

100 Years

World University Service International 1920-2020

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Introductions

Hundred years of World University Service

Ricardo Lagos



Ricardo Lagos Escobar
former President Chile (2000-2006),
former President WUS Chile (1978-1979)

The 100 years that World University Service (WUS) celebrates are a source of joy for all those who fight for the respect of human rights, freedom of spirit and thought. During this century, WUS has served enormously on all continents and also, by the way, in Latin America, promoting higher education programs in the most deprived sectors of the region, as well as defending free thinking at critical moments in our recent history.

My first contacts with WUS came in difficult times when, after the coup d'état perpetrated by Augusto Pinochet in 1973, as Secretary General of the Latin American Faculty of Social Sciences (FLACSO), we sought a way for a significant number of university professors, postgraduate and under-graduate students to continue their work or studies abroad in the face of the impossibility of doing so in the Chilean system. Many teachers from Chile obtained a WUS scholarship to travel to seminars that were quickly organised for this purpose in Argentina or

other neighbouring countries. Finally, many of these teachers settled in Europe, specifically in countries such as Germany, Italy or Sweden who were very generous in welcoming so many compatriots. In this huge intellectual diaspora, WUS was faithful to the principles on which it was founded. Through the „WUS scholarships“ a policy of aid was implemented that allowed hundreds of Chileans not only to put their lives to safety and have a support network in the early years of exile, but also to continue their studies, improve themselves professionally and have a space in which to develop teaching or research.

Over time, Chileans studying abroad began to want to return to Chile. For my part, I returned to the country in May 1978 to take up a position at the ILO. Within days of my arrival, the British Professor Dudley Seers (Chairperson of the WUS UK Awards Committee) met me to ask me to organise a return committee for those Chileans who were in a position to return. The task wasn't easy. Those Chileans

who were abroad had already finished their studies and the mission was to find them a job according to their academic training, without involving a risk to them or their families. Therefore, the first thing we needed to know was whether or not they would be arrested on their return, whether they would be harassed and, the most difficult task, plan how they would live in a Chile under the dictatorship. Countless research projects were then developed to hire teachers and experts, medical centres were set up to employ those with academic degrees in the field of health, and, through NGOs, study centres were created to maintain free thinking in the difficult conditions at that time in Chile. It is worth remembering that only those who were given the go-ahead by the authorities of the dictatorship could participate in universities, so a large number of professors were expelled and unable to return to the faculties. In this harsh context, the modest committee I headed worked very intensely and was able to open new doors and possibilities for those returning.

I remember with great emotion these complex years during which the principles of WUS were being applied. First, protecting intellectuals so that they could develop outside Chile and then, bringing back what would have been a brain drain to germinate knowledge and learning among new students. The financial, logistical and emotional support implemented by World University Service left a permanent mark of gratitude among Chileans and also the example that in similar situations in other latitudes, we must be generous and receive with open arms those who need it most.

Since the recovery of democracy in Chile in the late 1980s, WUS's commitment was to support the return and reintegration of exiles, accompanying the work of Chilean return committees and coordinating a series of aid programs aimed at repatriation and reintegration of families. These generous programs allowed thousands of compatriots to return to the

country, reintegrate and remake their lives, as well as accompanying them in the process of reinsertion into work and teaching to ensure real integration into the democratic transition in Chile.

In the 1990s, WUS also accompanied us in the process of expanding the rights of our new democracy, promoting citizenship development projects and, in particular, in 1997, sponsoring the realisation of the „International Conference for Divorce Links in Chile“.

Similar to every transition, we learned that the return to democracy led us to say, “never again”, with great conviction and strength. That is why we established different processes to establish clearly the shame of the violation of human rights during the dictatorship and to ensure that they were never denied. This search for truth is the beginning of the defence of human rights and like the principles that guide WUS, we are confident that knowledge and learning are the basis for rebuilding democracy when it has been lost.

Looking back at these historical events today in 2020, we have powerful reasons to celebrate the 100 years of the existence of WUS, both because they faced their own past, and because of their ability to transform according to global changes. This led to it changing from a European federation that sought to meet the needs of students and academics after World War I, to a global organisation that strongly advocated educational rights and their free exercise. Its action in Chile is only one small example of the permanent work of this organisation in the world.

The lessons of the events of the twentieth century, the “short century” in the words of the historian Eric Hobsbawm, ought to lead us to reflect. Although too many human rights abuses were committed in the name of certain ideologies, the „short century“ ended with the conviction that human beings must

raise their voices and protest wherever their rights are not respected and this is where WUS plays a concrete, practical and daily role.

And the 21st century began with a great task ahead. The digital revolution has profound implications and means that we are confronting a different era, deepened further by the pandemic and its consequences. Until recently, it was estimated that 100 thousand students followed regular courses with certificates of higher education at the most prestigious universities, without ever stepping into the faculty. This year this phenomenon was globalised and virtually all students, not only in higher education, but also in primary and secondary education around the world, carried out their studies through a screen. How much of this phenomenon will be retained? What about those who do not have access to the Internet or computers? How is education ensured in those countries that do not have a digital network throughout their territory? These will be some of the great challenges in relation to rights in education that the future will present to us, in addition to existing ones such as refugee education or gender policies and I am sure that there will be WUS to defend and support them.

The principles of WUS to ensure an inclusive, equitable and sustainable world for all young people in the world, remain as relevant as ever. That is why I congratulate it for the tasks undertaken during its last century, which in our case brings deep gratitude for the way so many of our compatriots were protected and encouraged and accompanied to face with strength the challenges ahead.

Celebrating hundred years WUS International

Richard Taylor



Richard Taylor, Oxford 2021

This publication celebrates the centenary of European Student Relief / World University Service. A centenary is a great achievement in itself, especially that of a non-governmental organisation and it strikes me, writing at the close of 2020, that in this of all years the importance of civil society, of international co-operation and of free research, has been underlined in an emphatic way. So, while we celebrate the achievement, we should re-dedicate ourselves to the ideals which our predecessors demonstrated all those years ago.

ESR/WUS has undergone numerous metamorphoses in its 100-year life and what we see now is vastly different from what existed even in 'my' time forty years ago, let alone further back than then. I send my warm greetings to WUS Germany, WUS Canada and WUS Austria and to all those who survive from the past years. It has been a great pleasure to be able to re-establish contact with some of you as the result of the production of this publication. Our warm thanks are due to my former colleague Robin Burns in Australia and her team of editors who



Richard meets the members of WUS in South Korea, Seoul 1979

have brought this impressive document to fruition. It must have been a huge amount of work. I am of the generation that thinks in terms of cables on the sea floor rather than virtual reality, but clearly virtuality has been working well!

Congratulations to WUS, 100 years old this year, for all that it has achieved. And the warmest of wishes for the next 100 years.



Richard in Hong Kong 1978

Words from WUS Austria, Canada and Germany

Chris Eaton, Kambiz Ghawami, Veronika Nitsche

100 and one years ago, in 1920, in response to the deplorable situation of students and teachers at the university of Vienna after the First World War, some brave women and men from the United Kingdom started a major assistance operation for the war-torn universities in Europe. For this purpose, European Student Relief was created, the predecessor of World University Service (WUS).

Following the Second World War, WUS grew into a network of some 50 national committees with an international secretariat in Geneva. This network faced significant challenges with the end of major support programs following the democratisation in South Africa and in Latin America, depriving the network of its main funding base and requiring the closure of the Geneva office. Still, several committees, particularly in Canada, Germany and Austria, continued their activities with different focuses.

In Canada, WUS grew into one of the largest Canadian international volunteer co-operation organisations, sharing expertise amongst its partners in 20-plus countries, in efforts to reinforce local capacities and foster education, employment and empowerment opportunities for youth. WUS Canada also developed a unique program that offers education and resettlement opportunities for refugee scholars in Canada, with the support of student committees,

faculty and administrations on over 100 university and college campuses across the country. This work has been complemented by WUS Canada's education programs in countries of first asylum, that seek to ensure that refugee youth, particularly girls, have access to quality primary and secondary education.

Together, these programs have informed WUS Canada's more recent efforts to share its expertise with governments, academic institutions and civil society organisations in other countries of first asylum as well as safe third countries, in order to expand durable solutions for refugee youth – a cause that continues to unite and motivate its network of volunteers, students, alumni, academic institutions and partners in Canada and around the world. The next frontier of this work is the placing of refugee-led organisations, initiatives and responses at the centre of WUS Canada's commitment to refugee youth – a direction that draws significantly upon WUS' 101-year history.

WUS Germany, founded in 1950 after the Nazi dictatorship and after an audit mission on behalf of WUS by Olof Palme, then a student representative and later Prime Minister of Sweden, has focused on four areas of work within the framework of the human right to education:

1. Promoting international exchanges of students and scholars
2. Promoting educational projects in Africa, Asia and Latin America
3. Promotion of students and scholars in exile
4. Promoting Global Learning and Education for Sustainable Development (ESD)

“ Following the Second World War, WUS grew into a network of some 50 national committees with an international secretariat in Geneva. ”

Throughout the years, volunteer members of WUS have been and continue to be the backbone of our work.

“ ... that the www, the world wide wus founded an international network of countless people and it is always fantastic to see the commitment of all these people to the goal of WUS, the human right to education. ”

In all these years and in all our work, the international network of WUS has been and is an immeasurable help. Actually, one must point out that the www, the world wide wus founded an international network of countless people and it is always fantastic to see the commitment of all these people to the goal of WUS, the human right to education.

Many were already active in WUS at a young age and this work has shaped them for the rest of their lives, as they have recognised the value of education as a human right and what solidarity means. Among them are later State Presidents, Prime Ministers, Ministers, but also thousands of other activists who in their immediate community are working every day for the human right to education.

WUS Austria was founded in 1983 in Graz after a first attempt in the 1960s proved not to be sustainable. Due to the Balkan wars in the 1990s, it developed a focus on assisting students and higher education in the Western Balkans in the reconstruction of the universities followed by activities targeting on reforming the higher education system with a focus on quality assurance. Not only with its activities, but also through the office in Pristina, WUS Austria is still firmly anchored in the Western Balkans. In Kosovo, WUS Austria currently co-ordi-



nates a project that aims at a more diversified public higher education and research sector in line with the European Higher Education Area (EHEA), the European Research Area (ERA) and the Sustainable Development Goals (SDG).

Beyond Austria and the Western Balkans WUS Austria presently is active in Ukraine, Central Asia, and the Caucasus with programs supporting international co-operation, quality assurance, linking higher education with the labour market, implementing a human rights-based approach in educational planning, and in supporting the access of marginalised groups to higher education. The main funders are the European Union and the Austrian Development Cooperation. Also, in the future the quality of (higher) education, the integration of the Western Balkans in the EU educational space and the improvement of the situation of marginalised groups and refugees remains core to WUS Austria's activities.

Today these three committees together with other WUS committees and the WUS alumni form a loose

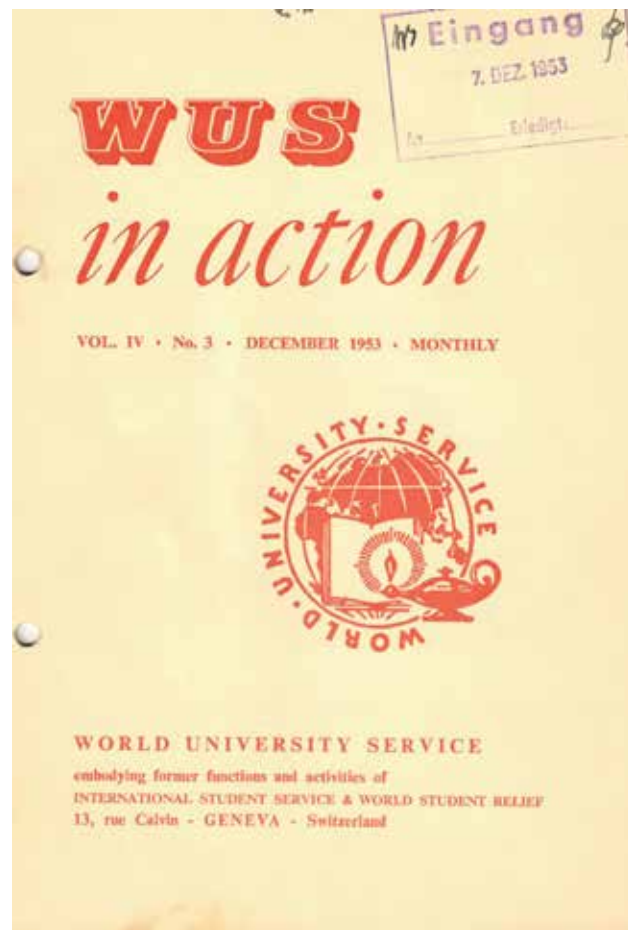
“ This centenary book has mainly been produced to commemorate and to make WUS' rich and important history more widely available. ”

network, which carries on the long-standing cause of the WUS family – a shared commitment to the human right to education for all, and a focus on the most vulnerable, particularly refugees.

This centenary book has mainly been produced to commemorate and to make WUS' rich and important history more widely available. However, this publication not only creates an opportunity to reflect on WUS' past but also to renew its commitment to the right to quality education as presently defined in the 4th Sustainable Development Goal of the Agenda 2030. This is the main topic of the Global Conference on the Human Right to Quality Education, organized by WUS committees and alumni on 21-23 September 2021 at the University of Vienna, at which occasion this publication is being launched. Due to the COVID-19 pandemic, the conference and centenary celebration had to take place a year later than originally planned.

This centenary book would not have been possible without the contributions, collaboration and support of numerous persons and institutions. In particular, we would like to thank Bettina Schmidt from WUS Germany, Robin Burns from Australia and Alan Philips from WUS UK for their outstanding leadership and persevering efforts to bring this book into being. We would also like to thank all of the people who drew on their memories and files to contribute to the writing of WUS' history as in particular Wolfgang Nies. We would also like to express a special thanks to WUS Germany for taking on the responsibility of finalising this book with a view to its publication.

The fact that we can celebrate the centenary in the form of an international conference despite the corona pandemic with a one-year delay is due to the extraordinary commitment of WUS Austria under the leadership of Prof. Dr. Wolfgang Benedek.



Altogether, the many contributions provide a colourful picture of the rich WUS history over 100 years, but also provides an outlook on its potential future. It is the hope of the undersigned that the spirit of WUS present throughout the last 101 years can inspire closer co-operation, new activities and a stronger network in support of our longstanding commitment to education for all.

Chris Eaton, WUS Canada

Kambiz Ghawami, WUS Germany

Veronika Nitsche, WUS Austria

Introduction

Robin Burns

One hundred years since the foundation of European Student Relief (ESR), the predecessor to World University Service, it is appropriate to celebrate the occasion with a reflective account of the achievements, and of the changing emphases and activities of the international body and national WUS groups. Only a small number remain active today, but at its height in the late 1960s, 1970s and 1980s there were over 50 national committees affiliated with WUS International (WUSI) and an extensive global Programme of Action.

As 2020 approached, three WUS national committees divided the major tasks for the centenary celebration: Austrian WUS would organise a conference, German WUS the history and its publication, and the archival digitalisation would be arranged by Canadian WUS. The conference has been postponed to September 2021 due to the COVID-19 pandemic. However, a small editorial board led by Robin Burns (Australia) and Bettina Schmidt (Germany) has worked hard to put together a lively account. Alan Phillips has been especially active and supportive as a board member, and as a result there are many contributions from former staff of WUS UK. Clive Nettleton and Roger Roy have also been advisory, contributive and supportive members.

With the closure of the WUS International (WUSI) office in Geneva in 1996, Cyril Ritchie, Roger Eggleston and Nathan, former staff members, retrieved the archives from Geneva and sent them to Carleton University in Canada. Unfortunately, the pandemic has delayed the Carleton University digitalisation project, and it was not possible to access the recently-available British WUS archives at the University of



Warwick. However, we are grateful to the archivists who have scanned some material for us from the John Henry Fond archive at the University of British Columbia, and Robin Burns' archive at the University of Melbourne. The early history is available in the 50th anniversary publication and the German WUS 60th anniversary *Festschrift*. Wolfgang Nies has provided a well-referenced history from the early organisations that led to the formation of WUS and its subsequent decades. Most of the account here is largely based on recollections and some personal archives. The most serious gap is for the 1990s; Manfred Nowak's contribution gives the most comprehensive account of the events around the closure of the international office and program. These are issues that an historiographer would consider limitations of the narrative. However, the memories and reflections provide rich personal accounts of involvement with WUS and perspectives on the nature of the programs. Most authors were WUS staff members either internationally or nationally, volunteers or program recipients. All have gone to great effort to provide lively and valuable accounts, consulting others, checking details and meeting editorial deadlines. The editorial team offers all contributors very warm thanks for their efforts and participation.

Through a contact list of WUS Alumni, or as has been suggested, WUS Dinosaurs, and the personal contacts of editorial board members, as well as the assistance of WUS Germany and WUS Austria, many emails and phone calls have gone out calling for contributions. We can proudly report that the oldest contributor was born in 1927, and the earliest WUSI staff member who contributes began in 1954. Many are over 60, and distance from events obviously plays some part in the accounts especially as many were involved with WUS early in their careers. We asked each to comment on the impact of work with WUS on subsequent career and personal paths. It is clear both that memories of working for WUS are still vivid, and that people went on to work in related areas, often in major national or international organisations for refugees, human rights, development assistance and more. Some also met life partners in the course of working for WUS.

Education for refugees: material aid, scholarships and post-study preparation

Born in the aftermath of World War 1, material aid and scholarships for the continuation of study was a major purpose of the predecessor organisations and then of WUS. Former Associate Secretary for East and Southern Africa Tad Mitsui distinguishes three categories of programs by the second half of the 1970s. These emerged before and continued after that period, too: service to students, assistance to international students particularly refugees, and participation in community development and popular consciousness-raising programs. This is exemplified in V.N. Thiagarajan's 20-year history of WUS India, and Saths Moodley's account of Irish WUS. Laksiri Fernando has added a fourth activity, advocacy for democratic educational institutions exemplifying human rights, educational quality and academic freedom. Again, this is both an ongoing, underlying concern and a major one today.

Another field of advocacy is illustrated in particular in the accounts of Kambiz Ghawami and Alan Phillips of the work of WUS in bringing about change in government policies, especially in relation to the rights of foreign, including refugee, students.

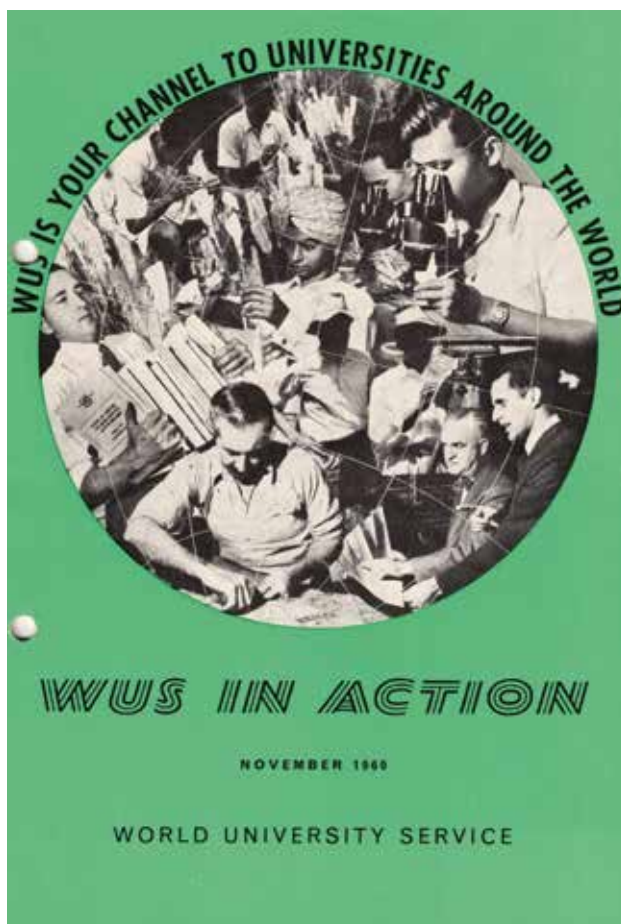
From the 1960s assistance was directed to universities in developing countries. It included sanatoria for students recovering from TB, student hostels, provision of textbooks and facilities for on-campus residents (see for example contributions from Tad Mitsui and V.N. Thiagarajan). There was also material assistance to the shattered universities in the Balkans following the break-up of Yugoslavia and subsequent violent conflict (see especially Wolfgang Benedek's account).

