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Mohammed Tikly

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8 June 1992

Dear Tikly

Here is a big parcel of reading matter arising from our last National committee meeting. Please don't give up before you have completed it. The struggle is not easily won, in more areas than one!

Enclosed, you will find:

1. SARP Proposal 1992/3
2. National Committee Report, May 1992
3. QWUS Mission Statement- please fax or phone me or Claudine, with your Tomments by Monday 29 June 1992.
4. WUS International: Medium Term Plan and WUS-I Exco Meeting Agenda, July 1992

The grievance and disciplinary procedures are being finalised, using trade union guidelines and will be forwarded to you shortly.

We would like to introduce the new WUS Gender and Development Co- ordinator, . ' _ Maynai who started work on 1 June 1992 and is on a year' s contract.

She will be responsible for the Women' 5 Development Programme which arose out of the SARP proposals. We are trying to link her work to SAIP gender capacity building for projects and have decided to have one person for this programme rather than a series of consultants. You'll be hearing from her about the first gender activity which will be a consultation in August.

Having reviewed the budget, our financial constraints indicate that we can only afford to sent one person to represent WUS-SA at the WI ES-1 Exco meeting in July.

Comradely yours

Phumzile Ngcuka

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WORLD UNIVERS ITY S ERVIC E
ENTRAIDE UNIVERSITAIRE MONDIALE
SERVICIO UNIVERSITARIO MUNDIAL
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111th INTERNATIONAL EXECUTIVE COMMITTEE
10 - 17 JULY
Geneva, Switzerland
PROVISIONAL TIMETABLE
DATE TIME AGENDA ITEMS V

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Friday
10 July 9:30 - 18:00 Sub-Committee on Women
(to be held in Geneva office)

Saturday
11 July 9:30 - 18:00 Sub-Committee on
Human Rights
W
Sunday
12 July 9:30 - 13:00 Sub-committee on
Academic Cooperation/EFA
14:30 - 18:00 Sub-Committee on Students

Monday
13 July 9:30 - 13:00 1 - 5
14:30 - 18:00 6 - 7

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Tuesday I
14 July 9:30 - 13:00 8
AFTERNOON FREE

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Wednesday 1

15 July 9:30 - 18:00 8 (continuation)

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Thursday

16 July 9:30 - 13:00 9 - 10

14:30 - 18:00 11 - 13

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Friday

17 July 9:30 -13:00 14 - 15

14:30-16:00 16 - 17

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SOUTH AFRICAN RETURN PROGRAMME

1992/93 FUNDING REQUEST

INTRODUCTION

The final report of the first year of the WORLD UNIVERSITY SERVICE - SOUTH AFRICA (WUS-SA) programme of assistance to returnees - the SOUTH AFRICAN RETURN PROGRAMME (SARP) - is being finalised, covering the period February 1991 to March 1992.

The original OBJECTIVES of the programme were to:

(i) provide an economic base for returning exiles and released political prisoners

(ii) facilitate long-term integration by offering access to employment opportunities in community organisations.

The programme was designed to encourage the placement arranged under this programme to be converted into medium to long term employment in the respective community organisations.

The BENEFICIARIES were defined as follows:

The WUS-SA programme was intended to serve at least 250 returning exiles and released political prisoners for a period of ONE year per beneficiary, possibly extended to a SECOND and FINAL year in exceptional circumstances. In the event, 303 returnees have so far been assisted.

UPDATE ON SARP 1991

During the first year in operation, SARP assisted with the placement of 303 returnees in the following projects:

3 Returnees Administrative Skills Training and Internship

BLOW:

48 returnees were placed in training organisations as trainees in 1 management, administration and technical skills. Some have finished their training and found jobs; some are/have been assisted by SARP to find jobs; and some are still studying.

The original plan to train administrative staff for NCCR did not materialise as NCCR had other offers for this.

Community Work Placement Project:

225 returnees were placed in community organisations.

Judging by the progress reports received from some of the community organisations, about 60% of the returnees placed have a reasonable chance of being retained by these organisations after the expiry of the SARP one year salary grant.

The returnees have learnt from, and contributed to, the work of the different NGOs and mass-based organisations in areas as varied as para-legal counselling, literacy, health, project development and publishing.

Political Prisoners Assistance Project:

SARP facilitated the establishment of the Association of Ex-Political Prisoners (AEPP) by paying salary grants for 12 regional staff members in the Border, Eastern Cape, Western Cape, Transkei, Natal and Transvaal.

AEPP has been successful in raising funds to help ex-political prisoners establish income-generating projects and generally ensuring that ex-political prisoners receive the specialised advice and support that they need.

Command Research/Co-operative Research Study Project:

16 returnees have been placed as researchers (this figure is part of the Community Work Placement figure). Of the 16, 3 returnees have conducted research in income generating projects for returnees. 2 of those returnees have already submitted their findings to the Transkei Rural Development Forum (TRDF), which is now raising funds to implement some of the research findings/recommendations. 1 researcher has just been placed at the Border Council of Churches to conduct similar research.

PROBLEMS AND CHALIENGFS

SARP has not been without its challenges. Initially, it was difficult to get the information needed and SARP was not always able to respond positively to all requests. There was also a shortage of support structures for the process of finding suitable placements, and the programmes demands on the office had generally been underestimated.

The target group was generally desperate for help and the programme demanded a great deal more negotiations and human relations exercises than anticipated. The National Co-ordinating Committee for repatriation (NCCR) had its own challenges and therefore could not give the needed support and assistance.

SARP 1992/93 PROGRAIVIME OF ACTION

Based on the experience gained during the first year, SARP has identified THREE areas in which it would like to implement programmes in 1992/93 to continue its work of helping returnees while also making a valuable contribution to society as a whole. These areas are:

Project 1. WOMEN'S DEVELOPMENT PROGRAMME (WDP).

This has THREE components:

A.

IP'

Adult Basic Educators? IIM' ' PLOW (ABE). This aims to train at least 30 women, mainly returning exiles and ex-political prisoners to become literacy teachers/resource material providers in their communities. This will increase their employment opportunities and help them contribute to the overall human resource development in South Africa.

Enhangg' the Advoag 83% of Women Decision Makers, This aims to train at least 30 women in basic advocacy skills to promote the gender-sensitive formulation and implementation of policies in NGOs and other community-based organisations. This will ensure that gender issues are not overlooked in future policy formulation in a democratic South Africa.

Human Resource Development for Women. This will help at least 50 women obtain study grants to enter non-traditional areas of training. This will widen the employment opportunities and contribute to human resource development throughout the country.

Project 2. SKILIS TRAINING AND ENABLEMENT PROGRAMME (STEP).

This will help at least 120 returnees of both sexes gain the skills needed to either take up technical/administrative posts in the public or private sectors, or to start up their own business.

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STEP will provide THREE training options:

Option 1.

Option 2.

Option 3.

TECHNICAL AND BUSINESS SKILLS TRAINING

through reputable trainers which could enable them to start earning a living by setting up their own businesses or find employment in the formal sector, assisted by business development organisations, e.g. Small Business Development Corporation (SBDC).

GRANTS TO PROJECT INITIATORS who have a plan to create employment for themselves and for others as well as serve communities. This will be a once-off grant. They will be linked to organisations doing similar or related work for support and link with other potential funding organisations. Only those projects who have the potential to succeed or become self-sustaining will be supported.

TRAINING FOR JOBS IN THE PUBLIC AND

PRIVATE SECTORS through carefully selected courses that will open reputable career paths for the trainees, e.g. marketing, middle management, retail skills, local government administration, etc.

Project 3. PLACEMENT AGENCY.

This will be aimed at ALL skilled returnees and will aim to:

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facilitate and encourage the employment of returning skilled South Africans.

to inform South Africans who have not yet returned about the employment possibilities in SA.

to be an intermediary between returnees and potential employers
to build a data base of the CVs of resourceful South Africans in and outside the country who could assist in training and research in community organisations, either as consultants or as voluntary workers, and/or as consultants for international agencies.

It will also be an income generating component for SARP. Companies will be charged a fee for all returnees identified through this programme and successfully employed by them.

PROGRAMME MPLENIENTATION

The programme will be implemented by WUS South Africa in co-ordination with a number of relevant training organisations, resource persons, womenhs organisations and the non-govemmental repatriation body, NCCR.

WUS-SA and WUS (D will be responsible for:

Fundraising and reporting to donors on the progress of the programme

Initiation and co-ordination of the training activities.

Disbursement of, and accounting for, funds used.

