

*You can't wait for inspiration.  
You have to go after it with a club.*  
(Jack London, Author)

## Helpful Resources from the World Bank

### Youthink!

<http://youthink.worldbank.org/>

*Youthink! is the World Bank's website for youth. Its goal is to introduce international development issues to young people, focusing on topics young people care about. Its forum allows young people from around the world to share their ideas and concerns on development issues. In April 2006 the site celebrated its 2nd birthday with over 15,000 readers monthly!*

*The World Bank is an international development organization that provides a vital source of financial and technical assistance to developing countries around the world.*

*On this site you'll find information about global issues that matter to young people today. Each issue of Youthink! introduces a different topic of*

*global concern. Complementary multimedia and stories provide an opportunity to learn more about each topic.*

*Youthink! presents the research, knowledge, and experience gathered by World Bank staff over the past 60 years. It invites young people to share their stories and experience by submitting materials to the site.*

*Youthink! encourages students to include learned information in their school projects.*

*Youthink! invites teachers to use this site as a supplemental educational tool where they deem appropriate.*

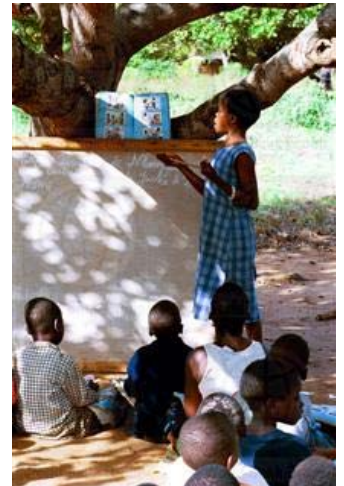
*Youthink! is produced by the Bank's External Affairs Department in cooperation with the Children & Youth Unit and the World Bank Institute.*

### Photo Library

<http://www.worldbank.org/photos/>

The World Bank has a distinctive collection of over 11,000 images that illustrate development through topics such as Agriculture, Education, Environment, Health, Trade and more.

Read the FAQ on the website for terms and conditions of use. Photos are available for purchase, though many are available at no charge. (Apparently some of the complementary photos are watermarked with the World Bank logo. But the two examples on this page of Starlink both were available at no charge, in low or high resolution, with no watermark.)



**Primary School of Nhanpfuine, Mozambique. The school was built in 1976. During the war they still had classes. They have 8 teachers, 3 of them women. Pupils are 6-16 and the kids all walk there, many up to 10-12 km a day. (Photographer: Eric Miller)**

### Level 2 Evaluation Toolkit

<http://tinyurl.com/d98j7>

An excellent resource for training providers to help them assess what and how much participants have learned from a particular course.

*The Toolkit is composed of practical sets of guidelines, templates, macros and databases. Its step-by-step approach focuses on what to do. To keep it short, it includes no theoretical background. It is designed for course providers who want to determine what their participants learned in a simple way, without becoming experts in measuring learning.*

### DEPWeb

<http://www.worldbank.org/depweb/>

A website of classroom-ready materials on sustainable development.

*Here you'll find online books and learning modules brimming with activities, information, data tables, case studies, and colorful maps, charts, and photos that will help you explore the often complex yet intriguing social, economic, and environmental issues of sustainable development.*



**Casa Beach, Morocco. Photographer: Julio Etchart**

**youthink!** but do you know?

Youth is not a time of life; it is a state of mind.  
(Samuel Ullman, Businessman and Poet)

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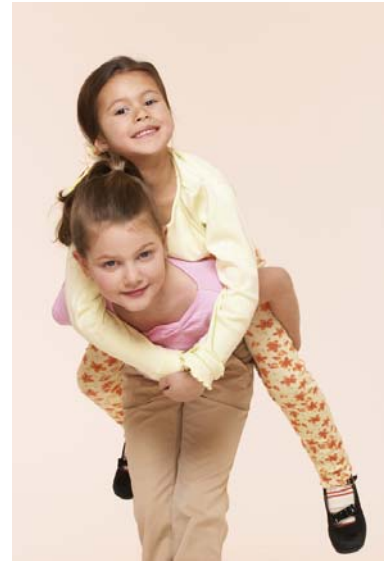
## After School Alliance

<http://www.afterschoolalliance.org/>

A useful download from this website is the Afterschool Action Kit. While many of the specific resources mentioned in this kit are US-specific, the broad guidelines it contains are very applicable to an Australian context. For example, there are age-specific checklists of the types of activities suitable for different age groups.