Scholarships: a major focus for WUS

The 1970s and 1980s saw a growth and flourishing of WUS activity, as documented in Wolfgang Nies' history. From the many accounts here from national committees, scholarships and the educational activities associated with them came to dominate WUS. Scholarships were awarded in-country for disadvantaged people such as black students in Southern Africa, refugee students (a long list following repression and coups) and students especially in the North from the global South. As contributors document, this involved delicate negotiations with funding organisations and campaigns to influence relevant government policies.

Thus, the second category of action, WUS scholarships, forms a major theme of the contributions. In part this reflects the large number of accounts from former staff of WUS UK, and detailed accounts from WUS Germany and WUS Austria. WUS committees and WUSI were involved especially with scholarships in the 1970s and 1980s, which is congruent with the original purpose of European Student Relief and then after World War II the International Student Service (ISS). The majority of contributions in this

volume detail scholarship programs, as well as assistance to foreign, not just refugee, students and there are moving first-hand stories of the immense value of such assistance. There are three aspects: scholarships in the donor country for refugees, notably from the Soviet invasion of Hungary in 1956 and Czechoslovakia in 1968, after the Pinochet coup of 1973 in Chile and Idi Amin's murderous regime in Uganda from 1972 till his defeat by Tanzania in 1979. Secondly, refugees from Algeria, Palestine, Greece, Central America and more recently the Balkans have also been awarded WUS scholarships and related assistance. Thirdly, WUS offered third country scholarships and assistance with eventual return, and scholarships for black students in South Africa, South-west Africa (Namibia) and Southern Rhodesia (Zimbabwe), and in exile abroad. Most recently the continuing committees have been heavily involved with the huge flow of refugees in the 21st century



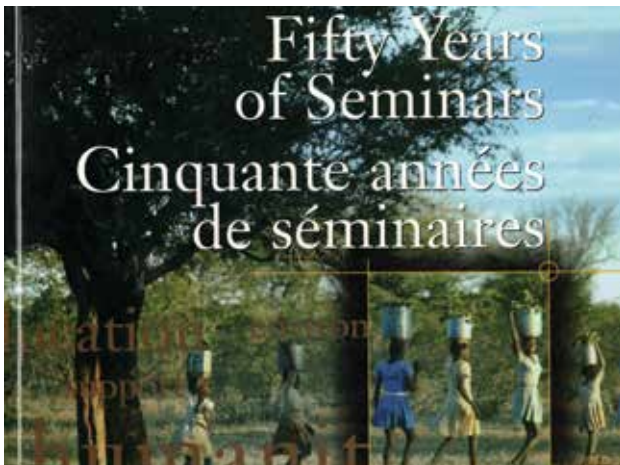
(see in particular the accounts by Hervé Hamon, Wolfgang Benedek and Manfred Nowak). Social justice rather than mere assistance is fundamental in WUS refugee programs especially in the last five decades; another aspect, help to self-help, was advocated in the ESR programs from the beginning, increasingly couched in an explicit human rights framework.

The earlier accounts contain details relevant to work with refugees today, from the WUS predecessor programs and found in particular in Alan Phillips' overview of the work of WUS UK 1971-1980, Alan Angell on Academics for Chile, and Jose Bengoa and Germán Molina's report of WUS solidarity with Chile, and also in Wolfgang Nies' history of German WUS. WUS UK established processes to expedite student selection, to obtain visas and to assist families as well as students to cushion their arrival. Ongoing welfare was also a concern and as conditions changed, issues arose of resettlement on return or in a third country closer to home. This included orientation to applying skills learnt abroad to home conditions and environments, an issue inadequately faced by many non-WUS overseas student programs worldwide.

WUS refugee scholarship alumni have attained high office subsequently. However, several contributors point to the need for, and paucity of, evaluations of foreign scholarship programs especially the application of acquired skills in employment. Two exceptions deserve mention: Tina Wallace's research on WUS and education in the Horn of Africa, and Manfred Nowak's review of WUS Austria's Balkans assistance.

Exemplifying human rights

A significant human rights issue emerges from the accounts from the 1980s of the need to encourage more women to apply for scholarships. Until then, WUS had not considered pre-university programs



to improve women's eligibility. Nevertheless, the increasing importance of social justice in WUS work, a need highlighted in the effects of under-privilege on education, and hence employment and life chances, meant there was a need to go further down the educational ladder to bring about change. This has been demonstrated especially in WUS programs for women in the Horn of Africa (see Marilyn Thomson, Bridget Walker and Tina Wallace).

Access to education has played an important role throughout the history of WUS and could be considered fundamental. An early 60s publication edited by international secretary-general Bernard Ducret and Rafe-uz-Zaman (*The University Today. Its role and place in society*) brings together research on the role and place in society of the university, almost anticipating the 1966 seminar on the role of the university in the development of the third world. There is a consistent balance in WUS work between the advocacy for personal rights to a quality education, and its provision through scholarships, and the responsibilities of the educated person and the educating institutions to the wider society, national and beyond. What constitutes quality education and the right to it will be debated at the forthcoming centenary conference in Vienna. From access to equipment and books, accommodation and health-care to the content of the curriculum and debates on national education policies, WUS has been involved

(see Peter Fensham's contribution, and the history of German WUS). The 1988 WUS Lima Declaration on Access to Education clearly articulates the international role not just of the university but of the co-operation and connection between institutions, staff and students, while the representation of WUS and its members on UN, government and international NGOs both promotes globalisation and the advocacy of the principles for which WUS stands (see articles by Laksiri Fernando and Manfred Nowak). The activities of German, Austrian and UK WUS clearly demonstrate both the outreach of WUS and the extent of its influence. While lacking details for this volume, other WUS committees have had similar involvements.

A valuable insight into growing understandings of human rights is found in the extensive work of German WUS in the field of development, through advocacy for relevant courses, support for students especially their return to countries of the global South, and through establishing, sponsoring and participating in a number of relevant internet portals, as Wolfgang Nies has outlined. It provides a link with central WUS concerns in the 1960s and 1970s.

WUS and development education

Some WUS programs have been directly educational. This is exemplified in the topics for the seminars associated with the biennial general assemblies, over 50 years of WUS Canada's annual overseas seminars, programs of German WUS and the later work of WUS Australia (see Helen Hill's account). For seven years WUS Austria conducted a post-graduate course on human rights for women especially but not exclusively from Uganda (see Gerd Oberleitner's contribution). In previous decades WUS committees engaged in education campaigns at home on specific issues relevant to WUS and the reasons for its work. An interesting endeavour was the Treasure Vans of Canada (see Roger Roy's ac-

count) and the International Bazaar of Foreign Cultures of German WUS (see Wolfgang Nies' account), both with an educational as well as a fundraising aspect. For a period in the late 60s and into the 70s development education was a medium for this and, following the 1968 Juelsminde Seminar on the role of students in development, called for students to demand more socially and politically relevant courses (see contributions by Roger Eggleston and Helen Hill). North-South issues especially inequality was a major theme.

Opposition to the apartheid regime in South Africa and Namibia (then South-West Africa) and the white regime in Zimbabwe (then Rhodesia) was the subject of both information campaigns (this became a major activity for Danish WUS; see Elisabeth Kiørboe) and scholarship programs. WUS was responsible for the large number (900) of black graduates ready to serve the country after its liberation from white rule (see Alan Phillips on Zimbabwe scholarships) and also many graduates in South Africa. WUS international was not only involved in scholarship schemes in Southern Africa but provided detailed documentation for national campaigns. Around 1970 WUSI established a research/action unit which focused on Southern African issues. Such activity in South Africa carried huge risk to those involved, as shown by Richard Taylor's and Clive Nettleton's accounts. Clive was banned for his work, leading to emigration



w u s a u s t r i a

right to education

and a position in the WUS international secretariat. Refugees or the under-representation of women in higher education are social justice issues and cannot be isolated from the causative conditions, as shown especially in the accounts of both the Chile and African scholarship schemes. Development education aims to explore these conditions and based in particular on the educational philosophy and techniques of the late Paulo Freire, to enable learners to analyse their situation and act for change. It also involves revealing the policies and conditions in the developed world that lead to underdevelopment in the global South and also in developed countries, especially for minority groups. Individual WUS groups attempted development education but as the case of WUS Australia demonstrated, it can have negative implications for project fundraising. Some analyses suggest that fundraising for projects abroad is not the most appropriate action for advocates of development, and may be anti-developmental, a position exemplified in recent work on post-colonialism and the emerging concern in comparative education in particular on educational quality, and on equity, equality, inclusivity and participation in education. Such education has been more successful in WUS educational programs about women's issues, outlined in Esua Goldsmith's narrative. She became WUS UK's first women's officer. The international secretariat established a women's position too, as did other national committees.

WUS involves students for national development

Development education was part of a wider movement of concern about development, variously

framed but interpreted by WUS in social justice terms. This had significant implications for WUS projects in the 60s and 70s. President Julius Nyerere articulated it in his opening address for the symposium, “The university’s role in the development of the third world” at the 1966 WUS General Assembly in Dar-es-Salaam. He concluded, “The role of the university in a developing country is to contribute; to give ideas, manpower, and service for the furtherance of human equality, human dignity and human development.” The following year he began an Education for Self-Reliance program to link intellectual and practical work. Patrick van Rensburg in Botswana established the Serowe Brigades in the late 1960s, in an attempt to link education and training with income-yielding production and was supported by the Swedish Dag Hammarskjöld Foundation. Globally a number of other experiments were initiated, stemming initially from practices in socialist countries. The latter emphasised education with production, while others targeted community development and the deployment of students in predominantly village projects.

Two national WUS committees engaged with their national requirements for student deployment in community development as a pre-requisite for graduation. The Indonesian WUS chairman, Koesnadi Hardjoemantri, was the secretary for the Ministry for Higher Education which facilitated WUS’s involvement. The main outcome was Project Manisrenggo at Yogyakarta, Central Java, where young engineering students assisted a group of villages to develop a simple irrigation system to eliminate hours of water carrying, increasing the range of crops farmed and enabling ponds for fish farming for both nutrition and sale. And in the Philippines, Project LINA placed students from the Manila Central University, of which WUS chairman Dr Filemon Tanchoco Jr was executive vice-president, for practical experience in poor villages (see accounts of these projects in Laksiri Fernando’s and Robin



Burns’ accounts of WUS in Asia and the Pacific). Participation in Project LINA fulfilled the national student service requirements, but the whole project grew from ‘Ting’ Tanchoco’s personal commitment to social justice and service. WUSI supported these projects and was the beneficiary of Ting’s wisdom when he was permitted by the Marcos regime to attend international meetings, becoming international chairman at the Manila General Assembly until his tragic death in 1977. Tad notes regrettably that the national schemes in Tanzania and Zambia denied the WUS committees there a ‘niche’. Other WUS committees created student outreach programs, for example WUS India and except at times of acute crises, continues as a part of WUS activities.

Asserting solidarity and the right to education

And there were undertones of dispute over political issues impinging on the very composition of WUSI and of the Programme of Action. At the Leysin assembly in 1968, for example, debate was heated about recognition of the WUS committee in Israel; it was declined membership and WUS participated in a scholarship program to support Palestinian refugee students (Laksiri Fernando). There was a political edge to many of the debates at general assemblies, especially after the re-organisation Roger Eggleston describes which introduced regional voting blocs instead of sponsor representation (see Alan Phillips on international WUS from a national committee perspective). Then, as documented here, there were the issues involved over the suspected CIA infiltration of some activities (see Peter Fensham), and collaboration with the International University Education Fund for scholarships in South Africa after

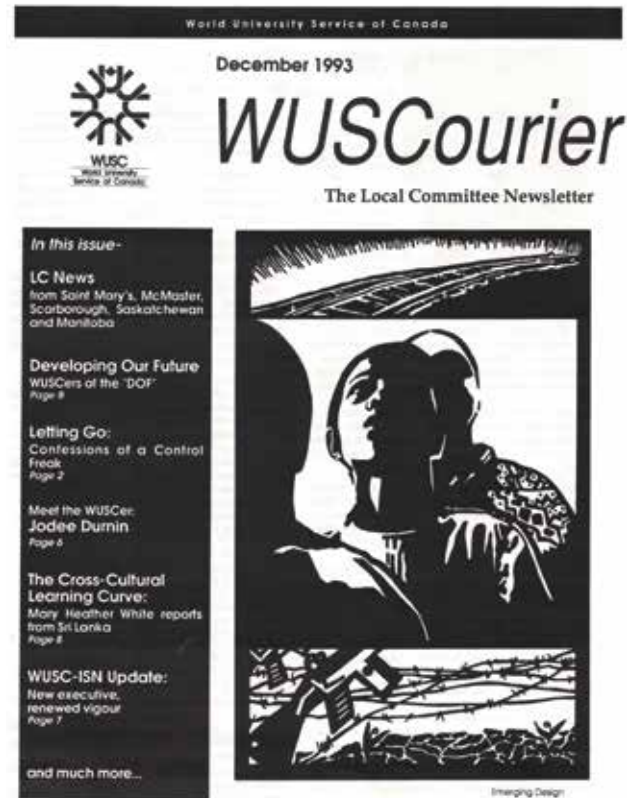
it was infiltrated by a member of the South African security police (see especially Tad Mitsui, Louise Morris and Clive Nettleton).

The theme of the Nantes General Assembly workshop in 1984 was “Academic Solidarity and Cooperation”. A commission WUS appointed to carry forward the conclusions of the workshop led in 1988 to the “Lima Declaration on Academic Freedom and Autonomy of Institutions of Higher Education” (see especially Manfred Nowak’s contribution, a key person for its creation). In addition to this emphasis within WUS programs, WUSI played a part through its consultative status in the deliberations and programs concerning human rights in a number of international organisations including ECOSOC and UNESCO, as well as the UN Commission on Human Rights (see contributions from Manfred Nowak, Lak-siri Fernando and Wolfgang Benedek). The theme selected for the centenary conference, “The Right to Quality Education”, illustrates continued WUS advocacy of these issues.

Fragmentation and loss

However, solidarity and co-operation became problematic between WUS committees and regional blocs. In the mid-80s there were several changes of international General Secretary in a short period and intense political activity within the organisation. A further complication was the reliance on donor funding for the Geneva secretariat and some national committees when the funders began to favour support for projects with little leeway for overall administrative expenses. The big scholarship programs involved money from national government organisations, some with no WUS committee. When programs ceased, or national policies changed, so did the funding, which affected the international office (see Laksiri’s account). And there were simmering tensions with some national committees.

All this also affected national WUS operations. Some national committees retained their university base



for support and programming throughout, including Canada and France, and in the UK, especially in the 1970s (see David Souter, Nigel Twose and Alan Angell). However, it had disappeared by 2000 when WUS there became Education Action International. It has been difficult to tease out exactly what happened in the collapse of many other WUS national and local committees though the demise of a central WUSI no doubt contributed. Without it, there was little to hold the regional groups together and the remaining WUS committees today operate independently. Manfred Nowak gives a detailed account of the stages including bankruptcy, that led to the collapse of the international WUS office and with it, no body to co-ordinate the work of the different national and regional groups. It is sadly ironic that this occurred in 2000, as the new century began. There are lessons for other international NGOs here, especially concerning funding and management structures.

Celebrating 100 years of achievement

The contributions here, nevertheless, attest to a lively and important role that WUS has played across the world in the changing scene of higher education. On the one hand, there are the more intimate outcomes: from the importance to the German university scene of acceptance by WUS and its stepping-stone to wide academic emergence from the horrors of World War II, as Wolfgang Nies, Manfred Kulesa, Jonathon Grigoleit and Harald Gans attest, to the huge personal value to foreign students of finding WUS (see Saman Halgamuge, Henning Melber, Mahnaz Rashidi, and Weiping Huang). The work of international co-operation in the university sector, especially north-south partnerships, is on the other hand a consistent and important product of WUS work over the decades, and while the German-Vietnam University is a unique example (see Wolfgang Nies and Bui Cong Tho), other examples are numerous, with samples here from Malawi (Charles and Godfrey Mphande), Zambia (James Matale), Namibia (Henning Melber and Peter H. Katjavivi), Brazil (Maocir Gadotti), Indonesia (Suchjar Effendi) and Cameroon (Daniel Ayu Mbi).

The debates, issues and programs enriched not only individuals but educational institutions and the communities in which they were situated. WUS alumni have held important senior posts in government (including several Presidents), universities and international agencies. Most notably, it has contributed to an international workforce imbued with the spirit of solidarity, justice, co-operation and critical engagement. It is a history to celebrate!

Robin Burns, on behalf of the Editorial team, Bettina Schmidt (co-editor), Alan Phillips, Clive Nettleton and Roger Roy.

Acknowledgments

True to the spirit of WUS, this book is the product of a co-operative effort by the many people who have contributed towards this account. It has been facilitated throughout by Cyril Ritchie, who has followed its progress and assisted in various ways, for which the editorial team is most grateful. Co-editors Bettina Schmidt (Germany) and Robin Burns (Australia) have had the support of team members Alan Phillips, Clive Nettleton and Roger Roy. But it is to the contributors that our warmest thanks must be offered. They have searched memories and personal archives, met our deadlines often in difficult circumstances, and produced lively accounts of the diverse and vital work that WUS has done over the decades.

To Dr Kambiz Ghawami, Petra Loch, Karola Boeckly – who acted as our support secretary – and Haike Boller and her team from “ansicht” for designing the layout and mastering the book, our very sincere thanks are offered.

WUS history, impact and developments

Wolfgang Nies

One hundred years is a long life for an organisation that is based on voluntarism so it is important to record the history of World University Service, as it has been known since 1950. It is also pertinent that an organisation that was founded to assist students in Europe in the aftermath of World War I is still assisting refugees to continue their studies. As this account reveals, that is not the only work that WUS has done: as political, economic, cultural and economic changes continue to sweep the world, WUS programs have responded. There may only be a few national committees still in operation, but that should not diminish the work with which they are engaged. To highlight that continuity, this account begins with details of the forerunner organisations and emergence of World University Service. Appendix I provides an account of some of the eminent people who have been involved with WUS over the decades.

The early years: basic material needs of students

The beginnings of World University Service (WUS) lie in the two years following the First World War. Its first predecessor – European Student Relief (ESR) – was founded on August 7, 1920, in St. Beatenberg, Switzerland, affiliated to the World Student Christian Federation (WSCF), which had existed since 1895. As a formal sub-organisation of WSCF, ESR was formally registered in the Austrian Register of Associations.

The idea of forming an organisation to alleviate the plight of students in the post-World War 1 period originated in 1919 at a WSCF conference in Switzerland. A group of participants from 39 countries



reflected that in the face of hunger, housing, clothing shortages, lack of books and study materials, disease outbreaks and consequent early mortality, what was needed now was not theoretical discussion but practical action. Thus, it was decided to form a small, purpose-driven committee, which can be seen as the forerunner of ESR. It was thereby assumed that aid would become unnecessary by July 1921, which was soon to prove naïve (Rouse, 1925, p.188 ff). The truly first international ecumenical relief organisation (see Hartley, 1988: pp.1, 2, and 5) has existed under a different name, with different goals and in different organisational forms until today.

