connect covers issues 1 to 45. It is listed by topic. Each article title is followed by information about the issue/page/length. For example:

Peace Institute 42/5/2½
means that this article is in issue 42, starts on page 5 and is approximately 2½ pages long.
Information about ordering back copies of Connect is included on the back page of this and every issue.

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THE NEWSLETTER OF YOUTH PARTICIPATION IN EDUCATION PROJECTS
12 BROOKE STREET NORWOOD 3070 VICTORIA AUSTRALIA

JUNE/JULY/AUGUST/SEPTEMBER: SPECIAL DOUBLE ISSUE No. 27/28

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SCIP Teacher Support Network

The Student Community Involvement Program (SCIP) is a resource program that provides services and support to schools undertaking or thinking of undertaking school community interaction programs.

In response to the request of many teachers, SCIP is currently establishing regionally/locally based teacher support networks throughout the Melbourne Metropolitan area.

The teacher support networks will be open to all staff, parents etc involved in the area of community involvement or who coordinate students working in the community.

It is intended that these informal networks will provide participants with an opportunity to:

(a) share information, ideas, resources and expertise;
(b) learn about activities and programs running in neighbouring schools;
(c) become informed about relevant issues;
(d) meet staff in neighbouring schools who are trying to achieve similar objectives;
(e) inform SCIP of the needs of teachers etc working in this area;
(f) support those working in isolation;
(g) derive support and encouragement for their work.

Each teacher support network will include participants from Catholic, State and Independent schools so that ideas and resources from all three systems can be introduced and discussed. Community involvement programs in different areas of the curriculum will provide an opportunity for rich and worthwhile information exchange.

Meetings will be held for one hour after school on a bi-monthly basis and will take place in rotating venues either in schools or community settings.

Participants are free to bring visitors to each meeting and more than one representative from each school is able to attend. If there is a team of staff involved in coordinating the community involvement program, they may share attendance.

It is hoped that each teacher support network will be self-determining and set goals and agendas according to the needs of participants.

If you would like to learn more about SCIP or the teacher support networks, then please contact:

Heather Bane, Project Officer, SCIP
Australian Red Cross Society
171 City Road, South Melbourne 3205
Phone: (03) 616,9911

Participation Pamphlets

The Youth Affairs Council of Victoria has received funds to produce a series of practical 'how-to' pamphlets in the area of youth and student participation.

Requests have been received for short and practical information about such topics as: "A Good Representative Is ...", "Meeting Procedure", "Reporting Back", "Negotiating" and so on.

It is proposed to write these pamphlets with a group of students as part of their curriculum.

If you are interested to be part of this project, or know of an SRC or a group of students who would like to research, write, test, re-write and produce one or more of these pamphlets, contact Roger Holdsworth, Policy Officer - Youth and Student Participation, Youth Affairs Council of Victoria, 14 Gertrude Street, Fitzroy 3065.
Phone: (03) 419,9122.
Into Practice

In Connect issue 42, we mentioned the production of Into Practice Book 1, from the Goal Based Assessment and Negotiated Curriculum Schools Resource Program (Victorian PEP). Book 2 has now been produced.

"During 1986, the teachers involved in ... the Schools Resource Program spent much of their time documenting their curriculum ideas, school experiences and teaching practices."

Book 2 contains sections on:

A: Changing Policy and Practice:
- sharing practice;
- negotiation: a whole-school approach to curriculum change;
- goal-based assessment: a Principal's perspective;
- introducing goal-based assessment and teaching into Sunshine West HS - the other side of the table.

B: In the Classroom:
- rural studies;
- year 10 living with law;
- writing with computers;
- design, building and maintenance;
- negotiating history with year 9: the Aboriginal way of life prior to European settlement;
- working together in maths;
- negotiated units: learning from experience.

C: Assessment and Record-keeping:
- why keep records?
- guidelines for assessment and record-keeping;
- teachers' records;
- student records;
- re-assessing student self-assessment;
- shared records;
- course evaluation;
- supplements to record-keeping;
- a word on tests and exams.

D: Teacher Resources:
- in-service ideas:
  - what is a goal?
  - workshop on negotiation;
  - goal setting;
  - writing goal-based assessment reports;
- some suggested resources.

This is an excellent and practical guide to issues of goal based assessment and negotiation. Enquiries to: PEP Clearinghouse, PEP, 416 King Street, West Melbourne 3003. Contact: Helen Bernes, Marion Norbury: (03) 329.5677.

The Youth Radio Directory

As Public Radio enters its teenage years in Australia, around 50% of the 25,000 volunteers working throughout the sector are under 25.

Young people are central to the changes occurring in Public Broadcasting and, as the sector grows, so does their involvement.

This Youth Radio Directory (produced by the Public Broadcasting Foundation and 3RRR-FM with funding from the Commonwealth Office of Youth Affairs, aims to provide young people with basic information about stations, regionally, and the points of access available.