Monitoring and evaluating the programme

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SOUTH AFRICAN RETURN PROGRAMME (SARP)

PROJECT 1

WOMEN'S DEVELOPMENT PROGRAMME

The specific difficulties facing women in the process of return has motivated WUS to propose a programme designed to attend to the specific needs of women. Women returnees, in particular, have to contend with a wide range of problems relating to their reintegration into South African society. Many of them lack the skills which will make it possible for them to gain access to the South African labour market. To facilitate their eventual economic integration, it is necessary to expose women to a variety of skills, including advocacy skills which can, in certain situations, enhance the chances of basic survival for women, especially with non-racial elections coming soon and new policies in the pipeline for women. We would emphasise that black women have not only been on the receiving end of the Apartheid state's oppressive policies, but also suffer gender prejudices within their own communities. A broad range of Apartheid laws have made it impossible for women to realise their full potential while much of the social mores relating to gender have caused black women to labour under the weight of the double oppression of race and gender discrimination. The primary objective of the Women's Development Programme is to empower women by affording them access to skill and advocacy lobbying training programmes. The envisaged training programme will cover areas contributing to the general efforts designed to meet the country's critical human resource needs while enabling easy employment. Training will be practical in orientation and emphasis, and only theoretical where relevant. The WDP will target women at different skill levels as a strategy to promote their upward mobility and to ensure that they are not only confined to basic skills training courses. While the WUS South African Return Programme was designed to accord women equal access to the programme's resources, early experience in the implementation of the SARP has made it clear that extra efforts need to be made to ensure that the reintegration needs of women are adequately addressed. Women are estimated as constituting 35% of the returnee population. The percentage of women benefitting from the WUS SARP at present is 12%.

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Two key areas have been identified as serving as obstacles for more women benefiting from SARP. The general low level of skills among women makes job placement difficult. The training and development of women is thus a crucial area of intervention which needs to form part of a concerted campaign of affirmative action and the redistribution of opportunities across the lines of race and gender. The training will therefore ensure that women have easy entrance qualifications that are basic as well as advanced.

The second problem area related to the issue of childbearing responsibilities which in some cases serve to inhibit women from participating fully in training or work placement opportunities. The WDP is thus intended to allow for assistance to women with childcare responsibilities so that they can participate in the relevant training or placement activities.

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THE OBJECTIVES OF THE WOMEN'S DEVELOPMENT PROGRAMME '

1. To provide training opportunities to women through THREE components:

A. Adult Basic Education (ABE)

B. Enhancing the Advocacy Role of Women Decision

Makers

C). Human Resource Development for Women, enabling training in relevant areas as well as non-traditional areas.

2. To facilitate training opportunities for women which is designed to develop skills which will increase the employment possibilities for the women benefiting from this programme and hence contribute to the overall human resource development in South Africa.

3. To enable returnee women to enhance their employment opportunities while also contributing to the easing of the illiteracy problem which threatens to hamper development efforts in South Africa. This will be done through the Adult Basic Education Trainers' programme.

4. To empower women to advocate boldly for their rights in the fast-changing political situation in South Africa today.

WOMEN'S DEVELOPMENT PROGRAMME

COMPONENT A

ADULT BASIC EDUCATORS TRAINING PROGRAMME

Illiteracy continues to be one of the greatest educational challenges facing South Africa. The current high illiteracy rate among Black South Africans, particularly women, is a product of the Apartheid state's policy of Bantu Education, which systematically denied black people access to educational opportunities. The impact of the unequal distribution of resources, including educational opportunities, has produced a 60% drop-out rate amongst female pupils, mostly within the first five years of school. The logical outcome of this situation is high illiteracy levels amongst adult women, feminisation of poverty and dis-empowerment of women, who make up the majority of the 9-12 million illiterate people in South Africa.

OBJECTIVES

The Adult Basic Educators Training Programme is thus being proposed within this context of an acute need to address the educational needs of those who were excluded from the formal education system and who need a gender sensitive approach that emphasises their uniqueness. While adult education is generally viewed as being wider than literacy, the Adult Educators Training Programme will seek to prioritise literacy.

BENEFICIARIES

The programme is primarily targeted at women who are returning South African exiles or released political prisoners. The programme is, however, intended to include a limited number of non-exiled "remainees" women in the gender advocacy programme and ABE as a concrete step to facilitate reintegration and develop women in South Africa in general. There will be about 30 trainees.

PROGRAMME STRUCTURE

The trainees will attend a Two-week Basic Literacy Training Course, which will be run centrally by WUS-commissioned trainers drawn from WUS project partners who are involved in training. This will be followed by on-the-job training, including 'Electives' of up to 9 months. For the electives, women trainees will be based with different organisations dealing with adult education.

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Phase 1: Two-week Basic Course in Adult Education

This course will focus on:

- \$ laying a basis for gender-sensitive literacy teaching
- it providing an introduction to ABE work in South Africa.

Phase 2:

- : Teacher training

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Teaching experience

it Further training in areas of specialised interest, i.e. electives.

' All trainees will undergo the basic teacher training offered by the organisation to acquire teaching skills as well as teach in the existing groups alongside other teachers.

In addition, trainees will be able to choose to focus on one or more of the following, depending on what will be available within the organisation they are placed with:

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Mother-tongue instruction

Second language instruction

Translation - written and spoken

Youth and child illiteracy

Teacher training .

Resource development and desktop publishing for basic and post basic literacy and dosk-top publishing. All the trainees will be encouraged to do this particular training as dosk-top publishing could lead to self-employment by producing resource material for ABE courses. It will be made clear to them that their computer training will not be aimed at equipping them to get jobs in commerce and industry, but to work in community-related fields. Some, with the necessary skills and aptitude, could be encouraged to go on to work in curriculum development and policy formulation at an advanced level.

The production of resources will address relevant basic reading material for newly literatos and will include audio-visuals to take advantage of the audio and visual literacy that most people have.

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A maximum of nine (9) months, financial support, inclusive of training in Phase 1 and Phase 2, will be allocated for the Adult Educators Programme with the intention that graduates from this programme will be able to obtain employment within adult education training agencies, or join/start literacy work in their organisation.

Phase 3 : Follow-up Action:

Once they have completed their training after 9 months, the trainees could do one or more of the following:

Start a project in their own organisations, e.g. AN C Womenis League initiatives which aim to assist both the community and their members.

Work for literacy organisations. WUS-SA will negotiate this with project partners.

Do research and policy development work in the area of ABE at an advanced level.

Become involved in teacher training.

BUDGET

The budget for this component of the WDP is intended to cover the Training Costs, Living Allowances and Childcare during their attachment to adult education organisations.

- 1. Training Costs R39 000
 - 1.1. Travel R20 000
 - 1.2. Accommodation 10 000
 - 1.3. Course materials 1 500
 - 1.4. Resource person fees 7 500
 - 2. Living Allowance R270 000
 - 2.1. Monthly stipends R270 000
 - 3. Contingency Fund R15 000
 - 3.1. Contingency 15 000
 - 4. Programme Implementation Costs R40 000
 - 4.1. Course co-ordinator 30 000
 - 4.2 Programme implementation 10 000
- TOTAL R368 500

BudgetNotes:

- 1.1 Travel costs of 25 trainees (not all 30 will have to travel) and 4 facilitators to and from basic course.
- 1.2 Board and lodging during basic course (5 days) for 25 persons at R80 a day.
- 1.3 Course materials for trainees budgeted at R50 per trainee
- 1.4 Course co-ordinator budgeted for whole course period to assist WUS staff a R2 500 a month.
- 1.5 Honorarium to resource persons contracted to conduct the various aspects of the basic training course not drawn from project partners.
- 2.1 Living allowance for 30 trainees over the nine months period of the programme budgeted at R1 000 a month
- 3.1 Contingency fund for support in cases of childcare needs and other unexpected costs, e. g. re-location.
- 4.0 Programme implementation costs relate to costs incurred during the development, fundraising, communications, monitoring, report redistribution for use by others, reporting, evaluation of this part of WDP, selection of participants as well as additional help for WUS staff.

WOMEN'S DEVELOPMENT PROGRAMME

COMPONENT B

ENHANCING THE ADVOCACY SKILLS OF WOMEN

DECISION-MAKERS

This component of the WDP is primarily intended to promote the empowering of women returnees and remainees who hold policy and programme implementation responsibilities and who are finding it difficult to adequately carry out their tasks. It aims to increase the effectiveness of women who can empower others and advocate at policy and programme implementation levels. There is an assumption that women in leadership positions do not need training, yet experience has proven otherwise. This has certainly been the experience of many women who are in important positions but continue to be marginalised. Affirmative action is not yet well articulated in South Africa even though women have been involved in lobbying on gender issues.

OBJECTIVES

t An inclusive approach in addressing these issues will also help in drawing from the experiences of remainee and returnee women. In so doing, it is hoped that such a joint returnee and remainee women project will facilitate the reintegration of the exiles and ex-political prisoners more effectively.