The actual, informal impetus to form a relief organisation came from student activists and leaders of student associations in Vienna, Austria, who approached the WSCF in London with appeals for help. One of these was Herbert Petrick, who invited a secretary of WSCF, Ruth Rouse, to Vienna so that she could view the great plight of the students. She wrote of her visit in February 1920, "Vienna... remains burnt in my memory as a yet nearer thing

to hell” (Rouse 1925, p.14). She made an immediate appeal for help to the 40 student groups of the WSCF worldwide and received significant aid money, estimated at \$2 million or £474,000 for the period 1921-5: see *50 Years Wus*, 1970, p.8) There was also interorganisational collaboration and internationalism in ESR, e.g., with Fridtjof Nansen (High Commission for Russian Refugees) and Herbert Hoover (American Relief Administration) (Hartley, op.cit. p.7ff).

There are two accounts of the initiative for the foundation. Five female students who were independently active in the German Student Union, the two Jewish organisations, the Socialist Union and the Catholic Student Society, were asked by Ruth Rouse, a UK based secretary of the WSCF, to meet in a small private apartment in Vienna. Another account says in her hotel room. The aim was to discuss how to help students in Austria out of their economic distress. Her intention, and that of her secretary, Eleonora Iredale, was to address the economic hardship and health needs of university students by means of a large-scale, internationally oriented aid program. While there were a number of charitable organisations in Vienna, none specifically addressed the plight of students and faculty in Austria, but also not in Hungary, Czechoslovakia, and Poland (Rouse, 1925, p 7ff; Selles, 2011, p.1).

Additionally, it is reported by WUS United Kingdom that a Scotsman named Donald Grant, a graduate of Edinburgh University, was concerned with the needs of the approximately 15,000 students, including 1,400 female students, in Vienna in 1919/20, and had headed an action founded for this purpose in March 1920. Since he had personal connections with people at Oxford University (he names Agnes Murray and her father, Professor Gilbert Murray), he wrote to these university officials in February 1920 describing the enormous lack of livelihoods for people studying in Austria, especially female students. He asked

them in an urgent petition for economic support (see letter enclosed). They responded positively by immediately bundling their aid in the form of food, clothing and financial contributions into an “Austria Student Relief” (ASR).

This ASR was the beginning of the “European Student Relief” in 1921/22, according to Donald Grant in a personal manuscript from 1972. In 1922, the High Academic Senate of the University of Vienna awarded the Golden Medal of Honor of the University to Donald Grant, who had already been awarded honorary membership of the University of Innsbruck, as the director of European Student Relief, and also somewhat later to David Atherton Smith, the deputy director (see Grant 1972 and Academic Senate University of Vienna 1922).

It is not clear from the available sources whether there was a meeting or even a - partial - joint work between Donald Grant with Ruth Rouse and the five female students mentioned. However, this is probable, since they were active in the same field and the number of students, which was about 15,000, was manageable. This is also supported by the fact that both Donald Grant and Ruth Rouse mention the same persons, for example Dr. Conrad Hoffmann (USA) as Secretary General of ESR as well as Agnes Murray, Lady Mary Murray and her husband Professor Gilbert Murray. The latter two received a medal of honour for their services in alleviating the emergency situation in Vienna (Rouse 1925, p. 20).

The founding resolution of ESR in 1920 included the following benefits for students:

1. provision of food, clothing, fuel for heating, books, etc.
2. provision of heated and lighted living space for studying.
3. medications
4. equipment and materials for training as a means of self-help

5. assistance for the return of students to their home country

It was especially women who organised assistance for students through ESR (and also through other associations) (see Selles 2011). The activities of ESR were carried out without any state aid or influence. Criteria for assistance were:

- Is the student in question really in need of help?
- Is he or she effectively studying and later benefiting his or her country?

The aid was not given as a charitable gift, but as a means of helping oneself as well as without regard to origin, nationality, religion and other personal circumstances.

Until June 1922, the support measures were arranged and controlled exclusively by the ESR helpers in co-operation with student communities and their central representative commissions. Then, in June 1922 and 1923, the “Economic Aid” campaign of the Austrian student communities was launched, initially organising only breakfast meals for needy students. Subsequently, however, it expanded its scope as an independent organisation in co-ordination with ESR. The task of “economic relief” was also to find paid work for students in order to avoid unemployment benefits for them (see Grant, 1923, p.1ff). Where practicable, these support measures were provided in co-operation and co-ordination with other charitable organisations, for example, a Jewish and a Ukrainian one, in order to avoid overlap and to reach as many students as possible. Debt was to be avoided at all costs (cf. first *ESR Bulletin* October 1920; Rouse 1925, pp. 32-33, and Rouse 1948, pp. 248-9).

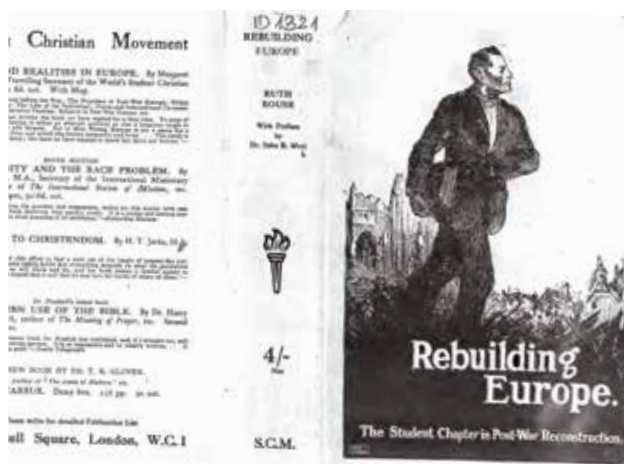
“ The emphasis was always on the concept of “helping people to help themselves” ”

Student co-operative – from doles to self-help

The emphasis was always on the concept of “helping people to help themselves” and, wherever possible, on the basis of international, student co-operation. A side effect of this was that from now on students were encouraged and also enabled to finance their studies and maintenance as “working students” through work - something that was rather unusual before the First World War. Student self-help ventures in many, mostly craft, subjects and organisations emerged in almost all countries where ESR was present and active.

Thus, for the time being, the acute combating of the economic plight of students was the clear focus of material aid (“Our aim is to meet a purely temporary emergency,” *Bulletin* July 1921). This is comparable to the situation of the German WUS Committee, founded in 1950, where “fundraising” was the focus of its task until the early 1960s. ESR – and later WUS – was arguably the world’s first human rights organisation with an emphasis on purposeful, practical services, specifically for refugee and migrant students. Advocates of the purity of the German language will probably find the foreign-language *terminus technicus* “fundraising” disagreeable, but the translation as “raising financial and material resources for direct social assistance” does not reflect the full spirit of the objective, which also consists in conveying to the donors of the funds a committed awareness of a social co-responsibility in an international context.

Later, other tasks were added, such as a platform for the exchange of different opinions, ways of thinking and attitudes and their tolerance. It also brought about a – certainly only partial – dismantling of social class societies, of racism and chauvinistic nationalism: “ESR has saved hundreds of thousands of students from starvation, and thereby also hundreds of thousands and more from national egoism,



Publication by Ruth Rouse in 1925 "Rebuilding Europe – The Student Chapter in Post-War Reconstruction"

international ignorance and prejudice." (Rouse 1948, p. 260)

A rather unusual way of helping German students during the years of inflation in Germany in 1922 and after was actually illegal. However, with government permission, they were able to exchange their savings for foreign currency through ESR, thus hedging them against the devaluation of the German Reichsmark.

Support for refugees and displaced persons – a significant task

The refugee aid of ESR, which was to remain an important field of work within the framework of the support of foreign students until today, initially mainly benefited the thousands of students who had to flee from their home countries, especially from Eastern Europe, to other countries in the post-war years. The care, assistance and protection of student asylum seekers and war refugees formed a significant field of activity for the ESR successors. Student refugee assistance took on particular importance after 1933, when many students were forced to flee or were expelled from the Nazi state of the German Reich.

In the period after World War 2, the refugees needed material and non-material support in the host

countries, especially after the Hungarian uprising in 1956. To this end, for example, the Bonn local WUS committee, together with the AStA of the University of Bonn, had set up a "Hungary department". Even before the 1956 popular uprising, people with an academic background had emigrated from Hungary for political reasons. George Soros, who received help from WUS when he emigrated with his father and who did subsequently support WUS International, and also the writer and lawyer George Mikes ("How to be an alien") are among the best-known Hungarian emigrants who remained in England.

Over time, student refugees from a number of other countries have been given much-needed assistance by WUS and its predecessors, often in close co-operation with national student councils. They came, for example, from Algeria before independence in 1962, Burundi especially after 1972, Chile in 1973, Iran in 1965 and 1973, Hungary in 1956, Czechoslovakia in 1968, Greece in 1967, and a number of other Eastern European countries (for details, see WUS in ACTION, p.42ff).

The flight after the military coup in Greece in 1967 and the subsequent violent dictatorship, which triggered a great wave of exodus from that country, again presented WUS with new tasks. In co-operation with the Association of German Student Bodies (VDS) and other student organisations, German WUS supported Greek students in their applications for recognition as political refugees and in their applications for asylum. Professor Dr. jur. Ulrich Klug, a member of the German WUS Committee and its president from 1969, was one of the key persons who helped Greek students to obtain their rights as asylum seekers. Among those helped was the Secretary General of Greek WUS, Stelios Nestor. In the field of refugee education, WUS concluded an agreement with the UNHCR in 1968, especially with regard to the Rwandan refugees from Burundi at that time. The support of foreign students has

always been a considerable part of the individual WUS committees, for example in Germany, France, Great Britain, Canada and in the USA. It has been the policy of WUS, in addition to concrete support measures, to name the causes of flight and displacement, namely political, religious and racial discrimination, persecution and harassment, such as apartheid in South Africa, and to combat them with public relations work.

ESR: Everywhere Student Relief

From Vienna, the scope of ESR first spread to 19 European countries, then to all regions in Europe and also in North America, a total of 42 countries on four continents, 19 of which were purely recipient countries. This was generally done with the support of the World Student Christian Federation and the National Union of Students on the ground. Offices were established and staff hired in all of these countries. In 1921, the WUS International Committee in Geneva was established as the co-ordinating body (with Dr. Conrad Hoffmann as General Secretary and Donald Grant as Co-Director, ESR Representative in Austria and Russia, and Travelling Secretary). The Geneva office was very cost-conscious in its work. Costs from 1920 to 1924 were between 7-8% of total relief funds - surprisingly low given activities in 19 countries (Rouse 1925, p. 69).

During the first 4 years of ESR, three conferences were held – often disagreeing and even discordant – on the nature of the aid: The first was in Turnov, Czech Republic, with 83 (other sources: 70) male and female students from all political, religious, and national camps of postwar Europe, followed by an international student conference of ESR in Parad, Hungary, in June 1923, with 130 participants from 32 countries, including a Mr. Legate, Dr. Hoffmann, and Donald Grant. At that time the French army was occupying the Ruhr, so the German delegation opened the conference with a sharp statement against the French “policy of violence.” A heated discussion

followed on the admissibility of political discussions until, on a French proposal, a resolution was adopted condemning any use of political force in any country. The German delegation sincerely thanked the French delegation for the resolution, to great applause. The theme of the conference, according to the opinion of the participants, was the distress of the students and not the general political situation. A description and an explanation of the events at the European universities during the years 1918 to



Willy Brandt in conversation with Harry Ganns (former Secretary General of WUS Germany), Horst Breier and other WUS activists

1923 were also central. Anti-Semitism, which was on the rise in Europe, was also a topic of discussion at the conference and led to the Jewish conferees being seen as a Jewish delegation in their own right, rather than as members of their respective national delegations (Visser't Hooft 1972).

In order to achieve more publicity, an international student journal, *Vox Studentium*, was founded with Donald Grant as editor, which was replaced by *International Student Service Annals* in 1932. In 1960, the main publication *WUS in Action* was to be launched, which was published biennially in English, French and Spanish from 1961, as well as the monthly news bulletin *WUS News* from 1968.

The third conference in Germany took place at Schloss Elmau in July 1924. At the previous confer-

ences, the scope of ESR's tasks had already been discussed and the pure orientation towards fund-raising as a means of aid had been questioned. At the 1924 conference, the opinion that had already been expressed in the "Magna Charta of Turnov" prevailed, namely that in view of the improved living conditions in many countries, the work of ESR should be expanded to include the promotion of international solidarity and teamwork, for which ESR could provide the platform. The conference resolved that: "...it expresses the desire that the organisation shall continue in some form to express the ideal of international comradeship and mutual responsibility of students in their cultural task which it has previously expressed in material relief" (Rouse 1925, p. 199).

The keyword now was "cultural co-operation." For this reason, it was requested that the name ESR, which described the work too narrowly, be changed to International Student Service (ISS), which was decided at a conference in May 1925. In French it should be called L'Entraide Universitaire, in German Weltstudentenwerk.

It is also part of the historical reality that the concept of the internationality of the university ideal was by no means universal and unchallenged, especially not at the Elmau Conference. Nationally oriented political and cultural viewpoints were put forward by various participants, especially German and Russian ones, pointing out the nature of their own cultural heritage. In particular, the view was expressed that an educational policy without religious mediation was impossible, whereas "The Ideals of the University" emphasised that "no education is complete which does not grasp the possibility of the full development of the human spiritual nature and faculties" (Rouse 1925, p. 200).

At the end of her first book *Rebuilding Europe* (p. 203ff), Rouse prophesies a future-believing and very

optimistic picture of the universities in the next 10 years to 1935: "It will be freer and more perfect, it will secure freedom of the universities from the influence and power of political parties and the freedom of every talented student of whatever origin, religion or color, etc., to study." Things were to turn out differently. Her optimistic solution for a better world overall, "We can if we will" is strongly reminiscent today of former President Barack Obama's "Yes we can".

An autonomous body: ISS - International Student Service

Already at the Elmau conference in 1924, the question was raised in the WSCF whether ESR should remain within the cadre of the Christian Federation or become independent, neutral and without a religious background. The first conference under the new name International Student Service (ISS) was held in Geneva, Switzerland, in August 1925, and the following one in Nyborg, Denmark, in August 1926. At the conference, agreement was reached with the previous parent organisation, WSCF, that ISS should be given independent status with its own independent staff, program, policy, with greater student participation and the development of its own structure of strong national groups in "international cultural co-operation". The mission of ISS should be in the areas of international exchange of the study of university problems and student emergency aid.

But it was to take four more years of consolidation until in 1930 the ISS conference in Oxford, England, achieved the breakthrough to what was called a "New Decade" and a "New University Movement", "detached from the previous intellectual and spiritual fetters". "ISS as an organisation is not interested in politics. It is interested in people", a statement said. Whereas the statement emphasised international co-operation, it also stressed deeply ingrained national traditions, differences and diversity, which it said should not be eliminated. The

“ The operations of ISS were not limited to the war-ravaged European countries ”

program was accompanied by a number of concrete suggestions - conferences, study tours and research projects (*50 Years WUS in ACTION*, p.12). The first crisis in ISS relations arose in June 1934, when Fritz Beck, an ISS member since 1925, was murdered by the National Socialist rulers in Munich. Fritz Beck had already been removed from his post as director of the then Bavarian Student Association for his political views. As a result of his liquidation, the ISS's relations with Nazi Germany were suspended. They were not continued until 1936, when a “German Circle for International Student Cooperation” was admitted as a member of ISS - though not on an equal footing - for those areas of interest to the Circle. The intention was to be informed about the situation and developments through the participation of student representatives from German universities.

Almost all German students who had been expelled from the universities and had to emigrate from Germany by 1939 - about 5,000 - found material and non-material help in ISS, for example through recognition of their previous periods of study. Relations were broken off by the Deutscher Kreis in 1939, which accused ISS of anti-German policies. A decisive factor was that ISS, together with the French National Union of Students, maintained an extensive aid program for persecuted Jewish students.

Before, during and after the Second World War

At the last General Assembly of ISS before the outbreak of war, in Roehampton (near London) in August 1939, the dangers to the international university community were foreseen. As a result, an Emergency War Executive was formed, based in Switzerland, whose members remained in constant contact with each other. During the first years of the

war, the emphasis was on providing study materials for refugee students and other students in prisons and internment camps in the warring countries, including the establishment of “university camps” such as one in Switzerland. Later, aid was extended to distressed students in occupied countries. What was needed was not only material aid such as clothing, food, and medical remedies, but also relief for the cultural, spiritual, and moral needs of the student war generation. The operations of ISS were not limited to the war-ravaged European countries, with relief work extended in particular to many Asian countries with former war zones.

Since the total scope of work was so large that it could not be accomplished by a single organisation, in 1940 ISS, Pax Romana, and the WSCF merged to form the European Student Relief Fund (ESRF), with the ISS having administrative responsibility. These expanded their relief efforts beyond Europe after 1943 under the new name World Student Relief (WSR). In the post-war period in 1947, the International Union of Students (IUS), founded in Prague on August 27, 1946, and the World Union of Jewish Students joined the WSR in 1949. The relief funds were raised through student-initiated appeals for donations.

Since many university buildings and university premises were damaged or completely destroyed during the war and thus lacked rooms, after 1946 plans were developed in Geneva by ISS to establish university rest centres with complete medical facilities, among others in France, Switzerland, Greece, Italy and Austria. With the exception of the internationally supervised “rest centres” in Switzerland (in Leysin) and in Great Britain (in Ashton Hayes), the others catered only to local students of their respective countries. In addition to providing material and medical care, they brought about an end to the isolation of students and universities from one another and offered a variety of cultural and intellectual

programs as well as sports activities to improve the overall human condition.

One of these “rest centres” was established in Freiburg i.Br. The restoration of relations with Germany and its university members was not uncontroversial in the ESC and ISS and a topic of discussion at almost every one of their meetings. There were various fears of a resurgence of “Nazism”. For this reason, a commission was sent to German universities at a meeting in Cambridge, England in 1946. In their report, the members of this commission spoke out in favour of contacts and assistance for German students. Above all, they also advocated making available those publications which had been published outside Germany after 1933. Overall, they noted a remarkable need among German students for contact with foreign individuals and organisations.

In total, WSR and ISS carried out student aid programs in almost all European countries - Austria, Belgium, Bulgaria, Czechoslovakia, France, Germany, Hungary, Italy, the Netherlands, Poland, Romania, and the Scandinavian countries. In 1946, various student aid programs were also started in war-torn Asian countries, first in Burma, China, the Philippines, Vietnam, Malaysia and Japan, and later especially in India and Pakistan, but also in Thailand, Indonesia and Korea.

At the 21st annual conference in Cambridge, England in 1946 and in Aarhus, Denmark in 1947, the reorganisation of ISS was intensively discussed with 120 participants from 30 countries, including African countries and New Zealand, and it was decided to dissolve the special-purpose association WSR and to integrate its programs into the ISS. From 1946 to 1950, the latter was responsible on its own terms for the areas of the university, society and social development, the role and structure of universities and their activities, as well as international understanding and the preservation of peace and freedom.

These areas were also to be the basis for World University Service after its installation as an open university organisation for understanding between different views and convictions and as an unbiased platform for lowering traditional barriers.

The background to the dissolution of the ESC was that the five organisations that steered and ultimately financed ESC did not agree on whether international social aid - The Relief Work - should be and remain the sole task or whether other tasks, for example projects for international understanding and reconciliation as well as scientific work, should also be included in the program of activities. The latter was repeatedly advocated, because it was felt that international co-operation in the material sphere was incomplete and insufficient without a common awareness of the urgent problems - especially since the material need was beginning to ease, at least to some extent and in most European countries.

