INSTITUTIONALIZING PARTICIPATION?

PLUS FEATURES ON: Student Action Forum; Job Creation; and much more

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This issue:

This issue of CONNECT is a combined double issue, and thus is later and larger than expected. The lateness is at least partly due to the work-load I'm on at the moment, and partly in anticipation of articles coming in. As it is, at least two major articles haven't arrived and thus have been held-over until the next issue.

What does this issue contain?

There are two major sections or collections of articles.

The first relates to the advertisement appearing on the front cover.

(If you're thinking of applying, note that the position has been filled.)

A recent Student Action in Education Forum held at the Western Region Education Centre, attracted over 140 students from schools in that region of Melbourne. We hope to carry a full report in the next issue, but for the moment we re-print papers presented.

The second collection relates to Job Creation, and while the two lead articles talk of this in general terms, the introduction and the third article relate this specifically to schools. That's an important topic that CONNECT is interested to pursue, and we'd welcome information and views.

I'd also like to draw your attention to the section called FLOATERS in which in "extended editorial" style, I "float" some concerns and ideas for your consideration and hopefully, for your response!

Roger Holdsworth

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CONNECT is edited by Roger Holdsworth, 12 Brooke Street, Northcote 3070
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Constructive approaches to social change

In asking students to conduct research, the Youth Advocacy Project enabled young people to participate in the development of social policies, at the same time helping them gain new skills by giving them valuable training in research techniques.

Tony Knight

The purpose of the Youth Advocacy Project was to involve students in Years 4 to 12 in investigating the causes of vandalism with a view to developing social policies that would work towards its prevention in our community. The Vandalism Task Force (Department of the Premier and Cabinet) approved the Youth Advocacy Project members forming a sub-committee of the Task Force.

There were two major components to the project: one, the contribution to government social policy made by youth in the community; and the other, the educational value of action-research projects within primary and post-primary school curricula. Each of these themes is expanded in this article.

The idea of organising a student-based research project emanated from the concept of youth participation programs. Such programs have contributed markedly to Victoria's school programs in recent years (Knight 1980; Holdsworth 1982). In general, these programs have involved students in a variety of school and community projects intended to link educational learning with community participation and constructive approaches to social change.

The general premise behind these programs is that the more young people can be involved in making decisions critical to their lives, and the more able they are to act upon those decisions, the less useless, disruptive and aggressive they will feel.

Built into this learning experience is an attempt to help students understand the social processes that influence the lives of young people. Hence, many youth-initiated projects address social issues important to youth and the community.

Schools involved

One hundred and fifty-two students from the following schools were involved in the project: Year 12 students from Broadmeadows High School; Years 9 and 10 students from Sunshine High School; and Years 4 and 5 students from Sacred Heart Primary School, Newport, St John's Primary School, West Footscray, St Peter Chanel Primary School, Deer Park, and Annunciation Primary School, Brooklyn.

Eight teachers from the four primary schools worked with a BEd area study task force team from the School of Education at La Trobe University. Team members are involved in a two-year in-service study program and the student research project became part of their work towards designing a social science curriculum.

Each school group had a different research orientation. Students from the two postprimary schools visited La Trobe University on a number of occasions to discuss and analyse the project aims, methodology and results. Because the activity was seen as legitimate work, the postprimary students were paid $4.00 per hour to carry out the research. The Vandalism Committee allocated a grant to the Youth Advocacy Project to meet this expense.

Student research results

Students from Sunshine High School conducted surveys with young people in juvenile corrective institutions. It was felt that interned youth should be given a voice and the opportunity of contributing to a report on vandalism. The young people interviewed proved to be knowledgeable, concerned and cooperative, and were able to articulate cause and effect statements relating to vandalism, at the same time offering constructive comments on social policy.

Some recommendations emerging from the Sunshine report included:

- More jobs should be made available in Sunshine for unemployed youth, particularly in areas of youth interest, i.e. entertainment and services.
- More entertainment venues are needed, including subsidised entertainment for pensioners, and subsidised movies, discs, roller and ice skating and other club activities for the unemployed.
- Schools should include more activities such as the research we are doing, and should provide a larger choice of subjects, more freedom of decision making, and trust.

In conclusion, we need jobs, entertainment (active not passive), helpful adults, better schools, legitimate incomes and futures, and recreation venues.

Broadmeadows High School had fifteen Year 12 STC students involved in the Youth Advocacy Project. During Term 2 the students conducted research into the issues of vandalism, transport, recreation facilities and employment. The project became a major assignment within their legal studies course.

The research team conducted surveys with the youth of Broadmeadows and other connected public identities and institutions. Recommendations from the Broadmeadows research group included:

- Develop work-creation projects as an urgent priority.
- Publicise knowledge on “unemployment” programs.
- Open another CES office in Broadmeadows.
- Work-experience programs within schools are essential.
- Extend the train link to Bethal.
- Connect the line from Broadmeadows to Upfield Railway Station with light-rail transport.
- Buses should run to Bethal after 12 p.m. on Saturdays.
- Bus and train timetables should coincide.
- More sporting and recreational facilities, parks and gardens should be provided within Broadmeadows.
- There needs to be a meeting place or open area where young people can meet free of charge.

The primary school research project involved 130 students from Years 4 and 5. The students conducted interviews with pupils, police, shopkeepers, council officers, parents, teachers and school principals. They also conducted a “self-report” survey with 301 Year 6 students from eight local primary schools in order to gain information about the degree of vandalism occurring in their communities.

From the outset, students were involved in the design of questions and in the conducting of all surveys. The analysis of vandalism and its causes, along with survey results, was built into classroom discussion as part of the social science curriculum, as were project materials, photographs and local newspaper cuttings. Support from the Footscray police and the staff at local libraries was readily given and proved a very helpful adjunct to the program. The self-report survey resulted in the following general conclusions:

- Of those who vandalise “often”, twice as many commit acts of vandalism with others rather than alone.
- The most common offences involved the defacing of public property — writing, scratching or carving on bus shelters, telephone boxes, and public buildings. Breaking trees and letting down tyres were the next most common acts of vandalism.
- More than 35 per cent of students reported having committed acts of vandalism alone or with others.

The youth interviewed cited boredom and frustration as the primary causes of vandalism. These causes were interpreted by all research groups as being the most influential factors in leading youth to commit acts of vandalism.

Reasons accounting for a sense of boredom were cited as: failure in school; no work future; showing off in front of friends; and frustration at the general lack of recreation choices. Recommendations from the primary school students included:

- Create enough jobs for everyone.
- Increase police patrols in the area.
- Build a park and police station in Deer Park.
- Make vandals do community work in repayment for acts of vandalism committed.
- Start programs in school that teach young people how to actively use their leisure time in gratifying and creative ways.
- Have youth take part in community service work through school projects.
- Provide adequate gymnasium, music, club and sporting facilities within the western suburbs.

Implications for the school curriculum

There is a strong case to be made for action-research projects on academic grounds alone. They are a legitimate
educational activity. Students learn methodology, statistics, interpretation of data and report writing. They are not passive recipients of knowledge but, along with the teachers, they assume responsibility for the learning process. In selecting social issues that are important to youth and the community, students can be taught to analyse the political and economic structures that influence their lives. Changing the learning context from the classroom to the community setting provides a way for many students to live down reputations as “school failures” and to prove themselves competent young people.

Teachers move from being coordinators with an emancipatory role to being the intellectual leaders of debates concerning an analysis of critical social issues and the translation of those into social policy.

Being socially critical is viewed as an important step in the intellectual growth of students, however, a social action curriculum aims to take the process further by generalising knowledge into social policy and action.

There is a change of teaching role implicit in this process. It requires teachers to be able to articulate a vision for a liveable future and to provide the knowledge needed for such an attainment.

Those involved in youth participation programs have confirmed the support given by parents and teachers to these learning activities.

Finally, as schools become increasingly vulnerable to criticism that their curricula are not preparing students for the work place, seeing a purpose in daily school activity becomes very important for students. The Youth Advocacy Project described in this article shows how troubled young people can work cooperatively towards an understanding of the social forces that so powerfully influence their lives.

Gaining a sense of future becomes an important part of this process for young people. Community development and human service activities can be part of a community curriculum where subject learning and traditional skills can be developed within a context seen as useful by the students and the community.

Such programs can offer an alternative to the sense of uselessness and boredom described by the student researchers as often being a cause of antisocial behaviour.

The primary school students involved in this research intended to carry out further action research this year. They will conduct research within their local community on technology, its changes past and present; employment projections; qualifications; job descriptions; and how work is organised by age, gender and ethnicity. Finally, they will analyse what work needs to be done in their community and how work-creation projects can be organised and financed to respond to community needs.

In the process they are becoming skilled in what will be a constant source of employment; they are learning to be researchers by being researchers.

References
Roger Holdsworth (editor), CON-NECT, newsletter of Youth Participation in Education Projects, 12 Brook Street, Northcote 3070. Melbourne.

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DR TONY KNIGHT lectures in education at La Trobe University.
Fringe Network is a coalition of non-mainstream artists in Victoria, and is in the process of setting up a communications and resources network for artists in Victoria, funded through the Employment Initiatives Program of the Ministry of Employment and Training. We are committed to increasing the self-sufficiency of the groups and sharing resources such as information outlets, studio and rehearsal spaces, performing venues and administrative skills.

From the 25th February till the 14th March 1983, the Melbourne Fringe Arts Festival was held. This incorporated all of the arts including Youth Arts, and as a result of the energy and enthusiasm generated by the young performers, we saw the need to hold a "Youth In Arts Festival". Through the festival, we aim to encourage young people working in the arts to experiment and explore new ideas and approaches in their work, and to achieve a better communications and resources network for young artists and groups in Victoria.

The Festival will be held at MRA House in Fitzroy from Saturday 29th October to Sunday 30th October. A Festival of work by youth, organised by youth, covering all the major arts areas: Visual Arts, Music, Performance, Writing and Film, plus workshops and forums, and coincidentally one year to the next Melbourne Fringe Arts Festival (September 1984).

The Festival is an opportunity for self-initiated projects by young people to be presented to other similarly motivated young people and the interested public.

