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Report prepared by Libby Visinand _ -..

World University Service

Introduction

Founded in 1920 as European Student Relief, the organisation aimed to publicise and to relieve the plight of students and professors suffering from the effects of the First World War.

During the 1930s its programmes and self-help projects for university members extended into the fields of student health, cooperative work and research into the problems of higher education.

Following the outbreak of World War II, International Student Service, as it was then called,

helped many thousands of prisoners of war and internees to continue their studies. In response to the expansion of its activities into Africa and Asia, the organisation changed its

name in 1950 to World University Service. During the 1960s WUS shifted its focus from projects that essentially benefitted the university community to programmes that encouraged the

community to serve the society surrounding it. During this same period it also expanded into Latin America. In the 1970s WUS consolidated its presence in the three regions mentioned above and in Europe.

Over the last 15 years a large portion of the WUS programme has been devoted to scholarships for political refugees and for individuals denied equal educational opportunities, but it

has also concentrated on linking the human and technical resources of the universities to social and economic development through social action programmes designed to respond to local initiatives and to stimulate self-reliance among the individuals and groups with which it

cooperates.

WUS Policy

At the 1982 General Assembly in Harare, Zimbabwe there was a major policy review. The Commission appointed to define WUS policy identified three main themes for WUS's future work: Education, Human Rights and Development. Of the three, education was given the greatest emphasis as it was considered an essential element in attaining human rights and meaningful development. Since that time WUS's activities have tended to be focussed increasingly in the field of education, taken in its widest sense. This means that apart from the

scholarship programmes, the accent has been put on education for refugees, minority and oppressed groups, literacy programmes and adult education, curriculum development in newly independent countries, research into the educational needs of developing countries and the

appropriate and concrete action they call for. This focus on education does not exclude a WUS

response to other important development needs, particularly for projects aimed at eliminating social injustice and discrimination. However, such projects often stem from a basic need for

appropriate education and are thus linked to WUS objectives in the educational field. At the 1984 General Assembly in Nantes, France, the process commenced in Harare continued. The organisation reaffirmed the importance of the educational component of the programmes it supports, and adopted two important resolutions which will have a positive effect

on WUS's policy in the field of women's programmes and academic solidarity and cooperation in the future.

The programmes and activities in which WUS is currently involved are divided into six categories: education and training, scholarships and counselling, women and community development, human rights and academic solidarity and cooperation.

WUS Programmes

It is the task of the General Assembly, and the Executive Committee in the intervening biennial, to define policy and, in the light of this policy, to establish programme criteria and adopt

projects for the International Programme of Action. Once programmes have been adopted, it is the responsibility of the International Secretariat in Geneva to apply to a donor for funding.

The major sources of funding for WUS programmes are the Canadian, Danish, Norwegian and Swedish International Development Agencies (CIDA, DANIDA, NORAD and SIDA), the British, Dutch, Finnish and Norwegian governments, the Danish and Norwegian Refugee

Councils, the UNESCO Centre in Amsterdam, the Ford Foundation and many other smaller though important sources too numerous to name. WUS expresses its sincere appreciation to all the donors to its programme for their unfailing support. Brief descriptions of all projects supported by International WUS which received total or partial funds in 1983/84 are presented by region and by category in the following chapters, Programmes are divided into the following categories:

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Education and training

Of the varied activities WUS undertakes, most importance is given to this category. WUS understands education in its widest sense and as such recognises the importance of the learning process at all levels and within a very wide range of activities. Although the educational component of community development and women's programmes is important, for example, the projects included in this category are more specifically tuned to formal or non-formal education. WUS sees education as a tool for change and endogenous development.

Literacy, adult education, alternative education, vocational, technical and trade training are all important aspects of WUS' work in this field.

Scholarships and counselling

Scholarships for victims of repression studying either in their own country or more often abroad, have been a long-standing priority for WUS. The majority of WUS scholarships are awarded for university study for refugees from Latin America, South Africa and Namibia.

There has, however, in recent years been a gradual evolution within the programme away from purely academic and individual assistance. WUS is aware that innovation is needed and is striving to redefine the programme in the fields of higher education and vocational training.

Priority is also given to research into needs, fields of study, job opportunities and education.

In 1981, when at one time WUS officially assumed administrative responsibility for a large proportion of the South African and Namibian and Latin American scholarship programmes of the now defunct International University Exchange Fund (IUEF), this implied a marked increase in the scholar'ship component of WUS' Programme of Action. During the period under review the number of awards has stabilised. To improve administration of the programme, a coordinated administrative section was established at the International Secretariat in Geneva.

In July 1984 another development during HHS period was the creation of Returns Programmes, albeit only for a limited period, for Bolivia and Argentina, on the model of the Chilean Returns Programme established in 1979.

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For many years WUS provided financial assistance to its awardholders but gave little attention to other forms of assistance. It is now recognised that the counselling component of the scholarship programme is an extremely important one that it is necessary not only to identify scholarship holders as individuals but to be aware of their needs and problems. WUS is therefore endeavouring to provide them with guidance concerning their field of studies, and how these studies can lead to employment either in the country of asylum or in the region or country of origin. It attaches more and more importance to collaborating with other non-governmental or governmental structures in this field.

Human rights

Within the field of human rights there is much scope for action and WUS's role is not limited only to extending assistance to victims of political repression. Although the needs are very great.

WUS understands human rights as being not just for those suffering from political repression but also for those deprived of their social and economic rights. In the struggle for human

rights, legal aid programmes for victims of political repression in Latin America and in Southern Africa have been supported by WUS for some time; a recent development is assistance to legal aid programmes for the masses in developing countries to assist them in

understanding and taking advantage of their rights. Another of WUS's concerns is freedom of study, teaching and research - was enshrined at the 1984 General Assembly by the establishment of a Commission on Academic Solidarity and Cooperation which, it is hoped will open up a whole new field of activities for WUS.

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Womens programmes

One of WUS' priorities, identified at the General Assemblies in 1982 and 1984, is projects and programmes deemed to combat discrimination against women and to encourage their participation at all levels of WUS work. In the programmes WUS sponsors, the accent is on promoting women in their community, assisting them to become more autonomous, aware of their rights and their potential. Although basic health, hygiene, child-care and nutrition are often important elements in women's programmes WUS also attaches great importance to education, vocational training and socio-economic development. All WUS' VICW, such components are essential. All women are to be encouraged to fully participate in the (JCCISIO) making process, whether it concerns themselves, their families or their communities.

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Community development

WUS programmes in this category cover a wide variety of activities, but the basis of them all is the importance given by the organisation to assistance at the grassroots level. Programmes are designed to stimulate the process of self-identification of needs, self-reliance and autonomous development. In linking the university with the community, the latter is not to encourage dependence but rather to put the know-how and expertise of the university at the disposal of the local population and to stimulate a learning process which benefits not only the recipient group but also the university community.

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Criteria for WUS programmes

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- 2.1
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- 2.6
- 2.7
- 2.8
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- 3.9

Introduction

All WUS projects must reflect the aims and objectives of the organisation and be in accordance with the criteria which will be applied by the General Assembly and Executive Committee in receiving and approving project submissions.

Aims and objectives

Projects shall reflect the following aims and objectives:

A commitment to social justice, to the self-determination of peoples, and to tackling the underlying causes rather than merely the symptoms of oppression and discrimination, in order to avoid perpetuating the status quo.

The involvement of the WUS committee, jointly with other groups, in working towards a more equitable distribution of power and affluence in a particular national setting.

The enhancement of educational opportunities for persons and groups involved in the struggle for emancipation who have been discriminated against. Special consideration will be given to those persons and groups involved in the liberation struggle.

The eradication of discrimination based on colour, race, sex, age, religion and other cultural factors.

Assistance wherever possible should be given directly to WUS committees, groups and organisations working within the country concerned or, where this is not possible, to those

outside the country participating actively in the liberation of their fellow countrymen.

The promotion of programmes permitting the solution of crises in a progressive direction, rather than contributing to prolonging the status quo by pacifying the situation, a state which impedes any opportunity of a long-term solution.

The determination to promote programmes for women.

The determination to promote programmes for minority groups.

Criteria

Projects will be examined in accordance with the following criteria:

There should be an analysis of the socio-political situation in the respective country with

an emphasis on the situation of the majority of the people, including such factors as official

policy towards development the participation of the majority in the political and economic structures, human rights, educational provision, income distribution, respect for cultural differences, etc.

The extent to which the project is wanted and controlled by the recipient group and the way in which they have been involved in its preparation.

The ways in which the project will bring about change within the local, regional or national situation.

The long-term possibilities for the survival of the project.

Projects should be carried out on the basis of local needs, and should promote appropriate technology.

Projects should contain a demonstrable learning process.

The possibility of the projects integration with other programmes and its links with other

sectors, or the possibility of it being replicated.

The extent of the research and evaluation of the programme prior to its submission.

Whether there are any other agencies or groups involved in the same area and what relationship exist with them.

310 Projects should be of a reciprocal nature. ie, should involve educational gains for both the students and staff involved in the project and for the target group of such projects.

[illegible]

America and the Horn of Africa For self-sufficiency in refugee communities to be achieved .
education has to be seen as an essential part of assistance and not a luxury introduced at a late stage and in an ad hoc manner. WUS projects have attempted to reflect this, WUS attaches particular importance to the cooperation it has with many intergovernmental and non-governmental organisations (NGOs). We have been glad to see closer relations develop with UNHCR and UNESCO We have also recognised the importance of collaborating with other NGOs both bilaterally and through the International Council of Voluntary Agencies (ICVA). There is still plenty of scope for such relationships to be strengthened both on the national as well as on the international level.