ISS becomes WUS

In 1950, at a meeting in Geneva from December 6-10, the organisation changed its name to World University Service by an electoral committee of 30 people from over 20 countries. This was a deliberate change, with the objective to broaden the scope of its work and to make its worldwide activities and projects in the university field clear in its name. This meant that beyond the purely student approach, it was now understood as an international association that should primarily benefit the entire university community and all its members from students to professors worldwide. In addition, stabilisation and a new consolidation were to be achieved. Previously, there had been political disagreements and divisions between member associations within ISS during the war and post-war period due to their affiliation with fundamentally different systems in their countries. A political and ideological neutrality, the freedom of research and teaching as well as the equality of all cultures and ethnic groups were to be emphatically

attested with the new name. (The text says “races”, which in German is not to be translated with race, because this German term is understood biologically and not sociologically and thus pejoratively.) To this end the statutes were also revised in 1950 and 1951 by general assemblies of WUS (see *50 Years WUS in ACTION*, p. 31/2) and again in 1952 in Grenoble. Keywords:

- international university solidarity through mutual service
- meet urgent needs and give moral and material support to those who are striving to overcome as most insuperable physical difficulties
- international and indigenous co-operation and understanding
- likelihood that the projects, once initiated, could be maintained wholly or largely on local funds
- stimulate the responsibilities of students and professors

All aid measures, according to an important principle, should be based on international co-operation, especially in joint work with the local recipients of these measures. Depending on the different factual situation in the individual countries, this should be done with the realisation that without the participation of the target groups, a kind of inappropriate - factual or only perceived - patronage could arise and trigger prejudices and misunderstandings, which WUS wanted to overcome. Particularly in countries with post-colonial development, i.e., above all in Asia and Africa, this approach was seen as worthy of attention. This applies *mutatis mutandis* also to WUS projects in Latin America, which did not commence until 1960. As a rule, WUS not only received recognition from government agencies for its achievements, but also acted as a so-called “agent provocateur” by virtually forcing the respective government officials to continue the measures it had initiated.



Regional Seminar for Latin American Returnee Associations in Bolivia 2002 with among others Rodrigo Villavencento, Loreto Schnake, Kambiz Ghawami.

Respect as a significant NGO

In the second half of the 20th century, WUS received worldwide recognition for its support of democratic aspirations and its anti-colonial policy in Latin America and Africa, especially in South Africa and Namibia. The intention of an absolute global orientation of WUS activities to all continents was, however, limited by the fact that there were no WUS committees in the Eastern European countries and in China at the time of the East-West antagonism, i.e., in countries where formerly ESC, WSR and ISS had carried out aid projects. However, contacts remained with agencies in these countries at the international and bilateral levels. WUS also had a rather weak presence in some Arab and African countries, especially French-speaking ones, at that time.

Especially in South Africa, the efforts of WUS were considerable and also very successful, in that the social discrimination and harassment of non-white pupils and students in South Africa due to the apartheid policy there was addressed first by the African Medical Scholarships Trust Fund (AMSTF) and then by SACHED (South African Committee for Higher Education) as part of the WUS program. A compilation of WUS projects in Asian, African and Latin

American countries can be found in 50 Years WUS in ACTION, pp. 36-7.

Like any organisation, WUS also had a dark hour. In 1953, it was revealed that the US foreign intelligence service, the CIA, was financing full-time WUS staff, especially those of the WUS Indian Committee. According to Olof Palme, this was “an exceedingly corrupt association” (Berggren 2011, p. 218ff). This meant a bitter setback for WUS and its influence and reputation with the public. However, it was soon won back by a complete reorganisation of WUS India, by sober work and diverse program work in India, so that the Indian committee of WUS could again fully participate in international WUS.

WUS and the “development aid” requirement

In 1961, the term development aid first came into being when the Organisation for Economic Cooperation and Development (OECD) was founded on September 30, 1961, with its headquarters in Paris. Its task was to co-ordinate what was then known as “development aid” internationally and to co-ordinate it better with one another. Since the 1990s, partnership-oriented win-win development co-operation has more or less replaced development aid as the term used in development policy. This change of terminology, i.e., the claim of a partnership-based equality of donor and recipient countries, also illustrates the philosophy that WUS represents in this field of activity.

Initially, however, the focus was on combating material hardship in the countries of the so-called “Third World”, hunger and malnutrition. Thus, the then Secretary General of international WUS, Hans Dall, who died in 2019, demanded at an FAO conference in October 1965 “that every government and non-governmental organisation, every individual, you and I, if we do not increase our efforts a hundredfold and again to meet this danger will accomplish before the fact of murder”.

Even before that, WUS had included corresponding “Freedom from Hunger” projects in its “International Programme of Action”, primarily at that time in the training of specialists for agricultural enterprises, for example for students in African and Asian universities and technical colleges. In co-operation with other university organisations, such as the International Federation of Medical Students’ Associations (IFMSA), numerous high-profile congresses were held on the role of students in development policy (for details, see WUS in ACTION, p. 46). WUS has consultative status with the United Nations (ECOSOC and UNESCO) and cooperates with UN departments such as UNHCR and the UN Human Rights Organisation.

The “essentials” of WUS

Since its beginnings in 1920, WUS has undergone constant changes and innovations, in terms of subject matter and content as well as in terms of countries. If in the beginning the activity was essentially limited to the distressed European university communities, as the word relief indicates, a new phase was initiated in the years 1953/54. By extending the projects and activities also administratively, for example by founding WUS committees, to the young university communities in many African countries, the aims and programs of WUS generally met with an extraordinarily high level of attention (see WUS International, Annual Report 1953/4).

In terms of content, the focus of activity also shifted. One spoke of essentials, which revolved around international solidarity, which also included fundraising, and international education, as well as partnerships among students and university members. At the same time, WUS was at no time a pure charity association, not a university Red Cross, even if the focus at the beginning was more on the alleviation of hardships due to the time. Thus, already at the time of its foundation, the aim was to bring together the university communities in different countries –

certainly not always an easy undertaking. However, WUS leaders have never lost sight of this basic goal in all their activities over the course of 100 years. There was also the question of the political neutrality of WUS within the field of activity. This neutrality was generally represented in the WUS committees as one of the general principles of a worldwide university community, whereas in German WUS a political dimension of its own business was definitely seen. The preamble of WUS International stated that “the spirit of our work is based on the pursuit of truth [...] which includes resistance to any external pressure” and “an active engagement with the needs and problems of modern society”. This can be interpreted as a clear mandate simultaneously for social-political (not party-political) action. In the statutes of German WUS there are no references to an appropriate political mandate (see *10 years of the WUS in Germany*, p. 140ff). Nevertheless, in the course of its development many members of German WUS saw a political dimension to their own actions (on this question see H. Breier and H. Ganns).

Significance of International WUS for the university present worldwide

WUS itself and its fields of activity were always results of contemporary developments at universities as well as of adaptations to the social and, above all, to the persistently more international environment. For example, at the General Assembly of international WUS in Tokyo in 1962, the Executive Committee and the General Secretariat were instructed, after consulting the national committees, to prepare a fundamental discussion on the “role and effectiveness of WUS” and to submit corresponding proposals. It became clear that there were considerable differences of opinion in the individual committees, but also that a common “code of conduct” must be observed (for details see *WUS News* 8).

As a result of the subsequent discussions, it became unmistakable in 1982 that a reorientation of the con-

tent and concept of WUS was inevitable, which was to take into account the conditions now prevailing in the world of higher education: the emphasis was now on the social, legal and political representation of the interests of foreign students vis-à-vis the state and society and on the activity as an agent in international development co-operation and in development projects both at home and abroad.

Under the talars, dust of 1,000 years

At the end of the 1950s and beginning of the 1960s, general social civil rights movements occurred in many countries, especially in the Western democracies, but also in Poland, Czechoslovakia and Latin America, which may be called the first global mass uprising. It is also referred to as the “student movement” because many of the triggers and main protagonists were students, male and female, who initially opposed only rigid structures and the bureaucratic nature of the university structure which omitted a student voice. Very soon, their protest against the body of traditions in society expanded and they opposed dominant norms in social, cultural and political spheres, exposing domination and oppression in many societies. Keywords are anti-colonialism and anti-imperialism. Concrete demonstrations were held, for example, against the Vietnam War of the USA, against the conditions in Persia at that time under the Shah’s regime and for the Algerian War of Liberation.

The thousands of students who publicly demonstrated in the streets and squares in the 1960s were mostly economically privileged and articulate, and dedicated. They were by no means the majority of their generation, but they set the tone. The student protest movements differed greatly from country to country - despite the noticeable global networking and cross-border central ideas. They eventually went down in contemporary history as the so-called “68ers” (Kraushaar 2018/19).



Celebrating 15 Years WUS Germany 1964

In some respects, arguments were taken from Marxism, psychoanalysis, or the theory of capitalism and imperialism. For this reason, the protest movement was later called the “New Left” to distinguish it from social democratic or socialist parties and from communism, although WUS members and its supporters, who personally tended to take a liberal-conservative line, also supported this “university revolution”.

Due to its manifold co-operation with other student associations, WUS was involved already in the political and certainly also diverse developments at the universities and the “68er movement” found understanding and resonance in large parts of international WUS: “They are founded in the desire for the pursuit of truth, the promotion of development and the purchase of peace” (see WUS in Action, XIX, No. 2, 1969). All these underlying views and beliefs were

largely in line with international WUS’s very own ideas and goals, especially because national and racial prejudices of the previous generation of students were also denounced.

WUS activity at its height: late 1960s to early 1990s

Not only were WUS members involved in the challenges and changes to the universities and also the political developments from the late 1960s, it was also a time when the number of WUS committees was expanding, and their activities diversifying. Assistance to refugees became once more a major issue, especially following the Chilean coup in 1973 but extending to other countries in Latin America and Africa. In Africa there was very significant support, largely with monies from government development agencies, for black students in Southern Africa. And in Asia WUS projects included ongoing assistance for students, and growing student involvement in community development.

WUS refugee scholarships in the 1970s and 1980s

As recounted in the foregoing, refugee and displaced student programs were a central component of WUS’s work in the first fifty years in Europe and

“ *The student protest movements differed greatly from country to country* ”

became an important part of its work in Africa and Latin America in the 1970s and 1980s. The growing concern with Latin America during this period made WUS into a truly global organisation, rather than a European one with a strong southern African focus. WUS National Committees in the UK and France assisted many thousands of Chilean refugee students and their families in escaping from the persecution



1997 in Curitiba/Brasil Franz-Josef Pollmann and Kambiz Ghawami at the Regional Seminar of the Return Associations of Latin America

of the Pinochet regime in Chile after the violent coup in 1973. They and other committees went on to fund major refugee scholarship programs for Ugandan, Ethiopian, Cambodian, Vietnamese, South African and Zimbabwean refugee students in Europe in a practical response to new dictatorial regimes assisting those fleeing persecution and those who were left stranded in Europe. The French and the UK WUS committees then succeeded in persuading their governments to include refugees within mainstream programs and, alongside WUS Germany and Denmark, concentrated on offering advice and help with reception, language training, counselling, as well as creating networks for the students and finding employment for them. Danish, German and UK WUS committees made a major feature of sophisticated returns projects to Chile.

These refugee programs were motivated by solidarity, while helping victims to become self-reliant in, and through, education and training, preparing the manpower for the development of new democracies when their countries were liberated again. Some national committees, including Canada and UK, were able to mobilise students, academics and universities to take an ownership of refugee scholarship programs not only with fundraising but also offering solidarity and support with integrating refugees into

the universities.

WUS Internationally was able to take a complementary role with a wider perspective, having access to international funding. In the 1970s WUS offered hundreds of scholarships to Chilean refugees and victims of repression in Argentina and Bolivia to study in Latin America, while in the 1980s it took over many of the refugee scholarship programs from the International University Exchange Fund (IUEF), particularly for Columbian, Nicaraguan, Salvadorian and Guatemalan refugees in Costa Rica.

Following the Soweto uprising in 1976 many students fled from South Africa to neighbouring countries. WUS supported young refugees with scholarships, counselling and access to academic institutions in southern and west African countries. Once again WUS took over the administration of many of the substantial IUEF scholarship programs in Africa. With the independence of Zimbabwe and in due course of South Africa and Namibia, WUS provided assistance with the return of refugees and the training of government staff.

WUS in Southern Africa 1970 to 1990

It is difficult to overstate the practical support that WUS gave to those combatting Apartheid in South Africa and Namibia in the 1970s and 1980s. Similarly, WUS played a significant role in tackling racial discrimination in the Rhodesian education system before Zimbabwe gained its independence in 1980. WUS found local partners and then raised funds and supported many pioneering educational programs. WUS also offered practical international solidarity through contacts with its own committees worldwide, assisted in creating new networks and sharing experiences of and for often isolated and threatened local partners.

WUS did not have a committee in South Africa preferring to work through dynamic existing organisations and newly emerging movements. Its

work began in the 1950s through the African Medical Scholarship Trust Fund and continued in the 1960s inter alia with the South African Committee of Higher Education (SACHED). Initially it provided bursaries for black students to study by correspondence courses at London University. Later SACHED abandoned the UK link and set up Turret Correspondence College providing support for black students through the University of South Africa. In the mid-seventies SACHED set up *People's College*, a supplement to *Weekend World*, a newspaper with a readership of 3 million, which included literacy, post literacy and a secondary school catch up program following student rebellions and school closures in 1976. The work was so successful that the Apartheid regime banned *The World* in 1977 and in 1978 served banning orders on David Adler, the SACHED Director, and Clive Nettleton who ran the newspaper project.

In the 1970s and 1980s WUS's reputation enabled it to develop a wider range of partners and projects. A key organisation was the South African Students Organisation (SASO) and the Black Consciousness Movement whose Black Community Programmes developed leadership training programs and social action, community development and literacy campaigns. It was led by Steve Biko, before he was murdered in prison in 1977. Other organisations included the Zimele Trust that supported victims of political oppression and their families. Much of WUS funding went to literacy and educational work in slum areas.

In Namibia WUS once again supported correspondence courses and tutorial centres as a way of overcoming the segregation of Apartheid.

WUS was able to establish a National Committee in Rhodesia in the 1970s. They developed a bursary scheme in 75 secondary schools that funded as many as 1300 impoverished students each year.



Issa Salim, WUS Palestine with Environmental Minister Priska Hinz from State of Hessen, Germany in Dier El Balah, Palestine, 01.08.1998.

A significant number of poor black students were supported through technical colleges. The largest financial program for black students was at the University of Rhodesia itself. By the time of independence in 1980, 942 students were being supported by WUS.

Furthermore, WUS was able to provide support and funding for hundreds of refugee students from Southern Africa in the UK, and North America, eventually supporting their return to an independent Zimbabwe, Namibia and South Africa.

In the 1980s, WUS's programming in South Africa grew when its work in Zimbabwe was completed and when IUEF collapsed following the infiltration of its work by a South African Police agent. Scandinavian donors, who were the core supporters of the Southern Africa programs invited WUS to take over many of the IUEF scholarship programs for South African and Namibian as well as other African refugees, which dominated much of WUS's international funding during these decades.

WUS in Asia and the Pacific

WUS was present in South Asia from the 1950s. The 1960s and 1970s saw a steady increase and extension to South-East Asia, East Asia and the Pacific.

At first activity consisted of the provision of material assistance to students, from textbooks and cafeterias to hostels, health clinics and TB sanitarium. Following regional workshops on co-operation initiated by WUS India, a WUS International grant of \$50,000 enabled interest-free loan funding for campus projects, thus protecting capital for new projects. And help-to-self-help student-run projects were developed, especially for campus canteens.

In a new initiative in the 1960s WUS India raised funds for a student hostel in neighbouring Nepal, and a large Centre at Madras University, with a grant from the Danish International Development Agency (DANIDA), opening in time to host the 1970 International General Assembly. Following a change in WUSI direction, WUS Asian committees began to turn outwards and establish programs of student social action, notably in India, The Philippines (Project LINA), Indonesia (Project Manisrenggo) and Sri Lanka (workers' education, and English teacher training for refugee Namibian women).

In the region during the 1970s WUS Australia undertook development education and anti-apartheid activities and finally closed in the mid-1970s. Some Asian committees became self-sufficient, and student welfare projects continued to give way to community development initiatives. By the 1980s Bangladesh WUS became involved in such schemes, while WUS in Papua New Guinea developed a "bare-foot lawyers" project involving senior law students.

The Middle East came under the Asia/Pacific WUSI brief. WUSC held its 1976 International Seminar in Egypt and co-operated with the Canadian International Development Agency (CIDA) in Tunisia during this period. Its 1977 seminar was in China, a major initiative which opened the way for a WUSC China Program based in Beijing, and its office there was an NGO first. Selected students came to Canada for tailor-made work-study programs.

Into the 1980s, issue-raising and training continued with 1985 regional workshops on "Academic Solidarity and Co-operation", "Project Planning and Management" (both held in The Philippines), and "Women in Education" (1988) and "Education for All: Human Rights and Development" (1990), both held in Thailand. And there were student committees in Korea, Hong Kong, Malaysia and The Maldives. Additionally, delegates from Turkey and Pakistan attended the 1984 Nantes General Assembly. With repressive political changes in the 1980s, WUS Philippines was limited to work in advocacy for human rights while WUS Sri Lanka was involved in protection of student activists. In post-war Vietnam, WUS student scholarships were introduced and Palestinian students were also supported by WUS committees from the global North.

The loss of the Geneva office and staff was no doubt a factor in the subsequent shriveling of WUS in the region. Some small self-supporting groups still exist in several Asian locations today.

Lima and the aftermath

A milestone in the work of WUS was the "Lima Declaration on Academic Freedom and Autonomy for Tertiary Educational Institutions" in 1988 ("Every human being has the right to education" - see references) as well as the New Delhi Declaration for a Holistic Vision of Education for All in 1991. In this context, WUS also always attached importance to the promotion of women in the whole society and to scientific research on gender equality and the elimination of any discrimination. To this end, the Lima Conference adopted, without dissenting votes, a "WUS Action Plan for Women" (see Report of the Women's Commission). Earlier, at the 1983/84 General Assembly in Nantes, WUS itself had decided to appoint more women to decision-making positions in its organisation.



WUS Workshop in Addis Ababa

To summarise: In the course of its development, WUS had concentrated its operational goals - apart from the original special “fundraising” for material aid - on the following areas, which in principle are still valid today, although naturally the emphases are interpreted differently in the individual national committees, also strengthened according to the respective acute need:

The “Education and Refugee Programs” provide educational opportunities for victims of discrimination and persecution and consist largely of scholarships for African, Asian, and Latin American refugees, displaced persons, and returnees.

The “Human Rights in Education Program” aims to promote the right to education, advocates for academic freedom and the autonomy of universities, and the human rights of academic communities.

The “Program on Academic Co-operation” aims at the role of the Universities in their respective societies, contributes to the promotion of a critical scientific culture to bring about social change, as well as academic co-operation between universities and NGOs working in areas of social education.

The “University and Education Program for All” and the “Education and Women’s Program” strive to analyse the inadequacies and lack of promotion of education for all and aims to encourage the academic

community to engage in appropriate activities, also in co-operation with other social groups.

WUS activities were financed through fundraising, especially in the university sector by students and professors. For large-scale projects, such as workshops, student medical and health conferences and projects, refugee programs, and the establishment of centres for students at Third World universities, WUS International received funds directly to the Geneva headquarters or through the national committees from public development aid organisations in Canada, Great Britain, Denmark, Sweden, etc., from private sponsors in the business community, and from international organisations such as UNESCO (for projects, see 50 Years - WUS in ACTON, p. 36ff). This kind of fundraising was accompanied by journalistic reports, journals and magazines, such as WUS in Action and WUS News, a monthly news bulletin, plus publications on specific topics from the field of WUS activity.

At its height, there were 59 independent WUS committees or services in the following countries:

- Argentina
- Bangladesh
- Brazil
- Costa Rica
- Dominican Republic
- El Salvador
- France
- Guatemala
- Honduras
- India
- Canada
- Colombia
- Netherlands, The
- Nicaragua
- Austria Head Office Graz
- Sarajevo Office, Bosnia and Herzegovina
- Australia
- Bolivia
- Chile
- Denmark
- Ecuador
- Eritrea
- Germany
- Haiti
- Hong Kong
- Indonesia
- Kenya
- Namibia
- Nepal
- Nigeria
- Pakistan
- Prishtina Office, Kosovo

- Palestine
- Paraguay
- Puerto Rico
- Rwanda
- South Africa
- Swaziland
- Tanzania
- United Kingdom
- Venezuela
- Zimbabwe
- Panama
- Philippines
- Russian Federation
- Zambia
- Sri Lanka
- Sweden
- Thailand
- USA
- Vietnam

The winds of change for WUS International

WUS has continued its activities with a strong basis in human rights since the Lima Declaration. In 1991 the International General Assembly was held in New Delhi, India, together with a conference on “Education for All” while the Centenary conference has chosen as its theme “The Right to Quality Education”. And the struggle for, and maintenance of human rights remains the basis for the programs of the continuing national WUS committees, perhaps most strikingly demonstrated in the work of WUS Austria in the Balkans Wars and their aftermath following the break-up of Yugoslavia, but essentially in all the ongoing programs. However, those continuing national committees are now a mere handful. There may be others, as in one university in Sri Lanka and until 1998 in Hong Kong or as with the UK and Denmark, through a new organisation which has grown out of WUS. But for over 20 years there has been no central organisation consequently each national committee is responsible for its own programs.