If you would like to participate in the program or are interested in any other aspects of the Festival, please contact Julie Higgins at Fringe Network, 201 Brunswick St., Fitzroy 3065, or telephone her on (03) 419.9548. Deadlines for entries are September 16th.

YOUTH IN ARTS

Date: 29th-30th October.

Venue: MRA House, 184 Brunswick St., Fitzroy, Vic.

FRINGE NETWORK LTD
4199549 LTD 4199548

201 BUNSWICK ST. FITZROY 3065
FLOATERS

Significant developments in youth participation in education, particularly in Victoria, in the last 12 months, leads me to explore a few thoughts.

When I was involved in a cross-age tutoring program in 1974, I felt very much "out on a limb". Imagine organising students to teach other students - and paying them to do it. Yet now it is quite possible for people to talk and write of tutoring (both peer and cross-age) as "of course" and programs have proliferated. ("It started off with cross-age tutoring. Now that may sound very fundamental ..." Ken Thompson in CONNECT 20). Often we cannot see the links and start to believe in the spontaneous generation of what is "obviously" a good idea.

Similarly CONNECT in 1979-80 was a gamble. Would there be 50 people willing to subscribe? Then ... we'd need 200 to make it viable. Today over 500 people and organisations have subscribed (at one time or another: the drop-off in resubscriptions is still a bit of a concern). Youth participation is the term of the moment. There is some concern associated with this to which I'll return shortly.

SCHOOL COUNCILS

The recent Ministerial Papers within the Victorian Education Department have heralded a reconstruction of School Councils. This reconstruction, in part, calls for "adequate" student representation on secondary school Councils. The Department has interpreted this as meaning at least two students should be elected to a Council of 15 persons, and some schools are deciding on up to five students. There have also been reports of primary schools with students elected to their School Councils. Some of the challenges here include:

a) the process of achieving consensus between teachers, parents and students on the student numbers - there have been alarming reports of student decisions being overturned, of manipulation of student meetings and of teacher and parent decisions being used (as the "majority") to over-rule student decisions;

b) the support for students on Councils - the traditional role has been token: "we'll listen to your views and then ignore them". (This led Lynall Hall Community School students, last year, to demand six student places on a 14 person Council);

c) the exclusion of students by language and denial of information - not only students, but also parents (and occasionally teachers) have been excluded from informed decision-making by the jargon used or by the assumptions made about information available. The position of students on the Council must be seen as a learning and empowering experience;

d) the representative nature of students on Councils - what is the school's student structure? how are the students elected/chosen? to whom do they report? what accountability and power of recall of representation is available? The new Councils open the door to a critical analysis of the role of such groups as Student Representative Councils.

There is also a concern about the lack of a broader inter-school student body to support and represent students. Support, in terms of provision of information between schools and of experienced student personnel to advise and negotiate on behalf of students. Represent, in terms of regional and state bodies. Both parents and teachers have such bodies and these have gained formal representation on committees and working parties. However, the general rule is that adults still speak for students on such bodies.

There is an urgent need to develop such a student controlled and supported body and I'll return to some suggestions for this shortly.
SUPPLEMENTARY GRANTS

The other major move towards empowering students within education structures in Victoria has occurred with the Supplementary Grants (Disadvantaged Schools) Program. A little over 12 months ago, a decision was made to work towards student representation at all levels of the program - within school proposal committees (where the new policy is that students shall be represented), on area and regional committees (where at the moment some students are Regional Directors' nominees) and so on. The State Committee is about to undergo a restructure, and most proposals include student representation at this level. Progress has generally been a little uneven but there have been heartening signs of some area committees with large and active student representation.

The two areas of Supplementary Grants and School Councils have interlocked in many cases, with the Supplementary Grants structure serving to support students on Councils. Some areas of Supplementary Grants are also moving towards a broader support model, with submissions for the employment of young people as student organisers.

WHAT'S NEEDED?

Both areas come back to the need for a broad representative student organisation that can both speak for and support students and student groups in schools. Students are individually represented on a number of important committees, but there is a serious danger that as individuals, these people do not have a mandate from, or therefore, the confidence of students generally. Thus propositions advanced on committees may be later repudiated by others without any possibility of recognised accountability.

Moves towards a broader student organisation have been made within both the Western and South-Central Metropolitan Regions of the Education Department. A group called ANSWER-US has been formed by students from two schools in the Western Region. At a recent forum of over 140 students in that Region (see the next issue of CONNECT for a full account) the proposition for a wider union drew strong support from students from over 12 schools. A proposition for the employment of a student organiser has been put to the State government, and a Student Participation Project Officer (see front cover) has begun work.

Similarly, in the South-Central Region, the Supplementary Grants committee is considering the proposal for funding of two students as organisers and the State Supplementary Grants Committee is supporting such a moves as a pilot proposal.

It is important that a student organisation is based firmly on principles of:

a) student control: the organisation is run by students, for students, on a broad and democratic basis;

b) student employment: organisers and officers employed by the student organisation should be the young people themselves;

c) legitimacy and recognition - of the right to both control their own affairs and appoint representation to various Government and semi-Government bodies to speak formally on behalf of students;

d) time: students involved in a voluntary capacity on committees and in support work, need recognition of the time they spend in such activities within their school curriculum commitments - either as "time in lieu" or as "subjects". Some schools are considering accrediting involvement as part of the students' studies and this option must be explored further (STC may provide a useful initial model to be extended to other courses and levels.)

MORE BROADLY

My other concern with the "band-wagon" approach to youth participation is that of the "content" and nature of that participation. Three brief examples may serve to illustrate and clarify that concern. Firstly, cross-age tutoring was/is seen as a major step - often in its own right. But what are students tutoring? How are they tutoring? If cross-age/peer tutoring is merely a device to ensure the continuation of methods of control, then it defeats its own aims. If tutors replicate the worst methods of teaching to which they've been exposed, what form of participation is that? We must ensure that the same principles that led to the introduction of tutoring as a youth participation project are incorporated into the approaches of the tutor.

Secondly and thirdly, in producing newspapers and radio programs, what is being written and talked about? Many contain the same endless articles on pop-stars and
poems about animals or the student as disc-jockey. What consideration is given to content? And, more importantly, how is this content generated and what challenges exist? Is the glamour of being in print or on the radio hiding the same mindlessness and imposition? Some projects are moving towards this dual consideration of technique and content: looking at the primacy of what is being investigated (towards a desirable future?) and then using the media as communication of recommendations and evidence to others.

CONNECT

Piecing all these ideas together, I come up with a number of requests and challenges:

1. CONNECT is interested to draw together the experiences of students involved on School Councils (and their equivalents). We'd like to do this in both a descriptive and analytical way: what is happening? what are the problems? proposals? etc;

2. CONNECT is interested to hear of moves towards student support groups, student unions and so on;

3. CONNECT wants information about ways that student involvement in organising and advising can/has been incorporated into the school curriculum and thus accredited;

4. CONNECT is anxious to continue a debate on the content of youth participation - is some participation more worthwhile than others?

5. We're involved with writing a book/manual on cross-age tutoring (yes, it's finally coming along!) and are interested in examples of what is happening - practical ideas, experiences etc.

We'll try to generate articles by direct solicitation, but don't wait on that! We'd like to be approached ourselves with unsolicited contributions. Expected production schedules are outlined below.

EXPECTED PRODUCTION SCHEDULE FOR CONNECT:

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INTERNATIONAL YEAR OF YOUTH 1985

Plans are underway for activities for 1985 (see elsewhere in this or next issue of CONNECT).

We'd like to float our own tentative ideas for your consideration and comment:

1. A Third National Workshop of Youth Participation in Education Projects: in Adelaide in May 1985. This would coincide with the Come Out Youth Arts Festival. It will have been over 2 years since the last National Workshop (and lessons about time and energy should be learnt from the collapse of the proposed organising structure for the 1982 Workshop set up in Adelaide in 1981). But this raises the questions: who will do the organising? how? We have enough time to build an effective Workshop.

2. An exchange of students to the United States later in 1985. There is a standing invitation from the Office of Student Activities of the National Association of Secondary School Principals in Virginia, USA:

   We hope that in 1985 as part of the International Youth Year celebrations, we will see an exchange of students from the United States and Australia.

   Rocco Marano, Asst. Director

Are we interested in following up this invitation? How do we choose representatives to go? What financial support is needed?

Some response please.
In the beginning was the idea, then came the word. Words, pictures and gestures are the forms of communication that follow an idea. If the act of creation is to be complete, an action or object should result from it. However the last word in the act is: how good was it? If it works, is sincere, looks suitable, is safe, is the best possible way of doing it under the circumstances, then we can say it is good.

That is the first principle I used with my Student Centred Learning program at St Albans Technical School. As a teacher I had been led to believe that I must teach skills first, set problems and if there was some spare time, do a bit of that airy-fairy creative stuff (cut and paste).

What is real and what is abstract? That was my first question. I decided to let the students show me. We had a brainstorming session (lists of ideas written on the chalkboard) - the crazier the better. A vote taken left us with designing kites. My old school suspicions were aroused, but I put them aside. "OK, let us design kites, but not as just a play activity - let's do it the way people design houses, cars, appliances etc."

Now we move into the communication of ideas phase. Rough sketches and prototypes were made, enthusiasm ran high, students drew on past experiences, read books, discussed ideas, and the sketches became more and more detailed. With corrections and alterations they also became untidier but less and less abstract.

It was time to put our ideas to the test. Disaster followed disaster - the wind was too weak, too strong; the string was too heavy; the frames were .... Anyway, Thomas Edison would have been proud. Suddenly one flew, then another. Our spirits flew with them. The reason we had so many failures was because I said: "No diamond-shaped kites!" They had to design and make alternatives. When we had got to this testing stage, the class was broken up into friendship groups. The peer structures changed as those with talent began to lead the more vocal ones. Egos were strengthened and this new-found confidence was evident as the students drew their explanatory diagrams on what they did. Normally poor draughtsmen were producing rich diagrams of how they made, or flew, their kites.