'R Identify common areas of concern around which to lobby and advocate in the next 6 to 9 months. These will be crucial to women across party political lines.

BENEFICIARIES

This programme is targeted at 20 to 30 women returnees and remainees who, in their present jobs or intended field of work, would have policy formulation and programme implementation responsibilities. Women who, by virtue of their political profile and experience, fit the above description will be identified through organisations. They will also be drawn from WUS project partners, focusing on women with management responsibility.

PROGRAMME IMPLEMENTATION

WUS-SA will set up a Facilitating Group to oversee the programme development. This group will initially meet in April 1992 to assess all the essential elements of the programme. The basic outline of the project is as follows:

Trainees will be identified through women's organisations and from SARP applications.

The course facilitators will draw up a pre-course information brochure for potential trainees.

Successful candidates will know in advance about the course content and method and will be invited to make contributions in shaping it.

Remainee women will also be included in the programme.

PROGRAMME STRUCTURE

Phase 1:

Phase 2:

A 3-day training course will be conducted in June 1992, bringing together the women participants in the programme. The course will include:

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An overview on women's position in South Africa

Strategising on advocacy and lobbying on policy and programmes

Affirmative action - principle and application in policy and programme implementation

Preparing for follow-up action/tasks and building a support network

A report on the above course will be produced for wide circulation.

Follow-up tasks and support network:

Trainees will design an action plan for themselves to follow once they have returned to their organisations. The group could thus serve as a network. Course facilitators will also be encouraged to assist trainees when the need later arises for them to seek wider support around their daily work.

To respond to the further training needs of members, the group will arrange further training on request, or refer the women to other similar training initiatives. This course must coincide timeously with the election process in the country. The project will also draw on, and collaborate with, other institutions with similar aims.

TIME-FRAME e

April - Preparatory committee meets

- Participants selected , t

May' - Course outline sent to participants

June/July - Course is held

July - Dec Network is maintained. This will be a crucial time politically for Women in South Africa because of the interim government etc.

Dec - Jan 2 day evaluation and way forward

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BUDGET

The budget for this component of the WDP is intended to cover the Facilitators preparatory Meeting Costs, The Gender Advocacy Training Workshop, Training Follow-up/Assessment and Programme Implementation Costs.

1. Gender Advocacy Training Workshop R45 000

1.1 Travel R28 000

1.2 Accommodation 7 200

1.3 Resource Materials 4 000

1.4 Resource persons 6 000

2. Course Follow-up R32 000

2.1 Networking costs R15 000

2.2 Course Assessment 20 000

2.3 Report Preparation and Production 7 000

3. Programme Implementation Costs R30 000

3.1 Course co-ordinator R20 000

3.2 Programme costs 10 000

TOTAL - R107 000

Budget Notes:

1.1 Travel costs of facilitators and 25 participants to and from meeting.

1.2 Board and lodging during this meeting for 30 persons for 3 days & R80 a day(2 days) for 4 persons at R80 a day.

1.3 Resource materials for the training workshop

1.4 Honoraria for resource persons

2.1 Resources to facilitate the establishment of networking proposals from workshop

2.2 Course assessment 1n November/December, including travel of course co-ordinator

2.3 Preparation of report on training programme

3.1 Course co-ordinator budgeted to work for one year

3.2 Programme implementation costs relate to the costs incurred during programme initiation, monitoring, finding participants, reporting, follow-up and maintaining networking as well as evaluation of this component of the WDP.

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WOMEN'S DEVELOPMENT PROGRAMME

COMPONENT C

HUMAN RESOURCE DEVELOPMENT

FOR WOMEN

OBJECTIVES

This programme aims to:

it provide returnees, particularly women, with study grants to enable them to enter non-traditional areas of training.

: emphasise practical rather than academic training, especially in areas where there are human resource shortages
to enable returnees to play a valuable role in sharing skills learnt with practical projects for their communities.

TARGET

About 50 persons with an interest in, and capacity to become involved in, work involving:

management skills

financial skills

technical tasks

policy formulation

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PROGRAMME IMPLEMENTATION

WUS-SA's involvement will only cover identifying suitable courses and candidates and sponsoring trainees.

The training will take place in various technical aid management and training organisations, preferably near the home of the trainee.

WUS-SA will negotiate with the Small Business Development Corporation to provide the training at concessional rates. It has offices throughout the country and could therefore generally offer training fairly close to the homes of trainees. Training courses will be planned for between 3 months to 6 months.

This programme will attempt to assist about 50 persons and the total budget is estimated at R50 000. '

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SOUTH AFRICAN RETURN PROGRAMME (SARP)
PROJECT 2
SKILLS TRAINING & EMPOWERMENT PROGRAMME (STEP)

INTRODUCTION

This programme addresses the needs of the least educated returnees who have minimal skills, education and little or no working experience.

These returnees came back in growing number after the signing of the Memorandum of Understanding (MOU) between the SA government and the United Nations High Commissioner for Refugees (UNHCR). MOU, for the first time in UN history, established a UN presence in South Africa, and enabled people to return in "relative" safety.

They are mainly those people who made the greatest sacrifices during the struggle against Apartheid, often facing death and extreme hardships in camps or other settlements in neighbouring countries.

They are now joining the estimated 2,5 million marginalised youth in the country who could potentially turn to crime out of sheer frustration and who could destabilise a new government that would find it difficult to address their plight.

A significant number of ex-combatants also want to be demobilised so that they can start building their own careers outside the army. Some already have families.

Recently, many of these young people have become very vocal in their criticism of what they see as a general lack of concern about their plight by the leadership on the National Liberation Movements.

At a recent meeting with WUS-SA, the NCCR agreed to prioritise this group and offer it with meaningful training. A similar plea was made at another meeting, this time with the ANC Human Resource Department.

Re-integrating these returnees into society has been made difficult by a number of reasons :

: Their highly variable skills base, which is sometimes non-existent to inappropriate.

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\$ The economic recession, which has made it difficult for even those with more marketable skills and qualifications to secure jobs, especially in the less developed rural areas.

it The lack of an adequate infrastructure to provide emotional and financial support to the returnees and their families.

The unemployment problem is particularly acute in the rural areas. For those who come from the rural areas and wish to return, it is even worse. Socially, it is also desirable that they do return to their homes, and contribute to the development of rural areas, rather than join the growing queue of unemployed in crowded urban areas, with inevitable adverse social consequences - frustration, violence, crime etc.

OW OF STEP

The aims and objectives of the programme are:

(i) exposing returnees to an integrated technical and administration skills training programme, thus

(ii) improving their chances of accessing the labour market in the private and public sectors and being able to set up income generating projects for self-reliance, and therefore

(iii) facilitating their long-term socio-economic integration into society and to lessen/end their dependency on the National Liberation Movements.

The training programme will be carefully planned to ensure that it is valuable. The length and content of the training will need careful consideration.

This is because:

: Many in this group had only rudimentary education before they left or went to prison, and had little chance to improve their education over the last few years. Their average age is 24 years and most are demobilised.

3' Most live in massively disadvantaged and poor communities where development has been minimal, thus providing few job opportunities.

These areas, in the main, have been the worst hit by drought and the recession. Under these circumstances, it cannot be overemphasised that such returnees are likely to resort to crime and banditry of the RENAMO type to survive and obviously, this does not augur well for the peace process in the country. In fact, indications are that such criminal activities are already taking place in other parts of the country.

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Consequently, these people need skills training to be able to start earning their own living in self-sustaining projects, as well as seed capital to start up these projects as

there is little chance of other forms of employment.

The emphasis of the STEP project will be in skills with job prospects now and in a post-apartheid South Africa.

PROGRAMME TARGET GROUP

WUS-SA would therefore like to launch an additional programme to train about 100 returnees NATIONALLY who have an average of Std. 8-10, mainly in technical and business skills. While the figure is not significant, we hope to interest other organisations

who would like to actively address the training needs of marginal youth and many more could get training. It has been estimated that there could be about 10 000 MK soldiers who want to make a career outside the army, with a good number falling into the STEP target group of the least educated returnees.

DESCRIPTION AND SCOPE OF THE PROJECT

WUS-SA would like to propose 3 Skills Training and Enablement Programme (STEP) that will have the following options:

Option 1. Provide most of the beneficiaries with a range of TECHNICAL AND BUSINESS SKILLS TRAINING through reputable trainers which could enable them to start earning a living by setting up their own businesses or find employment in the formal sector, assisted by business development organisations, e.g. Small Business Development Corporation (SBDC).