The contribution in this collection from former Associate Secretary Roger Eggleston suggests that the seeds for the crises of the 1990s began as far back as 1972 when the General Assembly changed the Statutes so that the composition of the Assembly itself consisted of a maximum of 5 national committee representatives plus the executive, which did not have a vote, replacing the former sponsoring organisations. The executive, voted by the assembly,

included four regional representatives, the regions being Africa, Asia and Australasia (later the Pacific), Europe and North America, and Latin America. This change gave rise to strong regional sentiments evident in particular in the activities at General Assemblies, from determining the Programme of Action to voting for the General Secretary and Executive Committee members.

The recognition of what group was and was not a national committee became a controversial issue at General Assemblies. Regional concerns came more and more to the fore, as did rivalries and a suspicion of Eurocentrism which saw two Geneva staff members leave before their contracts expired, while different problems led to another’s dismissal. Nevertheless, a major thread through the 100 years of WUS remains: the connection of those who work for universal education, academic solidarity and freedom, administrative participation by all members of the academy, university autonomy, human rights and sustainability (quoted from Manfred Nowak’s contribution).

Move forward to the 1990s, and another major change was taking place. National committees and their subsidiaries continued fund-raising activities particularly for programs within their country, though Laksiri Fernando, former Associate Secretary for Asia and the Pacific, suggests in his contribution in this volume that some of the Asian programs had become more like enterprises rather than exemplifying the values of a movement. And internationally, the secretariat had become heavily reliant on funding from major institutional donors where there were no WUS committees (e.g., Sweden, Norway and Switzerland). In addition, the large programs of WUS Germany and WUS UK were funded domestically and could not support the finances of the international secretariat in a significant way. There were two major areas of action: South Africa and Namibia (SAN) in strongly politicised programs

of support against apartheid, and for academic refugees from conflict areas in Central America. In the 1980s there were large flows of Nordic government funding via WUS following the demise of IUEF. By the mid-1990s, the fall of apartheid, Namibian independence and a peace process leading to the return of Central American refugees meant the end of funding for the former campaigns.

Funding crises

It was during the second term of Secretary-General Nigel Hartley, from the UK, that these issues became urgent though their origins were in the mid 1980s. He was directed to reduce the staffing in the Geneva office (it fell from 20 to 10 by 1994) and to create strong regional offices that would be largely responsible for running programs. Nigel established offices in Chile, Zimbabwe and Sri Lanka. Sadly, by 1994, he had become seriously ill. The next Assembly after New Delhi, to be held in Cape Town in 1994, was cancelled due to financial problems at the last minute. Then tragically, Nigel died in February 1995 and the international President, Caleb Fundanga, appointed Ximena Erazo, then Deputy General Secretary, to take over Nigel's role. Although directed to move to Geneva, she refused, rather operating from the regional office in Santiago de Chile. She in turn appointed Frederiek de Vlaming, former WUS Human Rights Officer, as Deputy General Secretary for day-to-day affairs at the Geneva secretariat. The financial situation continued to decline. WUS International had been paying for the remaining secretariat staff by bank borrowing, as Caleb explains in his article here, collateralised by the only asset, the villa. European and North American Committees held an emergency meeting in Geneva in August 1995. This was opposed by the Secretary General in Chile, who had not attended the meeting, but nevertheless Caleb informed all WUS committees that he had approved the plan until 20 November 1995 and established a Board of Trustees of Friends of WUS to try to find a financial solution. This failed, Ximena

“ WUS has continued its activities with a strong basis in human rights ”

Erazo gave notice to the remaining Geneva staff in December 1995 and resigned from her position on 1 June 1995. The Geneva office closed on 31 May 1996. In October of that year the villa was sold but the SF700,000 the sale raised was insufficient to prevent WUS International becoming bankrupt.

A skeleton staff was maintained in Copenhagen after the Geneva office closed, while awaiting the next General Assembly. The Human Rights Programme moved to the Amsterdam WUS office. It was established as a Foundation under Dutch law and from May 1996 became a de facto secretariat for WUS International as well as a regional office for Europe. The human rights program was financed by CIDA and the Municipality of Amsterdam and continued until 30 April 2000, when it was forced to close through lack of funding. As Caleb Fundanga points out in his contribution to this volume, a critical failure was that WUS did not develop new programs that could generate funding that would sustain the international network.

A possible future for WUS International

Kambiz Ghawami of WUS Germany instigated a meeting in Wiesbaden in December 1997 to discuss the future of WUS International. A comprehensive report on the state of affairs and recent developments was presented by Caleb Fundanga, together with a possible future for WUS International. The meeting was attended by Wolfgang Benedek (WUS Austria), Marc Dolgin (WUS Canada), Aleksander Glogowski (WUS France), Issa Salim (WUS Palestine), Caroline Nursey (WUS UK), Caleb Fundanga (WUS International) and Leo van der Vlist, Wieke Wagaenaar and Miriam Frank of the Amsterdam Office.



WUS General Assembly in Lima, Peru 1988. Manfred Nowak (standing) in conversation with Caleb Fundanga, Kambiz Ghawami and others

No General Assembly had been held since New Delhi in 1991 and the term for the international executive committee had officially expired in 1994, though in the absence of a new election they were technically still in office. It is not clear from the available source material whether, with the closure of the WUS Geneva office, WUS International is legally considered to have been dissolved as an Association under Swiss civil law. Only a General Assembly can dissolve a legal society or association. It is also unclear whether WUS International was registered with the Geneva Financial Canton Administration or in the Commercial Register, questions which may be answered once the records now held in the archive of Carleton University in Canada are digitalised and become available for scrutiny.

In an attempt to maintain an ongoing international presence, Caleb was able through contacts to meet Sheikh Qasimi, the ruler of the United Arab State of Sharjah. The Sheikh funded a general assembly for WUS in 1998, at which amendments to the Statute of the WUS Board were made. A Management Board of 5 members was adopted to replace the General Assembly and Executive Committee, chaired by Leonard Connolly from WUS Canada, with Gurdip Singh Randhawa (WUS India), Inge Friedrich (WUS

Germany), Caleb Fundanga (WUS Lesotho) and Raquel Leal (WUS Argentina). Subsequently, for several reasons expected funding from Sharjah was not forthcoming, and the Amsterdam office had to close on 30 April 2000.

The status of WUS International needs to be clarified and questions remain concerning the handling of the financial crises and financial decision-making in the 1990s. It is clear that the radically changing political landscape led to fundamental changes to access to funds from major outside sources and WUS was far too slow to adapt its activities in order to continue funding the international operation. Without that, a number of committees were not able to sustain activity and connections were lost.

However, as we look back on the past 100 years, WUS has not only played a leading role in the fight for the right to education for all, and the means to achieve it, but in addition to the vibrant ongoing national committees, there are voices suggesting it is time for a new international WUS to arise to meet the challenges of the 21st century.

Appendix: A history of WUS eminent supporters

The mantra of World University Service (WUS) has always been co-operation with other university or university-related organisations or educational institutions. These collaborations are intended to ensure that there is no competition or duplication of effort in both fundraising and material assistance and project implementation, thus achieving the highest possible effectiveness of activities for students. This inevitably meant that WUS, through its activities, developed relationships with important personalities in political, social and economic life worldwide, who promoted the work of WUS or whom WUS itself promoted before they made political or economic careers. Among the numerous important personalities who were members of WUS or

with whom WUS co-operated and whose influential connections served the work of WUS, only a few are briefly presented here.

Nelson Rolihlahla Mandela is the most prominent WUS scholar. He was the first president of South Africa elected by parliament in 1994 after the abolition of apartheid and the resulting opportunity for all South Africans to vote in democratic elections. Since the late 1960s, and increasingly in the years since, WUS has been one of the organisations that publicly supported liberation movements in South Africa through scholarship programs and continuing education through distance learning. In the case of Nelson Mandela, this was additionally done through financial assistance in his establishment of a university teaching facility with other detainees on Robben Island prison.

Phumzile Mlambo-Ngcuka was head of the WUS office opened in Cape Town in 1991, which promoted the social reintegration of former political prisoners and returnees from exile in South Africa. She served as South Africa's deputy president from 2005 to 2008 and since 2013 she is serving as Executive Director of UN Women with the rank of Under-Secretary-General of the United Nations.

Among the most politically significant personalities with ties to the WUS and its sponsors are former Canadian Prime Minister Pierre E. Trudeau and Norwegian Thorwald Stoltenberg. Both have held important leadership positions within the UN. The latter, for example, served as United Nations High Commissioner for Refugees. While still a student in Vienna, he was a member of the WUS committee there, and in 1956 he personally rescued Hungarian refugee students.

Another extraordinary and eminent person who has provided the opening words for this book is Ricardo Lagos. He is a lifelong human rights activist, who courageously challenged the Pinochet dictatorship, and from 2000-6 was the elected social democrat President of Chile. During his exile in the 1970s he

worked with the UN. In 1974-5 he was involved with WUS UK in the extremely difficult task of helping people escape the Pinochet regime, and from 1978 onwards, assisted the WUS UK return program. He subsequently supported the work of WUS Denmark and Germany.

Olof Palme, a Social Democratic Swedish politician and twice Prime Minister of Sweden (1969-1976, 1982-1986), was also active in WUS during his political career. In addition to his commitment to political international understanding and military disarmament, he was vehemently committed to the concerns of the then so-called "Third World".

Also included is Chilean Michelle Bachelet, who studied medicine in Leipzig and Berlin after fleeing dictator Pinochet's Chile in 1975. She was appointed by the UN General Assembly as its new High Commissioner for Human Rights in August 2018. She had already successfully held significant positions. For example, she was Executive Director of the UN Entity for the Equality of Women. Before becoming Chile's first woman president in 2006, when she was elected for two constitutional terms - from 2006 to 2010 and from 2014 to 2018 - she was minister of health and later defence, and in both posts, she pushed through far-reaching reforms that were notable for Chile.

The work of WUS and its predecessor organisations received the public support of many more important personalities from politics, society, churches and universities. To name just a few others: Marie S. Curie, Friedrich Ebert, Albert Einstein, Rudolf Eucken, Sigmund Freud, Hughes and Herbert C. Hoover, John M. Keynes, Fridtjof Nansen, Walther Rathenau, Hugo Stinnes, Ernst Troeltsch, Woodrow Wilson and many more. Alas, to list all the pioneering and prominent political and social figures, either members of or otherwise associated with WUS would go beyond the scope of this article.

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WUS principles and action guidelines, 1950 to 1988

Robin Burns

As with any organisation, there have been changes of emphasis in World University Service over the decades. For an international organisation, with members in countries with different regimes, ideologies and priorities, 'mission statements' as they have come to be known have been hard to develop to encompass the entire organisation which had over 50 member countries at its peak. However, fundamental to the organisation from its inception has been a deep concern for those involved in post-compulsory education and the right to its access regardless of race, gender, politics or religion. Other major concerns have been academic freedom, but also the responsibilities of those with higher education to their communities. The 1968 Juelsminde Statement is a forceful summary of those responsibilities, extended beyond national boundaries and recognising the need for educational reform to prepare students for critical social involvement. The 1988 Lima Declaration takes this further, locating the activities of WUS firmly in the framework of human rights, especially the right to education, an underlying commitment still valid in the extant WUS committees today.

“ There was further collaboration on the issues with Action for Development ”

1968 – The Juelsminde Statement on the role of students in development

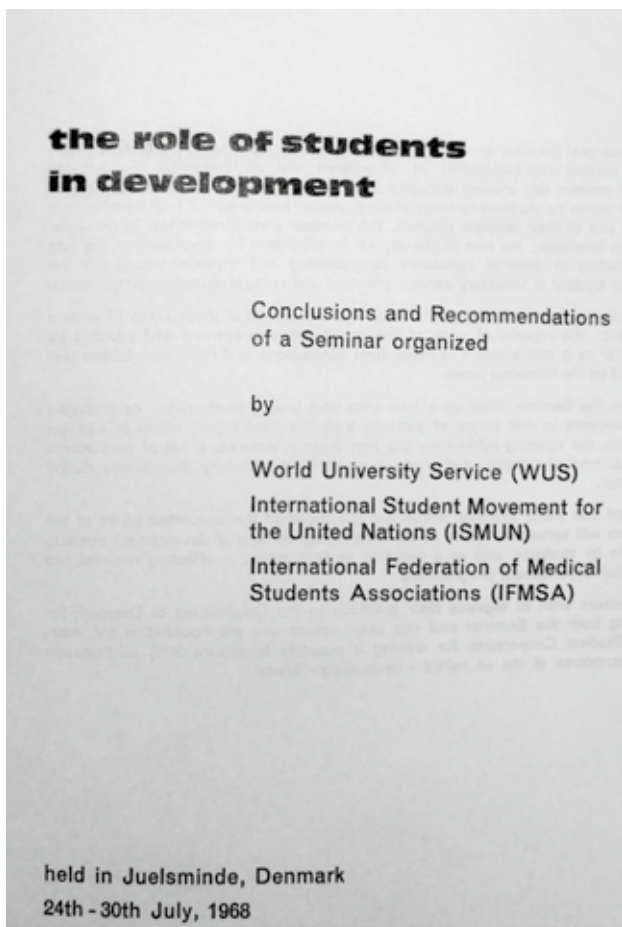
The report of the 1968 Juelsminde Seminar states that “The International Seminar on ‘The Role of Students in development’ brought together 45 student representatives of 24 nations and all conti-

nents. Participants examined present day student attitudes to the subject and made recommendations for future action by students to bring about a greater awareness of both development problems and of their possible solution. The Seminar considered these topics under three main headings: the role of the student in education for development, the role of the student in material assistance programming and implementation, and the role of the student in voluntary service activities and cultural exchange programs.

Held in Juelsminde, Denmark, 24-31 July 1968, the Seminar was organised by World University Service, the International Student Movement for the United Nations (ISMUN) and the International Federation of Medical Students Associations (IFMSA). It was sponsored by the government of Denmark and the Foundation for International Student Cooperation which enabled 50% of participants to be representatives of what was described as “so-called ‘developing’ areas”.

Prior to the Seminar, a group of 8 students from WUS and ISMUN prepared and printed a “Student Guide to Action for Development” and WUS, with assistance from the Action for Development Section of the UN Food & Agriculture Organisation “Options for Student Action for Development in Asia” was also produced, largely based on work by WUS student groups in The Philippines and India and edited by Robin Burns for WUS. The Freedom from Hunger Campaign of FAO sponsored both publications.

The Juelsminde Statement was initially distributed as a press release on 31 July. There was further

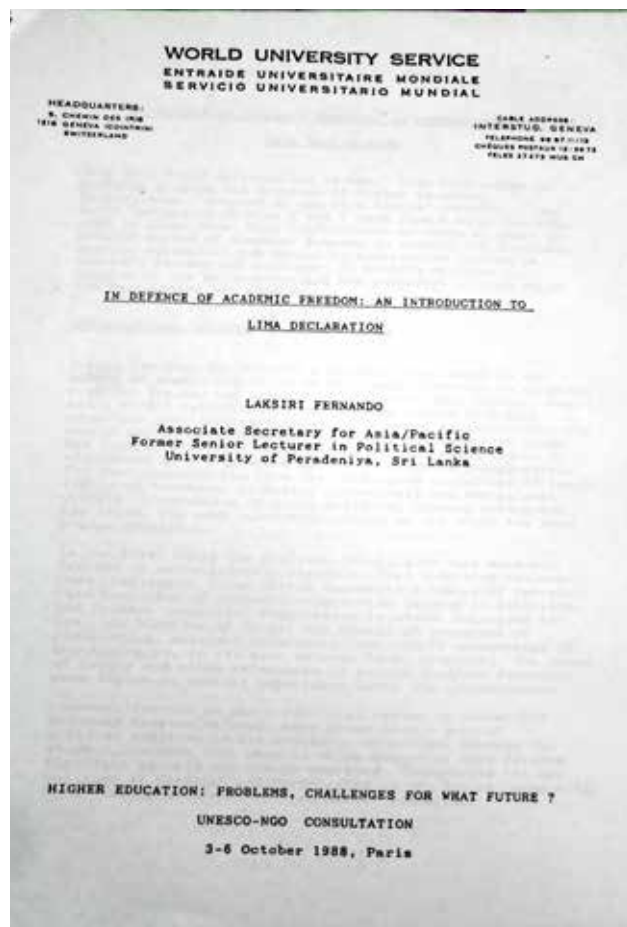


1968 WUS Seminar in Juelsminde, Denmark

collaboration on the issues with Action for Development of FAO and in 1974 WUS undertook for them a survey of development education in post-secondary education in Europe, Australasia and North America ("Higher Education and Third World Development Issues. An International Comparative Study"), undertaken and edited by Robin Burns.

The Statement

1. We, a group of individual students associated with IFMSA, WUS and ISMUN, coming from all continents and meeting in Juelsminde, Denmark in July 1968, believe that the world is hurtling towards a major catastrophe resulting from the injustice, prejudice and ignorance fatally dividing the world into hostile camps of rich and poor nations.
2. We project that within our lifetime this catastrophe will befall the vast majority of the world's



1988 UNESCO-NGO consultation on the WUS Lima Declaration in Paris; WUS and Human Rights: The Lima Declaration

peoples unless drastic action is taken to eradicate the inhuman conditions under which most of these people now exist.

3. We believe this action to effect change must be undertaken by peoples and governments together on a massive scale in an effort far greater than we now see.
4. We must instill in all people, but particularly young people – our generation – a greater knowledge and fuller understanding of the economic and social problems of this world and their inevitable consequences. Young people must be trained in coming years as citizens of the world.
5. We recognise that attitudes must be radically changed in order to motivate a more positive and revolutionary approach to these problems. Students must be in the vanguard of the struggle

for the complete elimination of poverty, hunger, disease, illiteracy and ignorance. In this struggle, public opinion must be mobilised through political action.

6. We call for the reform of educational systems to promote a social consciousness among students which will produce such awareness of national and international responsibilities as to lead to a true social, political and economic revolution.
7. We pledge ourselves to work for the implementation of the recommendations elaborated by the Juelsminde Seminar. We ask all students to join us in urging governments, universities and international organisations to implement the conclusions and recommendations of this seminar.

1988 – The Lima Declaration on Academic Freedom and Autonomy of Institutions of Higher Education

The former WUS International Officer in Charge of Human Rights, Laksiri Fernando, states that addressing the concerns for human rights of WUS committees and their countries has a long history with WUS International. This was assisted by its Consultative status with ECOSOC and UNESCO and participation in the UN Commission and Sub-Commission on Human Rights. In 1984 the Nantes General Assembly of WUS approved an Academic Solidarity and Cooperation (ASAC) program whose main achievement was the **Lima Declaration on Academic Freedom and Autonomy of Institutions of Higher Education**, drafted by Manfred Nowak (WUS Austria) and finalised at the 1988 Lima General Assembly by Manfred, Nigel Hartley (then WUS Secretary-General) and Mark Thomson (Programme Officer for Latin America and the Caribbean). The Declaration is the explicit basis for WUS Austria's continuing activity today and implicitly for the other extant WUS committees, as it was for others in the past. It continues to be extensively cited in both academic work on the subject and in international meetings on human rights especially with respect to the right to education.