During 1983/84 WUS continued to enjoy the support and confidence of its donors. Our longstanding and good relations with the Scandinavian countries provide WUS with a large proportion of its programme funds This cooperation now and in the future is essential to the organisation though it has not prevented us from seeking to improve contacts with those who have not traditionally been major supporters of WUS. We acknowledge our thanks to the larger number of contributors to the international WUS programme in the Finance Report. WUS depends on their support.

Financial constraints have resulted in a closure of the regional offices for Asia and Africa and a reduction in the Latin American regional office to provide, in the main, coordination in the administration of the scholarship programme. In addition to the departure of the three Regional Coordinators, the Geneva secretariat has been unfortunate and sad to see a number of staff members leave during 1983/84 After four years as General Secretary, Klavs Wulff decided not to stand for re-election in July 1984 His dedication and energy carried WUS successfully through a period of expansion and change. Our best wishes go to him and those other staff members who, as part of a small secretariat, have been expected to give so much of their time and energy. The special measures agreed by the General Assembly in Nantes to allow for a more extensive search for a new General Secretary will mean the appointment of a new chief executive in 1985f

The essential ingredient of WUS is its national committees in, at present, 44 countries of the world. Without its committees WUS would not exist. The fact that a large majority of them are located in the developing countries means that the organisation is not an agency in the mould of many European and North American organisations. A structure which is not centralised provides a richness of potential whilst creating a dynamic which can easily become constructive.

The challenge facing WUS is how to overcome traditional relationship patterns between the rich and poor countries of the world, to create an international understanding between different and diverse regions, and to harness the points of coincidence between its national committees to a programme of positive action aimed at overcoming social injustice and supporting self-sufficiency and independence.

During 1983/84 this challenge tested us to the full but I believe, at the close of 1984, we can say that WUS has once again stood the test of time with new, exciting roads ahead,

Nigel Hartley
General Secretary
May 1985

In June 1985, Marco A. Gandasegui from Panama assumed the position of General Secretary of International WUS.

WUS International General Assembly and Workshop, 1984

The 66th International General Assembly of WUS, hosted by the WUS national committee of France, was held at the University of Nantes in July 1984, 130 participants from 50 countries in-

cluding speakers, observers and staff attended this event, Held every two years representatives

from each WUS national committee meet at the International General Assembly to review the organisation's progress and to determine future policy, The business part of the

Assembly was preceded by a five-day workshop on the theme 'Hard and Development In Crisis: What Role for Education?'.

The Workshop

The main theme was addressed by two keynote speakers Dr. Luis Matra, a former member of the Allende Government in Chile and a renowned political scientist. put particular emphasis

on the CHSIS in aid and development. Dr. Satish Chandra of the United Nations University, a

distinguished Indian academic, spoke on 'the role of education'.

In the background paper prepared by WUS for the workshop, the role of the University in the

different situations was singled out for specific study; as a catalyst for social change: as a basis

for academic solidarity and cooperation; and its responsibility to oppressed groups with

emphasis on women and refugees. Following the keynote speeches, three working groups were set up. each introduced and led by several resource persons. All ideas into action' session.

armed at formulating practical proposals. was addressed by Humberto Lopez, Rector of Nicaragua's Autonomous University, Guy Prim, head of UNHCR's NGO Liaison Unit. and William McNeill. Executive Director of WUS Canada. The final plenary provided a forum to

reports from each working group and discussion of their conclusions.

The workshop provided a period of intense reflection on a number of themes of concern to WUS. details of which are provided in a separate report on the event. The conclusions of the

working groups were to play an important role in the consideration of programmes and policy

during the Assembly.

Workshop participants after the opening ceremony in centre to regrouped Jean-Marie Schwartz/ General Secretary

of WUS France Tommy Sheppard Workshop organiser and Vice-President of the International Union of WUS 3rd Professor

Jacques Viatte, President of the University of Nantes

The General Assembly

The work of the Assembly itself consisted of reviewing the activities of all WUS national committees and contacts and deciding on their status for the next two-year period; reviewing the organisation's ongoing programmes and approving new ones; considering amendments to the statutes and structures of WUS; looking into the finances and receiving the reports of the

General Secretary and the treasurer. One of the main concerns before the General Assembly was the election of a replacement for Klavs Wulff, General Secretary since 1980, who had decided not to stand for re-election. Only one candidate had been identified, and in view of the

short time between Klavs Wulff's decision and the General Assembly, a holding arrangement was agreed and Nigel Hartley, General Secretary of WUS (U K) was elected General Secretary

for a limited period while the position was re-advertised. The Assembly elected a new Executive

Committee with Professor Harunur Rashid from Chittagong University Bangladesh as President.

The Assembly adopted unanimously a series of resolutions in solidarity with Turkish universities, El Salvador, Guatemala, Puerto Rico, the Autonomous University of Guerrero, Mexico, and the Struggling People of Southern Africa. Support was also agreed for a Tour of Rectors of

the Central American Universities to Mexico, USA and Canada, for Cooperation between the University Communities of Costa Rica and Nicaragua, and for a Conference on the Education Crisis in Central America from the European Perspective. Two recommendations made by the Workshop # on Academic Solidarity and Cooperation, and on Women _ were passed unanimously by the Assembly and will affect WUS' policy in the years to come.

At its closing session the General Assembly paid tribute to Klavs Wulff, the outgoing General

Secretary and thanked him for all he had done for the organisation during his tenure.

His hard work, creativity and commitment to the organisation were underlined. In his response, Klavs Wulff stated that although many divergent opinions and views had been debated, genuine, solid unity had emerged which augured well for the future of the organisation. Professor Mathur, an outgoing member of the ExCo and chairperson of the final session,

concluded by saying that he felt confident that under its new leadership WUS would continue

to activate university staff and students for solidarity, for excellence and for the continuing fight

for social, economic and political justice all over the world.

AID AND

DEVELOPMENT

IN CRISIS:

WHAT ROLE FOR

EDUCATION ?

A Report on the

World University Service

International Workshop

held in Nantes, France

July 1984

Prepared by

International WUS and its relations

with other organisations

World University Service has consultative status With the Economic and Social Council of the United Nations (ECOSOC) and with UNESCO. It maintains regular contacts with a number of UN organisations and particularly with the office of the UN High Commissioner for Refugees (UNHCR).

It is a member of the ECOSOC NGO Conference, the UNESCO/NGO Standing Committee, the UNESCO/Youth NGOs Consultation and the Geneva Informal Meeting of Youth NGOs,

Through its membership on the Governing Board of ICVA (the international Council of Voluntary Agencies) WUS has intensified its participation within this particular network in a number

of areas of interest to WUS through the ICVA network. WUS was one of several NGOs to initiate the establishment of the Standing Committee on Education and Training of Refugees in Africa. The Chairmanship of the Standing Committee is held by the OAU (Organisation of African Unity) and WUS acts as its Secretariat. The Standing Committee decided, in February 1983, to update the 1979 IUEF (International University Exchange Fund) publication "Educational Opportunities for African Refugees" and WUS as a member of the editorial board was nominated to coordinate this project. This type of cooperation and its involvement in several

other working groups of ICVA have allowed WUS to improve its informal contacts with like minded organisations and to explore avenues for future cooperation.

In both 1983 and 1984 WUS took an active part in several other initiatives organised under

ICVA auspices One was a consultation of voluntary organisations sponsored by ICVA and UNRWA (the United Nations Relief and Works Agency for Palestine Refugees in the Near East) in 1983 aimed at promoting closer collaboration concerning the pressing problems of protection and assistance for this particularly vulnerable group. Another was a Voluntary Agency Consultation on Refugees and Displaced Persons in Central America and Mexico in

January 1984 which drew together 75 participants from international and Central American voluntary agencies. The Consultation emphasised the need to improve coordination between UNHCR and NGOs and called for more effective cooperation among NGOs themselves and greater support for local voluntary agencies in Central America.

At the end of 1984 the General Secretary and members of several WUS Central American committees took part in a VISIT to, and meetings in the region organised by ICVA to follow up on

the Consultation. The process effectively improved the understanding of conditions in the 10

region for those from NGO headquarters and enabled those working in the field to share experiences and participate in discussions which brought together both policymakers and field-workers.

WUS is now an active member of the ICVA sub-group on Central America and Mexico. This group will organise, in 1985 and 1986, a series of seminars in the Central American region concerning the work of NGOs and UN agencies with refugees and displaced persons from El Salvador and Guatemala.

WUS also took an active part in the Sub-Group on African Refugees which was set up within ICVA in March 1983 to look into preparations for the Second International Conference on Assistance to Refugees in Africa (ICARA II) and follow-up to the meeting between the Secretariat of the Organization of African Unity (OAU) and Voluntary Agencies held earlier that

month in Arusha, Tanzania and which WUS attended.

In addition to participation in the ICARA II Conference, WUS showed its commitment to the decisions reached by engaging Klavs Wultf as a consultant with special reference to ICARA II,

once he ceased to be General Secretary of the organisation Through its national committees

in Canada, Denmark and the UK, WUS has become involved in ICARA II projects in Angola, Botswana and Sudan. WUS also participated in the country review meetings held in Geneva, London, Brussels and Oxford.

WUS was present at the meetings of the UNHCR Executive Committee in 1983 and 1984 and has worked closely with the organisation on a number of projects particularly the updating of

the Handbook on Educational Opportunities for African Refugees and education programmes in Djibouti and Ethiopia

WUS has also established closer links with the Commonwealth Secretariat _ specifically with

regard to educational assistance for Namibian refugees. A similar link was established with the

United Nations Education and Training Programme for Southern Africa (UNETPSA) regarding scholarship programmes for South African refugees.