Option 2 Provide grants to PROJECT INITIATORS who have a plan to create employment for themselves and for others as well as serve communities. This will be a once-off grant. They will be linked to organisations doing similar or related work for support and link with other potential funding organisations. Only those projects who have the potential to succeed or become self-sustaining will be supported.

Option 3 Provide TRAINING FOR JOBS IN THE PUBLIC AND PRIVATE SECTORS through carefully selected courses that will open reputable career paths for the trainees, e.g. marketing, middle management, retail skills, local government administration, etc.

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In deciding on those three areas, we have consulted with various actors in this field, both trainers and employers, to minimise irrelevant training. In the process, the following has become clear to us:

- 1.
- 2.
- 3.

People with basic education in our target group are relatively young and cannot be made marketable through quick-fix short-term courses.

As much as possible, we are going to target and negotiate training that has a practical component to enable the trainees to emerge with some hands-on experience to enhance their training or brush-up on what they already know.

All training has to be done through reputable training providers, preferably institutions, with approval from the relevant examining or governing body.

Each trainee will need to be interviewed and assisted to map out a possible career path to avoid cul-de-sac training, but open possibilities of upward mobility at work.

Training in computers, or for any other blue/white collar type of job, should be holistic, e.g. computer skills have to be linked to language, office practice etc., possibly with an internship.

Most people prefer to have secure jobs with employers and a guaranteed pay-cheque at the end of the month, rather than having to start their own business and take full responsibility to make it work and create their own salary. When those with an entrepreneurship feel are identified, it will be important to nurture that attribute as that is more difficult to teach or learn.

We do not anticipate that a large number of people will opt for starting their own businesses as they would prefer to be employees rather than employers. Courses will therefore be made broadly marketable.

Training of the target group needs to happen in the context of the general human resources development schemes in SA. People should acquire skills in a trade where there is a demand or predicted demand, such as:

t construction to tackle the housing problem

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electricians for the problem of electrification awaiting to be tackled
in the rural areas

local government administration skills

The following groups have been consulted and consultations will be ongoing:

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Consultative Business Movement (representing large corporate
employers)

Specific companies (Portnet, Spoornet etc.)

Small Business Development Corporation and Triple Trust

(Offering training, mentorship and loans)

Zimbabwe Foundation for Education with Production, which
started as a Zimbabwean project for ex-combatants and is now
promoting the concept of training with production in all the
SADCC countries.

Building Industry Federation of SA (BIFSA).

Eskom training section. Eskom is the national power supplier.

Stellenbosch University's School of Business

Business Skills Development Centre

ANC's Dept. of Human Resources Development.

SBDC

OVERALL PROGRAMME GUIDELINES

Training will be done in institutions closest to the homes of the trainees

The programme will include:

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training with theory and practice

career outlines prior to/during training

contact with target employer/project

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Computer skills training will be optional for options 1 and 2' outlined in DESCRIPTION AND SCOPE OF PROJECT above, and compulsory for option 3.

Driving skills will be encouraged for all options.

OPTION 1. W

Examples of courses already identified and elected for reliability and enabling employment include:

i: Building Diploma by the Building Industry Federation of South Africa (BIFSA)

I!

: Electricity arranged with the Training Division of ESKOM

t Business Skills to be run by SBDC and the Business School of the University of Stellenbosch

3 Radio/TV Repairs, upholstery, carpentry, plumbing, tailoring to be run by technikons 1

ALL trainees in Option 1 will have a choice to undertake the business skills courses. The few that will be ready to start their own business after training will be expected to present a business plan to a committee made up of representatives of one of the business organisations working in the field closest to what they will be doing, and located closet to where the trainee hopes to start a business. If they are approved by the committee, WUS-SA will give them a grant via that organisation which will administer and monitor progress. It will be a one-off grant, given in the form of equipment or raw materials, that will be worth a maximum of R3 000. Cash will be given only in special circumstances advised by the vetting committee.

I

Interest will be not charged on the loans, but recipients will be expected to repay them to ensure the establishment of a revolving fund that could benefit others. As the loan will be monitored by a committee, repayments are expected to be good.

OPTION 2 PROJ E1 INITIATORS

These will be people willing to start projects employing a number of people. They will also have to present a project proposal(SEE PROPOSAL FORMAT). People with the relevant training and experience, trained either through STEP or elsewhere, will be given priority. Others without training or experience will be taken on for short courses specifically focusing on management skills before they can start a project.

Screening committees will be made up of a small number of skilled representatives of the relevant organisations, WUS-SA and other interested parties. WUS-SA's project monitoring and support mechanism will be used for monitoring and support. Income generating projects will be encouraged provided that a proper market survey has been undertaken and that the skills needed are present among the producers. Projects will get a one off grant in instalments after presenting a business plan. WUS-SA will encourage links to institutions with the capacity to assist with:

3 bookkeeping and auditing mechanisms

'E promoting the project and attracting support from other sources

'i fundraising skills

'i encouraging a gender sensitive approach to community

development and working conditions

OPTION 3 TRAINING FOR ORGANISATION & ADMINISTRATION JOBS

IN THE PUBLIC, PRIVATE & NGO SECTOR,

Language, office routine and computer skills will be encouraged for all in this group-

FOR THE LIC SEC'ION:

Trainees will have to undergo full-time courses offered by:

\$ recognised institutions with proper accreditation

These could be up to 1 year long and will lead to careers in local government, etc.

FOR THE PRIVATE SECTOR:

WUS-SA will target those areas where most companies are likely to be able to provide jobs, starting at junior level with a possibility of upward mobility through hard work and further training where possible assistance will be solicited from the private sector.

Key features will be:

it each coui'se will be verified for reliability

t potential employers will be consulted to ensure the relevance of

courses taken

le

ii there will be no short term training. Courses will involve at least six months of intensive training and full time contact.
\$ internships will be arranged/negotiated with employers.
Courses most likely to be targeted because of their potential to help candidates get jobs include:
i: marketing V
i: bookkeeping
: . ' industrial relations
I!
t advanced secretarial practice
The training will be provided by accredited institutions:
t technikons and training associations
TRANSFER JOBS IN Nag:
This will include some of the people in the above group.
Areas of training will include:
'i Basic adult education
ii Community development
\$ Children,s work
b
t Trade union skills
Some of the NGO related training will be provided by WUS-SA project partners and other fraternal organisations in SA, including adult literacy groups, trade unions, community groups and resource units. This will be negotiated as and when funding becomes available and when it can be determined how many trainees would be interested.
In implementing STEP, WUS-SA will from time to time consult with, and contract the services of, community organisations with a proven record of providing efficient community service. Already we have initiated discussions with some of these organisations.

PROPOSED BUDGET FOR STEP

3 OPTION 1: TECHNICAL SKILLS TRAINING FOR SELF-EMPLOYMENT
& FORMAL EMPLOYMENT

1.1 Tuition fees for up to 50 x R3 500 R175 000

1.2 Allowance for up to 50 x R800 x 9 R360 000

1.3 Loans for x R3 000 R 45 000

Sub-total : R260 000

OPTION 2: , PROJECT INITIATORS 2

2.1 Seed money: 10 x R20 000 R200 000

OPTION 3: ADMINISTRATION & MANAGEMENT

3.1 Tuition fees: 60 x R3 500 R210 000

3.2 I Allowance: 60 x R800 x 9 R432 000

Sub-total : R642 000

GENERAL IMPLEMENTATION COSTS: 1 R58 000

GRAND TOTAL : R1 328 000

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SOUTH AFRICAN RETURN PROGRAM (SARP)

PROJECT 3

PLACEMENT AGENCY

In its previous work of placing returnees, WUS has realised the difficulty of identifying trained returnees and receiving timely information about them and where they could be placed.

WUS's observation, from its contact with returnees and its work with the 303 returnees already placed, is that the initial group of exiles that returned had medium-level skills and were non-military. They were followed by the combatants, who wanted to be demobilised and who had been brought back by UNCHR. We suspect more will return from the latter group once it is clearer what will happen to the future army, and what their prospects and safety will be.

As yet, however, only a few highly trained returnees have returned even though they are desperately needed to fill the vast skills shortage in the public and private sectors in the country as a whole as well as assist in training and research, especially in community organisations as consultants as well as voluntary workers.

WUS is still trying to determine how many there are in this group, mainly through liaison with Solidarity Groups who have assisted with training. But it is understood that many of these exiles are in contract jobs and have commitments which make it difficult for them to simply get up and come home. But many have skills that are sorely needed in South Africa. A Commonwealth report by Human Resource Development experts has indicated that a post-Apartheid South Africa will face a massive shortage of skilled people such as middle to upper-level managers, researchers, people with technical skills, scientists, educationists and public administrators. This shortage is further reflected by the fact that blacks make up only 12% of the academic staff at institutions of higher learning.