The reactions from other students were: "your class only mucks around!" or "that's dumb stuff". I asked the students what they learnt, expecting them to say, "We learnt how to make and fly kites." But no-one said that. Instead they said this:

We learnt how to design ... 
I think we learnt how to work as a team ... 
Thinking - that's what we learnt, Sir. 
That graphics is fun ... 
Drawing has many uses: thinking, telling others, planning things out.

I guess I learnt more than that. I learnt that kids can discover, invent and communicate. You do not need expensive materials, exams and tests, or prepared sheets. The syllabus was the list we wrote on the board. The testing was integrated in every activity. No marks were given or needed.

The purpose of such activities was to lead up to designing things for the community, such as tables for spastic people in a park, a fun page in a newspaper, and our greatest achievement: organising a fund-raising run-a-thon. The concept of design came in very handy.

Now, don't get me wrong. We had problems, some of which were never solved satisfactorily. However, we are still evolving and the projects coming on are even more ambitious and more stimulating. Today the classroom; tomorrow the community!

Frank Rollard,
St Albans Technical School,
James Street, St Albans 3021
To all non-subscribing recipients of the Youth Affairs Journal:

Up until now we have been able to supply free copies of the Journal to a wide cross-section of people involved in or concerned about Youth Affairs.
This was largely due to an initial grant from the Department of Youth, Sport and Recreation and a follow-up grant from Trustees Executors.
We had hoped that during this period, sufficient interest would have been aroused to enable the Journal to continue as a result of the subscriptions received.
Unfortunately, subscriptions have been slow in coming and we now have to reduce the number of Journals published each issue to the level of subscriptions received.

If you wish to continue receiving this magazine, please send a subscription of $12 (4 issues) to:
Youth Affairs Journal,
Centre for Youth and Community Studies,
PO Box 179, Coburg 3058 Vic.

FRIENDS OF Y.P.
We gratefully acknowledge the receipt of the following since the last issue:

SUPPORTING SUBSCRIBER ($50 pa)
Roger R Woot (Melbourne CAE, Vic)

PATRON SUBSCRIBERS ($20 pa)
Chris Dower (Geelong, Vic)
Les Mayes (Moonee Ponds, Vic)
R P Anderson (Kingswood, SA)
Victoria Triggs (Coburg, Vic)
Reservoir High School (Reservoir, Vic)
Paul Reid (Rosanna, Vic)
Philip O'Donoghue (Melbourne CAE, Vic)
Hodja Educational Resources Cooperative (Richmond, Vic)
All these activities should be given credence as valid curriculum experiences and should accrue the appropriate value - they are likely to be more positive than many other curriculum experiences.


Student Representative Organisations

Student Representative Organisations (SROs) are groups of students within schools who take action or make sure actions are taken on behalf of students.

WHAT DO I MEAN?

Well, SROs (often known as SRCs) may do things like:

Organise: School magazines, newsletters, lunchtime activities, discos, rock concerts, fundraising activities etc;

Have a say in: uniform changes, school policy, school committees, Supplementary Grants projects, school discipline etc.

and be involved in many more aspects of school life.

However, they (SROs) are of many different shapes and sizes. They depend on the way the school is organised and the ideas of the people who started them.

As students, you might like to look at how your SRC operates and ask some questions about how well it works. For instance:

Who really makes the decisions in your school? Is it the Principal, the School Council, teachers or ... ?
If you know who makes the decisions, are you able to talk to them?
Can you let them know what students feel about the decisions they make?
If the decisions are made in a committee, do students have the right to vote on them?
Do the people who make decisions actually listen to you?

If your SRO is to have any chance of being effective, you must be able to communicate (that is, talk to or write to) those people who make the decisions. This is important, so how does your SRO make sure this happens?

Do the students on School Council report back (I mean, tell) to the SRO what decisions were made, or are going to be made?

Does the SRO ask the students on the School Council to tell the Council what you would like to see happen? For instance, would it allow the SRO to build a graffiti wall, or would the school introduce a negotiated curriculum?

So your student organisation does have a say in decisions at your school - that's great.
However, do they (the students in the SRO) communicate with the students they represent? They should mix with the students they represent in a social way, as well as in a structured way. Socially means at discos, lunchtime activities, after-school-anytime in fact (even a hello in the corridor to a familiar face!), while on the other hand, a structured setting would be in a class meeting, home group, pastoral care group or in any other group meeting which is timetabled into the school day.

Another idea for you to consider is to share out the work and decisions the SRO makes. Why? Well, the whole idea behind you organising is to make sure that everyone has the chance to have a say in things which affect them. So, make it interesting for everyone; form 'subcommittees' or task groups, do anything you can to give others a chance.

In short, what I think is needed for an effective student organisation, is:

- small decision-making groups: they make decisions quicker; people don't get into long-winded boring discussions;
- meetings should be task-oriented, so those at them feel something is being done;
- SROs should report to the School Council through student representatives;
- School Council should inform the SRO of what is happening in the school through the student representatives;
- students involved in special projects within the school should inform the SRO of what they are doing; this allows the SRO to inform the rest of the school of what is happening in the school.

Philip Gilmore
Youth Work student, WREC.

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**Curriculum: What Is It?**

**WHAT IS CURRICULUM?**

Simply, curriculum is what is taught at school and how it is taught. The TEAC (Transition Education Advisory Committee) definition of curriculum is:

> Curriculum is taken to mean the sum of all experiences, planned and unplanned, provided by the school for its students. It includes not only what is taught, but also the way the school is organised and the methods of teaching employed.

Ministerial Paper No. 1 states that:

> Schools will see the need to develop curricula in order to meet their own special needs.

Decisions about what is to be taught and how are now to involve students, teachers, parents and other community members.

There is a need for an interesting, useful, negotiated curriculum.

**WHAT IS A NEGOTIATED CURRICULUM?**

It is when a student, together with the teacher's assistance, decides what she/he wants to learn. This is how the learning is organised, taking into consideration what the school has or hasn't to offer (eg resources such as computers, materials etc).

The subjects that should be taught are those that will be of benefit to the student. Teaching of skills that will be useful once they have left school should be of the first priority. Students should have a right to choose what they want to learn, and to have the work that students do on School Councils and SRCs accredited as part of their normal school work.

Learning can take place in action projects eg cross-age tutoring, school and community newspapers, research, negotiated curriculum, community programs etc.

And what about your school?

Faye Milevska
Youth Work Student, WREC.
Adult Role in Student Participation

with particular reference to Student Representative Organisations.

An adult person (teacher, parent, youth worker, other) may:

**Initiate:** this means get the organisation started, give it a foundation to build on;

**Train:** pass on skills and information to help those involved do a better job;

**Develop:** help things improve; do not let things stand still;

**Support:** be around and encourage when needed; don't be a knocker, or say "I told you so!"

An adult can initiate by:

- calling together a group of students to form a steering committee. The job of the steering committee is to draw up a structure and constitution for the organisation, and make sure that the organisation is able to communicate with those that it needs to;
- providing information or ideas, structures, limitations, problems and ways to work;
- run training programs: to provide information, develop skills and awareness of matters to be considered;
- motivating, getting people interested and enthusiastic;
- maintaining: listening to and helping individuals in the organisation with any problems which may make it difficult for them to work;
- give direction: suggest what to do or how to do things, only until the young people themselves know what needs to be done.

An adult can train young people by:

- letting them know their rights;
- informing them how the system works: the 'system' means the school and other organisations;
- running sessions that provide opportunities for young people to learn skills and knowledge which may help them run their organisation: such things as meeting procedures, jargon etc.

What does an adult do as the student organisation develops?

Pull out! Remain interested but do less.
Do nothing that the students can do themselves.
Remember that young people can do things that adults think they cannot.
Never dominate a group of young people.
Never allow students to become dependent on an adult.
Encourage young people and their groups to become autonomous at all times.
Allow young people to take risks, provided failure will not seriously harm others or themselves. After all, we all learn from our mistakes.

The adult should (because of their responsibility to the school and the community) make sure that students evaluate what they do and give thought to what they learn from their actions.

Adults should continue at all times to talk with 'difficult' people socially, and try to help them understand the value of student participation.

It is important that adults support young people, otherwise it is difficult for young people to gain credibility (respect) and confidence to use power to affect decisions which affect them, and their future. Adults can support young people by:

- listening to them;
- trusting them;
- resourcing them (allow them to have or use facilities such as photocopiers, phones etc for their organisation);
- speaking in support of young people wherever possible.

*Philip Gilmore*
*Youth Work student, WREC.*
TUTORING: STUDENT REACTIONS

In the last issue of CONNECT, a report from Marian College talked of the "Youth Tutoring Youth" program there. As a supplement to that report, tutors have written the following comments about their participation:

I think this term's program was well organised. I'm glad I took this program. At first I couldn't wait to start and I was quite nervous, but now I've cooled down. I don't wish it was over.

The best thing about it was the first time we met them and the hardest was talking to them at first. The sessions with the help from the teachers were very helpful.

I think I'll give it a miss next term and do something else. I might do it in term 3. If I did, I would like a lower class and a different tutee. It's not because I don't like sixth grade, but enjoy teaching younger children. I've learnt I can cope with kids and am pretty good.

Jenny

This term, I enjoyed FEEP (Further Educational Experiences Program). I thought it was a good idea the way we've got this. Tutoring to me was very interesting.

My first preference was tutoring and I'm glad I got to do it. Before we started, I was anxious in a way and scared because I didn't know how it was going to be like. Now that it's over I wished it wasn't because I loved doing this. The best thing about it was that I was able to prepare something and that I was able to express what I was trying to say better. The hardest thing was the first time we met them. It was hard because I didn't know what she looked like and even though she sent me a letter saying how she felt about the program, I didn't really know if she meant it. The preparations before they came were helpful because the teachers gave us some ideas and by then it was easy for us to prepare that lesson.

I might not be interested in next term because I would like to do something else so some other girls can have a turn and find out how good it was. But I would like to do it in term 3.

I wouldn't like to have the same tutee because I think the kids from the school would like to get to some other girls. I would like to have the same class because I didn't get to know the friends of my tutees.

I've learnt that I'm able to talk to someone freely even though I don't know them.

Josephine

I'm glad I got into Youth Tutoring Youth (YTY) because it was very interesting and different to the other options. It was my first preference. I would like to do it again but I decided to work in the production this term.