Among the international meetings and conferences attended by WUS during the period under review were the 1983 International Conference on the Question of Palestine, the 1983

Assembly and Symposium of the World Federation of UN Associations, the 39th and 40th sessions of the UN Commission on Human Rights, consultations on preparations for the 1985 International Youth Year and the 1985 World Conference of the UN Decade for Women and regular attendance at the Geneva Informal Meetings (GIM) and Consultations of Youth NGOs in consultative status with UNESCO

National committees

Although WUS has its headquarters in Geneva, Switzerland, its policy-making and programme implementation are not just geared towards the Third World, but are also formulated there.

At the end of 1984 WUS was composed of 44 fully-recognised national committees, of which 18 were in Latin America, 10 in Asia, 9 in Africa and 7 in Europe and North America. Its constituency also included two corresponding committees 7 one in Africa and one in Asia, as well as 5 contact groups in Africa, 5 in Asia, 6 in Europe and one in Latin America. The national committees draw their membership for the most part from the university community – both students and staff – or from other institutions of higher learning.

WUS's basic policy, priorities, programmes and activities are decided upon at the General Assembly which meets every two years. Each fully recognised national committee has one vote. In view of WUS' constituency as described above, Third World committees have an overwhelming majority voice in decision making. Similarly, the WUS Executive Committee, elected at the General Assembly, traditionally has a majority representation from the Third World – 9 out of 12 members.

The majority of WUS programmes and projects are first conceived in the Third World, discussed and approved by national committees and presented to the Assembly or the Executive Committee for approval or rejection in keeping with WUS criteria. If funding is obtained, it is the responsibility of the national committees to supervise or implement the programme in coordination with the relevant regional office and the Geneva Secretariat. The structure of WUS is therefore uncommon among secular international development organisations in that the Third World, through the national committees, has a majority say in policy decisions and has the most immediate responsibility for programme design and implementation.

Regional Coordination

Strengthening and consolidating existing national committees and assisting in the establishment of new ones were of particular concern to International WUS in 1983 and 1984. There were some encouraging results, as well as some disappointments. Preceding years saw the establishment of regional offices in Latin America, Africa and Asia and the appointment of regional coordinators in Europe although no regional office was set up. A member of the staff of WUS (UK) was nominated part-time coordinator. Regional coordinators, it was hoped, would facilitate contacts between national committees in the region, reinforce links between the region and the Secretariat, upgrade project preparation, implementation and evaluation, strengthen existing committees and stimulate the establishment of new ones. To a certain extent this occurred, but the regional offices proved to be a heavy financial burden on International WUS' resources and were not able to promote the development of sufficient financially viable projects to offset the large investment necessary. When, in the course of 1983, all three regional coordinators left the organisation, it was felt opportune to

reconsider the pros and cons of maintaining regional offices.

Although the principle of regional offices and coordinators has not been abandoned, attention has been diverted towards strengthening national committees directly. Selected national committees which had shown potential and enthusiasm for programme development and implementation but which operated on a voluntary basis with little or no financial resources, have been provided with small grants thanks to CIDA, the Canadian International Development Agency, to assist them in improving their effectiveness and infrastructure. During the co

urse of

1985. the whole question of regional coordination will be studied in depth.

In spite of the above. it must be recognised that the coordinators in all the regions did much to

strengthen national committees, ensuring that they were representative of their academic and

national context. The coordinators travelled widely, visiting committees and programmes, and

providing assistance to the committees in the preparation of projects and evaluation prior to

during and after implementation, which proved useful to the International Secretariat when

reporting to donors.

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The regions

Africa

National Committees

At the end of 1984 fully-recognised national committees were to be found in Botswana, Lesotho, Nigeria. Rwanda, Swaziland, Tanzania, Uganda Zambia and Zimbabwe, There is a corresponding committee in Kenya and contact groups in Cameroon, Ghana, Mauritius. Sudan and Zaire. Of the above. Tanzania and Nigeria obtained fully-recognised status during the period under review, and the committee in Kenya, although not yet fully-recognised. was set up.

In relation to the size and difficulties of the African continent.

the WUS regional constituency is small and many of the national committees need strengthening. In spite of all the problems facing Africa today 7 economic recession.

drought, refugees and others 7 there is great potential and immense human resources both within the universities

and the community which could be tapped by WUS national committees. But the numerous problems of development in Africa compounded by the lack of qualified manpower, appropriate technology and materials. and lack of financial resources, also affect national com.

committees in the region and hinder development and expansion of their activities.

Committees implementing internationally funded programmes particularly the administration of the scholarship programme in Africa on behalf of international WUS, do receive some financial assistance for the administrative work involved. In 1983/84 national committees in industrialised countries also provided some assistance. for example, typewriters for national

committees in Rwanda, Uganda and Botswana from the Federal Republic of Germany and Canada. Several African national committees also received seed funding from WUS (UK):

Rwanda used the funds to establish a local committee on the Rehegeri University campus: Uganda, with the addition of funds raised locally, used its grant to open an office and engage a secretary. to run a national project workshop and to Visit programmes supported by local

committees. But the majority of the committees are run on a voluntary basis by students and staff with no outside financial assistance,

South African Advisory Committee

For many years now WUS has had a programme of support for projects in South Africa. They form not only an important part of WUS Programme of Action but the executors and beneficiaries are a part of WUS' constituency. WUS' inability to form a national committee in

South Africa makes the participation of the projects to WUS policy-making difficult. To help

overcome this problem, and to ensure the lack of direct participation does not work against the

interests of the projects, an Advisory Committee was set up by the Executive Committee in 1980

in 1984 to advise the General Secretary who has overall responsibility for the programme.

During the period under review WUS support for these programmes has almost doubled, Regional Coordination

In 1988/84 several field trips were undertaken by Pamwett Mohatamba, the regional coordinator and George Mayatsa, the Associate Secretary for Africa, Courtwright visited the following

Botswana, Kenya, Lesotho, the Sudan, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe. The visits provided the WUS staff with opportunities to discuss a variety of issues

with the national committees, to visit projects and undertake evaluations where necessary.

Discussions with committees did not limit those visits tended to raise the same or similar issues and

needs

Improved communication (more contacts

a balance between support for national committees and for scholarship awardholders.

and support for individual students.

protect development and livelihoods

Regional Workshop

In June 1984 a regional workshop was held in Rwanda, hosted by the national committee at

the Butare campus of the National University. It was attended by WUS members from

Botswana, Kenya, Lesotho, Swaziland, Uganda, Zambia and Zimbabwe and an observer

from the YMCA to Nigeria which administers the WUS scholarship programme in that country.

The wide-ranging discussion covered issues such as the development of WUS in Africa and the specific problems it faces. relations between national committees, scholarships and programmes.

Part of the workshop was also devoted to discussion from a regional viewpoint of the theme "Aid and Development in Africa, What Role for Education?" (chosen as the subject

of the International workshop held a month later in France)

The following points were among the recommendations approved at the meeting:

that the WUS constituency should be widened and strengthened to Africa in order to spearhead innovative educational and development action aimed at guaranteeing basic education, health,

and environment

Participants at the African Regional Workshop Rwanda 1984

human rights, education, security and self-determination and redressing the imbalance between the elite and the masses;

7 that the regional office should be reinstated and that national committee development should be considered a complement rather than an alternative to the regional office:

7 that the membership of national committees should be broadened to encompass members from other institutions of higher learning than universities, and that they should

be encouraged and assisted to set up national offices to ensure more reliable services and to publicise WUS work;

7 that aid should be seen as a complement to local initiatives and as a means of promoting

self-reliance:

7 that WUS in Africa should initiate innovative development processes which are geared towards a new order:

7 that education should aim at creating a spirit of self respect, critical awareness of human

rights and the means to attain and defend them, and ability for self-determination:

7 that the WUS scholarship programme should endeavour to respond to the needs of refugees from Independent African countries and not only those from South Africa and Zambia:

7 that the annual group counselling seminars for scholarship administrators and sponsors should be continued. and that the scholarship programmes must be seen as only one aspect of the contribution WUS makes to the education and training of refugees;

7 that regional workshops be held annually to coincide with a work camp" designed to combine theoretical discussion with practical work on a WUS project

WUS programmes in Africa

Education and training

Africa regional _

- Handbook on education for refugees: opportunities in Africa

The Standing Committee of Organisations Involved In Scholarships for African Refugees, of which WUS is a member decided to up-date the 1979 IU EF publication on educational opportunities in Africa. WUS is a member of the editorial board and assumed the responsibility for

the coordination of this project. A researcher was appointed in 1984 and publication of the Handbook is planned for 1985.

Botswana

- Naledi & Molepolole nursery schools

Pre-school education is provided for children from poor families in Gaborone and neighbouring communities. The nursery schools also provide welfare services. i.e. food and health care.

Djibouti

- Education and training in refugees camps

This programme was designed to provide teacher-training, particularly the up-grading of English teaching ability, to refugees in the camps. WUS (U K) has acted as International WUS

Implementing partner in this programme, The programme is run in collaboration with UNHCR and ONARS and includes support for primary education in the refugee camps

Ethiopia

- Amharic literacy integration programme

Designed to follow up on the DJII'XXJTI Education and Training Programme in Refugee Camps. This programme has set up classes in Amharic for refugees returning from Djibouti, which have resulted in better integration of refugee children into the school system

Namibia

- Namibia literacy programme

Up-grading of education for Namibians, particularly in the context of the South African occupation of the country. is the objective of this project. Courses are provided at basic literacy.

primary and secondary levels. The NLP subscribes to full participation of learners through dialogue, self-evaluation, etc. An evaluation of the project will take place in early 1985

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- Namibian extension unit

Developed from a distance education programme funded by WUS. this programme provides educational assistance and materials for Namibian refugees in camps in Angola and Zambia. Curriculum development is also fostered through this programme.