As an under-represented group in the mainstream of media, Public Radio serves as an expressive, communicative and educational medium. The broad range of transferable skills gained in radio (on and off air) serve community needs while credentialling those most affected by our ever-changing labour market - youth.

Throughout the national sector, a broad range of access points and training options are available, from the ad hoc hands-on approach, to training given by an already over-worked core group, to highly structured training programs.

Most stations have the active participation of young people, with some stations staffed entirely by youth. Recognising the training potential inherent, educational bodies are making close links with Public Radio. Some stations have received public funds to employ and further develop young people's involvement through special projects.

It is hoped that the information outlined in this directory (case studies, state-by-state run-down, contact list, examples of funding etc) will meet a need in this sector, and recognise the diversity of projects and forms of youth participation.

Whilst young people continue to make a valuable contribution to Public Radio, support networks and resourcing to further develop the sector are essential. As Public Radio matures, let's hope that those involved stay young.

Bruce Berryman, 3RRR-FM

Copies of The Youth Radio Directory are available free from 3RRR-FM, 25 Victoria St., Fitzroy 3065. Phone: (03) 419.2066. There's also an exciting promotional video to accompany the booklet.

Contact Angela Bourke or Bruce Berryman at 3RRR for more information.
Northcote Nose

The Northcote Nose is a new school/community newspaper based in the Northcote (Vic) Schools Network. This network comprises Alphington, Fairfield, Helen St, Hutton St, Wales St, Westgarth, Penders Grove, St Joseph's and St Mary's Primary Schools and Northcote High, Thornbury High and Northcote Technical Schools.

The paper is written and produced by students from these schools. It is coordinated part-time by Joanne Carmichael, based at Northcote Technical School, Raleigh Street, Thornbury 3071.

Contents include a problems page ('Dear Eugene'), a sport section ('Blood, Sweat and Tears'), recipes, a joke page, short stories, an environment page and so on.

ANSS

The Australian Network of Secondary Students (ANSS) met recently in Melbourne. Students from Victoria, New South Wales, ACT, Northern Territory, Western Australia, South Australia and Tasmania were present.

For more information, contact ANSS (Project Officer: Sharon Burstall), PO Box 1108, St Kilda South 3182.

Springvale Youth Council Conference

The City of Springvale Youth Council held its 1987 Student and Youth Participation Conference from July 6th to 10th. Participants were mainly in years 9 and 10 from local schools and were members of SRCs, School Councils etc. The Conference aimed to allow students to share interests, to learn skills needed for effective participation, to develop negotiating skills and so on.

For more information, contact Susanne Wells, City of Springvale, PO Box 109, Springvale 3171.

UN Youth Conference

The National United Nations Youth Conference was held in Melbourne from 5th to 11th July 1987, around the theme: Australia in World Affairs - Peace, Development, Apartheid.

For more details, contact Michael Gorton, United Nations Association of Australia, 328 Flinders Street, Melbourne 3000. PH: (03) 62.1781.

Recreating
Maths and Science for Girls

This publication has been produced by the Victorian PEP Schools Resource Program: The Participation of Girls in Mathematics and Science. Four schools participated in the project: Donvale, LS, Leongatha TL, Mentone Girls HS and Preston Girls HS. In each school, three teachers were provided with time release to work with other members of their school and the project team to analyse various aspects of the mathematics and science curriculum.

The schools were required to continue to develop ways of changing the curriculum so that it would improve the educational outcomes for girls in mathematics and science. The program sought to investigate ways to include girls and their experiences and raise their self-esteem and interest through the mathematics and science curriculum.

This publication presents a variety of work done by the program and, at the same time, draws this work together to formulate a systematic approach and identify the key issues. The articles included have been written by the teachers involved in the program and the program coordinator.

Of particular interest to Connect readers will be the section on "Girls Have Their Say: Negotiation".

Enquiries to: Colleen Vale, Marion Norbury, PEP, 416 King Street, West Melbourne 3003. PH: (03) 329.5677.

The Daily Planet

The Daily Planet aims to tell young people about practical ideas for bringing about a peaceful world and for helping end global poverty. It is produced as an attractive poster-sized broadsheet, designed to lie on desks or gather dust in filing cabinets, but to be posted on the notice-boards of youth and student groups.

The Daily Planet is put out by the Victorian Peace and Development Youth Network - a coalition of youth organisations interested in what's going on in the world. Subscriptions to The Daily Planet are $5 per year (4 editions).

Contact: The Victorian Peace and Development Youth Network, C/o Community Aid Abroad, 156 George St, Fitzroy 3065. Phone: Stephen Howes: (03) 419.7111.
With Inertia

A film without inertia. Five young women living in the city and on the edge. Their fast and not so fast lives. Urban culture at its worst. "All that death cult glamour stuff. It's so boring" - Magda.