I also found the preparation session helpful, so we could talk about our last session, how it went and to get everything ready and explained for the next session. I liked how we could combine our imagination in the lessons, like think up games relevant to the subject. The subjects were also good - much more interesting than having ordinary lessons on spelling or reading for example.

The first time my tutee arrived, I was a bit nervous, like everyone else. We paired off with Mandy and her tutee. Sometimes both Deidre and I got off the subject and onto something else. After the first session, we were both comfortable with each other. If I were to do YTY again, I would like to have another tutee though, because then it's another challenge altogether.

Annette
My all-over comment about YTY was a lot of fun. And I learnt a bit about how hard it is to be a teacher. Teaching Billy things such as values, getting to know you and about money etc, I learnt more about myself.

I enjoyed this FEEP group and found it a very good experience.

Lara

I have really enjoyed this term's course of FEEP and choosing YTY was really good. I have really learnt a lot about kids in grade 6 and their feelings towards secondary school. Youth Tutoring Youth was my first preference and I'm really glad I chose it, and I'd like to choose it again in term 3. However, I think I would rather have a different tutee and a different class so I can have the chance to meet other children and compare their ideas of secondary school.

Before the course started, I was very anxious to meet my tutee and when I finally did and we got to know each other, we really got on well. At the end of the course I was very sorry that I had missed a lesson. I don't ever regret choosing YTY because it was a very enjoyable and worthwhile course. Generally I think the lessons were the best part of YTY and the preparation lessons were very helpful to me because without them I wouldn't have known what to do. There wasn't really anything hard involved; preparing your own lesson was the only thing that was fairly hard.

I'm very glad I took YTY as my FEEP preference and I learnt a lot about children in grade 6 and their thoughts about secondary school. I also learnt how to talk to younger children and teach them to realise that all they hear isn't true about secondary school. I just hope that I gave Shannon enough confidence in herself to confront secondary school without any horrible feelings about it. I also hope she likes secondary school next year and my contact with her will help her next year.

Lorraine

Tutoring was my first preference. I am glad I got it because I love talking to younger children and finding out how they think our society is. Before I started I had hoped they would have been prep kids or grade 1, but by talking to a grade 6 girl, it made me think back to when I was in primary school and how things change when you start College.

Now that it is over, I feel I want to do it all again but with younger ones and find out what they think of this world and the people who live in it. I found the best thing about it was that it gave me a chance to communicate with a younger person. It made me realise what they are going to have to go through when they get older.

I found no real hard thing about it except to find a way to bring her to talk more. I think as soon as I made her feel more comfortable with me, she brought herself out of that shell and realised I wouldn't bite her head off or anything. The preparations that were given to us made it a little easier but I found I could talk better than I could write. She preferred talking too.

I would really love doing it in term 3 because it is something I feel comfortable in. And whatever I do is up to me. I would like a different tutee and of a lower grade.

I learnt that I can talk to a younger person just as well as an older one. I think sometimes the younger people love to hear about it as they know someday they will have to face the same situation.

Tracy

This term's FEEP was very interesting. At times it was a little boring, but in the long run I liked it a lot!

It was the first time I've tutored anybody and I didn't realise that it was hard, especially setting up the work and trying to make it as good and interesting as possible!

I'm glad I got into tutoring. I suppose I can say I was experienced from it ... maybe?

Before I started, I didn't know whether I would enjoy it and I worried a lot about the tutee: "Was it a girl or boy?" "Would he/she like me?" "Would he/she
be bored?"

I'm very glad with my results. Fiona wasn't shy. She talked without hesitating and worked as hard as she could even though she didn't understand all the work.

I'm not sure if I will go in it in third term. If I do, I think I would like someone different - maybe a boy.

But I wish, if they have it third term, I like the idea of having it at St Peters - instead we got there.

Tricia

YTY was my first preference and I am glad I got into it because it has helped me. When I first started, I was nervous and now it's over, I think I won't be as nervous if I have to do it again. The best thing about it is that I got to find things out about other people. I don't think there was a hard thing.

Sharyn

Yes, YTY was my preference. I am glad I got into it because it gave me a chance to see how it feels to teach, rather than to be taught. It was most enjoyable.

When the tutees first came, I was a bit nervous because I thought I might do everything wrong and because I had a great feeling that they would be brains.

Now that it is over, I feel as though I have accomplished something or I have reached my goal.

The best thing about it was when we actually taught our tutees.
The hardest thing about it was the first day when they first came.
The preparation sessions were helpful enough because it showed me how to tackle the problems etc.

I think I would be interested in doing it again but in third term. I would like to have a different tutee and a different grade.
I have not really learnt anything about myself as a result of this experience but I have learnt or have a fair idea what it is like to teach. I enjoyed it very much.

If I had to rate YTY lessons out of 10, I would give it a 10/10.

Anna

FEEP Tutoring was my second preference. I'm glad I got into it though. Before I started, I was a bit upset that we were tutoring grade 6 kids. I would have much preferred to do the program with younger kids.

The best thing about it was that I got to know some kids I never knew and also it reminded me of when I was in grade 6.

The hardest thing was getting to know the tutees and getting the lesson started.
The preparation sessions were very helpful. I don't think I could have managed without them.

I would be interested in it again if the tutees were younger.

Sue

I think the lessons I had with Peta were a success because we could talk easily and the whole atmosphere was really relaxed. She told me about her father's accident and I was pleased when she did because that must mean she trusts me.

I got a lot from the lessons as well as Peta. One, I found out that I wouldn't want to be a teacher, because teaching Peta was difficult for me because it made me feel as if I was trying to be her teacher when there's only a few years age difference.

It also made me remember my primary years with all the fun and little love affairs. I also got to know a few of the other kids well also - like Kellie's tutee and three or four others, which I was pleased about. Kellie and I did our work as a group - not individually. We discussed the questions with whoever was on our table, which I thought was better because it gave us a wider range of answers.

I enjoyed my four lessons with Peta and I think we both got a lot from the FEEP program.

Sue
The last issue of CONNECT included the first part of a report on Work Experience (etc) within the Schools Year Twelve and Tertiary Entrance Certificate (STC) Course. That previous article included a background introduction and the "key-note address" by Ken Polk.

This second and final part includes some details of programs in operation within STC schools and some summary comments from Jill Anwyl.

More details of the STC Course and the operations of the STC Group can be obtained from: The STC Group, C/o VSTA, 35 Elizabeth St., North Richmond 3121.

STC: WORK EXPERIENCE ETC

Part 2: Examples of STC Programs

1. Moreland School Work Program

The School-to-Work Program was set up four years ago. It was set up in response to the students' expressed needs. The school in general was feeling the pressures of school-leavers being unemployed. The kids were returning to school to talk to teachers. The teachers were often the students' last positive contacts. The students were talking over the problems of being unemployed: having nothing to do, feeling useless, and feeling like no-hopers. As well as listening to these students, there was some feeling about the way the school as a whole responded to the school leaver in general. Rod and I put some work into thinking of a program that would be aimed at kids who had left school to gain employment but were unemployed. We argued with the staff for some months and convinced them to start in 1980 without any special funding. They allocated one full-time teacher to the program and the resources of the school in terms of rooms, paper, phones. The following year, we got funds from TPAC which covered two staff members and a small budget to operate.

When trying to develop the program, the thing that we came back to all the time was that the people we were aiming at wanted work. The program therefore had to have an emphasis on creating work for these people. We are fairly powerless to create full-time work with the resources we have got, but there seem to be all sorts of possibilities for work projects that deal with community needs which would create part-time work for the people in the program.

Program operation:

The relevant knowledge and skills for our clientele cannot be easily defined in terms of a collection of separate subjects. As the course requires the development of complete projects, it cannot be dependent upon individual subjects. The knowledge and skills required cross subject boundaries and cannot be specifically predicted and will frequently change. The program has an organisational structure that aims to develop:

a) a positive and constructive alternative for today's youth;
b) youth's dignity and status, as seen by young people themselves and by society;
c) a system of financial rewards for the contributions participants make;
d) participants' control over their own environment.

STC Course Description

The first consideration for the program group is to define a community need and locate the community needs in Brunswick and Coburg.
With that definition of community need established by the whole group, they then discuss how to contribute. So they are involved right from the initial stages in asking questions like: is it a good idea to be involved in something like this? does this really need to happen? is there any way we can think of of creating something to make it work? The very last consideration is how it can be financed or resourced. We firmly believe that if kids thoughtfully define what they want to do and the community sees it as a real need, then the rest of it, financing and so on, will follow.

For example, in the first year, because the program was new and because it included school leavers, people decided to find out what happened to all the other school leavers - a project that would involve research and survey-type work. They were supported by lots of people: the school teachers, social workers and council workers. They decided to form a research team which would need funds from a local community funding body. This was a whole process in itself, because they couldn't even spell questionnaire let alone write submissions or whatever else was needed.

However, as each problem arose, Rod and I acted as resource people. There were no classes and no formal teaching sessions. Instead, the people said; we have got an idea, we have support from the community and we want to do this, but we don't know how to go about it. It just progressed from there.

What we have seen is that the community responds to the people that do these projects in the way that they do with working. They not only give support, but they pay for it. They might say that the submission is worthwhile paying for or there might be a service where a person pays for the thing that has been created.

Some specific projects:

a) Setting up and operating a catering group that services both the school and outside bodies. In doing so, they have learnt about the organisation and operation of a small business (including book-keeping skills, the organisation of time and resources, planning and budgeting and advertising); menu construction and planning, meal management; nutrients and diets; and the preparation, presentation and serving of food on a large quantity basis.

b) Setting up a garden for growing vegetables, native plants and flowers. In doing so, members are learning about soil preparation and planting techniques, manures and fertilisers, disease control, plant classification and identification and propagating skills and the growing of plants from seeds and cuttings.

c) Related to the above is a re-afforestation project linked with a country high school. Using skills developed in the above project, members will collect seeds from a bush-fire affected region, propagate native plants and, with the assistance of the country high school, plant them out.

d) Small building tasks and carrying out modifications in the houses of physically disabled people. This is presently in the initial planning stages and research into the need for such a project is being undertaken. It is envisaged that in this project, members will develop general building and carpentry skills and learn about joints and fastenings, tools - the use and selection of, wood types and design and construction.