The Preamble states:

The sixty-eighth General Assembly of World University Service, meeting in Lima from 6 to 10 September 1988, the year of the 40th anniversary of the Universal Declaration of Human Rights,

Bearing in mind the extensive set of international standards in the field of human rights which the United Nations and other universal and regional organisations have established, in particular the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, the International Covenant on Civil and Political Rights, and the UNESCO Convention against Discrimination in Education,

Convinced that universities and academic communities have an obligation to pursue the fulfillment of economic, social, cultural, civil and political rights of the people,

Recognising the essential vulnerability of the academ-

“ **Every human being has the right to education** ”

ic community to political and economic pressure, **Affirming** the following principles pertaining to education:

- a. Every human being has the right to education.
- b. Education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights, fundamental freedoms and peace. Education shall enable all persons to participate effectively in the construction of a free and egalitarian society, and promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups. Education shall promote mutual understanding, respect and equality between men and women. Education

- shall be a means to understand and contribute to the achievement of the major goals of contemporary society such as social equality, peace, equal development of all nations and the protection of the environment.
- c. Every State should guarantee the right to education without discrimination of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition, birth or other status. Every State should make available an adequate proportion of its national income to ensure in practice the full realisation of the right to education.
 - d. Education shall be an instrument of positive social change. As such, it should be relevant to the social, economic, political and cultural situation of any given country, contribute to the transformation of the status quo towards the full attainment of all rights and freedoms, and be subject to permanent evaluation.

Proclaims this Declaration:

Definitions

1. For the purposes of this declaration
 - a. “Academic freedom” means the freedom of members of the academic community, individually or collectively, in the pursuit, development and transmission of knowledge, through research, study, discussion, documentation, production, creation, teaching, lecturing and writing.
 - b. “Academic community” covers all those persons teaching, studying, researching and working at an institution of higher education,
 - c. “Autonomy” means the independence of institutions of higher education from the State and all other forces of society, to make decisions regarding its internal government, finance, administration, and to establish its policies of education, research, extension work and other related activities.
 - d. “Institutions of higher education” comprise universities, other centres of post-secondary education and centres of research and culture associated with them.
2. The above-mentioned definitions do not imply that the exercise of academic freedom and autonomy is not subject to limitations as established in the present Declaration.

Academic Freedom

3. Academic freedom is an essential pre-condition for those educational, research, administrative and service functions with which universities and other institutions of higher education are entrusted. All members of the academic community have the right to fulfill their functions without discrimination of any kind and without fear of interference or repression from the State or any other source.
4. States are under an obligation to respect and to ensure to all members of the academic community, those civil, political, economic, social and cultural rights recognised in the United Nations Covenants on Human Rights. Every member of the academic community shall enjoy, in particular, freedom of thought, conscience, religion, expression, assembly and association as well as the right to liberty and security of person and liberty of movement.
5. Access to the academic community shall be equal for all members of society without any hindrance. On the basis of ability, every person has the right, without discrimination of any kind, to become part of the academic community, as a student, teacher, researcher, worker or administrator. Temporary measures aimed at accelerating de facto equality for disadvantaged members of the academic community shall not be considered as discriminatory, provided that these measures are discontinued when the objectives of equality of opportunity and treatment have been achieved. All States and institutions

“ All States and institutions of higher education shall respect the right of students ”

of higher education shall guarantee a system of stable and secure employment for teachers and researchers. No member of the academic community shall be dismissed without a fair hearing before a democratically elected body of the academic community.

6. All members of the academic community with research functions have the right to carry out research work without any interference, subject to the universal principles and methods of scientific enquiry. They also have the right to communicate the conclusions of their research freely to others and to publish them without censorship.
7. All members of the academic community with teaching functions have the right to teach without any interference, subject to the accepted principles, standards and methods of teaching.
8. All members of the academic community shall enjoy the freedom to maintain contact with their counterparts in any part of the world as well as the freedom to pursue the development of their educational capacities.
9. All students of higher education shall enjoy freedom of study, including the right to choose the field of study from available courses and the right to receive official recognition of the knowledge and experience acquired. Institutions of higher education should aim to satisfy the professional needs and aspirations of the students. States should provide adequate resources for students in need to pursue their studies.
10. All institutions of higher education shall guarantee the participation of students in their governing bodies. All States and institutions of higher education shall respect the right of students, individually or collectively, to express opinions on

any national and international question.

11. States should take all appropriate measures to plan, organise and implement a higher education system without fees for all secondary education graduates and other people who might prove their ability to study effectively at that level.
12. All members of the academic community have the right to freedom of association with others, including the right to form and join trade unions for the protection of their interests. The unions of all sectors of the academic communities should participate in the formulation of their respective professional standards.
13. The exercise of the rights provided above carries with it special duties and responsibilities and may be subject to certain restrictions necessary for the protection of the rights of others. Teaching and research shall be conducted in full accordance with professional standards and shall respond to contemporary problems facing society.

Autonomy of Institutions of Higher Education

14. All institutions of higher education shall pursue the fulfillment of economic, social, cultural, civil and political rights of the people and shall strive to prevent the misuse of science and technology to the detriment of those rights.
15. All institutions of higher education shall address themselves to the contemporary problems facing society. To this end, the curricula of these institutions, as well as their activities shall respond to the needs of society at large. Institutions of higher education should be critical of conditions of political repression and violations of human rights within their own society.
16. All institutions of higher education shall provide solidarity to other such institutions and individual members of their academic communities when they are subject to persecution. Such solidarity may be moral or material, and should include

refuge and employment or education for victims of persecution.

17. All institutions of higher education should strive to prevent scientific and technological dependence and to promote equal partnership of all academic communities of the world in the pursuit and use of knowledge. They should encourage international academic cooperation which transcends regional, political and other barriers.
18. The proper enjoyment of academic freedom and the compliance with the responsibilities mentioned in the foregoing articles demand a high degree of autonomy of institutions of higher education. States are under an obligation not to interfere with the autonomy of institutions of higher education as well as to prevent interference by other forces of society.
19. The autonomy of institutions of higher education shall be exercised by democratic means of self-government, which includes the active participation of all members of the respective academic communities. All members of the academic community shall have the right and opportunity, without discrimination of any kind, to take part in the conduct of academic and administrative affairs. All governing bodies of institutions of higher education shall be freely elected and shall comprise members of the different sectors of the academic community. The autonomy should encompass decisions regarding administration and determination of policies of education, research, extension work, allocation of resources and other related activities.



The folk high school, site of the Juelsminde Seminar, Denmark 1968

The Hungarian refugee crisis and programs in Africa, 1955 to 1964

Cyril Ritchie



WUS Executive Committee meeting in ILO. Front row from right: Cyril Ritchie (then Executive Director, International Council of Voluntary Agencies - ICVA), Hans Dall (WUS General Secretary), Roger Eggleston (WUS Associate Secretary), Brian Davy (WUS consultant), Wally Fox-Decent (WUS Vice Chair), Salah Mandil (WUS Treasurer). Second row from right: Leela Chidambaranathan, Valerie Dall, Angelika Brandenburger (WUS Germany intern in Geneva) Back, far left: Sean McBride, former Foreign Minister of Ireland, Secretary General of the International Commission of Jurists.

I am one of the most ancient surviving WUS alumni. I was secretary of the local WUS committee at my university in Ireland, while being President of the island-wide Irish Students Association 1955-1956. It was in that capacity that I got my baptism of fire in international student politics through attending the International Student Conferences of 1955 in Birmingham, UK, and 1956 in Peradinya, Ceylon (now Sri Lanka). The university- and student-led Hungarian Revolution of October-November 1956 and its brutal suppression by Mongolian and other “Soviet” troops, brought me directly to the heart of WUS, which opened a Field Office in Vienna to succour and find placement and scholarships for Hungarian refugee teachers and students. I spent eight months co-directing that Office with two successive outstanding personalities, the Norwegian Thorvald Stoltenberg (later UN High Commissioner for Refugees) and the Canadian Charles/Chuck Taylor (later Professor at McGill University, Montreal, and the

world authority on Hegel).

One feature of life with WUS has indeed always been to meet remarkable people. My time in Vienna enabled me to deepen earlier contacts with two people who became lifelong trusted companions and ultra-reliable friends:

John M. Thompson (1923-1981), Administrative Secretary of the International Student Conference, later Secretary General of the World Confederation of Organisations of the Teaching Profession, and Treasurer of WUS International.

“ Over 200,000 Hungarian refugees fled to Austria and Yugoslavia ”



WUS Executive with Cyril Ritchie, Nils Thygesen (Danish WUS), Hans Dall, Salah Mandil (WUS Sudan) and others

Hans Dall (1930-2019), President of the Danish Student Union, later General Secretary of WUS International, moving then to FAO and ending his career there as an Assistant Director General.

Vienna Field Office

Over 200,000 Hungarian refugees fled to Austria and Yugoslavia, and with a high percentage of them being university teachers and students, the WUS Vienna Field Office was at its peak some 15 people, dealing with relief and lodging in camps and hostels, finding university job openings, attributing scholarships, and arranging onward travel around the world. On Christmas Eve many of the WUS team went to the deep snow of the Hungarian border to assist refugees who crossed the Andau Canal during the night, under the threat of the Soviet troops ready to shoot from their miradors on the Hungarian bank.

The world reaction to the Soviet crushing of the Hungarian Revolution gave rise to a major outburst of solidarity and generosity, one consequence of which was that WUS received very substantial funds for its programs of assistance to Hungarian refugees, and soon found itself cooperating closely with the UNHCR, the International Committee for European Migration (later the International Organisation for Migration), the Red Cross Movement (both the



Bernard Ducret, WUS General Secretary of WUS 1957-1961



ICVA Reception in Geneva in 1978



Bernard Ducret with Inga Stauffer of WSCF and Walther Stauffer. Inga Stauffer went on to become Administrative Secretary of the United Nations School, Geneva

“ I was bound for Congo-Kinshasa but could not land there ”

ICRC and the-then LORCS), and of course Austrian authorities and associations. There was regular coordination with the Austrian Union of Students (ÖH), though Austrian national sensitivities were skin deep, the country having only just recovered independence after being under Allied military rule following its role in the Second World War. After a little over a year, the Vienna Office was closed and the ongoing Hungarian programs (which totalled well over one million Swiss Francs) were managed from the WUS International Secretariat, which I joined in May 1957 - and rather logically I was assigned to the operation and supervision of these programs.

My time in the International Secretariat, 1957 to 1964

Bernard Ducret, then General Secretary, rather rapidly also put me in charge of developing WUS programs in Africa, and I made visits over the following years to sixteen African countries (and doubled that number in my later careers with the International Council of Voluntary Agencies and the Red Cross).

One of my earliest experiences set me off on the path of inter-NGO cooperation, which has been a leitmotiv ever since. My first visit to Egypt was focused on WUS funding a new student hostel. To my surprise I found on arrival that another large international NGO, also based in Geneva, was in the process of funding such a hostel about 2 kilometres from the site allocated to WUS. Yes, I'm sure the University of Cairo could well use two student hostels, but wouldn't it have made economic and planning sense if the two NGOs had known of each other's' intentions. I learnt the importance of working outside our silos!

Another incident of some "amusement" was when I was bound for Congo-Kinshasa but could not land there, going instead to Congo-Brazzaville. I hitched a lift to Kinshasa on a UN helicopter, but that of course meant I had no entry visa for Congo-Kinshasa in my passport. So, on departure the border guard at the airport gave me the most severe and threatening grilling of my life, and I realised that survival sometimes depends not on the law but on theatrical skills!

My most politically significant and challenging African assignment was undoubtedly getting a WUS



Nicholas Yazikoff and Inga Stauffer. Yazikoff was formerly of the Tsar's Imperial Guard, as a refugee served as general advisor to generations of WUS staff in Geneva

counter-apartheid program up and running, given the ultra-racist practices that became the norm in South Africa after the Afrikaner government was elected in 1948. I was already the co-author of a 1956 International Student Conference report on the effect of apartheid on education (the report was banned by the government...), so knew some of the circumstances and the actors. WUS became a major donor to the African Medical Scholarship Trust Fund (AMSTF) and I made five visits to South Africa carrying in rather large sums of cash for deposit in AMSTF bank accounts in several cities, as a way of escaping discovery by the government: this was in pre-internet days. On some occasions, government trackers were only one city behind me! Ultimately the government caught up, and I received what has become one of my most precious documents: a letter from the South African Minister of the Interior withdrawing my entry "privileges".

WUS can be immensely proud of its role in AMSTF and other awareness-raising projects in South Africa, which led on to SACHED and future activities that will be written about by later staff. WUS was perhaps a small cog in the worldwide anti-apartheid movement, but its role was critical in helping to preserve university autonomy, in keeping the flame

of hope alive in many parts of the academic community, and in maintaining the assurance of solidarity with African students just when their lives and aspirations were being most curtailed.

I should also make reference to a different WUS "political" program for which I had responsibility and which has been virtually forgotten. WUS obtained from the Ford Foundation a grant of USD 125,000 (worth vastly more in the 1960s than today!) to provide scholarships for Algerian students in the closing years of French colonialism. We set up an entirely new mechanism, in cooperation with the Union Générale d'Etudiants Musulmans d'Algérie (UGEMA), a body viewed with antagonism by the colonial authorities. UGEMA officers enlightened us that they considered themselves simply Algerian students, but that the word Musulmans in their title was an imposition by the authorities, who did not recognise an Algerian nationality. This successful WUS-Algeria scholarship program earned me a personal invitation to the Algerian Independence ceremonies in 1962! The entire WUS program for Algerian students ran from 1958 to 1966 and reached almost one million Swiss Francs.

In memoriam

It is evident that with a hundred years of existence, the list of persons whose memories should be honoured would run into many hundreds. There are two cases of former WUS Presidents that deserve a particular mention because of the nature of their deaths in office.

Dean Everett Moore-Baker (USA) was elected President at the Bombay Assembly in 1950, but died in a plane crash on his way home from the Assembly.

Dr Félix Ulloa was President in November 1980 when he was killed in a machine-gun attack by a death-squad (see article here by his son).



Delegates at the 1968 General Assembly, Leysin, Switzerland

Two key personalities: Lo and Georgette

In the International Secretariat, Bernard Ducret was succeeded by Hans Dall and then by S. Chidambaranathan (“Nathan”). But of course, everyone knew that every General Secretary only survived thanks to the decades of devoted service given by the Administrative Secretary Charlotte Löhrig (“Lo” to the world) and by the efficient Accountant Georgette Robert, whose scrupulousness was legendary. Lo, a young girl from Germany who arrived in Geneva as the Hitler period began, was still at her desk into her 80s, an unquenchable volunteer and model of service. Lo never allowed a Swiss Franc to be spent without justification, and she made sure that we unruly young staffers learnt office etiquette and discipline. In the 1930s and 40s Lo had overseen the extensive WUS scholarship program for students, victims of Nazism. As many many years later, I spent volunteer time clearing up part of the WUS archives, I can personally testify to the extraordinary meticulousness of the files that Lo established on each individual student, with most of whom she exchanged correspondence on their academic progress and careers. Many of these students expressed their gratitude in later life by paying back to WUS some of the grant money they had received, so that WUS could then help others.

That for me symbolises much of the spirit and ethos of WUS that underlies the commitment to WUS demonstrated – and lived – by so many over the decades.

The Hungarian uprising in 1956 and student refugees

Thorvald Stoltenberg



The Hungarian uprising in autumn of 1956 was brutally put down by the Soviet Union, which invaded with tanks and soldiers in overwhelming force. In the course of a few weeks about 200,000 Hungarians fled to the west, mostly to Austria, a few to Yugoslavia. About 7000 of them were students. It was World University Service which stepped in to assist them. I was asked to direct the operation in Vienna.

Working with Hungarian student refugees

The Hungarian uprising had received massive public sympathy and publicity in the West, and the willingness to help the refugees was tremendous. Many of them had been active in the fighting and had good reason to fear for their lives and liberty, but many were what today would be called economic refugees, and probably would have been refused asylum and resettlement. In 1956 and 1957 there was yet no attempt to make this distinction.

In Austria, WUS established offices at the University of Vienna, and students came from many countries and volunteered to help. We managed several refugee camps for the students, some of them in

large private houses which the government after the Second World War had taken over from prominent Nazis. Most of our daily expenses were covered by the generous grants from the Ford and Rockefeller Foundation. Offers came from universities near and far to provide places and scholarships in order to enable the students to resettle elsewhere and to complete their studies.

A remarkable offer came from a university in Canada: a large number of students and teachers had fled from a faculty of forestry – everyone from the janitor to the dean, it seemed. The Canadian university took them all.

Intergovernmental Committee for European Migration (ICEM)

Travel arrangements were organised by the very efficient Intergovernmental Committee for European Migration (ICEM), which had been established to assist the millions of refugees and displaced persons left in the wake of the Second World War.

At the time the ICEM was supposed to be a temporary organisation, to deal with a temporary and purely European problem. Little did we know that the ICEM would have a long history and since then has become a worldwide organisation, which has to handle larger problems. Some of the students wanted to remain in Austria rather than to go to some distant country of which they knew very little if anything. They believed that the story was not finished and Hungary would be liberated allowing that they could go back. But that, as it turned out, took another 33 years.

From aid to local students to WUS India community projects, 1957 to 1976

V. N. Thiagarajan

My time at World University Service proved to be an illustrious career that spanned over 19 years from 1957 to 1976. This included different roles within the WUS movement itself such as elected student general secretary of Madras University WUS, elected student general secretary of WUS India and finally, as a full-time executive secretary for 14 years. The following is a narrative of projects worth mentioning that were implemented in India during my time at WUS India.

To begin, my role at WUS Madras included overseeing the WUS health centre that provided free medical consultation for students covering 29 colleges and university departments comprising over 31,000 students in the city of Madras. The health centre boasted well-known leading doctors from the city who offered free consultations and also provided lower income students with free spectacles if and when required. With tuberculosis running rampant amongst students at the time, backed by international funding, a 20-bed ward for the male students was established by WUS Madras at the tuberculosis sanatorium in the city. Taking lead from these great efforts, WUS Madras then raised funds locally to set up a similar ward for the women students at the same institution. With the aid of both the Tuberculosis Institute and WHO, thousands of students in Madras underwent X-ray screening, followed by treatment at both the male and female wards. The tuberculosis wards were also open to students suffering from the disease from any part of the country to be treated free of cost.

Another notable project was initiated by WUS Germany. Their contribution gave birth to a 20-bed ward

for students at the General Hospital, Madras. The initial contribution from WUS Germany created a pathway to raise additional funds locally that included a matching grant from a government agency. The WUS ward was identified as a distinct unit within the hospital that was totally free of charge for students. The ward also provided newspapers, books, other reading material, chess and carom boards. At the time, to have such elements was considered rather unusual for a hospital atmosphere.

The WUS health centre at Delhi University, was also the first of its kind in the country. The centre functioned under a chief medical officer along with other specialists. The centre served not only students, teaching faculty, administrative staff but also their families. With the scope and expanse of the centre's services providing abundant benefits, Delhi University took over the responsibility of running the centre. The success of the health centre at Delhi University led the University Grants Commission, Government of India to use the centre as a model



V.N. Thiagarajan and his wife Jamuna

and further fund similar health centres across various universities in the country. WUS India continued work within the health centres, such as organising workshops for the medical officers once in two years to provide them with a platform to interact, exchange new ideas and therefore further the extent and benefits of the health care programs in their respective universities. In 1974 in New Delhi, a world conference on population control was held. It was organised by WUS India in cooperation with WUS International and the All-India Institute of Medical Sciences. The recommendations as a result of the conference were well documented. As a follow up, WUS India propagated several seminars in the country in collaboration with NGOs like India International Centre, Andhra Mahila Sabha and the Madurai Institute of Social Sciences.