*The Afterschool Alliance is a nonprofit organization dedicated to raising awareness of the importance of afterschool programs and advocating for quality, affordable programs for all children. It is supported by a group of public, private and nonprofit organizations that share the Alliance's vision of ensuring that all children have access to afterschool programs by 2010.*

*The Alliance was formed on the belief that afterschool programs are critical to children and families today, and that the need for programs is not adequately addressed. In communities today, 14.3 million children take care of themselves after the school day ends, including almost four million middle school students in grades six to eight. Just 6.5 million children are in afterschool programs - but the parents of another 15.3 million children say their children would participate in afterschool - if a program were available. Creating more afterschool programs, increasing program quality and moving toward long-term sustainability requires building strong public will in support of afterschool. The Alliance was created to conduct this public awareness and advocacy work and to serve as a national voice for afterschool.*



## Promising Practices for After School

<http://www.afterschool.org/index.cfm>

Another US-based website with a huge number of articles, resources and ideas related to after school programs.

*The Promising Practices in Afterschool (or "PPAS") System is an effort to find and share things that are working in afterschool programs. The PPAS website is for afterschool program directors who want to improve the quality of their programs. All sorts of other people will find it useful, too – people like program staff, volunteers, parents, community members,*

*policymakers, funders, researchers, and anyone else who cares about children and youth.*

*On the PPAS website, you will find tons of information that you can use in your own program. You can see promising practices from programs around the country, talk with other afterschool staff, and share your own "aha's." Whether you're interested in planning activities for your program, finding funding, or looking for a new curriculum, the PPAS website has just what you need!*

## What's the Difference? (Handling Homophobia in Schools)

<http://www.streetwize.com.au>

'What's the Difference?' is a comic book resource that deals with how to handle homophobic behaviour and bullying in schools.

Funded by the Attorney General's Department of NSW, Crime Prevention Division with additional funding from the Kingston Sedgefield Charitable Trust managed by Perpetual Trustees, the resource has been released to high schools throughout NSW.

'What's the Difference?' aims to challenge stereotypical views that young people may hold about gay men and lesbians, as

well as homophobia and heterosexism.

It shows the effect of homophobic behaviour on a school community, but does not focus on same-sex attraction or same sex attracted young people.

It's available from:  
Streetwize Communications,  
6/245 Chalmers St, Redfern NSW 2016  
Phone: (02) 9319 0220  
Fax: (02) 9319 5553

Source: Youth Field Xpress, Australian Clearinghouse for Youth Studies  
Editor: **Anne Hugo**  
Email: [Anne.Hugo@utas.edu.au](mailto:Anne.Hugo@utas.edu.au)



## UNICEF Innocenti Research Center

<http://www.unicef-icdc.org/>

This website has a huge range of articles and research reports, available for download in PDF. Publications may be searched according to categories, titles, authors, series or languages.

Starlink readers may like to check out the following titles, for example:

### The Evolving Capacities of the Child

*The Convention on the Rights of the Child introduces for the first time in an international human rights treaty, the concept of the 'evolving capacities' of the child. This principle has been described as a new principle of interpretation in international law, recognising that, as children acquire enhanced competencies, there is a diminishing need for protection and a greater capacity to take responsibility for decisions affecting their lives. The Convention allows for the recognition that children in different environments and cultures, and faced with diverse life experiences, will acquire competencies at different ages. Action is needed in law, policy and practice so that the contributions children make and the capacities they hold are acknowledged. The purpose of the study is to open the discussion and promote debate to achieve a better understanding of how children can be protected, in accordance with their evolving capacities, and also provided with opportunities to participate in the fulfillment of their rights.*

### A League Table of Educational Disadvantage in Rich Nations

*This (2002) report from the UNICEF Innocenti Research Centre considers the effectiveness of public education systems across the rich nations of the industrialised world. The Report Card takes an overview of several well-respected cross-national surveys into educational performance in an effort to present a "big picture" of the extent of educational disadvantage in OECD member countries. Although enrolment rates in lower secondary schooling throughout the OECD are almost 100 per cent, children in their early teens nevertheless differ greatly in what they successfully manage to learn while at school. With the importance of knowledge and of "human capital" in the global economy, the differences between high and low achievers become ever more critical if a part of each generation is not to be excluded from the benefits of economic progress.*



## Co-Intelligence Institute

<http://www.co-intelligence.org>

*Together we can be wiser than any of us can be alone. We need to know how to tap that wisdom.*

Healthy communities, institutions and societies -- perhaps even our collective survival -- depend on our ability to organize our collective affairs more wisely, in tune with each other and nature. This ability to organize our lives wisely together -- all of us being wiser together than any of us could be alone -- we call *co-intelligence*.