In addition to the above, there are a number of other projects which are still in the initial planning stages. These include:

e) setting up and operating a home help service for elderly people within the Brunswick/Coburg area;

f) a community recreation project linking the resources of the local schools, the Department of Youth, Sport and Recreation with the community (specifically young people). Connections are made with groups such as the Brunswick Unemployment Group, Shopfront 380, Hope Street Shelter, Gronn Place Community Centre, Brunswick EPUY;

g) a program that links young secondary students with elderly citizens at the Mount Royal Centre (the provision of a regular morning tea is used as the catalyst to promote interaction between the young and the elderly);

h) setting up and operating a car detailing service where in addition to the practical skills required in running this service, the young people are also developing organisational and administrative skills related to the operation of small business.

(details from STC Course Description)
Therefore, there are three categories of things that the young people do in the program. Firstly, there are the programs where the young people are funded from the Government or Community bodies (e.g., a program to send young kids to the Mount Royal Day Centre). Secondly, there are the programs where some service or product is developed and the user of the service pays (e.g., the car detailing service). Thirdly, there is voluntary work where people feel that there is an important task to be done, but where we can't raise the money or where people can't afford to pay.

Group focus and accountability:

The people in the projects control every aspect of the work and they can join and leave any time. So, somebody might join now, somebody might join in June or somebody might join in November. They also leave at various times but that is usually tied up with moving onto something else. The decisions of what we are going to do, what particular projects will be taken up and when, who joins and who should be asked to leave, are the decisions made by the people in the program. There is an ownership of each project from beginning to end, from the idea stage right through to the 'product'.

For the past three years, there have been just under 40 people who are in the program in the course of one year, for varying lengths of time. Because the program aims to create new avenues of work, to find jobs that aren't being done that people want, there is an enormous amount of leg work in the beginning just to get a program off the ground. Things are done in groups, but usually there is a strict limit on the size of the group according to the funds available. There is no point in having twenty people if they are only going to get 5$ an hour each.

Probably the other important thing is that there is a really strict accountability process all the way through. Firstly, the people are accountable to the particular community group and the people from the community services, and secondly to the group itself. It is not like a school where people can sort of cruise along and go through the motions sitting in a classroom.

Everybody is involved in at least one project. At a weekly meeting, everyone talks about what they have been doing, their problems, successes and plans for the future etc. It becomes very clear when somebody is not doing anything, and the whole group asks for explanations. People have different abilities and different skills, and if somebody comes and doesn't try to get involved in anything then the pressure is put on them.

Graeme Jane,
Moreland School-Work Program,
The Avenue, Coburg 3058
2. Sydney Rd Community School: Community Studies

The school has been operating ten years. Only students from the Brunswick area attend and they are largely made up of migrant kids. Very early on in the thinking of Sydney Road, they decided to develop a subject called Community Studies. The focus for the subject was the problems faced by working class kids who lived in the working class areas. The basic aim is to provide some help for the society and for the kids in the school and to take some part in bringing about some changes in the area.

There are three main parts to the course: class work, work experience and involvement in the decision-making process. Each part of the course has an assessment. The course is compulsory in the school program right through the school from year 7 to 12.

The practical workings of the course are designed so the children can feel as though they have some power and knowledge of how to change situations in the community. This takes place in two ways:

1. Within the school environment, through a decision-making structure that allows kids an equal part in decision-making. They have a system of meetings. The school is divided into contact groups. There are six contact groups for the 75 kids in the school. Every week, an hour of our school time is spent in that contact group. They make their decisions and recommendations about issues in these meetings.

2. The other way that we attempt to give the kids some practical experience is by subject studies in which the kids are put in contact with real life situations and real life people. The subject is organised by having a double period at the beginning of the week devoted to excursions into the community. These excursions are followed up by classes during the week. Community Studies is, however, not a single subject: it is a subject that relates to the whole philosophy of the school and it attempts to motivate a lot of work in other subject areas. In going out on these excursions we hope that kids will be motivated to initiate a whole range of activities. So it is not a clearly defined single subject.

It has not been a simple matter for the school to decide what sort of content goes into the subject Community Studies. We have tried to think of the best way of getting students to decide what they want to do. We decided that the kids in our school seemed to work better in groups. We developed a strategy of starting our first six weeks' work as a sort of introduction where the stage was set, working guidelines defined, and the kids put into situations where we normally do not interfere.

One year with the young kids in years 7 and 8, we started with trying to expose them to a lot of social dilemmas. We took them to the Salvation Army Guild Home for alcoholics. That stimulated a whole host of things. Investigations and follow-up came from the kids just from that one visit. They talked to one alcoholic about his experiences and how he was driven to drink. The kids wanted to know all about war. They wanted to know about old people. We went visiting kids' grandmothers and chasing up old people and then going to visit them. We went to visit a section of Royal Park.

So, from one initial visit that exposed kids to some of the social dilemmas, avenues were opened up to consider a lot of other important community issues.

In the senior group we did a similar thing. We spent the first six weeks in introductory sessions. We gave them an idea of what we thought Community Studies was all about. We got the kids out of the school interviewing people about what they thought to be social dilemmas.

With our STC group we attempted to take on a project that we hoped would benefit our community. We initially went to the social workers at the Council to ask if they had any projects that could call for our involvement. They gave us a project. It was about the number of kids that are home before and after school without their parents. We were asked to survey a primary school and find out exactly how many kids there were in this situation. We hoped that after that we would be involved in some sort of campaign with publicity in newspapers about the issues and so on. Unfortunately, the results of our survey didn't allow us to do that, so it was unsuccessful.
In Brunswick, there is a group called CERES. This community group has 8 acres of land and is trying to create jobs and to be a community resource. One of the things that it is trying to do is develop a city farm. The junior students began taking that on as their project. They researched uses of the land and visited Mt Derrimut Farm to get some ideas and advice. We got a baby lamb and goat and the kids started building a shed on the land. They wrote letters to the mayor, got a press statement released and appeared on the front page in the local paper. They got the local primary schools involved, started an animal library and talked to kids in primary schools about how to look after animals.

Noel Blencowe,
Sydney Road Community School,
350 Sydney Road,
Brunswick 3056.

BRIEF COMMENTS:
3. Sunshine High

In the 9/10/11 scheme last year (which was similar to Sydney Road), three disciplines got together: Science, Maths and Economics, and combined to run a research program where the kids were involved. For the first six weeks of the year, they did a comparative study between Toorak and Sunshine. They were taken out to Toorak and they were allowed to go around and ask all sorts of questions. From that they came back to the classroom to sit down and discuss possible avenues for investigation loosely focused around quality of life type issues. They were told that whatever they came up with they would be able to do. They came up with a kids-in-trouble unit and a schooling unit. One of the reasons for success was that there was a real effort on behalf of the teachers involved to make sure that the kids
could carry through their decisions. Kids could say with real commitment that: we want to go to Turana, or: we want to go to Xavier.

We have used community research at the beginning of a class. Year 9, for example, interviewed people and looked at woodcraft projects so they could get ideas for what they would like to do in their woodcraft classes. STC Secretarial Studies also started in this way.

In all these programs I think the enthusiasm of the kids was based on the fact that they knew that their decisions would be carried through. The 9/10/11 project was offered as a term subject and by the end of the year nearly everybody wanted to do it.

Sunshine High School,
460 Ballarat Road,
Sunshine 3020

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4. Exhibition High

We have a program where we give the students $50 and they can do what they want with it, for example, arrange something for a class project. They have to write a mini-submission to get the money. We have a form they have to fill in explaining what they are doing, how they are going to do it etc. That seems to work. The one rule is that they have to use the money for the benefit of the community in some way.

In our actual work experience program, we have tried to organise students to work in groups and to do research about the job or tertiary institution. Last year there was a group interested in medical and paramedical jobs. They visited hospitals, the Lincoln Institute and followed up the related issues. This year, a similar thing is happening with interpreting services where the girls are researching facilities for interpreters as well as finding out what the job requires.

Exhibition High School,
19 Bell Street,
Fitzroy 3065
5. Coburg High

This year, STC Extension Studies has taken off quite well. We have about five things started. We have the Council Creche over the road and we have three kids involved in child care. We have also got a couple of kids who are interested in pursuing short-hand and they are going to be involved in meetings and following up minutes. We have two kids doing Dance and Drama working with the Physical Education teachers and our teacher aide. They are also going to be taking aerobics classes and working with year 11 kids who are doing creative dancing. We have been talking about cross-age tutoring and the Primary School Principal has suggested a program that fits in with their multilingual program.

Coburg High School,
83 Bell Street,
Coburg 3058

SUMMARY

I found it interesting that no-one discussed at length the conventional work-experience program. Perhaps work experience as we normally organise it is not the most appropriate way of helping kids understand and cope with society and the world of work. Although some schools have been exploring other ways of looking at the community and at work, maybe we should ensure all STC schools re-examine their work-experience programs....

It would be good if people went back to schools and talked about some of the things that may be possible and then to move in some direction that is more constructive than the vocational sampling notion of work experience that has been with us for about ten years now.

It seems that there are three things that schools can look at: there is the idea of a whole program such as Moreland School-to-Work; the idea of smaller, short-term "job creation" type programs based on Ken Folk's strategies, which already happen in quite a few schools; or there is the idea of building a broadly based subject area such as Community Studies.

In trying to develop views of what the 1986 STC Course might say about work experience and related activities, we'll also have to look at some technical matters like legal liability and Principals' attitudes to activities outside school. We also have to look into how students gain credit for their activity-based programs and whether they fit into our assessment system.

Jill Anwyl,
Coburg High School.
Job Creation projects have begun to develop within schools. We must, however, make a distinction here between those projects which are one-off "jobs to be done" (eg maintenance) and those which build the project into the educational program of the school. Such projects seem to offer possibilities for exciting developments eg working with school leavers wishing to return to some form of mixture of school and work.