South Africa

- Adult learning project

Set up in four black townships in the Cape Town area. this programme provides literacy courses in Xhosa and English to approximately 60 learners. Training is provided for the coordinators teaching materials have been produced. and literacy courses are designed to serve as a channel of information on matters and problems of concern to the learners in their daily lives.

- Education resource & information centre

ERIC was set up under the auspices of the Students Service Centre to provide resources for students to develop their own alternative education programmes, in view of the inadequacy of the education system and the closure of schools for black students in the Cape Peninsula. It has since evolved into a service organisation. providing resources to a variety of other organisms

- Learn & Teach adult literacy programme

This literacy programme is devoted to promoting functional literacy and raising consciousness in the most exploited and neglected sector of the black population - migrant and domestic workers. In addition to running literacy classes, it produces educational materials for workers and unions and publishes a series of booklets on South African history for new literates and the

only magazine in simple English for adults. Learn and Teach

- South African committee for higher education

SACHED is one of the longest standing organisations supported by WUS. it provides bursary and tutorial assistance to black students studying through correspondence courses. It develops its own correspondence courses, publishes educational supplements, a newspaper for new literates, a children's magazine and also undertakes research and development of new programmes. WUS has a contract with SACHED for the production of educational materials and programmes.

- South African medical scholarship trust

SAMST provides loans for black medical students which are written off in exchange for service in rural areas after graduation. It also assists in the training of nurses. It runs a village health scheme involving the training of health auxiliaries in rural areas and promotes the development of appropriate forms of medical training for the black population.

- South African prisoners education trust

SAPET provides educational grants and/or loans for serving or released prisoners and restricted persons and their dependents, Studies range from primary to university level

- South African students education trust

SASET'S assistance is given to students who intend to teach or who are attempting to improve their professional skills, with the ultimate objective of improving the overall quality of education for blacks in South Africa.

- The Open School

The Open School is run in the context of the youth programmes of the South African Institute of Race Relations. It provides professional training for black students in drama, music, dance and creative writing and promotes community art programmes

- Zingisa education scheme

Zingisa is an educational programme run entirely by black South Africans in King Williams Town and the Eastern Cape. It provides educational assistance to black students in the form of

scholarships. a resource centre containing books, films and slides. and runs vacation schools

which are seen as an Important supplement to the Haffleial.' educational system available to

black students In South Africa.

Sudan

- Southern Sudan refugee resource centres

WUS (UK), as Internatiohal WUS' Imptemehtlgh partnet ts helping to prOVide secondary education faellmes m southern Sudan whch WIH serve both the Ugandan refugees and the tocal poputatton. FEiCtltIIOS IHClUdC a tlbrary at Yet teh mthlrllbranes m the setttemeht st teachers

and resource persons.

Tanzania

- Refugee language training

This programme IS dOSigHCd to prewde Ehghsh tahquage tralhlhg t0 Rwandan traheophOhe refugees Ih Tah/ahta. m eoltabomtteh Wlth UNHCR

Uganda

- Kitagwenda rural mixed secondary school

WUS has prowded HSSISIEWCC tor f(HJLJHdtHg and equtpplhq ctassrooms at the sehoet Ah Im-portaht component Of the etmteuturh IS vocational trattnhg tor both boys and gtrls

Zimbabwe

- Ex-combattant farm project

In eollaboratton With the Mlhtstry of Education. WUS devtsed a programme for the educatto n

of former combattahts who had been unable to complete thetr educatton, and the Mupfure Selt-Help Welfare Trust was set up. Ah thtegrated programme of aeademte and vocattonal training on a 960-acre farm t8 plahhedt The programme WIII also prevnde Ih-serVice teache r

training for education with production and research,

Scholarship and counselling programmes

Mozambique

- Scholarships for Zimbabweans

At the request of one of its donors, this programme was taken over by WUS in 1981 and will be phased out in the next few years. In 1983 11 Zimbabwean students were studying at the Eduardo Mondlane University, at a per capita cost of SF 7500. At the time of Zimbabwe's independence, it was considered preferable for the students to complete their studies in Mozambique rather than to return immediately to Zimbabwe. The programme is administered with the assistance of WUS Denmark and its local contacts

Zimbabwe

- University scholarships

From the early sixties until 1983, WUS supported Zimbabwean students at the University. Since independence the Government has taken over the responsibility of educational assistance and WUST programme was phased out. The last WUS-supported students concluded their studies during the 1983 academic year. A follow-up evaluation is planned.

Regional

- Scholarships for refugees from the Horn of Africa

Initiated in 1981, this programme placed Ethiopian and Eritrean students in universities in

Egypt, Sri Lanka and Fiji. It was hoped to expand the number of students but the programme

has remained stable so far. The seven students assisted under this programme are expected to complete their course in 1985, WUS (U K) administers the programme on behalf of International WUST

Total 18 1 1 2 10 7 10 80 a 9 20 - 149

South African and Namibian Scholarship Programme
 Breakdown of type of study according to level of study
 University
 Type of study
 Biology, Chemistry, Physics,
 Mathematics, Geology,
 Engineering (Chemical,
 Mechanical, Mining, etc.)
 (BS)
 Pharmacy, Medicine
 Agriculture, Veterinary
 Sciences
 Botswana
 2
 Egypt
 mapm
 Ghana
 Indm
 Kenya
 Lesotho
 34
 r
 Nigeria
 1
 vaazHand
 12
 Tanzania
 F
 UK
 Zambia Zimbabwe
 101m
 52
 Humanities (History,
 Geography, Languages,
 Literature, Philosophy, etc.)
 (BA)
 11
 29
 Social Sciences (Sociology,
 Anthropology, Politics, Eco-
 nomics, Finance/Education/
 Social Sciences (FESS),
 Home Economics) (BA)
 15
 Legal Studies
 12
 32
 Education Sciences
 Development Studies
 Accounting, Business,
 Administration, State Public
 Admin. (B. Comm)
 Pre-University Studies
 Total
 18
 88
 41
 W
 2
 174
 21

South African and Namibian Scholarship Programme

Breakdown of country of study according to country of origin

Academic year 1983/84

Country of study Total No students South Africa Namibla Others

4

1, Botswana

- University 18 16 7 2(Basothos)

- PostSecondary 18 16 1 1 (Basotho)

7 Schools 12 6 6

2- Egypt

7 University 6 6 7 7

3. Ethiopia

7 PostSecondary 1 7 1 7

4. Ghana

- PostSecondary 1 1 7 7

5. India

7 University 2 2 7 7

6. Kenya

- Universny 1 1 7 7

7 Voc/Tech 10 8 2 7

7, Lesotho

- University 88 84 4 _

- Schools 20 20 7 7

8. Nigeria

- University/PostSecondary 11 11 7 7

- Schools 4 4 _ _

9. Swaziland

- University 41 40 1 7

- Voc/Tech 80 80 7 7

7 Schools 449 216 7 233 (Swazis)

101 Tanzania

- Universny 1 1 _ _

1

11. United Kingdom

- Univ.Voc/Tech Schools 18 9 9 4

12, Zambia

1 - Universny 4 4 2 2

7 PostSecondary 14 , 14 7

- Development 6 2 4 7

13 Zimbabwe 1

7 Universny 9 g 7

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Total 814 536 44 234

mums

Human rights

South Africa

- Legal resource centre

The LRC is a nonprofit law centre in Johannesburg. It advises clients and represents them in

court without charge and gives assistance to those who cannot afford commercial law services which, in effect, means the majority of the black population. Because of its limited

resources the LRC only takes on cases which raise issues of importance to the community, and where a favourable decision will benefit persons beyond the individual plaintiff. In addition

to work on cases, staff from the LRC run teaching clinics for students to improve their competence in areas of law affecting black people. Four students are given fellowships each year

which enable them to work and be trained at the Centre,

Tanzania

- Legal aid services

The Legal Aid Committee was established in 1967 to provide legal assistance to the poorest sectors in Dar-es-Salaam. Since its inception it has registered some notable successes and

expanded its work. which involves mainly civil cases Weekly counselling sessions a legal literacy programme through its locally produced newspaper and a correspondence programme for people resident outside the city are examples of the services provided. Funding is

sought to extend its legal aid services to two other districts within the Dar-es-Salaam area.

Women 3 programmes

Lesotho

- Roma Valley tie & dye group

Originally set up in 1977 for unemployed women, the group has grown over the years. The women have exhibited and sold their material, or the clothes made from it, but in order to improve production and reach the tourist market, funding for a workshop and better equipment

was sought. Instructors are also needed to improve their tie and dye and dressmaking techniques.

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Community development

Lesotho

- Theatre in community development

A host of problems, potentially resolvable through self-help schemes, remain unaddressed in

many districts of Lesotho. These include water-related problems and needs. sanitation, health,

poor road networks. and farming, for example. Following a successful pilot project. WUS obtained

funds to support a theatre project initiated by staff and students at the National University of

Lesotho. Theatre has been used to transfer information stimulate debate. enhance awareness and promote self-help action in rural problem solving.