Against this background, WUS plans to establish a placement agency that will not only secure employment for these highly skilled returnees, but also generate income for the returnees programme.

TARGET

This project will be aimed at:

3: trained and experienced South Africans still in exile who have not yet returned. Some exiles possess skills in areas where the country has needs and there could be vacancies or people needing to be trained by these exiles

: remainees who could use the services that the placement agency could offer.

OBJECTIVES

z' to facilitate and encourage the employment of returning skilled South Africans I

' to inform South Africans who have not yet returned about the employment possibilities in SA.

i: to be an intermediary between returnees and potential employers

'3 to build a data base of the CVs of resourceful South Africans in and outside the country who could assist in training and research in community organisations, either as consultants or as voluntary workers, and! or as consultants for international agencies.

SCOPE OF THE PROGRAMME

'g WUS will advertise the service in different parts of the world where South Africans are staying and link up with agencies that have trained South Africans abroad, or have studied with the help of WUS elsewhere in the world. ,

i: It will develop contacts with employers all over SA, in all sectors so that they are aware of the service offered

3 It will compile a list of posts advertised and circulate them amongst returnees

It will give advice to beneficiaries on the world of employment in SA.

3 Employers in the public and private sectors will be charged a fee whenever a successful placement has been made through WUS

: Returnees already in SA and who are unemployed will be assisted in finding consultancies, if opportunities arise.

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: Returnees who can provide a service in short-term assignments with the NGO sector will also be linked with relevant NGOs. They will primarily do voluntary work and where the returnee's economic situation necessitates an allowance, it will be negotiated with the relevant NGO. WUS will assist subsidise the consultancy, primarily from funds raised through the placement of other returnees. The initial and priority placements will be for people who can assist, e.g. in NCCR, job creation, training or service for SARP or similar constituencies.

3 When applicable, the service will also assist 'remainees'.

The programme will hopefully become a service that will generate income for the programme and WUS. It will be offered for as long as it is needed provided that it generates enough income to maintain itself.

PROPOSED BUDGET

1. Telecommunications R10 000

2. Travel 20 000

3. NGO Consultants 100 000

4. A 2nd year contract for

10 SARP placements 240 000

TOTAL R370 000

LESS

Income earned R50 000

TOTAL REQUESTED R320 000

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SUMMARY OF KEY POINTS CONTAINED IN I MEDIUM TERM PLAN

Significant global challenges confront WUS at the start of this final decade in the 20th century. This plan aims to assist WUS in responding to these challenges. (Section II)

WUS considers itself as an international forum, bringing together the different sectors of the academic community and the academic community with other sectors of civil society in action for education, human rights and development. Focusing on education WUS will, during 1991-97, seek to strengthen its role in relation to the University while developing activities that strengthen civil institutions and benefit the least privileged sectors of society. (Section II I)

WUS is fundamentally a world organisation of national committees. A strategy for the development of national committees will be at the core of WUS's action, in the period 1991-97 in order for the organisation to better meet its objectives and to strengthen WUS as an international body. (Sections III and IV)

The Honorary Council should establish itself during 1991-97 as the body which can above all promote WUS's international profile; 'The competence and involvement of the Executive Committee and Bureau should continue to be enhanced. (Section III) V -

During 1991-97 WUS should aim to develop a global educational assistance programme for victims of repression and to support peaceful processes of democratisation. (Section IV (1)) 1

During 1992-97 WUS should make its human rights programme one of the organisation's main activities at world level. (Section IV (2))

During 1991-97 WUS's concerns and interests should be integrated into all of WUS's activities (Section IV (11)) 3 -

A programme in relation to Education for All should be established in accordance with the conclusions of the International Conference, Delhi, September 1991. Projects in WUS should be handled in relation to the programme areas with established criteria. (Section IV (15))

As part of the effort for WUS to strengthen its role in relation to the University, the organisation should aim to establish a global programme on academic cooperation in 1991-97. (Section IV (VI))

WUS should examine the difficulties faced by its Secretariat;)-

structure and undertake a substantial restructuring of its International Secretariat during 1991-97 within an agreed framework. (Section V (1))

WUS should aim to considerably improve its relations and cooperation with other organisations in 1991-97 according to agreed priority objectives. (Section VI)

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A strategy for 1992-97 regard to finances in 1991-97 should be based on certain main objectives and aim to overcome specific difficulties. (Section VII)

I . FOREWORD

2. The 1988 General Assembly agreed to the 'ezabaz-ati-an' o? a Medium Term Plan for P/US as part of strengthening strategies for the future. The decision emerged from disaussion of a paper on "Future Strategies and Developments 1'12 the 19903" presented by the General Secretary to the Assembly. The 1991 General Assembly discussed, amended and adopted this Plan.

2; ' The plan covers the six-year period 1991-1997. Within its contents .it indicates objectives to be achieved by the end of the six-years as well as certain targets to be attained during the period, putting these '11: an overall context. Targets will need to be reviewed and added duringjthe six-year period. The plan recognises that W5 is the sum total otigits national committees, but strives to give W8 greater cohesion 1'22 its diversi ty. To be meaningful the plea aims to accommodate the changing world we live in and not be prescriptive. It provides the basis for Wsts future development.

e gg. INTEODUCTION

3. The "lost decade" of the 19305 has the potential of being'followed by a. decade of uncertainty which will not necessarily See majort-advaaces, as a totality, .in respect of the resolution of conflicts, the observance of human rights and the promotion of development. fihile in some parts of the world progress is being made, 'in others 1' t is not and indeed is even deteriorating. Hummhiad is still a long way from a world of security, peace and harmony with the environment. .The Gulf waz- reflects the fragility of. the world in which we live.- any New World Order must be based on the resolution of conflict through negotiations and an even-handed use of the'tfhlited Nations ' system. - '

N

4. As an international nonegovemmehtgg organitatjon gthetl-has made a particular contribution in the last decade in the field of" humanitarian assistance andthat has a special focus on education, a number- of challenges face ms at the start of this final decade in the 20th century,. '

, 5. While there has been a remarkable end to the Gold Web. end greatly improved East/West relations with the dramatic changes in Eastern Europe, . North/South divisions continue to increase. While the North becomes richer, the South becomes poorer. The dramatic burden of debt serviceteombed with adverse terms of trade, are resul ting in a. net transfer of resources from South t: North. The external debt burden of many developing countries impedes their economic and social development. Whereas true international.cooperation V and interdependence have been recognised as the key to theblfuture, the; reality is that we live in a world where the South is very dependent on the North and cooperation is limited. Moreover conflicts and hatred; persist and the migration flows of populations continue in an increasingly complex manner causing enormous hardship and suffering. The gap between, civil society and the State/gavemment ii: many countries is not diminishing, and 12: same ism even increasing. The causes of poverty and conflicts must be systematically _ reduced and eradicated., ' ' '

With men. Leadership positions still remain largely the domain of men. Women take more of the brunt than men of poverty, of conflict; and of poor education - two-thirds of the world's illiterates and refugees are women. A large majority of the women in the world suffer the double burden of poverty and discrimination. These disparities need urgently to be addressed. to victims of conflicts and repression, in meeting human rights aspiration, and in achieving just, people-centred sustainable development. They will need to ensure that they have the clarity of purpose and professionalism to meet these challenges, and to 'see' the positive social transformation of society rather than simply playing a role of a palliative nature. The strengthening of NGOs in the South will be a feature of the 1990s and will pass important questions concerning relationships within the NGO community.

III.- 2313 CIBLEE 4122 PMJLE

(1.), Aims and Objectives

9. The WSS's future needs to flow from its past. The past has consisted of a fundamentally University-based organisation, albeit with an emphasis on the social responsibilities of the University and on bringing together the different sectors of the academic community (academic students, administrators and support staff). For W5 the main purpose of education is to promote social justice, human rights and integrated, sustainable development. The University is an important institution, an important human resource, which has the potential to make a major contribution to this purpose, not simply reinforcing the status quo. research. W5 sees itself as an international forum for the promotion of education, human rights and development. During 1991-97 W5 will bring together the different sectors of the academic community and 'on the other hand focusing on activities that bring the academic community together with other sectors of civil society. The key aims and objectives will be: - ' e .

a) To elaborate, project and support WS's vision of the role, obligations and essence (academic freedom and autonomy) of the University, 1'21 the context of a holistic vision of education, through the development of its human rights and academic cooperation programmes and through the establishing of a Commission which will be entrusted with the elaboration of a document to be published 1'21 1994 to coincide with WUS's 75th anniversary. .

b) To harness the resources of the academic community 111 the strengthening of civil society through programme areas aimed at innovative non-formal education initiatives, human rights education, women's education and education of refugees/returnees/internal victims of repression. These developments will require the academic community to remain the important part of WS's constituency, which 1'11 the case of students needs to be strengthened. It will also require the involvement and cooperation of representatives of other educational sectors and relevant and interested civil organisations and structures, as well as of sympathetic individuals.