“ The WUS International Assembly was to be held in Ceylon in 1970 ”

The first WUS cooperative workshop covering South East Asia was organised in Madras in 1958. As a follow up measure, WUS International obtained a grant of 50,000 USD to promote co-operative projects in college and university campuses. It was also wisely decided to utilise the money as an interest free loan to college/ university cooperative projects repayable in 20 years in equal instalments annually. This resulted in supporting WUS hostel projects in Rajasthan, Visva Bharathi, Delhi, Patna Universities and Yeotmal College. Alongside, canteen and store projects were pushed in Allahabad, Nagpur, Assam and Madras among other institutions. The uniqueness of the decision to keep the capital without erosion and supporting new projects with repayments of loans collected, caused it to become a permanent feature.

In 1964, the second co-operative workshop was organised by WUS India in Bombay in co-operation with WUS International. The delegates were trained for a month to set up student co-op canteens in universities and affiliated colleges on the basis of self-help in order to find required resources locally instead of outsourcing them to contractors, taking care of themselves and serving clean, good food at reasonable prices. This received favourable responses from the university community. In turn, any marginal profits accrued by the canteens were used to provide service scholarships to students who needed one.

Another notable project was the WUS Nepal students hostel project that was included at the Dar-es-Salaam assembly for raising about 10,000 USD that WUS India indicated their desire to support. This was a unique situation because developing countries usually looked to committees such as WUS International for funding rather than finding funds for others. We then found an interesting way out. We decided to appeal to over 200 universities in India to contribute to Rs.250 or more each and about 1,500 colleges to each contribute Rs.50/- or more for the worthy cause of Nepal University's project. We were able to mobilise the required 10,000 USD during the course of the academic year and contributed to WUS International for the WUS Nepal hostel project. It was then recorded in the financial document at the Leysin assembly in 1968. That was the real spirit of WUS.

The WUS International Assembly was to be held in Ceylon in 1970. At the time, due to the political unrest in Ceylon WUS Geneva decided to change the venue. WUS India then agreed to organise the assembly in Madras at short notice. The assembly was finally held at the newly built WUS Centre in Madras with WUS India raising funds locally for hospitality as well as organising expenses. Similar was the case when WUS Canada was to hold their



1968 WUS General Assembly, Front row from right: Valerie Dall, N.N., John M. Thompson (WUS Treasurer), Nils Thygesen (WUS DK). Middle row from right: V.N.Thiagarajan (WUS India, N.N., Filemon Tanchoco (WUS Philippines), Dr Ganeshan (WUS India, Robin Burns (WUS Australia), Shantilal Sarupria (WUS India) Back row, far right: Chidambaranathan (Nathan)

international seminar in Egypt in 1973. At the time, political turmoil erupted in Egypt and the executive director of WUS Canada, Roger Roy, found himself having to find an alternative venue. With the need for another venue, Roger Roy then requested WUS India to organise the seminar at the last minute. Without any hesitation, we accepted to host the seminar but faced a bump in the road. We had to overcome strict conditions and obtain permission from the government of India in order to proceed. Coincidentally, India's Prime Minister, Mrs. Indira Gandhi, was in Canada at that very time on an official visit. Roger Roy then took up the issue with the Canadian Prime Minister Mr. Trudeau and requested him to have a word with Mrs. Gandhi. With the conversation proving successful, instructions were passed through the Indian High Commissioner in Ottawa to the concerned bureaucrats to provide clearance for the seminar. Many set rules were broken but finally, the seminar was held as per schedule.

I do believe that the most prestigious project of WUS India's history was establishing the WUS Centre project in Madras in 1970. DANIDA, Denmark contributed two million kroners for the project. Under

one roof many projects were introduced and implemented, such as hostel accommodation for students (limiting admission of maximum five students from each affiliated college), dormitories for both men and women visiting groups of students and others, guest suites, a textbook library, a bank project, a health centre, inpatient rooms, X-ray facilities, test labs, an auditorium for fine arts, music and dance, a conference hall for meetings, seminar and literary activities, committee rooms for meetings, a post-office, travel and tourism services, mini super bazaar for students as well as low income neighbourhoods, sports facilities etc. The land required for these developments was granted by the government of Madras as a lease for a period of 99 years.

WUS India also took the initiative of sourcing textbooks, as those in engineering, medicine and electronics were expensive. Textbooks were obtained from philanthropists, retired faculty members and other sources as gifts-in-kind. They were then loaned to those students who couldn't afford them for the full course of their studies, to be returned by them after successfully completing the course.

Several student welfare projects were accomplished by WUS university committees through raising local resources. To mention a few:

"An ambulance van for Gauhati University in Assam as the university campus was located at a distance from the city."

"Student cultural groups sponsored "folk dances of India" to travel to university campuses in many parts of India, Ceylon, Thailand, Malaysia and Singapore.

“ I do believe that the most prestigious project of WUS India's history was establishing the WUS Centre project in Madras in 1970. ”

This was a movement to encourage regional performing arts as opposed to aping western dance and music. Therefore, university students were given the opportunity to take interest in rural, tribal and traditional dance programs. SNDT Women's University, Bombay and Queen Mary's College pioneered this cultural movement. As a result, multiple other local WUS committees took an interest and followed suit."

"Students also travelled to historical sites in India that were economically organised by local WUS committees. Arrangements that were made with local hospitality was a great boost that provided free accommodation arranged at student hostels."

The research and action unit set up by WUS India in Madras acted as an important and creative role for WUS India's future. It is important to note that WUS India was not interested in theory but pragmatism was our watchword. The Indian WUS research and action unit contributed base papers and provocative articles to local WUS committees to stimulate their effort to promote student welfare programs with locally raised financial resources. This was essential as the international WUS aims shifted from service only for the university community to social action and the community at large. There were several NGOs in India involved in social action and community development programs; they too were better funded. Hence, India opted to continue to render student welfare projects with local resources.

WUS India urged local university committees to organise college WUS committees. This development provided a stronger base/ foundation for the WUS movement. WUS India also prepared a blueprint for "rural area development" by involving 10 university committees spread across the country. This project identified with WUS International's new objective of social action and community development. Every minute detail was implemented in 3 stages over a period of 2 years. In addition to the 10 rural area

“ I do hope this piece of writing highlights events that shaped and moulded my time at WUS, India. ”

development programs, 300 village development schemes were also proposed for a plan of action by WUS India. Both of these were well thought out projects and were considered in depth by WUS India's national assembly in July, 1974 and submitted to the WUS International assembly in Munich in 1974 and then included in the WUS action plan for 1975-76 for fundraising efforts. These were proposals as a parting commitment to the WUS cause when I relinquished my executive secretaryship at WUS India in 1976.

In conclusion, I do hope this piece of writing highlights events that shaped and moulded my time at World University Service, India. My involvement as an executive at WUS came close to almost two decades and saw achievements that I am extremely proud to have been a part of. From setting the foundation for quality health care within the university community, to services for students that eventually transcended to the local communities, every achievement however large or small, truly marked a noteworthy journey with revered anecdotes and experiences of my time with World University Service.

Sadly, Mr Thiagarajan died before this book was printed.

The first forty years of WUS Germany, 1950 to 1990

Wolfgang Nies

The German Committee of World University Service was founded at the first annual conference of the German groups of the International Student Service (ISS) in Marburg/Lahn from September 23 to 26, 1950 by 99 delegates from 16 universities. Officially, it was initially a registered association with the name “International Student Service Deutsches Komitee”. The change of the name to “World University Service” happened belatedly, due to an oversight, on March 17, 1951.

The founding year 1950

The founding of WUS Germany was actually a renewal of membership in international WUS, since there had been German participation in it at the beginning of the founding of European Student Relief – ESR, the predecessor organisation of WUS, in 1920 (for the history of the German ISS before World War 2, see the article ‘WUS history, impact and developments’ by the present author).

With the foundation as a national WUS committee, the full reconnection of the local German groups to the international university community and thus to their pre-war aid organisations was achieved. However, this was initially met with considerable resistance. Thus, already at the annual conference of the ISS in Cambridge in 1946, there were profound differences of opinion as to whether and how a German ISS should be accepted into the international university community. For the time being, the conference decided to work with trusted male and female students and professors in Germany, based on ISS principles, to promote a renewal of a free university community there and to establish local, regional, and national committees. To this end, a



WUS Germany on tour together with Werner Kubsch (right) to the Lake Starnberg

commission was sent to Germany to report on its findings at various conferences.

In July 1947, it was decided at an ISS Assembly that the time was not yet ripe for a national German ISS committee. However, provisional committees were to be established at various German universities, which happened increasingly until 1949. German representatives, however, were already attending ISS conferences as observers during this period. Earlier, Olaf Palme, later Prime Minister of Sweden, had been commissioned by the international ISS to make a personal on-site investigation to determine whether the ISS should again become active in Germany. Partly because his examination was in principle affirmative, the German representa-

“ **The founding of WUS Germany was actually a renewal of membership in international WUS ...** ”



WUS organised trip to Venice, 1957

tions of the local groups were able to achieve some international recognition in September 1949, when representatives of 13 groups met at a “Working Conference of German Local ISS Groups” at the invitation of the Heidelberg group. They exchanged views on what they had in common in the presence of national and international bodies, including the VDS, the ISS General Secretariat in Geneva and UNESCO, and even decided on a work program for the coming year, 1950. Furthermore, a Coordinating Committee with headquarters in Heidelberg was set up with managerial and co-ordinating tasks, which held its first meeting on November 1, 1949.

Local committees

Immediately after the founding of German WUS, it was decided to establish local committees at the individual universities, even at those with existing ISS groups and also along the lines of the Allgemeine Studentenausschüsse (AStAs). For a long time, the impact of WUS on the interests of the university community as a whole came less from the German Committee with its headquarters in Bonn, but more clearly from the active local committees, which carried out their voluntary WUS work at almost all German universities (in the first decade after its foundation until the present). This is already clear from the statutes of WUS in 1960: “The work of the association shall be done essentially (sic) in the



Students enjoying their stay in Venice, 1957

local working groups (committees).”

In addition to the “fundraising” for funds for domestic and foreign financial aid actions, which was considered “essential” at that time, they were often leaders in this respect in the many-sided aid actions for foreign students. They always carried them out together and in consultation with other organisations dedicated to this purpose. Like other organisations, they benefited greatly from the support programs for foreign students sponsored by the German federal and state governments for their benefit.

The numerical membership of the local committees varied greatly from university to university (about 10 to 20 and even more). Their internal structure was optional (except for the appointment of an executive committee with a treasurer) and the framework of their activities depended in each case on the inclinations, interests, fields of study and certainly also the hobbies of their members, who varied in time. This was left to the discretion of the German Committee

“ The work of the association shall be done essentially in the local working groups. ”

as long as they followed the principles of WUS, i.e. the triad of material aid through participation in the aid program of international WUS plus general international partnership plus international educational work (see below).

This triad included academically challenging seminars with topics such as civic education, universal development (aid) policy et cetera, study trips, scholarship exchanges, and ultimately social, convivial events. These took place mainly in the local committees by honorary active students, like the “*Wilde Woche*” in Kiel or the “*Come-back*” in Freiburg i.Br. with poetry readings, art exhibitions, seminars, lectures and discussions about socio-political questions and also musical (jazz) performances (see H. Gans, 1963) and leafletting actions as in Munich. This also included co-operation with the “Reisedienst Studiosus”, which was founded in 1954 by the later Munich WUS member Werner Kubsch and which offered inexpensive but sophisticated and top-class study trips for the time.

All these various actions were carried out with foreign participation as a sign of a well lived partnership relationship. They were mainly achieved through the personal commitment of individual students and professors, which was an advantage of the local committees with their short distances.

The charm of involvement in the local committees was that in being with other fellow students, both domestic and foreign, and from other disciplines, one’s circle of vision was broadened from the sometimes narrow horizons and the sometimes equally narrow scope of education. One gained greater knowledge of other cultures (which must be taken seriously) and learned about foreign customs. Certainly, the awareness was also strengthened that university life is not to be limited within German borders, but is to be seen in an international framework. In addition, beyond the student intellectuality,

“ *It was simply fun in the student free time to participate in the actions of the WUS friends ...* ”

it was simply fun in the student free time to participate in the actions of the WUS friends, for example, in the varied bravura pieces in the field of fundraising, which were carried out with much imagination and enthusiasm by the students, who were always volunteers.

The local committees of WUS thrived on the commitment of their group members and had corresponding active and less active phases over decades. Friendships that developed in these groups lasted a lifetime and a network of the “Freiburger”, the “Münchner”, the “Kieler”, the “Marburger” or the “Heidelberger” etc. developed. From the end of the 1980s, the involvement of young people in associations of all kinds changed. The focus was no longer on long-term involvement, but on action-related involvement oriented to topics and people. This was also reinforced by the “Verschulung” of the course of studies as a result of the “Bologna Process” and the tighter time budgets of students for civic engagement. This also led to the gradual dissolution of local groups in WUS, but was accompanied by the targeted engagement of students in WUS for individual measures and campaigns.

From “receivers” to “givers”

In the first years after the foundation of the German WUS, students at universities all over the world had sent help for their studies to their German fellow students via the Geneva headquarters, but the situation had changed with the economic upswing in the Federal Republic of Germany: as early as 1951/52, the aid program of international WUS in Geneva recorded an albeit small contribution from the German WUS. The latter had subsequently undertaken to make annual contributions to the international

WUS relief fund as its participation in the alleviation and elimination of emergencies and also transferred significant amounts in the subsequent period. Also, in the strongly advocated promotion of co-operative self-help, German university members were soon able to provide “help for self-help,” the constant slogan, to their fellow foreign students on the spot.

The work of WUS Germany was based on three pillars: on the fundraising already mentioned, which lost relative importance over time, on all-round international partnership, and on international educational work. The latter gained in importance because the realisation prevailed that imparting information about other cultures, as well as forms of society and life, and about institutions which help to shape and decisively influence national and social life, is indispensable to young people in academic specialised training, also with a view to their later professions.

The entire work was characterised by a variety of individual tasks. First and foremost was pertinent social work in the university sphere, which had already been carried out before by the local ISS groups under their own direction in accordance with international WUS, and above all, such work for foreign students and here especially for those from the “Third World”, with whom an equivalent partnership, not “care”, was intended (see “Activities of the German WUS”). The co-operation of other international aid programs such as CARE (Cooperative for Assistance and Relief Everywhere) was also assured.

The activities of German WUS also took place in a good and close co-operation with the WUS General Secretariat in Geneva. This consisted, for example, in the fact that in the procurement of highly specialised equipment and devices from the aid fund for foreign universities in recipient countries, it was possible to fall back on the relations of German WUS with German manufacturing companies. Since

these recognised a charitable character of the WUS, sometimes considerable discounts could be obtained on purchases.

Bazaar of Foreign Cultures

The “Bazaar of Foreign Cultures” was an important part of fundraising for a long time. It was Wilhelmine Lübke, the wife of German President Heinrich Lübke, who opened the WUS “Bazaar of Foreign Peoples” sales exhibition – at that time “exotic” goods mainly from African and Asian countries – in Bonn in 1959 to increase fundraising. She was the first customer to make a purchase and thus achieved great publicity for the bazaar. This was also in line with the dual purpose of this campaign, namely raising money plus raising awareness among the population in order to have an impact on the problems of students from the so-called developing countries. Mrs. Lübke pointed out: “It (the bazaar) makes people open-minded for what is foreign to them, one can understand the nature of these people. It contributes to international understanding and at the same time helps those who are in need.” The net profits from the sale were used to support academic projects at home and abroad. For tax reasons, the bazaar was given its own organisational statute as a permanent institution of the WUS German Committee e.V.

The board of German WUS had received the suggestion for this project of a bazaar in 1957 from the very active and important Canadian WUS committee, where “Treasure Vans” with foreign arts and craft articles for sale drove from university to university. German WUS, on the other hand, had decided to import the arts and craft items centrally, mostly from the then “Third World” countries. This import

“ *The “Bazaar of Foreign Cultures” was an important part of fundraising for a long time.* ”



Black Forest excursion 1958, stop at the Vogtsbauernhof in Gutach during a 4-day excursion with foreign and German students

was carried out partly by the purchase on the part of persons connected with WUS, who lived locally, or by direct purchase by WUS employees.

The goods were then offered to the public before Christmas in rooms of various universities by members of the local WUS committees. They sold very well, partly because they were unknown to the buying public at that time and were also considered “exotic”. When the German department stores started to offer the foreign articles themselves, this meant the end of the Bazaar of Foreign Peoples in 1982. It could no longer be run profitably, especially since the financial success achieved so far was in striking contrast to the work and the time spent by far more than 100 helpers.

Help for students in exile

The students and also the university members who had to leave their home country for political reasons were assisted by WUS at an early stage with aid programs, with the establishment of social funds for particularly needy cases and with study scholarships in Germany and also in other countries. These were primarily, but not solely, Hungarian, Algerian, Korean, Vietnamese, and Hong Kong Chinese refugees, whose interests WUS represented in the UN High Commissioner for Refugees grant program it



Carnival 1957, clothes exchange with a student from India

administered. WUS also worked with other organizations, such as the League of Red Cross Societies in this area, and was a member of the International Committee for World Refugee Year 1959/60.

Because of the political background, the relief actions of WUS for Algerian and Hungarian students who fled after the Algerian liberation revolution from 1954 and the Hungarian popular uprising in 1956 deserve special attention. Immediately after the failure of the Hungarians’ struggle for freedom and the subsequent tyranny of the communist regime, which triggered a flight movement out of the country first to Austria, WUS together with the VDS had written a letter to all local WUS committees and to all AStAs asking them to provide monetary donations for the student refugees. This appeal was a financial success, though not measurable: thus, in 1956, about 1,400 Hungarian students out of a total of 5,500 were brought from the primitive Austrian refugee camps to Germany and housed in families and homes, where they could then continue their studies at German universities (see Grigoleit, 1960, p. 66f). The aid measures were supported with state funds from the then Federal Ministry of the Interior.

For the students who fled from Algeria, which was still French at the time, less large support programs

could be provided. Political international consideration played a role in the governmental allocation, for which WUS and the VDS solicited with only limited success. As a non-political organisation, WUS had a difficult time obtaining sufficient material and non-material support for the group of Algerian students who were considered the neediest and had to rely on private initiatives. The General Secretariat of international WUS was able to set up a major scholarship program for Algerian students with funds from the Ford Foundation, which also enabled a few Algerian students to study at German universities. The consequence of the political consideration that existed in other Western European countries was that those Algerian students living in these countries accepted offers for study scholarships from Warsaw Pact countries and emigrated.

General Assembly 1960 in Germany

The overall successful work of the German Committee of WUS was recognised worldwide, for example the effective relief actions for refugees. The General Assembly was also for this reason - somewhat surprisingly - assigned for the year 1960 to Germany from August 6 to 13 in the Evangelical Academy, Tutzing. This was the first General Assembly and major meeting on German soil since 1933.

Ludwig Erhard, then Vice-Chancellor of the Federal Republic of Germany and Federal Minister of Economics, gave an opening speech to 150 students and professors from 33 countries and from seven international university organisations, which received much media attention (see newspaper clippings attached). Erhard also chaired the Assembly's Honorary Committee, whose other members included the President of the German Bundestag, Eugen Gerstenmeier, Foreign Minister Heinrich von Brentano, Interior Minister Gerhard Schröder and Fritz Berg, Chairman of the Federation of German Industries, and other public figures.

“ The theme of the seminar in Berlin was “Europe and Asia - What can they learn from each other?” ”

In a warmly worded telegram of greeting, the then Federal President Heinrich Lübke wished the meeting every success. His wife Wilhelmine Lübke had already taken over the patronage of WUS at the end of 1959 on the occasion of the anniversary celebrations “10 years of World University Service in Germany” and the General Assembly of international WUS in 1960 and wrote as a preface: *“What I find particularly attractive about the WUS is that the help it provides for students is based on the cooperation and sacrifice of students. I am pleased that the work of this organisation has found an increasing number of ideal-minded helpers over the past ten years. We all want to participate in making the WUS even more beautiful successes in the years to come.”*

Following the General Assembly, the traditional International Summer University was held abroad for the first time, in Berlin with the participation of the German Committee of WUS. Previously it was organised annually in Great Britain by the National Union of Students, international WUS and the UN Students Association. For many years, the top-class seminar has been an essential contribution to mutual acquaintance and understanding between students and professors including those from many European and overseas countries. The theme of the seminar in Berlin was “Europe and Asia - What can they learn from each other?”