Rwanda

- Sobaki cooperative

The Sobaki Cooperative, has since 1972 groups about thirty members in an agricultural and small husbandry cooperative with assistance from the WUS national committee. It has provided

examples of modern agricultural methods for other farmers or cooperatives in the area

- Workcamps

For over ten years. thirty students have worked on a voluntary basis at summer workcamps designed to hold solidarity between the academic and rural population. allow practical application of academic expertise and demonstrate that agricultural development

is not dependent on costly imported techniques. The activities have centered on agricultural at

cooperatives where the accent is on market gardening. small-scale breeding. Improved hygiene and sanitation. and construction where necessary.

South Africa

- Environmental & development agency

EDA is a cooperative organisation engaged primarily in rural development. Its main aim is to

develop democratic structures in rural areas of South Africa and to assist the projects they set

up. using appropriate technology. The central organisation provides resources and training for field workers to promote community development and appropriate technology to other

organisations. groups and individuals involved in similar activities. It publishes a bimonthly

magazine, runs a resource centre, produces educational posters and pamphlets. researches and produces training material, and has established a popular theatre workshop

- Health care trust

Set up in 1979 the HCT aims to develop alternative models for the promotion of health in South

Africa. with a particular focus on the needs of the rural population. The work of the Trust in the

period under review fell into three categories: the Village Health Worker programme. Industrial

Health. and a Community Health Programme including a health information centre and community research unit. Through its work. the Trust assists not only in promoting better health, but

also in giving people an issue with which they can identify and around which they can develop

community organisation.

Asia/Pacific

National Committees

In Asia as in Africa, the WUS constituency is relatively small when one considers that the region stretches from the Near East to the Pacific. The vast distances and wide disparities of language, culture, social and political conditions inevitably render the establishment of a common policy and coordinated activities. and even common views on WUSV role, problematic. A basic statute of the organisation is that national committees in all parts of the world are made up of volunteer members, mainly students and staff in institutions of higher learning, Many committees in industrialised countries maintain secretariats with professional staff. In the third world very few committees can do this and have to rely on university facilities which are not always available to those motivated teachers and students involved in WUS project work and activities. In Asia this is very much the case and adds to the problems mentioned above.

Next to WUS committees in Europe and Canada, the Asia/Pacific region has some of the oldest committees in the organisation, going back to the years immediately following the Second

World War. During the period when WUS was specialising in university assistance and student welfare activities, these committees had the blessing of the official university set-up

because their activities directly benefitted it. Current activities which aim to promote a link be-

tween the university and the community have only indirect benefits for the institution, such as increasing its prestige where WUS is active, and the committees can count on little or no direct

support from the university establishment.

In 1983/84 there were ten fully recognised committees in Bangladesh, Hong Kong, India, Republic of Korea, Nepal, Pakistan, Papua New Guinea, Philippines, Sri Lanka and Thailand

, one corresponding committee in Australia, and contacts in Fiji, Indonesia, Japan, Malaysia and New Zealand. Of these, Papua New Guinea obtained fully recognised status, and Fiji and

Indonesia were downgraded to contact status, in January 1984. Nepal's status was suspended due to a brief discontinuation of their activities, but has now been reinstated.

Anu Bose, the Regional Coordinator, visits a programme in Bangladesh. 25

Regional Coordination

During the period under review, Anuradha Bose regional coordinator for Asia, was based in Sri Lanka until late 1983 when she left WUS to join the World YWCA. In collaboration with Mr. Mon Weerasuriyal the Associate Secretary for Asia/Pacific at the Geneva Secretariat, she made considerable efforts to encourage communication and protect development in the region and visited a number of national committees to discuss their activities and provide guidance on programme preparation, Implementation and evaluation. But the experience of coordination in the region tended to show that the existence of a regional office and coordinator cannot in itself ensure a strengthening of national committees or an improvement in

protection, elaboration and followup

In spite of the efforts of the staff, committee and project development over the period was rather slow but the enthusiasm displayed by a number of committees at the General Assembly

in 1982 did lead to more active involvement in the International programme of action with the

presentation of a number of good projects. The case in Bangladesh, for example, and the development of an energetic and enthusiastic new committee in Papua New Guinea in January 1984 CIDA provided a two-year grant to support committee development in Asia. This initiative reflects the organisations continued efforts to convince donors of

the need to support not only successful WUS projects but also national NGO structures in the development of countries.

Difficulties were experienced by the Secretariat in fund-raising for projects at the international level. Nevertheless some progress was made and the overall picture of this period

is one of gradual development of Asian regional activities.

Activities

In spite of the disparities in the region, various trends have emerged in the fields of education, refugees, human rights and liberation. WUS policy has been not only to channel aid to countries through projects, but also to involve committees in development and human rights issues.

Committees have been encouraged to orient their activities in accordance with current international WUS policies outlined at the General Assemblies of 1982 and 1984.

At the international level a number of interesting initiatives took shape, notably in the form of

projects for educational support for Palestinians in the occupied territories and educational development in the Maldives,

in 1984 there was a definite improvement in communications between the region and the Secretariat and a number of new projects were put forward for approval at the General Assembly by national committees in Bangladesh, Philippines, India, Sri Lanka. Pakistan and

Papua New Guinea. At the same time most committees were engaged in locally funded projects or solidarity activities. Some examples include:

- _ Demonstrations and campaigning in favour of human rights (Bangladesh, Pakistan, Papua New Guinea, Philippines)

- Flirtation in the establishment of an autonomous peoples campus in Kathmandu

- epa .
- Assistance to students and refugees (Papua New Guinea, Philippines Sri Lanka).

- Educational programmes (Papua New Guinea Pakistan, Philippines, Sri Lanka).

- _ Para-medical services in rural and/or urban communities (India, Philippines, Thailand).

- _ University bookshops run by local committees (Bangladesh, Sri Lanka) and a printing press as a service and income-generating venture (Bangladesh),

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No workshop was held in the region during the period under review, but delegates from all the

Asian fully-recognised committees except for Nepal were present at the General Assembly and were able to hold a number of regional consultations on that occasion A regional workshop is planned for 1985.

New Associate Secretary for Asia

Much to WUS's regret, Simon Weerasuriya, Associate General Secretary and Associate Secretary for Asia, left the organisation in March 1984 The loss of this valuable colleague was

strongly felt both at the Secretariat and in the region, and his invaluable contribution to WUS'

work will long be remembered, in July 1984, Laksiri Fernando from Sri Lanka was appointed his successor and took up his position in Geneva in October.

WUS programmes in Asia/Pacific

Education and training

Bangladesh

- Rural manpower training

This project is aimed at providing technical training to about 90 unemployed rural youth, using

the resources at the Bangladesh University of Engineering and Technology. Started in 1981, a

workshop has been set up in a rural area outside Dhaka where training courses in gas and arc

welding are provided to selected trainees. The second phase of the project will include leather-

processing, drilling and grinding courses. Trainees are awarded certificates on graduation and

encouraged to form production groups or cooperatives

Malaysia

- Basic needs education

Initiated by the Consumers' Association of Penang, project activities are aimed at helping farmers, fishermen, market gardeners, estate and industrial workers, students, youth, women

and educators in Malaysia and raising awareness of issues related to basic needs through consumer-

education on consumer rights, pollution and environmental problems. Food and nutrition, health and sanitation, housing, pollution, unfair business practices, sale of dangerous foods and

drugs, occupational health and working conditions are the subject of training sessions.

Seminars, talks, discussions, exhibitions, publications and articles in the mass media.

Maldives

- Educational planning and development

WUS is collaborating with the Maldives Ministry of Education in its efforts to universalise

education throughout the country and to tackle the main problems which affect the Maldives education system. i.e. lack of adequate numbers of well-trained teachers and teacher training.

Lack of textbooks and teaching materials at all levels of education, and dependence on expatriate

personnel. WUS has developed a number of programmes for combating the problems

These include providing, as a short-term solution, a number of expatriates to train local teachers, teacher trainers, and sending locals abroad for training.

Nepal

- Literacy activities

This programme spans nearly two years, initiated in April 1984 and implemented by the Education for Rural Development Settlement Zone Project, in the far west Nepal. It has two main

activities. About 55 village reading centres are being constructed and/or equipped and provided with reading material. Emphasis is on the maintenance of literacy skills and providing a structure for community development activities. Three committee members from each centre are

given a refresher Orientation programme. The second activity is a 35-day training course in

literacy, numeracy and development activities for 24 adult education teachers.

Community development

Bangladesh

- Rural poultry development in Mymensingh

Oh-g0ihg since 1976, this project was developed to combat the chronic food deficit. particular-

ly in animal protein, suffered by the rural population and to promote income generation, In

cooperation with the Agricultural University at Mymensingh, an improved strain of poultry was

bred. The new strain which is adapted to local conditions and resistant to disease has now

totally replaced the previous stock in the Mymensingh area.

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India

- Rural health and sanitation

Poverty, but also lack of awareness about proper hygiene and sanitation are major factors contributing to poor health in rural villages. The WUS committee of Gujarat Vidyapith has initia-

ted a programme to promote public hygiene and sanitation, construct sanitary facilities. organise educational programmes on preventive health and encourage villagers to seek collective solutions to community health problems in an area comprising eight villages

Sri Lanka

- Winged bean project

Protein deficiency in the diet of many rural Sri Lankans is widespread. All parts of the Winged

Bean - pods seeds, leaves and tubers are rich in protein and vitamins. Already grown in S n

Lanka, its cultivation is being encouraged among the rural population, initially in the M atasa

district, as a means of increasing the protein content of their diet. This project aims to develop

better varieties of the plant and disseminate information on its potential as a home garden crop

and its varied utilisation as human or animal food.