(ii) m

10. WS is fundamentally a world organisation composed of national committees. During the period 1991-97 this base of national committees needs to be strengthened and expanded (See Section V). In general, WS's structures should be as pluralistic as the organisation's aims and objectives allow. Relations and communication between national committees need improving - the secretariat should play an important function 1'11 this regard. WS should make maximum use of its network by encouraging cooperation between national committees through multilateral programmes and bilaterally according to agreed principles and guidelines, always preserving and promoting commitment and support to WUS as a world organisation. The role, of the Executive Committee and Bureau is essential to the well-being of the organisation - the competence and involvement of these bodies should continue to be enhanced and the communication between their members and national committees improved. The function of the international secretariat, must be developed to provide useful services to all national committees; at the same time as providing cohesion and maintaining a coordinating and representative role for WS as a world organisation. Greater clarity needs to be given to the role of the international secretariat. -

11. New to the 1993 structure is the concept of an Honorary Chairman to be elected during 1991/92. The Council should establish itself during 1991/97 as the body which can above all promote WUS' international profile, enhancing relationships, supporting the development of WS' priority areas of interest, and contributing to WS' credibility and legitimacy.

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(1') Educational Assistance to Victims of Repressioh end .1211
support of Processes of Democratisation -

12. During the 1981-75 this important programme, WUS' largest international programme, consisted primarily of scholarships for refugees and returnees to study at post-secondary level in their regions of origin. Sizeable levels of support have been provided to specific national groups, in Latin America, for a much wider number than in Africa where the South African and Namibian (SAN) programme has been restricted to Namibians and South Africans. A small programme has been implemented for Palestinians. Each programme has developed to respond to changing needs: the SAN programme, for example, to include group projects and most recently a new return programme for South Africans; the Latin American programme to support more technical/vocational studies and to include a third area of "internal" scholarships to help victims of repression within their own countries. The programmes have been funded from government humanitarian assistance programmes, particularly those of the Nordic countries. ' '

13. H During 1991-97 W5 should aim to develop .e' global 'edzicationel assistance programme for victius oi' repression and l'11 support of p150cesses oi' democratisation Ni th' the following components: 1

1- The target group to be refugees, returnees, victims of repression
' .. mi thin their own national boundaries, and those who have a strategic ..
r'aie l'11 strengthening democratic processes, paying particular attention
'to the needs of women;

- 3 Specific education/training needs to be prioritised;
- 'A scholarship element which should be based on clear criteria justifying individually-targeted support; . -

- Other forms of educational assistance which target groups 11211291- than individuals (pilot projects should be implemented in 1991-9421..

- Flexibility 1'11. the national groups that can be assisted (1115199144 the 1. - focus should be to achieve support for new national groups) 430 that the programme is a global one; .

- A clearly defined strategy with appropriate criteria for evaluating these programmes; .

Such a pl-051-me will require W5: (1) to convince donors 01' the Elevance 01' scho'ie'z-ship support as a valid form of humanitarian eesietaaee to those 1'11 need; (1'1") to expand lts administmrve competence beyond scholarships and establish a reputation for other farms of activity; (1'1'1') t0_essess the contribution that such programmes make; and (iv) to develop mechanisms for the development and implementation of programmes where the'l'e is no W3 national c'omz' ttee. . - .

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14. For 1991-97 national committees in the four regions should elaborate, in two stages, regional or subregional proposals for 1991-94 and 1994-97 in respect of the agreed programme components. The components and proposals for 1991-94 should be considered by the Executive Committee. They should then be formulated by the secretariat into an overall programme proposal with the three-year activity plan. During 1991-94 W8 should undertake general evaluations of its major programmes in Africa and Latin America.

(ii) Human Rights and Education

15. The new human rights programme was launched with the Beijing Declaration on Academic Freedom and Autonomy of Institutions of Higher Education at the 1988 General Assembly. The objectives of the programme are to:

.2) promote the right to education and its implementation worldwide;

1:) to encourage academic freedom and autonomy in the higher education sector; . : '

c) to engage in human rights teaching, education and dissemination of information, - . 3 ' '

d) to defend and promote human rights through joint action, networking and projects. 1

The present programme has a focus on education and in the period 1988-1991 it had a particular focus on the question of academic freedom. An Executive Committee sub-committee provides the necessary guidance and supervision to this programme, and an office is in charge of the programme in the international secretariat. - .-

16. During 1991-97 W5 should make its Human Rights Programme one of the organisation's main activities at world level. It should maintain its focus on education and the education sector. In this six-year period the programme should maintain the four broad objectives outlined in paragraph 15. In the period 1991-94 W3 will: -

(2') Develop activities in 211 of the five areas planned for 1990-91, including the elaboration of criteria for projects within a priority focus (basic education for all); -

(ii) Have as a major focus the promotion of the Lima Declaration as an international instrument and the monitoring of academic freedom, -

(iii) Pay special attention to women in the activities developed;

(iv) Participate in preparations for the end of the biennial Conference on Human Rights in 1993, - .

(v) Contribute to the concept and realisation of a Decade of Human Rights Education in particular by preparing relevant materials for human rights teaching; 1

(vi) Monitor and inform to the extent possible using all constituency, on specific cases of gross and systematic violation of human rights;

(vii) Assess obstacles to the implementation of the right to education in general and define W5 activities to promote its achievement.

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The extension and development of these 36761: points will form the basis of activities in the period 1994-1997. ' h 4

(iii) 9 women. end Education

17. The origins of WE are attributed to the initiatives of the Women's Education Commission in 1929. Yet it was only in 1984 that the W5 General Assembly adopted a series of resolutions related to women in respect of scholarship programmes, non-formal education, information, and women in WS. The 1986 Assembly noted that only a small amount of progress had been made in the implementation of these resolutions and that a major emphasis should be given to the quest for women. This emphasis culminated in an international workshop on Women, Education and Liberation in September 1988 as a result of which the WUS General Assembly approved a "WUS' Action Plan for the future": The issue of women was declared one of two priority areas for the next three-year period.

18. During 1991-97 women's concerns and interests should be fully integrated in all of our programmes and activities. During 1991-94 WUS will:

(i) 'Review at the 1992 and 1994 General Assemblies progress made in the status of women in WS and of the women's programme; 9

(ii) Establish, as a realistic and effective mechanism to the International Women's Commission for promoting and monitoring women's issues, and a full-time women's post in the Geneva Secretariat and continue to seek funding for an International Women's Commission;

(iii) Enhance the monitoring and evaluation of the impact on women of existing projects and programmes; -

(iv) Produce a regular women's newsletter on a regular basis, -

(v) Elaborate, test and promote and support educational and cultural action projects for women with a focus on basic education;

(vi) Achieve the targets for the participation of women in WUS established in 1991 and 1994. ; -

priorities for 1994-1997 will be based on the 1994 review.

19. Acknowledgement of its belief in the social responsibility of the academic community, W3 has been involved over many years in the support of community development projects. These have been small-scale, voluntary and enormous variety of activities (but usually related to education and training generally), difficult to manage, but nevertheless often making important contributions. They have been sporadic except for those incorporated in the substantial South African Internal Programme and those funded under the DANIDA small-scale project fund. In the future projects will be dealt with under the different programme areas. 3 . :

20 At its 69th General Assembly 1991, 3211 (0110111123 011 from an international workshop, W5 adopted the New Delhi declaration on a. Holistic Vision of Education 1990: All and an accompanying set of recommendations. On the basis of these documents W5 will, 1991/94, develop a global programme 1991 relation to Education for All. The programme will have its main emphasis on 1991 members of the academic community 1991 the promotion and provision of education for all. The programme will intersect 1991 the refugee and women's programmes since the provision of basic education to women and refugees will be of particular interest. It will also intersect with the human rights programme as human rights education is defined as an important element of that programme. Elements of the programme will include:

- (1) Engaging 1991 and promoting action research relating to 1991 provision of education for all social groups;
- (11) Encouraging students' organisations and strengthening relationships between students' organisations and community-based groups, and involving students and academics 1991 basic-education projects;
- (111) Disseminating resource material and promoting high-level debate on issues related to Education for All; (it!) collecting and publishing information on problems confronting institutions of education, especially as it affects their contribution to education for all
- (1v) mobilizing resources (human, financial, and facilities) available within tertiary institutions for the provision of Education for All.