Co-intelligence is emerging through new developments in democracy, organizational development, collaborative processes, the Internet and systems sciences like ecology and complexity. Today millions of people are involved in co-creating co-intelligence. Our diverse efforts grow more effective as we discover we are part of a larger transformational enterprise, and as we learn together and from each other.

The Co-Intelligence Institute works to further the understanding and development of co-intelligence.

This site includes hundreds of articles and references describing proven methods, innovative models, practical visions and the theoretical frameworks that weave them all together.

Fortunately for us and our world, youth is not easily discouraged. Youth with its clear vista and boundless faith and optimism is uninhibited by the thousands of considerations that always bedevil man in his progress. The hopes of the world rest on the flexibility, vigor, capacity for new thought, and the fresh outlook of the young. (Dwight D. Eisenhower, speech, Gettysburg College, May 27, 1946.)

## Weasel Words

<http://www.weaselwords.com.au>

A fun Australian site for those Starlink readers who enjoy debunking the gobble-dyook of modern corporate language and jargon. As the "About Us" page reads:

When Don Watson wrote *Death Sentence* a torrent of letters and emails began from people rebelling against managerial language. Since then *Watson's Dictionary of Weasel Words, Contemporary Clichés,*

*Cant & Management Jargon* has been published and this site has been set up.

It is for people who have silently wept into a crumpled copy of their company's *mission statement*, for teachers who want to work in classrooms and not *customer service points*, and for all those who have been *underpinned* by an *innovative, value adding, creative, sustainable, diverse and optimised framework*.



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Chris on (03) 9751 1360 or

Sue on (03) 9758 2528



## Do You Hear Voices?



Do you hear voices when you facilitate or run a training session?

If you don't then you may need to examine the way you facilitate or train other people.

What voices am I talking about? Other people's voices besides your own.

Deeper learning usually occurs when all voices in a room are allowed the opportunity to be heard. This creates an environment where shared knowledge and experiences can enrich a given topic.

As facilitators or trainers we don't 'know it all' and allowing all voices in the room to be heard can make a difference to our own learning and understanding of our 'expertise'.

Here are three ways of allowing all voices to be heard.

### Time

Allow time in your session to hear as many voices as practical. If all voices are not heard during a session then make a time soon after a session. Or if you are with a large group then follow up within the next few days.

### Experience

Inexperienced facilitators or trainers usually stick to their schedule regardless and miss out on the opportunity to hear voices that can make a difference. And sometimes, experienced facilitators or trainers are guilty of doing the same thing.

You can avoid this by adopting a flexible approach to your schedule and encourag-

ing the voices to be heard. As you gain experience in doing this it will become a natural way of facilitating or training any group of people.

### Ego

If your ego is fragile you may stop the voices from being heard. A fragile ego, when threatened, can cause one to act defensively by arguing, condescending, or ignoring a person. A healthy ego will allow other voices to be heard.

How does one create a healthy ego?

From a Tai Chi perspective you give up on the ego, which in the end creates a healthy ego. A contradiction in terms but it does work.

So all you need to do is **T.E.E.** up your facilitating or training session and all the voices in the room will be heard.

Do this and your own voice will also be heard at a deeper level.

by *Chris Bennett*

[chris@bjseminars.com.au](mailto:chris@bjseminars.com.au)

## Of Substance (Drug Resource)

<http://www.ofsubstance.org.au/>

*Of Substance* covers the latest Australian news and research on alcohol, tobacco and other drugs. It is essential reading for organisations and individuals who provide services to those affected by substance use.

The next issue (October 2006) will be focusing on youth issues, including a feature on school drug education.

Published quarterly, printed copies are now available free of charge to subscribers within Australia and the Asia/Pacific region.

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