Latin America / Caribbean National Committees

1983/84 was a period not only of consolidation of national committees but also of expansion. Four new committees were established and obtained fully recognised status at the General Assembly in 1984. They were Argentina, the Dominican Republic, Mexico and Uruguay, and their establishment during this period was a direct result of policy outlined in 1982, and, in the case of Argentina and Uruguay, a reflection of the democratic openings presently taking place in the Southern Cone.

In spite of the political difficulties still obtaining in a number of Latin American and the majority of Central American countries, there is nevertheless more homogeneity within the region than is the case in Africa and Asia. A common language and culture, political awareness and solidarity have been positive factors in the development of WUS in Latin America since 1979.

Thanks to a grant in 1979 from CIDA, the Canadian International Development Agency, it was

possible to set up a regional training programme and open a regional office in Quito. The presence of a regional coordinator undoubtedly assisted the process of development and strengthening of existing WUS committees and stimulated the birth of new ones.

In 1984 there were 18 fully-recognised national committees in Argentina, Bolivia, Brazil, Chile,

Colombia, Costa Rica, Dominican Republics, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Panama, Peru, Puerto Rico and Uruguay, and one contact in Jamaica.

The composition of national committees in Latin America differs to a certain extent from those

in other regions. To a far greater degree Latin American committees include in their membership

not only members of the university community but also representatives of local non-governmental organisations involved in a wide spectrum of activities, for the most part related

to education in its widest sense. This is explained by the repressive nature of many governments in the region which has serious repercussions on the university sector. In a number of

cases this has meant that WUS national committees are obliged to operate outside the formal

university structure. A major concern in the region has also been to ensure that WUS national

committees are as representative as possible of the democratic and progressive forces at work in each country.

As in other regions, national committees have suffered from the lack of financial support to

maintain even a minimum administrative structure as well as the lack of funding for the projects

they are involved in. A number of committees have been closely involved in the administration

of the scholarship programme in their country under the guidance of the regional coordinator

for scholarships, Matilde Quintero, and for this work the national committees concerned receive a fee, but this is not of course sufficient nor destined to provide support for the develop-

ment of new projects and committee activities on a permanent basis.

Activities

In the period under review the main focus of national committee activity has been centred on

programmes related to community development at the grassroots level, human rights, women's projects and education at various levels. The enormous potential of national committees in fields such as support to universities, grassroots organisations, labour unions and like-

minded groups has not been tapped as much as could have been the case, mainly due to lack of funding. A significant number of WUS activities in Latin America are geared towards scholarship programmes, enabling many refugees to pursue their studies and providing support to exiles returning to their country of origin.

In the fields of community development, education and training, committees have geared

their programmes towards the support of minority populations in rural and urban communities. peasant and urban workers and settlers, democratic student movements, union training.

health care and prevention, literacy and non-formal education. WUS also supports projects that centre on human rights violations, refugee and womens programmes oriented particular

-

ly towards education and training. Several small-scale projects were supported through a fund established with the assistance of DAN IDA, and some women's projects were funded through CIDA.

Regional Coordination

One of the roles of Sergio Septilveda, the regional coordinator, was assistance to national committees in the preparation of projects and their evaluation. In 1983/84 evaluations were undertaken of 5 projects in Brazil, 6 in Bolivia, 3 in Peru, 6 in Chile, one each in Ecuador, Panama, Colombia, Argentina and Costa Rica. These evaluations were important for several reasons: they provided national committees with a better understanding of implementation and reporting requirements necessary either to obtain funding or to maintain it, and the Inter-national Secretariat with the detailed information required to apply for funding or to report to donors on the programmes supported.

New Associate Secretary for Latin America

A set-back during 1983 was the departure of first the Associate Secretary for Latin America, Marco Gramigna, mid-year, and then the regional coordinator, Sergio Septilveda, at the end of the year. Their contribution to the development of WUS in Latin America was significant and their departure was sorely felt in the region. A new Associate Secretary, Carole Schwartz from El Salvador, was appointed in early 1984 and took up her position in March. In spite of these staff changes and the attendant difficulties, the momentum of national committee development continued, with the assistance of the remaining staff at the Secretariat and at the regional office in Quito.

Regional Workshops

Regional workshops were held in both 1983 and 1984. The 1983 workshop in Nicaragua analysed first the situation and activities of WUS in Latin America and identified a common policy in the region. The second part of the workshop, which was attended by participants from NGOs and like-minded organisations from the region and from Europe, looked into the Situation of the sub-region of Central America and the Caribbean. A number of resolutions expressing solidarity with various Central American and Caribbean countries were adopted unanimously. The 1984 Panama regional workshop in preparation for the international workshop and general assembly of WUS held a month later in France, formulated detailed proposals regarding policy within the region and in relation to the rest of the WUS constituency. Delegates

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stressed the importance of coordination within the region, and closer relationships with committees in other regions which would lead to a better mutual understanding and to the adoption of common policies which took into account the realities and needs of each region. It was also agreed to promote a policy of regional programmes, particularly in the fields of human rights, solidarity with national liberation struggles, and women's programmes. Furthermore, the importance of support at regional level for the university infrastructure, scholarships at technical level for peasants and workers, extra-university research and popular education was stressed. It was also recognised that although each WUS committee reflects the diverse social sectors in its country unity and common aims within the region serve to strengthen WUS as a whole

WUS Programmes in Latin America/Caribbean

Education and Training

Belize

- Workshops for adult education training

Approximately 10000 refugees are currently in Belize, of which the majority are illiterate and

not English speaking. This project provides preparation and training to local primary teachers in adult education skills and the teaching of English as a second language, it is also

assisting the integration of refugees in Belize and preparing them for their return to El Salvador

when this becomes possible. WUS (UK) acts as International WUS' implementing partner and works in cooperation with the Belizean Ministry of Education and Salvadoran teachers.

Bolivia

- Cepromin

CEPROMIN, an autonomous organisation working for social development in the mining areas informs miners of union problems and provides training and advice in the state private and cooperative sectors. Basic principles of trade unionism, minimum wages, participatory management, the mining industry and other similar subjects which foster social

awareness and encourage the miners to find ways to solve their work, union and community problems are imparted through short courses, seminars, debates and a monthly news bulletin.

Costa Rica

- Resource centre on adult literacy

Literacy work is ongoing in Costa Rica among the refugee population. There are enough teachers but resources, infrastructure and materials are lacking. This project developed by

WCC photo

WUS Costa Rica and WUS UK has established a resource centre where teaching materials, duplicating and photographic equipment are available to the teachers. thus reinforcing the adult education work for Salvadorean refugees Literacy courses for adults are also being run in the Centre.

Ecuador

- Production of training materials and courses

To allow an exchange of points of view between the various popular sectors of the population

on the current situation in Ecuador, CEDLS (Centre for Social Studies and Distribution) sought

funds to publish four bulletins and four audiovisual packs per year on a variety of subjects of

national concern. Six courses for trade union members and community leaders are included in the project.

El Salvador

- Reconstruction of the university of El Salvador

In 1981 the University of El Salvador was occupied by the military and much of the university

equipment was either destroyed or removed. Restored to the University authorities in 1984

reconstruction needs are enormous. Funds received for this programme are being used to provide assistance to the Faculty of Pharmacy and Chemistry for equipment and infrastructural needs.

- AGEUS educational assistance

AGEUS, the AsociaciOn General de Estudiantes Universitarios Salvadoreños, provides educational assistance and short-term scholarships to Salvadorean students in need.

- AGEUS student press

AGEUS produces a number of student magazines Funding was provided to assist in the purchase of an electric typewriter, a camera and with printing costs.

Panama

- Labour and social workshop

Designed to look into and respond to the poor working conditions of the workers in Panama

this project conducted three seminars on public health and labour issues. A report on the findings

and results of the seminars will subsequently be published.

Puerto Rico

- Workshop on threat to peace in Central America

A workshop to study US involvement and the militarisation in Central America was organised

in October 1984

Scholarships and counselling

Argentina

- Returns programme

With the return of a democratic government a number of exiled Argentinian academics are returning to their country. Modeled on the Chilean Returns Programme WUS assisted Argentinian

academics to return by providing them with a one-year scholarship for research. social

action and conclusion of their studies in independent institutions of higher learning Fifteen ex-

political prisoners were also granted scholarships.

Bolivia

- Returns programme

During the years of military dictatorship one of the main victims of repression was the University

and many Bolivian academics, staff and students, were obliged to flee the country. With the

re-establishment of a democratic government, numerous Bolivian academics decided to return

This programme was designed to enable them to do so by providing a one-year scholarship to

qualified professionals as well as students to return to their universities or to undertake specialist

activities in different sectors.

Chile

- Returns programme

Since 1979 when WUS started this programme, more than 300 Chilean academics have been assisted to return to their country. Coordinated by WUS Chile this programme provides excellent

academics with 21 emergency, health-rehabilitation scholarships to undertake continued research

work in private and public institutions;

- FASIC scholarships (Ex-IUEF)

This programme provides support to students in Chile originally awarded scholarships by the Inter-American Development Bank (IUEF). These students have been directly affected by the repressive situation, either as dependents of detainees, disappeared persons or political prisoners, or as dependents of low-income families. Of the 55 students supported, 75% are studying at the University of Chile and the others are following technical courses.

- San Pedro & San Pablo scholarships

This programme provides small scholarships at secondary school and university level for students in a squatter settlement around the part of San Pedro and San Pablo. The programme enables children from poor families to pursue their education. The awardholders per term contribute to the exchange.

- Internal scholarships

This fund provides scholarships to individuals who have been unable to pursue their studies

for socio-political reasons. The programme is designed to strengthen and develop the activities of research on the non-formal education and to promote coordinated work between the

academic sectors and the popular and self-directed organisations around a diverse range of projects

for reflection, activities and training.