(7'). Academic Cooperation

21. 51:: general objectives have been defined for 3 potential academic programmes: - -

- a) promoting regional and international understanding; ,
 - b) cross-fertilisation of views, experiences and knowledge of academic communities; ,
 - c) promoting equal and equitable redistribution of educational resources;
 - d) promoting academic freedom;
 - e) promoting academic solidarity 1991 defence of victims of persecution;
- 1991: positive social change. -

Six specific objectives have been defined: (1) 10 probate-institution building in the Third World; (11') to promote research; (111') to assist 1991 rebuilding of educational institutions (1'7) to promote exchange of students and teachers; (' ') to promote academic encounters/seminars; (V1) to promote special programmes for women. .

Three elements to a programme have been recommended: institutional building, human resource development, and academic encounters/ 1991.

22. Following workshops 1991 respect of Eastern Europe. Hand 53:11: America/Caribbean, two pilot programmes in the field of academic cooperation have been elaborated. The pilot programme focusing on Central/Eastern Europe has four components: (1') Networking and institutional development (with an 1991 trial project to produce a Manual on Student Cooperation East/West/South); (11) promotion of academic freedom and autonomy of higher education institutions; (111') educational assistance; and (1'7) a follow-up consultation

to the 1990 Graz consultation. The pilot programs: in Latin America/Caribbean has the following components: (i) at the level of dissemination, reflection and discussion concerning academic cooperation and the role of the University in Latin America; (regional, sub-regional and national activities of discussion and information dissemination; Essay contests; Bulletin); (ii) at the practical level in terms of concrete tasks of academic cooperation (fund for cooperation between Universities and N605; fund for training women; regional fund for exchange of academics and students; specialised training; exchange and cooperation between central and provincial/regional Universities) ., A

23.- As part of the effort for W5 to strengthen its role in relation to the University, the organisation should aim to establish a global programme of academic cooperation in 1991-97. The feasibility of this programme needs careful testing and the emphasis defined. The pilot programme focusing on Eastern Europe and Latin America should be used during the 1991-94 period to do this. Pilot programmes in Africa and Asia should be established if considered a priority by national committees in these regions. Individual initiatives by national committees in this area of activity should be encouraged and could also be included in such an assessment for 1994. The development of a global programme in 1994-97 will be based on the experiences from the pilot programmes and activities of national committees.

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v. I NATIONAL; REGIONAL AND INTERNATIONAL programmes
(International committees A)

24. National committees are the base of W5. They are heterogeneous - W5 recognises there will be differences in national committees according to local conditions - but all are in the South. W5 is a sister national committee, yet they are independent organisations. Question of sovereignty: the relation to the international organisation and are not easily renewed, but what is clear is that W5 needs strong, dedicated national committees. - May, national committees are over-dependent on one particular activity, particularly scholarship programmes, and are dependent on the Geneva office for their financial well-being. They are furthermore confronted by a number of difficulties and there has been no strategy to overcome these. In general, W5 is weak in the northern hemisphere, a feature which has repercussions on national committees in other regions. Although numerically far superior, national committees in the southern hemisphere have certain weaknesses. W5 also act to help Eastern European countries overcome their isolation. The 1988 General Assembly decided that priority should be given to the strengthening and consolidation of national committees. It has clearly recognised that there is an enormous wealth of human resources, experience and talent in the total body of W5 national committees.

25. A strategy for the development of national committees will be at the core of W5 action in the period 1991-97 in order for the organisation to better meet its objectives and to strengthen W3 as an international NGO

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a) ature of n ' committees. At: the outset more adecjizate "political" ritem'a governing national committees need to be defined. The crl' ten'on that national committees should be "broadly representative" geogfephicelly and of the university milieu is inadequate. 01'1' terie need to provide for WW committees being pluralist and democratic institutions 1'12 the context of the organisation's aims and objectives, that command respect 2'11 their national settings and by international and donor organisations. This 15 a prerequisite for the developement of national committees. In addition lt 1135 to be understood and clarified that the sovereignty of national committees is limited, and clear- provision made 1'01- instances of the W8 structure to intervene when difficulties arise 1'11 :1 national committee, particularly when this affects the organisation as a whole. Moreover 122312101251 committees should be expected to be truly national in character, except .1'11- exceptional circumstances. Equal participation of men and women 1'12 national committees 2's .1 prion' ty target for HUS. National committees should be encouraged to improve ' their profile through gaining the support of '1'121'luentz'el personalities and establishmg 1'115t1' tutz'onat links with llke-m'nded and relevant organisatz'oas. , '

b) Egggetz'og of 1212319123,; committees. In order to assist the process and draw on past experience, a handbook should be deVeloped 1'11 1991-94, for practical use by those who wish to form a new committee. The elaboration of such a handbook should help clarify the role of Executive Committee members, the international secretariat and neighboring netibnel eoahittees 121 the forhaton of new committees. W5 should seek to provl'de some financial assistance to cemitees 1'11 fematjon end 111 this context should aim to create 'a swell reserve fund 111 1991-94 to support new initiatives. '

c) ME a_hg ectgvi tieg. Needs of national cammi ttees ere 110t all the same but one of the primary functions of the secretariat should be to seek to meet those needs (see below). Resources need to be found in 1991-94 to meet the information needs of national comittees, and to ensure an adequate flow of ' information through Geneva. and regionally. Reghlaz- regional and sub-regioaal encounters need to be maintained 1'22 1991-97 increasing the start that has been made to promote intreeregz'onat, particularly South-Southg participation. A programme of training and 3111757611: services for national cemittees should be elaborated and fundraised for implemen tation in 1991-94 to strengthen organisational and financial administration, project ' and programme elaboration and implementation, and fundraising. Finally, (proposal should be elaborated for establishing a minimal infrastrueture in all national committees, and 1'01- ways 1'11 which national committees could: ameliorate the, costs incurred by those offering and dedicating their time arid experience to m. . . , .:

d) 1211mm. In its efforts to contribute to a more juet, Equitable world WUS must discuss and understand the importance and meaning- of partnership 111 cu:- relationships. Partnership depends on an understanding qt' mutual needs. It depends en mztzzal trust and respect, transparency ingenious, awareness and respect for differences, openness to learning from each other, and mutual or reciprocal accowatabi 72' ty to both donors and".ree.ipl'ents,". Using the policy guidelines deVeloped by the International Council 01' Voluntary Agencies (ICVA) entz' tled "Relations between Southern and Nbrthern N605" W3 should instigate a discussion and practicing of partnership in its internal relationehipe. 4

e) Foggy, W5 has established an equity target for the participation of women in national committees by 1994. The 1983 General Assembly agreed that national committees should have 40% female membership by 1992 and 50.2 by 1994. The Executive Committee has agreed that this should be applied to national committee Executive Committees. The Plan of Action furthermore recommends that national women's sections be established to promote women's issues. This forms the basis for improving the position of women in national committees in 1991-94. t - ' - -

f) Gender The financial implications of the elements to this strategy to develop national committees are: (i) the creation of a fund which could support the development of national committees; (ii) broadening fundraising activities aimed at a certain independence of financing for national committee's (see below); (iii) training and support to improve financial administration and professional capacity. . ' t b

25'. " f' The following actions and targets are envisaged in relation to. hatiaaal .g .committees: . . gum g 1 1991-95 3 I

(i) The Executive Committee will consider commissioning .811 external consultant or establishing a think tank to propose ways in which national committees can be strengthened in the future, to report to the 1994 General Assembly; 1' :-

' , (ii) "Special attention will be given to the consolidation and strengthening of existing national committees in the North and the South;-. ..

.53.; (iii) Three new national committees will be established in the " 'hfr-ican, " ' ' Asian, 'European/North American regions respectively; 'a handbook for this purpose should be developed; . ' -

(iv); More elaborate criteria governing national committees will be developed; . 1 "t t _

(V) t ,jAI'. program of training and internal support services; will be established to strengthen the organisation and advance 2.5 more ' . ' professional approach by WUS as an institution worldwide;

(vi), Funds must be found for at least at half-time information officer in 1 Geneva- to meet information needs of national committees;

(U 'lqigions will be taken on follow-up to the report coming by the: LEExecutive.,Comittee-; 3? _

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"(\$17 Three additional new committees will be established 1:) The African, Asian, European/North American regions respectively. e' t'

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(22.72) International Secretariat

27. .. The international secretariat of WS consz'

Southern Afrz' ca,

Southern Africa, and the administrative liaison office in South Africa. A major restructuring of the Geneva secretariat took place in 1986/87 with the following key- elements: a slimming down of numbers 92' t1: fcohpaterjsatjon to enable the work to be managed; a rationalisa tion of staff, time more in line wz' thr-the lave! and purpose of income; the creation of 2'er bhsz'c divisions - General Secretary '3, programmes and administra tion; and tenures to improve " the Secretariat working as a team. As indicated abov ' ' ' ' . ' . e, a :complementary sub-

regzanal structure was zntroduaed and strenuous eff

. arm. 'Irez-e made to

profess: onalz'se and imprOVE the administration of national programme

administration structures. - : ; ;

28._ . W5 should undertake a substantial

restructuring of iitis international . '

secretariat during 1991-97 for policy,

functional and fz'izgnclial reasons. -

29. The. ffhework for' such a restructuring will be:

'&

e) - a clear defini tion and understanding of the role of ibe seb'z'etariat. in

. ' relation to national comitwes, their develbpment and meeting their

i needs; 'to the development and implementation of programmes; aad to

' representation of the organisation; '

33:: b) strengthening and clearly maintaining the jn'tematibniu cbsrac'tefof

' ' the secretariat and its work while ensuring W3 takes- bietter advantage

. of its network of national committees; '3 -. 1 '

VA.) " .. ,. _ . '...',...' " ' , ,

q) -'vpi'ob:oting a diversification of responsibilities

. location. where they are best

coordizgatfon at the centre;

and finctfions .fo the .