In this issue of CONNECT, we open up a discussion of this area with two papers from Wordworks, a new publication on employment related issues (itself begun as a job creation project) and some principles developed by the Moreland High School School-Work Program.

Job Creation Questioned

At a seminar in May that was organised by the Collective of Self-Help Groups (COSHG), the Victorian Council of Social Services (VCOS) and the Ecumenical Migration Centre, government approaches to job creation were questioned by both delegates and speakers.

There was much discussion of the meaning of job creation and how it can be realistically implemented.

One of the speakers to the meeting was Hayden Raysmith, the Executive Director of VCOS. He drew distinctions between 'job creation', 'work generation' and 'career building'.

Mr Raysmith said 'work generation' is an often exploitative measure which uses jobless people to do unpleasant and unfulfilling tasks such as roadbuilding. These jobs offer the participants neither useful skills nor permanence. Such measures can contribute to unemployment by taking jobs away from skilled workers and temporarily giving them to unskilled people.

Mr Raysmith said 'job creation', in its real sense, can offer permanence and structure. But the most desirable measure is career building, through which people are given permanent work that includes training. Career building, he said, also means that the participants gain a sense of purpose in their work.

Peter Allen, Director of Social Policy and Research at the Brotherhood of St Laurence, also drew distinctions between job creation and training or work experience. He said that most short-term job creation schemes should really be termed 're-training' programs. Job creation, however, should be aimed at creating on-going jobs, resulting in the employment of labour which would otherwise be unemployed. It should create desirable work that people will wish to keep doing, and which provides socially beneficial goods and services.

According to Mr Allen, most job creation schemes are only temporary because of the assumption that unemployment is cyclical. "But as the structural nature of unemployment is recognised more and more, there is also some thought about the question of how regular, permanent employment can be effected by job creation schemes," he said.
CRITICISMS

The feeling of the seminar was that the State Government's Employment Initiative Program (EIP) was not realistically tackling the problem of unemployment. The delegates, mainly from community groups, agreed that the EIP was doing little to help the jobless people and, in many cases, could even prove destructive.

The main criticisms of the program were:

- that it could prove emotionally destructive to give a person a job for six months and then take it away, leaving them in the same position as they were before they started the job;
- that the funding period of six months is too short a time in which to develop and implement a worthwhile project;
- that community groups, which mostly have limited resources, are not allowed to spend grant monies where they are most needed ie on equipment purchases as 60% of monies must be spent on wages. Also, any purchases of over $1000 become the property of the government at the end of the funding period;
- that most of the people employed under the EIP will be no better equipped to find permanent employment after the scheme ends, as most jobs include no worthwhile training, community groups often being under-resourced;
- that many of those employed were experiencing 'artificial work situations' which give them a false view of being in the workforce.

RECOMMENDATIONS

These and other criticisms were offered during workshops in which all the representatives of community groups who attended the seminar took part. Most, however, strongly endorsed a list of 15 points put forth by Hayden Rasmith during his speech earlier in the day.

These are the recommendations regarding future guidelines for government funding, which will be put to the government by VCOSS:

1. That separate funding be earmarked with clearly stated objectives and target groups. It would be destructive for the program to have to compete with State and local government;

2. That funding only go to groups where the unemployed person was part of the management and decision-making structure of the organisation; where the organisation had an open structure for sharing information and skills; and where the organisation was properly accountable;

3. That a procedure be established which enables organisations and unemployed people to establish a mutually satisfactory agreement before the work commences;

4. That the guidelines allow for a mixture of people with different skills and experience to participate;

5. That as far as possible, more than one person be employed in any organisation to avoid isolation;

6. That funding for the host organisation commence before the employment of workers to allow adequate consideration of and preparation for the positions;

7. That both training and evaluation be considered on-going and as integral to the positions. Neither should be conducted by experts or imposed from outside the group;

8. That accountability take the form of reporting back both in writing and at seminars with other organisations, and that the group be asked to develop the most appropriate way of meeting these requirements;

9. That financial accountability be consistent with the financial standards developed by VCOSS for the not-for-profit sector;

10. That a support structure be established in conjunction with VCOSS and COSHG which will assist groups to take part, undertake the ground work, provide information on accounting, industrial insurance and other issues, and which will help to link groups together and share information;
11. That block grants be made to disadvantaged regions and funds earmarked for particular sectors;

12. That a limited number of Employment Development Officers be employed in regions with different sectors such as youth, migrant and disability areas to assist groups to utilise the program and overcome some of the distortion caused by the submission model;

13. That, within broad limits, the periods of employment and the period for getting jobs off the ground, be flexible and considerably longer than for other parts of the program, and not less than one year;

14. That funds be able to be carried over from one financial year to the next;

15. That the approach be evaluated overall by the participating organisations, the unemployed and the relevant departments, assisted by an appropriately skilled person. Funds must be provided to the non-government sector to carry out this work.

There were many other points brought up by the delegates which will be presented to the government. Several groups strongly recommended that the EIP should allow a greater proportion of funds to be spent on income-generating equipment. This would allow many groups to work towards becoming self-sufficient and providing permanent, full-time employment for their participants.

A problem many groups faced was a lack of time and resources necessary to facilitate adequate training as laid down in the funding guidelines. They suggested that Technical and Further Education (TAFE) develop short courses appropriate to funded groups, which would become an integral part of the jobs.

There was concern that some groups were refused funding because they did not conform to a set legal structure in an incorporated body. It was felt that all forms of community organisations, including collectives, should be eligible to receive funding.

Another strongly supported recommendation was that people applying for jobs under the EIP need not have to be referred through the Commonwealth Employment Service (CES).

With the first round of funding, one of the target groups was women. It has been shown that many women form part of what has become known as the 'hidden unemployed'. That is to say that many married women, and women in de facto relationships, have virtually given up looking for work and are not registered with the CES. They have resigned themselves to being supported by their partners. Consequently, many of the target groups of women were excluded from applying for EIP funded jobs.

Several funded groups complained that funding payments have not been received on time. This not only puts projects behind schedule, but places workers in financial difficulty. Many community groups do not have sufficient money behind them to pay wages while waiting for cheques from the Ministry of Employment and Training to arrive, and payments have been up to six weeks late.
CONSULTATION

Hayden Rasmith said that jobless people need to build links with youth, church groups, women's groups etc and work on a united front to pressure governments to formulate policies which will serve these groups' needs.

With the Federal Government planning its Community Employment Program, under which there is $300 million available for 1983/4, Hayden Rasmith stressed the need for community groups to make clear demands now about how they want this money to be spent.

Speakers from the Federal and State Governments both emphasised the necessity for job creation schemes leading to permanent employment.

"Long-term job creation must be the objective of governments," Jim Simmonds, the Victorian Minister for Employment and Training said. He said that 3000 jobs have been created under the Employment Initiatives Program, and that of 500 projects funded, 216 were community groups. These jobs are funded for only six months however.

Both Jim Simmonds and John Cooley, the First Assistant Director of the Federal Department of Employment and Industrial Relations, stressed their commitment to Community consultations in developing policy on employment schemes. Both said that VCOSS and other such organisations would be invited to policy discussions. To date they have not been included in such meetings.

Mr Cooley also promised to take note of the claims and recommendations made by the seminar and present them in Canberra. However, he said he could give no assurance that these claims would be taken into account by the Federal Government.

ACTION

A direct result of the seminar was a meeting of many community groups and individuals who are concerned about government attitudes to job creation. The meeting was held on July 14th at the COSHG offices.

Those who attended felt that it was important to take action to influence government planning.

Three working groups were formed: the first to try to influence the Federal Government's CEP guidelines; the second to investigate future employment trends, and the third to act as an information network for all concerned with employment and unemployment issues.

For more information, contact COSHG on (03) 348.1055.

Elaine McCready

These articles are reprinted, with permission, from Wordworks, issue 1. Details of subscriptions to Wordworks are contained elsewhere in this issue of CONNECT.
Conferences, bloody conferences! Judging from a glance at any community worker's diary, 1983 might have been declared the year of the Employment Conference.

Is all this talk worth it? Is it having any real effect on our community's response to the ever worsening employment situation?

A look at the outcome of a conference held 12 months ago, provides some insight. The Brotherhood of St Laurence has published the proceedings of the conference convened in July 1982, "Job Creation in the Public Sector" in a book of the same title.

The papers and background information presented there provide an excellent grounding in many of the underlying issues relating to unemployment and job creation both in Australia and overseas.

The book contains an extensive 'Annotated Bibliography' which reveals a severe shortage of written material on job creation in Australia. This publication comes, therefore, as a welcome contribution to the employment discussion.

While extending our knowledge of current responses to unemployment, this book and the conference which gave rise to it, give evidence of a fundamental conflict between the major parties involved in the debate.

At the heart of the conflict are two questions: first is the politically sensitive question of the causes of unemployment; and, once this question is resolved, there is the second and equally divisive issue of public versus private sector job creation.

On the first question, the paper by John Ewen provides a refreshingly clear explanation of the causes of unemployment. He identifies four causes including: cyclical (boom and bust), structural (the changing nature of work and the workforce), economic (evolving a new 'world economic order') and demographic (age structure of the workforce).

Unemployment, he maintains, is caused by a combination of these factors - the boom and bust accounting for only a proportion of the current joblessness. This view runs counter to the publicly espoused beliefs of most Western Governments.

Mr Viner, the employment spokesman of the Fraser Government, is quoted elsewhere in the book as saying, "The Government ... contends that effective job expansion can only be achieved through soundly based economic growth reflecting itself in expanded development in the private sector."

Despite the evidence that structural unemployment is here to stay, it appears that governments of all political persuasions are loath to admit that the future will bring anything but prosperity, profits and full employment. They apparently feel that it would be political suicide to do otherwise.

This applies to Labor as well as to Liberal Governments. Jim Simmonds, Victorian Minister for Employment and Training, in his contribution to the book, says, "The right to employment, the certainty that you will always get a job, the conviction that you never need to be redundant; that is the most fundamental prerequisite of human dignity in our time." He continues, "I believe that governments must ... help to build confidence in the private sector, and stimulate consumer and business investment that will expand employment in the private sector."