- Counselling for WUS scholarship holders

As the scholarship programmes in Chile expanded, the need for counselling became the need. The WUS committee therefore set up the necessary structure to provide counselling and supervisory support for awardholders and coordinates their participation in the different academic institutions. Advice on studies and careers meetings and seminars on various themes are also regularly organised.

Regional

- Latin Americans in Latin America

This programme is deemed to support Latin American exiles and refugees who have been forced to leave their country to pursue their university studies in the country of asylum.

The projects under review scholarships were given in Brazil, Colombia, Costa Rica, Dominican Republic, Ecuador, Mexico, Nicaragua, Panama and Peru. Since 1982 a special emphasis

has been put on providing awards to refugees from Central America, especially due to the different

political situations in this area.

- Latin Americans in Europe

Begun in 1980. this special programme provides support for Latin American refugees who have sought asylum in Europe and wish to pursue their university studies. During the period

under review scholarships were awarded in Austria Belgium, Denmark. France. Germany. Italy. Spain, Switzerland and the UK.

- Coordinator for WUS scholarship holders

In 1982, in view of the expansion of the scholarship programme in Latin America, WUS applied for and obtained funding for counselling of awardholders and appointed a coordinator.

Based in Quito, Ecuador, the coordinator's role consists of counselling the students and administrative structures in the various countries, participating in the selection of new award

holders, and overseeing the financial aspects of the programme.

- Evaluation of Latin American scholarship programme
In May 1984 an evaluation of the Latin American scholarship programmes in Latin America and Europe took place. On the basis of the evaluation administrative and financial management procedures were improved.

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Human rights

Colombia

- Humanitarian assistance for political prisoners

Research into martial law between 1976 and 1980. the denunciation of arbitrary detentions

torture, etc, and legal and economic assistance to political prisoners and their families are the

three main objectives of this programme.

Chile

- Emergency programmes

This fund is destined to aid students and scholarship holders as well as committee members

who are victims of repression in Chile.

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Scholarship P_programme for Latin Americans, Central Americans in Latin America and Europe
(Including Chileans returning to Chile)

Breakdown of awardholders according to country of studies and country of origin

Academic year 1983/84

- r

Country of origin

A Total

Country of studies Argentina Bolivia Chile Colombia El Salvador Guatemala Haiti Honduras Paraguay Peru Uruguay

H r

Austria 1 1

A

Belgium 3 1 9 2 3 18

Brazil 6 5 1 2 7 21

Chile 55 55

Colombia 3 1 3 7

Costa Rica	5	2	36	16	1	2	1"	62
------------	---	---	----	----	---	---	----	----

Dominican Republic 5 5

Ecuador 3 44 12 4 1 1 1 3 69

France 13 3 25 5 1 1 1 3 9 61

Germany 1 3 2 6

Italy	7	2	9
-------	---	---	---

Mexico 9 10 16 14 49 25 9 5 3 2 142

1

Nicaragua 2 7 4 13

Panama 1 8 5 31 5 1 51

Peru 1 4 15 3 4 27

Portugal 1 1.

Spain 25 1 9 3 2 2 10 52

1 T

Switzerland 2 5 2 9

United Kingdom 1 1 6 1 9

W' ' ' L' V U O O # U

Total 70 23 211 47 131 52 17 6 7 6 48 618

36

Scholarship Programme for Latin American
 (excluding Chileans returning to Chile)
 Breakdown of studies according to country of origin
 Academic year 1983/84
 s, Central Americans in Europe and in Latin America
 Country of origin
 PStudies undertaken
 by awardholders
 Argentina
 Bolivia
 Chile
 Colombia
 El Salvador
 Guatemala
 Haiti
 Honduras
 Paraguay
 Peru
 Uruguay
 Total
 ' _
 1. Medicine, Biology.
 Odontology, Veteri-
 nary Medicine, Para-
 Medical Studies
 10
 24
 6
 12
 3
 Q
 x,
 1
 11
 76
 2, Engineering,
 Chemistry, Physics,
 Mathematics, Com-
 puter Sciences,
 Agronomy
 27
 43
 110
 1
 3. Architecture,
 Urbanism
 26
 4. Economics,
 Public Administra-
 tion, Business,
 Administration,
 Accountancy
 15
 14
 11
 72
 ELaw, Political
 Sciences, Develop-
 ment Studies
 1_
 6. Sociology,
 Ethnology,
 Anthropology
 13
 11
 12
 20
 60
 tics. Languages
 8. Journalism,
 Communication.

Sciences
 7. Literature, Linguis
 19
 17
 37
 9. History, Philoso-
 phy, Geography
 10. Education
 Sciences, Psycho-
 logy, Social Work
 11
 17
 21
 27
 78
 11. Fine Arts, Musi-
 cology, Dance,
 Cinematography
 13
 29
 12. Pre-University
 Studies,
 Total
 70
 23
 156
 47
 131
 52
 17
 11
 Miscellaneous
 _____r_l_f_____L'_ '_l____
 7 6 48 563
 37

Women's programmes

Bolivia

- Promotion and training of women in Cochabamba

Women living in the underprivileged areas of Cochabamba are exploited and discriminated against at the economic, educational, legal and health levels. This project set up three Women's centres which offer training programmes in agricultural production, monitoring education and

production. Those programmes are designed to promote and support the organisation of women and increase their social awareness.

Brazil

- Grajaú women's centre

Situated in the favela of Grajaú, a slum area on the outskirts of São Paulo, this women's centre

serves as a meeting place for discussion groups, psychological aid and training, sewing and

cooking courses and children's activities. The discussions have centred on health and social

problems faced by women and it is planned to establish a gynecological clinic in the future.

Chile

- Service & promotional centre for women (DOMOS)

The Centre offers specific orientation and training for individual women and women's groups

from poor sectors of Santiago. It provides counselling and support services, legal and preventive

health advice and organisational training workshops. Training for leaders of women's groups.

A meeting place and documentation are also available. A day-care nursery for the children of

women using the Centre is also provided.

Ecuador

- Women's centre for action in Guayaquil

The WCA is a women's organisation involved in popular action work in a number of favelas of

Guayaquil. Priority is given to activities which address the needs identified by the participants themselves and

include preventive and curative health, literacy, production and marketing.

Activities include administrative accounting and legal advisory services. Daycare centres are also

run to enable housewives to participate in the various activities.

- Women's programme in Puengasi

In early 1982 a women's group was set up in the area of Puengasi. Initially, but many women

had difficulty participating in the activities due to lack of time and adequate childcare facilities.

As well as their husband's negative attitudes in an effort to overcome these problems, a women's centre with childcare facilities and meeting rooms for educational and training

courses was set up. Through these courses, organised at times convenient to the participants,

the educational and cultural level of women is improved as well as their social awareness.

Helping them to defend their labour and civil rights and give them access to recreational activities.

Fa-tLV H Mot u
Community Development
Brazil

- Catumbi consumers, cooperative

Run by the Neighbourhood Association of Catumbi, a suburb of Rio de Janeiro. this programme was deSigned to enable the inhabitants of the area to obtain cheaper food supplies through cooperative buying directly from the producers, thus bypassing wholesalers, super

-
markets, etc

Chile
- Small scale programmes

Over eighty very smali-scale projects supported by the WUS committee in Chile have been selected in the context of a fund designed to help solidarity. human rights and youth org anisa- tions as well as artisans, women and poor sectors engaged in community development acti- vities in the country.

Colombia

- Health assistance and preven tion

This programme provides health services in e poor district of Bogota. The medical assista nce

covers infectious diseases, pre- and postnatal care, infant malnutrition and oral rehydra tiori, and dental care. Health related projects _ digging of sewers, provision of potable water and health education 7 also form part of this programme.

El Salvador

- Emergency programmes

Emergency support provided to internal refugees in the context of this programme inciuded assistance for the production of basic grains in war areas, the establishment of a home f or war

orphans, a peoples clinic and a women's training proiect.

Peru

- Fish farm in Allpachaka

Designed to encourage fishvfarmihg among the peasant communities of the Ayacucho region, a trout farm was built on land belonging to the University of San Cristobal de Huamahga, The physical infrastructure was completed in 1983.

Europe and North America

Regional Coordination

In August 1982 the WUS European committees and contacts agreed that they should have a mechanism for coordinating their work and improving communication. It was decided to nominate a committee to act as a secretariat, with a specific person responsible on a part-time basis. WUS (UK) agreed to take on this responsibility and Nigel Hartley was named coordinator. A year later when the situation was reviewed, it was agreed that on the whole the experiment had been a success and should be continued. Two of the main aims identified were the development of the WUS constituency in Europe and the development of mm campaigns and project work. One of the methods employed for improving coordination within the region was to organise meetings at regular intervals. In 1983 representatives of European committees met in Oslo and Copenhagen, in 1984 in Vienna. London and Mittelwihr, France. These occasions provided an ideal opportunity to learn more about the work of the committee hosting the meeting, to discuss ways in which to promote WUS work in the European region, and to coordinate national committee involvement in and development of international programmes.

National Committees

During the period under review, considerable progress was made in promoting the development of the WUS constituency in Europe. New committees in Austria and Ireland and new contact groups in Italy and with exiled Turkish academics in France, were established. At the end of 1984 there were fully-recognised national committees in Austria (January 1984), Canada, Denmark, France, Federal Republic of Germany, Ireland (July 1984) and United Kingdom. and contact groups in Greece, Italy, Netherlands, Norway, Turkey and Yugoslavia. Closer cooperation between the national committees also enabled them to identify and develop those areas that they have in common. This resulted in a greater sharing of information and resources, and also in the development of collective thinking. Some specific results of increased cooperation included the organisation of a European tour for the Rector of the University of El Salvador in November 1983, and collaboration between several committees on a solidarity campaign for the University of El Salvador; the development of a series of activities centred on the repression of academics in Turkey which included internal programmes, information work and publications in Europe, scholarships and placement of exiled students and academics, and the organisation of a European tour for a Turkish academic in late 1984:

and the coordination of programmes and information work for Palestinians and Namibians.