_.Izaadled while maintaining cohesion and

d) cost-effectfveness and a stable tinancfgl baiefi including a

rationalisation and reduction in size of the central; office;

e) "- iprogfame of training and instz' tutional delveloyigntg iq ?streugtb'en

WUS technical and professional capaci ties in regard to. programme

development, fundraising, and programme implementatim and :reporting.

1') considering a relacatz'on of the headquarters. to With:

ii: til: European

Community or a much less costly location. -

(2') Every effort will be made to finance and estibzlsz Efull-time

'cbordjnation posts for WS "3 global programmes in Geneva and (regional)

Associate Secretary posts in Geneva. will be replacad by Regional

Coordinqwrz based in the regions -

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- - wirewmma . - wih'th-v:ual.wmm

(12') The regional coordination structures of P/US will be transferred as far as possible to the regions;

(iii) The Geneva Secretariat should establish means of providing a sound information service and internal training programme A'

During 1994-97 there will be consolidation of the revised 'US Secretariat Structure. 1'

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(iii) 'Regional structures

31- ' In the first part of the 1980s WUS established offices in Africa (Zimbabwe), Asia/Pacific (82-1 Luke); and Latin America/Central America (Ecuador) as well as a coordination mechanism for the European/North American region for which WUB-UK was responsible. Following their closure in the years 1984-88 it was decided to establish a sub-regional coordination structure in Latin America/Caribbean (the Southern Cone, the Andean region and Mexico/Central America/Caribbean), and a sub-regional counselling coordinator (SBCC) covering the scholarship programme in the SADC countries. Certain characteristics particularly distinguished this structure from the previous one of the regional offices. 59

32. #05 must! develop a comprehensive and effective regional/sub-regional structure as part of its international secretariat by 1994 and in line with a strategy for that secretariat. Its main aim should be to help W3 to make better use of the potential of its network of national committees. The main priorities for such a structure should be contributing to the strategy for strengthening national committees, the development of activities and programmes, and strengthening of W3's financial situation. Such a structure should be comprehensive in relation to the national committees of W3 and their activities, any other activities in countries where national committees do not exist, and in terms of W3's priority relations with inter-governmental organisations and other NGOs. "It should be effective: as a functional structure; strengthening and complementing the role of the Geneva secretariat; in terms of cost; and as an example of using human resources from different parts of the world. The development of the structure in the 1991-94 period should involve the transference of certain functions from Geneva to the regions. Training should be one of the main tasks in the process of developing such a structure, -

33.. The following targets are established for 1991-94:

(1') . To establish, operate and in 1994 evaluate coordination structures in the African, Asian, European/North American regions; " . -

(ii) 'To strengthen and improve, and in 1994 further evaluate the Latin American/Central American coordination structure; I: '1- 1'

(112') 'To identify and transfer certain functions from the Geneva secretariat to the regional structures; '- '

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 vr -. RELA szNSI-Irps
 34.. W3 enjoys relationships at international, regional, national.
 levels. At international level these are largely maintained. by the
 international secretariat; at regional level by national: committees and
 regional structures; and at national level by n ' . .
 . . . etzonal cogn' tees. T119
 relationsbzps involva intergovernmental organisations, governments, other
 N605, and donors. #03 is in Category II consultative status with 500506 and
 its main relationsyz' thin the UN are wz' t1: UNHCR, UNESCO, themewmiseion on
 and Centre for Human Rights. Mutual participation in events add practical
 cooperation a're the main elements in these relations. W3 also cooyez'ates
 extensively with a number of international, regional and ntioizel NGOs-
 35. ' .703 should aim to considerably improve and extend its relation and
 cooperation mi :1: other organisations during 1991-97. The pribz-z'jty objectives
 of a, strategy should be: e ' -
 a. ., tin relation to activities, to improve relationsf: with those 1
 ' organisations that can help enhance the development of LW5" prbgrmes,'
 and to eetively seek practical cooperation to this effect; t
 b. .522 irelatz'on to the development of WS' regional PstE-lucttzz-es, to
 strengthen links specifically wz' t1: regional organisations;
 c. t 2'2; relation to strengthening national committees, to ensure closer
 'institutional links between national committees and other relevant
 a national bodies and organisations; t t
 d. i in relation to finances, to broaden links and to denote at international,
 regional and national levels and ensure proper coordination mechanisms
 . In so doing. . t
 36. ;'In 1991-94 the Honorary Council should pay priority- attention to
 enhancing relationships in support of new W3 activities and- programmes and
 promoting the International profile of WE. The Executive Committee should
 propose 'specz'fz'c ways in which the objectives above may be sbhz'ejred, and
 monitor progress. National committees should develop and. implement clear
 proposals and plans for the way in which they can cooperate v.1 the national
 organisations (what does W8 have to offer). The international secretariat
 should prioritise the development of donor relations and those that can
 enhance programme development.
 v21. REINANCE . 5
 37. After severe financial difficulties in the mid-1980s P/US has successfully .
 pursued a policy of consolidating its financial situation. This 1181156921
 characterised by an increase of international programme income '12:1 7'33: at SF
 5.8 million in the years 1986/7-1990/92, and an enlargement of. the donor base
 beyond "traditional" donors (Sweden, Denmark, Norway. . 'Ca'a'ada, UK) to
 include Australia, Finland, Netherlands and Switzerland. Another feature .is
 that the relationship between programme and central administration has
 decreased from 17.62 in 1986/7, to 12.272 in 1987/8, to 9.9.2132 1989/90;
 programmes have thus increased while staff levels have not. ' - -
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38. A strategy 1'11 regard to finances 2'12 1991

objectives:

-97 should have four main

8) to consolidate 905' financial situation;

b) to broaden the base of WS" financial support;

c) to' finance core organisation costs through #039 own resources;

4:!) to activate all parts of the #03 structure 2'1: fundraising.

I 1: should aim to overcome the major problems above as-fo.l.lows:

(1') CQCQ costg: By financial year 1994/95 WS's minimum care costs (General Assembly, Executive Committee, Bureau and President, Publications and

A new system of

level of support. One-off donations from benefactors should be explored. By

1994/95 all interest earned by W5 that can be kept by the organisation

5120'qu be put to reserves, including a reserve for new initiatives.

(1'1') Mgbjgise strggtgres: there needs to be a major broadening and mobilising of the fundraising activi ties of the central secretariat,

coordinators and national committees, coordinated by the international

secretariat. By 1994/95 W5 national comz' ttees should fundraise at least 253

of their national budgets themselves; by 1997/8 1' t should be 502. A #05

consul tenor service should be established. A manual with ideas for

fundraising, incorporating national committee experiences, should be

established.

(iii) 2::an yd nggeis: By 1994/95 W3 should consolidate funding, by

accessing additibaal budget lines and funds administered outside capital

cities, from governments in Australia, Canada, Denmark, Finland, FRG,

Netherlands, Norway, Sweden, Swz' tzeztland and the UK. New fundraising efforts

should priorz' tise mltilateral/z'ntergovemmezztal quies (especially the

European Communi by), Italy, Spain and Japan. '

(iv) sttemgzggocedurgs: an administrati ve manual based on systems/procedures

developed since 1986, to be produced by the secretariat in time for the 1991

General Assembly, will be the framework to be used in 2991/97 for

administrative systems/procedures and will be updated as neCessary.

(v) Self-gjgagcing: the principle of self-ffaancing requires that individual

activities and parts at the W5 structure (posts, committees, etc) must pay

for themselves. It means a clear correlation between income and evpena'i tare

throughout the W5 budget and should be a main criterion in drawing up and

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