Having said this, Mr Simmonds, unlike his Liberal counterpart, puts forward some support strategies that tackle some of the other, non-cyclical causes of unemployment.

The view that unemployment is merely a cyclical problem requiring only short-term solutions to tide us over the recession period, has resulted in a series of 'job generation' programs. These programs use government funds to employ people to carry out short-term public works programs, such as road construction.

Several authors argue that by not accepting the permanent, structural nature of unemployment, governments are squandering public resources and, in fact, worsening the situation.

These same authors, while agreeing on the structural nature of unemployment and the need for governments to put substantial effort into the creation of permanent, new jobs - job creation - they differ strongly about the way such jobs should be created.

The source of this conflict centres round the question: should government funds be used for job creation in the private business sector or in the public sector ie in community organisations and the public service?
The drawbacks of private sector job creation include the possibility of business gaining windfalls for doing what they would have done anyway, and the likelihood that privately marketed products will compete with other businesses and displace other jobs.

Only one author attempts to apply these same drawbacks to public sector job creation although many point to the fact that job creation in the public sector has not been shown to be highly effective overseas. This may be due to the fact that most overseas experience has been with job generation, not real job creation.

The other criticism of public sector job creation is that it tends to employ the 'cream' of the unemployed, rather than the target group of disadvantaged people. The question of whether or not 'targeting' is an appropriate goal for job creation is not tackled by any of the authors.

Ultimately, this conference, like so many others, has done little to alter government policy. The State and Federal governments continue to plough vast amounts of money into job generation and remain sceptical of real job creation in the community.

On the other hand, this conference and the resultant "Job Creation Through the Public Sector" have made a significant contribution to the employment debate.

Jeremy McArdle

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**Some Principles**

Traditional responses have given schools the responsibility for education and the Work-force responsibility for social productivity and employment. The School-Work Program is attempting to develop new approaches to work and education, and to integrate the two. In doing so, we believe that:

1. Job creation programs should have a strong educational and training element in addition to being an employment program. Consequently, the processes of developing social, personal and vocational skills are extremely important as well as the concrete results of the program.

2. Job creation programs must develop new employment structures and avenues that provide access points to young unemployed people who have never gained work and takes into account their skills and experiences.

3. Job creation programs must aim at developing new career paths for unemployed people and equipping them with transferable or marketable skills.

4. Job creation programs must be based on meeting un-met community needs, which involves:
   a) an accepted community articulation of those needs, and
   b) the community becoming increasingly aware of and taking responsibility for meeting those needs.

5. Education based on social analysis and contribution is an extremely effective method for people to develop skills and take responsibility for their own learning and productive output. This approach is marked by:
   a) a positive and contributory direction, centred around clearly defined goals and targets;
   b) a process of action/reflection/action, where in an on-going manner, people are evaluating their progress and targets and are "learning by doing";
   c) skill development being specifically related to the task at hand; and
   d) an overall aim of community involvement and development.

Rod Maher for
School Work Program,
32 The Avenue,
Moreland 3058.
Work Education Program: Thomastown High School

As an extension to the flexibility of Thomastown High School's system, on July 25th all classes for year 11 students were stopped right around the school. During the following 2-week period, a program called the "Work Education Program" was introduced.

The main contention behind the WEP is that students were given the opportunity to either: a) do work experience; b) go out to colleges, universities or general places in the field of work they wish to pursue, in order to interview people; and/or c) attend special classes held for them at school, where teachers tried to give them a basic understanding of what the outside workforce is all about, and the reality of the unemployment rate they will be faced with once they leave school.

The WEP was an excellent idea and one where all the five year 11 coordinators put in a lot of hard work and effort making it a success ... and it was a success! Most of the students I spoke to felt that during those two weeks, they were given the freedom to come to terms with what will happen to them once they leave school. Also, they learnt how to go about doing things for themselves and (the utmost important criterion) they learnt how to take responsibility over their own actions and decisions they made.

Activities in the WEP included things such as: 1) conducting a mock interview and recording it on tape and then later on going back over it and seeing what we did wrong, what we should have done and what we shouldn't have done; 2) going out to LaTrobe University to sit in on lectures and talk to people of importance; 3) having guest speakers come in (such as those from unions and people who are unemployed); 4) having an unemployment day - like living on $40 a week, tenancy, hire purchase arrangements etc.

There has been a lot of controversy regarding Thomastown High School and the flexibility of its system. However, personally I feel that schools like THS do not only concentrate on improving a student's academic skills, but also on improving a student as a whole person. This can only be done when the student is given the opportunity to take initiative and responsibility over her/his actions. Of course, THS has got its disadvantages. Some students will (undoubtedly) abuse the system and not use it to their advantage, as was initially expected - but that sort of behavior can be more or less expected in any organisation.

Schools should be adopting the new mode of life ... school isn't what it used to be "once-upon-a-time". There is too much unemployment around, and too much pessimism. If (traditional) schools learnt how to adapt to change, they would find their students to be more participant and willing than they probably are now. I should know ... I come from a school whose system has been debated a thousand times over, yet we've proved everyone wrong! Our system is a benefit to its students ... along with all the withdrawal symptoms, but then, nobody's perfect!

Franca Tosto, Year 11, Thomastown High School, Main St., Thomastown 3074
YOUR COMMENTS

I am Franca Tosto, a 16 year old student from Thomastown High School.
Recently, Thomastown High underwent a program for its year 11 students: the Work Education Program. I felt I should write to you about it in order to let other schools in on what is happening, and, if they like what we have done and are doing, to adopt our principles.

My article will, undoubtedly, come under a lot of dispute — but then, everyone is entitled to her/his opinion. I merely wish to express mine, and at the same time, defend my school which has often come under a lot of criticism for the way it is run. (Article elsewhere in this issue.)

.Franca Tosto, Thomastown High School, Main St., Thomastown 3074

You may recall some months ago you conducted a newspaper workshop with students from Altona High School, Altona North High and Altona North Technical School. As promised, I have enclosed a copy of our first edition, which I hope will become a permanent feature of school and community life.

Thank you for your past help and also your kind offer of further assistance should we need some expert advice.

Geoff Freeman, Altona Community Education Officer,
C/o Altona HS, Civic Pde., Altona 3018

Is there any copyright on Connect 12, the Schools in Radio Conference one? I was hoping to adapt some of the articles for our Media Memorandum, if that's OK. For example, Rebecca Coyle's list of ideas on radio across the curriculum would be excellent.

Helen Yeates, Secondary Broadcast Liaison Officer,
ABC, GPO Box 293, Brisbane 4001.

As you may have heard by now, the publication of Bittersweet magazine is coming to an end with the summer issue.

It has been really helpful to study and learn from your publication, and we have enjoyed exchanging magazines with you in the past. But since Bittersweet is ceasing as a class, there will be no need for you to send us any more magazines and our summer issue will be our last magazine that you will receive.

Again, thanks for sending us your publication over the years.

Lisa Mestan, Business Manager, Bittersweet Inc.,
Lebanon HS, 777 Brice, Lebanon Mo 65536 USA

CONNECT is a most useful publication and we draw on its contents constantly in order to inform our members of students' and youth participation in education. Keep up the good work!

Dorothy Kiers, Secretary, Australian Assoc for Community Education,
3rd Fl., 2 Treasury Place, Melbourne 3002

Sally on the Road:

I've been really busy since I arrived a couple of months ago. The air-pass that I've got has been fantastic and has saved me a fortune in air-fares. For only $300 Aust. I've probably saved nearly $3000. Also saved a lot of time and endless hours on smoke-ridden Greyhound buses ... The bus system is pretty bad, really slow and not very well utilised, so they stop everywhere. It took me 14 hours recently to come from Chicago to St Ignace ... in a car the same trip would have taken 5-6 hours. I'm psyching myself up for a 9 hour trip to Detroit this arvo on the bus... Tomorrow, fly to New York - Whoopie! Really looking forward to that!

Whilst I've been here, I've spent a lot of time finding out as much as possible about cable and community TV. There's a lot happening. Cable TV is very big here
in the US and, with all the competition between cable companies to get franchises especially in the big cities, they are prepared to give a lot to public access facilities. This means that a media revolution could potentially happen. In some cities, 20% of the channel capacity is going to access. This might be 4 - 20 channels. These channels are shared by the community, schools, local government and organisations, independent film makers etc. The companies are also providing whole studio set-ups often in schools, access equipment and staff and a % of the gross revenue (between 2% and 5%) which usually goes to a non-profit foundation which is set up by the community to administer the funds, raise more money, hire staff, run training programs etc. I went to a huge convention in Portland, Oregon recently; over 500 people there for three days in this swank hotel. It was organised by the National Federation of local cable programmers. Met people involved in cable and access from all over the country and learnt heaps about access, how it works, problems and future issues.

The likelihood of cable coming to Australia is uncertain: not for at least 5 years, however I'm sure we'll get it, considering how fast video is taking off at home. People are obviously excited at the thought of being able to get other stuff on the tube. Satellites are making a huge difference to the industry too, as cable companies can buy programs and then, via satellite, beam them across to 'dishes' anywhere. Potentially this is pretty dangerous for public access as the multinationals take over more and more small cable companies, and the commitment to access gets swallowed. Already there's legislation underway here trying to give more power to the companies rather than to the community.

This probably sounds like gobbledygook to you ... sorry, it did to me too before about a month ago, but I've been reading up solidly on it plus talking to people etc.

Anyway, on the youth front, things are pretty grim. Reagan has reduced the Federal dollar to a dribble, the big companies no longer have to put dollars into youth as they can get their tax deductions elsewhere now (computers and guns I suspect). As all the community/youth organisations rely solely on private enterprise for funding, they are all closing shop. The National Commission on Resources for Youth is about to fold... Only one guy is really still working there and he is leaving in August. The others have been laid off or found other jobs. So the office is this pile of papers and filing cabinets. Many of the Youth Participation programs that were roaring along a few years ago have folded.