Activities

The European/North American committees do not see their role in any way as solely devoted to fund-raising. Many of them have a wide variety of activities ranging from development education and solidarity campaigns and support for programmes in third world countries, to support for refugee and third world students in their own countries. Nevertheless a number of them have played a major role in assisting International WUS in fund-raising for projects in third world countries and in facilitating contacts with donors, particularly in Scandinavia. One important development promoted by the coordination has been the elaboration of a strategy for approaching new European donors, for example the Commission of the European Economic Community and also, through the establishment of new national committees, governmental donors in Austria and Ireland. At the end of 1984 the first results of this strategy were beginning to make themselves felt. Several European committees have also been actively involved in international WUS projects as the organisation's operational partner in the field. Others act as administrators of the scholarship programmes for International WUS in their respective countries.

ThatWUS in general, and the European/North American committees in particular, have an important role to play as an effective force against social injustice and repression through the implementation of practical programmes both within the region and in third world countries is fully recognised and reflected in the various activities they undertake.

Information and publications

During 1983 and 1984 WUS' main channel of information was WUSNEWS, produced on average every two months in English, French and Spanish. This publication centred above all on information from the Secretariat and the various regions of the WUS constituency, but also included from time to time reports on issues of particular concern to the organisation, such as refugees or human rights, particularly in the academic community.

In 1983 WUS published the report of the International Workshop on Education, Human Rights and Development held the previous year in Harare, Zimbabwe, in the context of the General Assembly. It was prepared by Clive Nettleton, coordinator of the workshop and former Associate Secretary for Africa at the International Secretariat in Geneva. The report of the workshop on "HAI and Development in Crisis: What Role for Education" held in Nantes in July 1984 has been commissioned from Gunduz Vassaf, a Turkish academic who acted as a resource person at the workshop, and is due for publication mid-1985.

WUS Action 1983-84, published at the end of 1983 in English, French and Spanish, and which describes the programmes WUS is currently involved in as well as those adopted for inclusion in the international Programme of Action for which funding is sought, appeared in a new format. Programmes were presented in six different categories: Community Development, Education and Training, Women, Human Rights, Scholarships and Counselling, designed to give a clearer overview of WUS' involvement in these fields.

In 1984 work began on a new information leaflet about WUS, to be produced in the three official languages of the organisation. The publications department of WUS (UK) was commissioned to prepare this document, due to appear in 1985.

With funds provided in 1984 by the Co-Action Programme of UNESCO, WUS also initiated the publication of a leaflet on education programmes in Latin America, which appeared in English, French and Spanish in early 1985.

With limited resources both in financial and personnel terms the International Secretariat was not in a position to maintain a large publications programme during this period. Much of the Assistant Secretary for information and Publications time was taken up with more general information and administrative tasks. Nevertheless, WUS was able to provide assistance, financial and practical, to national committees and other agencies, for publications on issues of concern to WUS. For example, in 1983 the Unit coordinated with WUS (UK), and made a financial contribution to the publication of the April '83 issue on education of the New Internationalist, a British development magazine. It also contributed financially towards research for the Education and Repression series published by WUS (UK) of which reports on Namibia and Education for Palestinians appeared during the period under review.

A report on the educational needs of refugees, resulting from a study originally funded by WUS, was published by the international Extension College (UK) at the end of 1983. In 1984 the IEC produced a study on the educational needs of Central American refugees, also partially financed by international WUST.

In the context of ICARA 11 WUS contributed to two publications prepared by ICVA: the fifth edition of the compendium on Assistance to African Refugees by Voluntary Organisations and a public information booklet entitled Timely Solutions: Voluntary Agencies and African Refugees.

During the two years under review the Information and Publications Unit contributed articles on WUS and specific aspects of its work for publication in UN or NGO papers or magazines. The Unit also responded to numerous enquiries and requests for information about the organisation or its programmes, as well as representing WUS at various UN and NGO meetings, workshops and conferences.

Financial report

1983 saw a decline in income for WUS of 10%, and a return to a deficit similar to that of 1980, before the substantial increase in income as a result of the take over of some of the former IUEF programmes strengthened its financial position. In 1984 income was restored to the 1982 level and the 1983 deficit more than halved. It is important that WUS eradicates its deficit in 1985.

The following table shows income and expenditure for the five years 1980-1984:

YEAR INCOME EXPENDITURE

SF SF

1980	8.9 million	9.0 million
1981	14.3 million	13.9 million
1982	13.4 million	13.6 million
1983	12.1 million	12.3 million
1984	13.8 million	13.9 million

Programme income for each region of the world IS broken down in the two years under review

as follows:

1988 1984

SF 0/0 SF 0/0

Africa 5.47m 52.9 6.02m 51.6

ASia 0.08m 0.8 0.33m 2.8

Latin America 4.76m 46.1 5.31 m 45.6

Other 0.02m 02 7 A

10.33m 100 11.66m 100

The following table shows the source of programme income according to the various donors as a percentage of the total:

Donor 1983 1984

0/o 0/0

Sweden 6478 62.34

Denmark 22.86 22.23

Norway 523 7.27

Canada 346 2.88

Finland 156 1.05

Netherlands 096 0.63

Austria _ 0.63

UNHCR 0,69 0.88

Ford Foundation _ 1.04

WUS Committees 0.33 0.39

Other 0.13 0.66

1000/0 100%

There is a 9% increase in income between 1983 and 1984 from our two major donor countries compared with a 18% increase in income from all other sources. Thus the proportion of income from Sweden and Denmark slightly decreased in 1984 as compared with 1983. The contribution to WUS income provided by its own constituency continues to be very low and must remain a matter for concern and attention in the future. Our thanks go to all those who

supported WUS programmes during 1983 and 1984.

These tables only reflect the financial transactions that occur through International WUS ac

counts. They do not reflect the (often sizeable) financial and voluntary activities of national

committees around the world.

How WUS spends its income:

0.53% Evaluation 096%

Community

4.77% Development 5.65%

International

Expenses&

759% Regionaloffices 7.33%

Personnel and

983% Administration 9.06%

Education, Training &

19.40% Human Rights 19.62%

Scholarships &

57.88% Counselling 57.38%

International Executive Committee

Pregldent

1st VICGiPrCSIdem

2nd Vice-President

Treasurer

General Secretary

Regional Members

Africa

Asna/PaCific

Europe/North America

Latin America/Carlbbean

Other members

44

1982-1984

Ernesto Vela (El Salvador)

Tommy Sheppard (United Kingdom)

Mafa Selanamane (Lesotho)

Klavs Wulff (Denmark)

Henry Muradznkwa (Zimbabwe)

MV. Mathur (India)

Inge Friedrich (Fed. Rep. of Germany)

Emilio Kenny (Panama)

Francisco Bazo (Peru)

Frangois Nzabahimana (Rwanda)

V.K Samaranayake (Sri Lanka)

1984-1986

Harunur Rashid (Bangladesh)

Constantine Mutambikwa (Zimbabwe)

Karla Pereira Ploth (Nicaragua)

Jean-Marie Schwartz (France)

Nigel Hartley (United Kingdom)

Patrick Mangheni (Uganda)

Godofredo Liban (Philippines)

Tommy Sheppard (United Kingdom)

Raul Molina (Guatemala)

Francisco Bazo (Peru)

Angelous Mrope (Tanzania)

Philemon Tafel Embel (Papua New Guinea)

rehal Samaria:
(as at 31.12.1983)
'Klavs Wulff '
Simon Weerasuriya
' George Mayatsa
x
Simon Weerasuriya
Marco Gramegna
(f0 31 .7. 1 933)
L'Egiitih' S,urb_,e.r
A Libby Vieinahd
' Martin Zak
, Jane B'enhett (Adams)
..
Etispihl'a Krommenaoker .
Gan Humer/In'ger Nordzback .
.Roselyne Mudry
_ Barbara Hug
jLig'ia Gomez l
Halle thansen
Rjta Riquelme ,
Albert Biedlih
MatilderUihtero
(as at 31.12.1984)
Nigel Hartley
George Mayatsa
Laksiri Fernando
Carole-Schwartz
Claude Jeanrenaud
Libby Visin and
Martin Zak
Gail Hunter
Nbra Wintour
Inger Nordback
Ligia Gomei
Silvia Eggli
Michae Zeberli
Anne-Marie Zurcher
Matilde Quintero

WUS Committees and Contabts

Africa ,
Botswana Lesotho
Cameroon Mauritius
Ghana Nigeria . ,
Kenya Rwanda '
Asia/Pacmc
Australia India
Bangladesh Indonesia
Fiji Japan ,
Hong Kong Korea (Rep. of)
Europe/North America .
Austria Germany (Fed. Rep.)
Canada Greece
Denmark Ireland
France
Latin America/Caribbean
Argentina Costa Rica'
Bolivia Dominican Republic v
Brazil Ecuador
, Chile El Salvador
Colombia Guatemala
Ma" taysjia
Haiti
Sudan , ; '-
Swam'land
Tanzahi? ii? ,_
Uganda
Nepal . ,
New Zealand. ,
Pakistan
H'ondur'asr' '1?
Jamaida'
Mam? - . .
Nicaragua ' ".