Life, death, friendship, drugs and work.

Visually luxurious, this film treats real problems in a surrealistic way.

An all-women crew has applied the perceptions of the television generation and the stylistics of the rock clip to the politics of everyday living.

"... this is a film which does for feminism what David Jones has done for Houndstooth. It raises such questions as 'who's Edward Munch?' 'Is life an estuary?' 'Should one go to the AFI awards?'" - program notes, Melbourne Film Festival, 1987.

This film is an excellent resource for stimulating group discussion, particularly for women between 16 and 25, on issues such as unemployment, working, youth and drugs, harassment, sexuality and for those involved in film study.

The film is in 16 mm and video and runs 21 minutes. Cost for hire or purchase available from AFI Distribution, 47 Little Lonsdale St., Melbourne 3000. Phone: (03) 662.1944.

VALE EMU

EMU Literary Magazine For Young Australians is no longer being published. Issue #11, released in June 1987, was our last issue. Thanks for your support in advertising the magazine in Connect.

Evelyn Tsitas, Catherine Jagg's

REQUEST

I am a Youth Work Student from the BA Youth Work course at the WA College of Advanced Education, currently doing a ten-week placement at the Youth Affairs Council of WA. One component of this placement is to produce a discussion paper on Youth Participation.

The discussion paper will look at a number of issues such as: rationale and ideology behind youth participation, gender/class/race issues in relation to youth participation, processes for participation and alternatives, barriers to effective youth participation and case studies.

It would be greatly appreciated if you could supply me with any information relating to the areas that I have mentioned above.

Lisa Barron
Youth Affairs Council of WA
GPO Box T 1741, Perth WA 6001
MATERIAL AVAILABLE

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<td>Youth Participation (Gill Westhorp) 4 pp; 50¢</td>
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<td>ANSS Interim Management Committee Meeting, 21/22 Feb 1987 7 pp, 70¢</td>
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Publications Received:

We wish to stress that the following publications received by Connect are not for sale. However, they are available for perusal by arrangement. Contact Connect on (03) 489.0052.

AUSTRALIAN STUDENT PUBLICATIONS:
Focus (Albert Park HS, Vic) No 2, April-May 1987.
Rave (Winlaton, Vic) No. 30.

OVERSEAS STUDENT PUBLICATIONS:
Foxfire (Rabun Gap, Georgia, USA) Vol 20 No 4, Winter 1986 (No. 78).
Noun (Paradise Project, Vermont, USA) Vol 10 No 1, Summer 1987.

Other Sources

World of Work Newsletter (CDC, Canberra, ACT) May 1987.
Youth Advocacy Update (VYAN, Fitzroy, Vic) Vol 1 Issue 1, May 1987.
Network News (Surry Hills, NSW) June '87


NIE Update (Newspapers in Education, USA) Vol 13 Nos 3,4, Apr., May/Ju. 87

The Youth Radio Directory (PBF, Vic).
Year 12 Cooperative System (Maryborough Cluster, Vic).

Common Curriculum Issues (PEP, Vic) No.1 Youth Effectiveness Skills (Youth Forum, Surry Hills, NSW)

Youth Issues Forum (YACVic, Fitzroy, Vic) Vol 2 Nos 2, 3 April, July 1987

Into Practice (PEP, Vic) Goal-based Assessment and negotiated Curriculum Book 2.

Recreating Maths and Science for Girls (PEP, Vic).

Communication Research Trends (UK) Vol 7 No 3 (1986).

WRITE!

We rely upon and welcome your letters and contributions. If there’s something interesting happening, we want to know about it. Don’t ask ... don’t hesitate ... just sit down and dash off a brief (or long) description. If you have a photo or drawing, even better. We can’t pay ... but we’ll send you a free copy!
PHOTOCOPY: COMPLETE: RETURN:

1'PHOTOCOPY this page; COMPLETE all the details; RETURN it:

To: CONNECT, The Newsletter of Youth Participation in Education Projects,
12 Brooke Street, Northcote 3070 Victoria Australia

From: NAME: ..................................................................................
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29, 30, 31, 32, 33, 34, 35, 36, 37/38, 39, 40, 41, 42, 43, 44
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* Students and Radio ($2) - Connect reprint #3 .. $ ........
* Students and School Governance - Connect re-
print #4 - coming SOON (send no money yet)
* Students and Work ($2) - Connect reprint #5 ... $ ........
* Ascolta Radio Group 1983 Report ($2) .......... $ ........
* Ascolta Radio Group 1984 Report ($2) .......... $ ........
* 'Youth Radio' issue of CRAM Guide (3CR) ($1) .. $ ........
* Youth Advocacy Report ($2) - LaTrobe University $ ........

PHOTOCOPIES: Copies of the following articles:
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INDEX: To Connect and 'Articles Available' to
issue 17 (October 1982) (80¢) .................. $ ........

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