I visited Project Blueberry in Wilbraham and stayed with David Bernstein ... a lovely guy who's obviously done great things there. Had a look at some of their tapes and he rang up some of their kids whom I spoke to ... pretty impressive for mid-summer. But the Project has been axed from the coming year's curriculum. A few reasons behind it, I think. Firstly, the school's budget has been cut by $100,000, so they've cut back on staff. (Schools are weird here, run like private enterprise; the teachers get laid off over summer so consequently a lot of them have second jobs or their own business ... makes them really committed eh?). School funding is mainly decided at the local level here and they have 'millage' elections where the community decide on how much they will pay in local taxes, which included funding for education. Of course voting's not compulsory, so only about 10% of the population turn up to vote, and usually they decide to cut taxes rather than increase them, so each year the schools' budgets are reduced. It's quite bizarre.) Anyway, due to Project Blueberry being somewhat unpopular with the status quo in the school, it got chopped. Quite tragic.

Another really interesting program that I visited in Chicago once operated out of 10 community venues, all with employed staff. Now it's down to three, with one staff person, a very demoralised, burnt-out worker. Still, hopefully the increase in public access in cable TV can give schools and education a real boost if they organise themselves properly.

The rest of the States is a mixture of the good, the bad and the ugly. Newspapers are real ugly!! Food is pretty amazing, as are supermarkets: so much packaging for everything. Street rubbish bins are huge to cope with the throw-away society. They are so fad conscious: health fads, caffeine-free, sugar-free (they just put chemical sweeteners in instead). You can buy milk that has everything taken out of it, 2% fat ... and then they put a whole lot of stuff back in - Vitamin D + A + ... ! Cars are the ruling class!

Sally Ingleton,
St Ignace and New York, USA
Transition Education Case Studies

In CONNECT 20, we published a partial list of Transition Education Case Studies that were then available. A full list is now available – they are available in most tertiary institution libraries and in some schools:

1. Moreland High School Grounds Reconstruction Project
   Dr T J Reilly
2. St Albans Technical School Community Projects Program
   Lynton Brown
3. Winlaton Youth Training Centre (Education Centre):
   Transition Curriculum Supervisor (Work Experience)
   Barbara Cramer
4. Lorne Higher Elementary School
   David Dawkins
5. Timbertcraft – EPUY
   Barbara Cramer
6. Prahran Technical Trade Orientation Program (TAFE PVC)
   Lynton Brown
7. BRUSEC Equal Opportunities Project
   Dr T J Reilly
8. Transition Education at Wendouree High Technical School
   Barbara Cramer
9. Elwood High School Theatre Studies Program
   Dr T J Reilly
10. Gordon Technical College Retail/Business Studies PVC
   David Dawkins
11. Shepparton EPUY
    - Three Discussion Papers:
      "A Language for Describing Reform in Education"
      "New Directions in Transition Education"
      "'Transition' in Transition"
      Barbara Cramer
      Dr T J Reilly
      Lynton Brown
12. Fitzroy High School Community Studies
    Bruce Wilson, Robyn Maxwell, Johanna Wyn
13. Yabberstick – Princes Hill High School
    Johanna Wyn
14. Murrayville High School
    Leo Bartlett
15. Preston PVC Hospitality
    Lynton Brown
16. Whitehorse Transition Project
    Helen Smith
17. A Workbook for Girls: Maryvale HS, Morwell HS, Traralgon
    TS, Newborough HS
    Marianne Robinson & David Dawkins
18. Choice and Exclusion in Transition from School: A Case Study of the School Program at Western Youth Services
    Angela Munro
19. Expanding Horizons: Chandler HS, Cobden TS, Eaglehawk HS
    Bruce Wilson
20. Sherbrooke EPUY
    Lynton Brown
21. Sunshine High School
    Barry Carozzi
22. Portland High School: A Handcraft and Bushcraft Project
    David Dawkins
23. Bright Higher Elementary School
    Glenn Maggs and Gordon McDonald
24. Holmesglen TAFE Cluster
    Dr T J Reilly
    - Transition and Reform in the Victorian Transition Education Program: The Final Report of the Transition Education Case Studies Project
    Stephen Kemmis
    David Dawkins
    Lynton Brown
    Barbara Cramer
    Terry Reilly

Better Life Than Them

video tape written and produced by Sally Ingleton (former TEAC Project Officer at Fitzroy High School).

A documentary exploring seven young people's ideas about their future in the context of school.

A kit including Discussion Starters, Statistics on the Youth Labour Market and a paper outlining uses for the videotape and kit is also included.

Jointly funded by TEAC, the Vocational Orientation Centre, Open Channel.

28 minutes, colour video-tape.

Schools can obtain copies through the usual dubbing services of the Victorian Education Department's Film, TV and Audio Services Branch (telephone (03) 341.4111). Other copies are available on loan from the VOC (telephone (03) 347.7611).
Youth Advocacy Report

Occasionally a report arrives that gives a clear example of the principles of youth participation that one's talked about. Such an example is "The Youth Advocacy Report: A Student Initiated Project".

Tony Knight's lead article in this issue of CONNECT outlines both the background and some of the recommendations of the research. These are contained in this 64 page report to the Vandalism Task Force of the Department of the Premier and Cabinet.

Tony's introduction sets the scene:

The purpose of this project was to involve youth in the analysis, research and social policy formation in designing strategies for the prevention of vandalism in our community. The Vandalism Task Force confirmed this youth initiated project as an important part of the committee's work toward the understanding of vandalism. (p. v)

Thus the project combines rigorous application of learnings, definitions of desirable changes and developments, and an audience that is willing to listen and take the research seriously.

There were 152 young people involved in the compilation of this report, from schools in the Broadmeadows, Sunshine, Footscray, Deer Park, Brooklyn and Newport areas of Melbourne. They covered a wide range of ages and experience. The Report presents their findings in their own words. Recommendations for action are clear.

As Tony also notes in the introduction, this is only the first stage. It is one major step to present these recommendations to a Task Force; it is another, more difficult but more challenging and rewarding step to take some of the implementation of the recommendations on, and to research their efficacy in practice. "They could be supported to implement one or some of their recommendations and then evaluate their effectiveness," says Tony.

There are two other points to highlight, as Tony does: firstly, these activities are "a legitimate educational activity" (and he goes on to outline 'traditional' ways in which learnings can be seen); secondly, "engaging vulnerable or troubled youth in these action research projects can play a significant role in helping them understand the critical events that so powerfully influence their lives." (p. vi)

It's an exciting and challenging document, both in what it says directly, and in the example it gives for similar actions that could be taken elsewhere.

A bibliography at the back of the Report indicates that copies are available from Regional Offices of the Victorian Education Department. If you find it difficult to find there, it is suggested that you contact the Ministry of Economic Development, 1st fl., 228 Victoria Pde., East Melbourne 3002.

(Youth Advocacy Report: A Student Initiated Project. Tony Knight and Bernadette Dawes; Vandalism Task Force, Victoria. ISBN 0 7241 5295 4)

Wordworks

WORDWORKS is not a paper for the unemployed.

But, I guess, many unemployed as well as employed people will find it very interesting. Wordworks is a new paper about employment issues, and in these times, it obviously centres on issues of job creation and unemployment. The editorial tells us that each issue will centre on a particular theme (job creation in the first case) related to employment. "You don't have to be out of a job for employment to be of major interest."

Wordworks is published by a collective of people within the EMPLOY group. It is, itself, a job creation venture, aiming to be self-sufficient in terms of subscriptions and advertising, and paying staff.

It aims to: "Provide a forum for the discussion and the exchange of ideas, particularly concerning traditional work values and alternative work structures;
The first issue contains articles on "City Job Inquiry", "Volunteering?", "Job Creation in Tasmania", "Ethnic CYSS", features on "Job Creation Questioned", "Access Theatre" and "925" and so on.

One year's subscription (12 issues) costs $10 (or $6 for jobless people).

It's worth subscribing to - lots of good information, reviews and opinions.

Two articles from the first issue are reprinted in this issue of CONNECT in a special section that links the broader topic of job creation to the particular concerns of education. That's an area that is going to continue coming to the fore.
MATERIAL AVAILABLE

Articles

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<td>Western Region Education Centre &quot;Student Action in Education&quot; package, consisting of:</td>
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<td>Youth Participation Projects in Australia: An Anecdotal History - Roger Holdsworth</td>
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Publication Projects:

We wish to stress that these publications are not for sale. They are available for perusal by arrangement: contact CONNECT on (03) 489.9052.

AUSTRALIAN STUDENT PUBLICATIONS:

Altona Forum (Altona schools, Vic) Vol 1 No 1 August 1983
Mallacoota Mouth (Mallacoota School, Vic) Issues 310-320 to 19th August 1983
The Paddlewheel (Wilcannia School, NSW) Vol 8 Nos 16 to 26 to 19th August 1983
Presto (Preston schools, Vic) Vol 2 No 3 July 1983
SCLP News (St Albans Technical School, Vic) Vol 2 No 3 July 1983
Yabberstick (Princes Hill High School, Vic) July 1983
Panorama (Westall High School, Vic) Vol 2 No 2 1983
Tech Times (Werribee Technical School, Vic) Term 1, 1983 and Term 2, 1983
Network (Hurstbridge schools, Vic) No 1 June 1983
Network (North Geelong schools, Vic) Vol 1 No 1 August 1983
Flash (Baltara School, Vic) Nos 1, 2, 3 March, April, June 1983
Winlaton Rave (Winlaton School, Vic) No 17 May 1983
Ascolta (Brunswick schools, Vic) Vol 10 Nos 3,4 June, August 1983
Genesis (Newmarket schools, Qld)
Student Council News Nos 1, 2 and Home News (Newmarket High School, Qld)

OVERSEAS STUDENT PUBLICATIONS:

Bittersweet (Lebanon, Missouri, USA) Vol 10 No 4 Summer 1983 - FINAL ISSUE
Noun (Paradise Project, Burlington, Vermont, USA) Vol 6 No 1 Summer 1983

Other Sources:

TAFE - Transition Resources (East Perth, WA) Vol 3 Nos 2, 3 June, August 1983
Study of Society (Victorian Advisory Committee on the Teaching of the Social Sciences in Secondary Schools, 234 Queensberry St., Carlton 3053) Vol 14 No 2 August 1983
The Ticket (The Station, Sydney, NSW) Vol 4 No 4 May/June 1983

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