Five years later, on the 15th anniversary of its foundation, German WUS received a number of congratulations from important personalities on its successful work so far. For example, from Walter Scheel, the then Federal Minister for Economic Cooperation, who stated, among other things, that

for co-operation with the young nations of Africa, Asia and Latin America, educational assistance was a priority and that this was continuing to gain in importance alongside the traditional relationships of culture, politics and business.

Together to the goal: Knowing from each other and acting for each other

In accordance with the policy of international WUS, German WUS – as a socio-politically and religiously unaffiliated organisation as well as an organisation recognised by many persons in the university field – also succeeded in finding cohesion with other organisations in the field of university structures as well as with human rights and development policy organisations in the fulfillment of its tasks. On this basis, the German Committee of WUS also sought co-operation with as many members as possible of other relevant organisations and associations that “*promote the goals of the WUS and with whom it is in the interest of the WUS to work together*” (Statutes 1959). These were, for example, members of the German Student Union (Deutsches Studentenwerk) and the Association of German Student Bodies (Verband deutscher Studentenschaften, VDS), whose staff members and chairmen Karl Richter took positions in WUS in 1956 and Jonathan Grigoleit in 1957/58: Grigoleit was at the same time a board member of the German Committee of WUS and Karl Richter became a WUS member and in 1961 its secretary general and later a board member.

With these personnel interweaving, the areas of responsibility were to be co-ordinated to a large extent in the practical work and participation of the entire student body was to be achieved. To this end, the content planning of projects was to be co-ordinated and carried out jointly, and experiences and work results were to be exchanged. Finally, a certain continuity should be ensured, since personal reasons, naturally, largely prevent a constant continuity in student organisations. This last purpose is also



Carriage ride in the English Garden, Munich 1960

served by the “Association of Friends of the WUS”. This association was founded in 1957 out of the wish of many members to be able to maintain the personal relationships gained during the joint work. However, it has not been active since 2012.

German WUS has preserved this guiding principle of co-operation until today, in that a number of university organisations are so-called institutional members and have a seat and a vote at the general meetings.

Questions of studying for foreigners and the related support and assistance for foreign students have always been of importance for German WUS. In this context, the term “care” was considered pejorative on the grounds that whoever “cares” for another person often, though certainly not in all cases, feels superior to that person. On the other hand, those who must endure “care” may suffer from “perceived” dictatorial charity, feel a dependence from above, and react passively. The term “care” suggests that these students are recognised as objects and not as equal partners [see also Wörterbuch des Unmenschen [“Dictionary of the Inhuman”] by Dolf Sternberger: “*Care is that kind of terror for which the victim has to be grateful.*”). At the general meeting of WUS in Berlin in 1961 it was proposed to replace the term “care” by “partnership” in the “support of foreign students”.

In addition to a wide variety of seminars, the WUS journals “ew” and AUSZEIT served as rich sources of information for foreign students and for the professionals in the universities who were concerned with the study undertaken by foreigners.

Over time, the character of German WUS work has changed considerably, both nationally and locally (as well as, in other circumstances, internationally). Increasingly, there has been discussion as to whether the focus should remain on material, charitable assistance or on the area of “international education”. The task area “partnership with foreign students” of German WUS was recognised in other national committees and above all in the general secretariat in Geneva, but was received rather reservedly. It was criticised that the “fundraising”, i.e., the financial contribution to the “Programme of Action”, the two-year international aid program and the concrete projects at the universities in the recipient countries, fell too short. In fact, a lot of initiative, activities and also resources on the part of German WUS were unilaterally directed to study for foreigners. This tendency was to intensify after 1982.

Reorientation of the areas of responsibility as of 1982

It became increasingly clear that the “charitable orientation of the WUS was not sufficient to help shape the socio-political change processes of the 1960s and 1970s. The politicization of higher education more or less bypassed the associational life of the WUS,” according to Helmut Becker (in 60 Years of WUS, p. 245). Realising this and because the existence of the association was at stake, the board had called an extraordinary general meeting in Bonn in 1982. On the agenda was even the dissolution of the association, because in 1981 the Budget Committee of the German Bundestag, despite a recommendation to the contrary by the Committee for Education and Science, no longer approved institutional funding for the association as of 1982 as part of a general

“ The association was not prepared for the changeover of government funding to project funding ”

reduction of institutions institutionally funded by the federal government.

As a result of this discontinuation of funding received through the State Department, the available finances were far from sufficient to maintain the structure with the support of the local WUS committees and the mode of operation. The association was not prepared for the changeover of government funding to project funding. After the customary long rounds of discussion, it was decided to dissolve the office in Bonn, which was no longer financially viable, and to move to an initially small office in the University of Applied Sciences in Wiesbaden (in 1986 to Goebenstraße there) and to combine this move with a reorientation in terms of content and concept.

This reorientation can be summarised as follows: Promoting foreign students and acting as their interlocutor, promoting educational projects in Africa, Asia, Latin and Central America, and promoting development-related educational work. It was emphasised that WUS continues to oppose any form of interference with freedom in study, teaching and research and to oppose any form of discrimination, exploitation and injustice, especially in the field of education - this also in co-operation with the then still existing General Secretariat of international WUS.

Another goal was to be involved in promoting the involvement of universities in solving the problems of their society – principles and goals that still apply today. One of the consequences was that in 1983 WUS, in co-operation with the GEW, published the



Conference of WUS Germany in Wilhelmsfeld, 1957

book *AUS für ausländische Studenten? – Tightening the Right of Residence*. The book became a standard work for people who advocated for the social, legal and political concerns of foreign students, both professionally and personally.

Even after the reorientation of its field of activity, German WUS continued to actively participate in the work of the General Secretariat of international WUS until its dissolution around 1995/96, especially in its program “Academic Solidarity and Cooperation”. Funding for these activities expanded, moving away from a single sponsor, the Foreign Office of the Federal Republic of Germany, to a variety of donors in federal, state and local government offices and private institutions such as foundations, church bodies and non-governmental organisations, as well as with donations.

Foreigners’ law, “Ausländerrecht” and restrictions for foreign students

The legal framework for foreign students in Germany is complicated and difficult to understand for those affected. One of the most pioneering tasks of WUS has always been to help foreign students to use legal means and to build up representations of their interests. How WUS was able to influence the conditions of studies for foreigners even earlier can



Wilhelmine Lübke, wife of the then President of FRG, opening of the Bazaar of Foreign Cultures

be seen in the so-called Loccum Protocol of 1969 on “Questions and Recommendations for a Reform of Studies for Foreigners”. The protocol was drafted by a group of people from federal ministries, the DAAD (German Academic Exchange Agency), the DSE, the VDS and the International Offices at the universities. WUS was not represented, but two of the contributors were active WUS members and brought the ideas of WUS into these elaborations of the Loccum Protocol.

This self-imposed obligation to stand up for the interests of foreign students received a special note in the work of WUS, especially after the reorientation. As early as 1981, WUS had called for an amendment to the Aliens Act (Ausländerrecht) to promote the integration of foreign citizens and to strengthen the internationalisation of universities. In 1988, WUS held a significant consultation of political and academic experts involved in this issue and in 1991 called for the drafting of a modern Aliens Act that would meet the requirements of an integration society and the internationalisation of universities. WUS participated in an inter-ministerial working group of the Federal Ministry of Education and Research (BMBF) on the amendment of Section 16 of the Aliens Act, which deals with the entry and residence of students. Here, WUS was able to achieve, among



Publication commemorating ten years WUS Germany

other things, that secondary employment of up to 20 hours per week was made possible, so that students without scholarships in particular could finance their studies through secondary employment.

It was also stipulated in the administrative regulations for Section 16 of the Aliens Act that student work at WUS is exempt from work permits, as WUS was placed on an equal footing with universities. In particular, it articulated its views on strengthening the protection of foreign students and scholars, as well as the developmental implications.

In 2004, the “Law to Control and Limit Immigration and to Regulate the Residence and Integration of Citizens of the Union and Foreigners” was passed with effect from January 1, 2005. For some time before this, WUS, together and in consultation with

other universities and university-related organisations, had been pointing out the negative implications both for foreign students, female students and university applicants and for German universities themselves. This was widely recognised by the public and also led to corresponding improvements in other, comparable bills.

STUBE

One of the first activities after the reorientation was the “Study Accompaniment Program for Students from Africa, Asia and Latin America in Hesse” – STUBE, which was first developed and started in Baden-Württemberg and Hesse in 1983. The abbreviation STUBE was chosen – with a certain smirk – as a symbiosis of the thoughts of a Protestant church worker and active WUS member (Dr. Karl-Heinz Rudersdorf) and the WUS chairman Dr. Kambiz Ghawami in a Munich pub. STUBE has as its participating target group foreign students from so-called developing and emerging countries who are studying or doing their doctorate at universities in Germany. The program takes the form of seminars, academies and day events, open and free of charge for participants, with the content of promoting career-preparatory internships and study visits in the home country, as well as support in the planning and implementation of self-initiated events by the students. What started in Hesse and Baden-Württemberg now exists in all 16 German states.

STUBE Hessen has had a consistently high number of participants for many years. At the end of the day, there have been around 400 international students from more than 60 countries and more than 40 faculties, who have also participated in the development policy-oriented events over the years. The students themselves have been shaping the program for years, participating very actively also as co-leaders, as lecturers, on the advisory board and as STUBE “faces” at first semester welcomes and fairs in which STUBE participates. They engage in

a South-South dialogue on current challenges and possible solutions in order to contribute to socially and ecologically sustainable development in their countries of origin and in Germany. They promote intercultural dialogue, support anti-racist demonstrations, and strengthen understanding of global interrelationships. In addition to the sustainability goals, the focus is on the exchange of knowledge between students, but also teachers and employees from civil society.

After graduation, they are a sought-after group in their home countries as specialists and managers trained in Germany, since they have acquired areas of knowledge and expertise that can be important for the current economic problems and for the social realities of these countries.

In 1988, at a conference of the Protestant Academy Loccum with the theme "Return or Stay", the STUBE concept was presented and evaluated as a useful alternative to the existing reintegration courses after the end of studies. In the course of time, the STUBE concept of WUS has operated in all German states in co-operation with various sponsors.

In this context, the program "Hospitality and Voluntary Service" for students and for graduates from Africa, Asia and Latin America, which was co-conceived by WUS in 1992 and whose implementation was transferred to the organisation "Dienste in Übersee" (dü), also belongs to the STUBE concept.

From a more recent perspective, the project is guided by the UN Sustainable Development Goals of the 2030 Agenda, in which the 4th goal is "quality education". The goal helps to ensure that by 2030 all learners are empowered to acquire knowledge, skills and values necessary to achieve sustainable development.

German WUS assistance to students from the global South, 1960 to 1962

Manfred Kulesa

My first real job as Secretary General of WUS Germany was also the highlight of my professional career. After that, I was active in the fields of international co-operation for another half century, also in honorary posts in WUS and elsewhere, but never again at the level of Secretary General as I was at the time with the German WUS Committee from 1959 to 1960. What occupied us at that time can easily be illustrated by the publications of those years.

Foreign students

It was the time of decolonisation and the emergence of new, independent states in Africa and Asia. At the same time, foreign students were coming to German universities in large numbers. The context of this development was obvious, but not without tension and excitement. The Indonesian students came to us because of and in struggle against the Dutch colonial policy, and the Algerian student union UGEMA rightly expected solidarity from their fellow German students. While we were able to celebrate with great joy in Bonn with the Nigerian students the independence of their country in 1960, we also had to deal with some confrontation. In my time at US universities, I had learned that you don't have to shy away from that when it comes to human rights issues. The growing number of foreign students led to a flood of seminars and conferences, most of which dealt with the subject of their care. (According to Dolf Sternberger's *Dictionary of the Inhuman*, care is "that kind of terror for which the victim has to be grateful." And even in our new millennium, the opinion could still be heard from responsible representatives of the University of Bonn that foreign students had to pay higher tuition fees than German students because, as is well known, they need more 'care').



At the suggestion of the unforgotten Dieter Danckwört and other experts, not least also humanly open-minded practitioners such as "Moff" Mellinghoff, WUS at that time took up the subject of studying abroad in accordance with its statutes.

And it was here, at a conference on "Academic Freedom and Foreign Studies" in Haus Villigst, that the aspects of the political activity of foreign students were dealt with for the first time. There was clear support for foreign student associations and for freedom of political expression.

1960 – Africa Year

1960 was called the Year of Africa. In WUS, Wulf Wülfig compiled a pamphlet to contribute to an initial orientation in the student body in view of the general ignorance. In it you will find, among other things, real gems such as the essay by the great literary figure Janheinz Jahn with translations of poems by Léopold Sédar Senghor (1906-2001) and Aimé Fernand David Césaire (1913-2008), a detailed report by Jonathan Grigoleit on WUS projects in

“ The growing number of foreign students led to a flood of seminars and conferences. ”

Africa and, in the final section, a statistical overview of all African countries.

1960 - WUS General Assembly in Tutzing

In August 1960 a General Assembly of international WUS took place for the first time in Germany. The conference in Tutzing, Bavaria, was an event of great importance and publicity. At that time international WUS had 40 active national committees and German WUS had 14 university committees. President Lübke dedicated a message of greeting to the meeting, and Ludwig Erhard not only chaired the high-profile honorary committee, but also appeared at the event as one of the keynote speakers at the symposium, which that year was devoted to the theme of “Access to Higher Education.”

This then led to an exchange of verbal blows between him and the representatives of a progressive education policy on the issue of student funding. At that time, the French student association advocated a so-called “student salary”. The VDS chairman Dietrich Wetzels did not even want to go that far. But he demanded, beyond the “Honnef model”, a support system for the entire education system, as it is aimed at in our days in the meantime with the extended BAFÖG. Professor Erhard then deviated from his manuscript, which was geared to development policy, in order to give the “honoured young friend” a piece of his mind based on his life experience.

He said, for example: “These were not the worst students, who struggled through their studies and perhaps even starved themselves a little at times. And it used to be a matter of course when a son or daughter studied in a family that it was understood that it would cost sacrifices and that sometimes

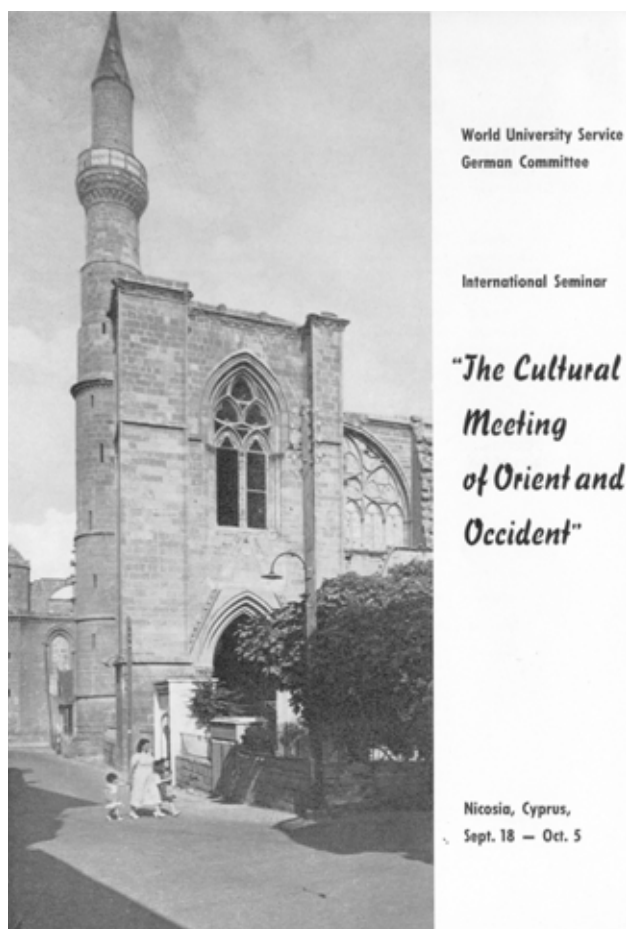
you would have to tighten your belt a little and deny yourself something in return ... Access for everyone! But not in such a way that the student already feels like half a state pensioner ... That, however, I would consider a mistake, and such a sin would have to be avenged.”

For the rest, however, the whole conference then appeared as a harmonious-co-operative enterprise with abundant “meeting of minds” at a high academic level. International WUS once again presented itself as a pioneer of global civil society. The next conference was held in Tokyo in 1962. There, too, the ideas of the student body present gave the meeting a special accent.

1962 - The Cyprus Seminar

One of the major themes of UNESCO in those years was the encounter between Orient and Occident. At the German Committee of WUS we were courageous enough to propose, together with the German UNESCO Committee, an international seminar of several weeks in Nicosia, which fortunately was welcomed by the Republic of Cyprus and sponsored by UNESCO and the German government. Sixty participants from Germany, Cyprus and countries of the Middle East met in September 1962 for lectures and discussions on “The Spiritual Encounter of Orient and Occident,” dealing essentially with the history of this encounter in Cyprus, which indeed seemed as fascinating in the past in antiquity and the Middle Ages as it was uncertain in view of the future.

Cyprus had become independent in 1960 and had given itself a constitution that was supposed to represent a fair balance between the population groups of Greeks and Turks and whose interpretation and observance was entrusted to a constitutional court chaired by the Heidelberg jurist Ernst Forsthoff. We almost missed the historical window of opportunity for such a project. Even then, potential insurgents such as Niko Sampson could be seen in the rele-



Seminar in Nicosia, Cyprus 1962

vant pubs, and at the end of 1963 the open civil war actually broke out. This was followed by the invasion of a UN peacekeeping force, and later by the Turkish invasion and the de facto division of the island, although in recent years it has been precisely the Turkish population that has spoken out in favour of a future reunification within the framework of the EU.

In 1962, in any case, the rising tension was already palpable in the background, even if the Cypriot authorities, especially the ethnic group leaders Clerides and Denktas, met us with courtesy and reliable co-operation, and the historians of both sides were pleased with the chance to meet and exchange their research results in their own country on the neutral ground of our seminar. Only the photo on the cover of our program brochure was not acceptable to the Greek side. It showed a Romanesque church

structure surmounted by a minaret. We then printed a second version with an ancient Greek motif. The qualified scientific lectures and the excursions to ancient sites were then very successful.

When my wife and I visited Cyprus again recently, we were surprised to find Mr Clerides and Mr Denktas still there as lively fellow octogenarians. Politics, of course, is in the hands of a younger generation, and there is certainly hope that confrontation and division can be overcome in the foreseeable future with some good will and European help.

German WUS has taken a lot with it, learned and experienced a lot. However, it lost the guest gift of the Cypriots, a valuable clay vase from the eighth century B.C. According to reports, it somehow and inexplicably got lost in the WUS secretariat in Bonn. If one knew that in Cyprus!

Notes

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Dokumentation General Assembly, WUS-Nachrichten Nr. 7/1960, Redaktion Wulf Wülfing, Manfred Kulesa, Angelika Vieth.

Zypern 1962, Die Geistige Begegnung von Orient und Okzident, Nr. 4. Series of WUS publications, Bonn 1963.

Academia and post-colonial guilt in Australia, 1960s to 1970s

Peter Fensham

Student life in the later 1950s, when I returned to Melbourne after six years away, seemed to be very much like what it was when I left. The two big political clubs were still strong although an ALP Club had split from the Labor Club and involved persons like John Cain Jr [later Victorian Premier] and a number of SCMerS like Herb [among other roles, Reader in Indonesian at Monash University, leader of the drive for a national Chair of Peace Studies, and behind the volunteer scheme for service in Indonesia] and Betty Feith. The SCM [Student Christian Movement] was still a very active group and still could command elected seats on the Students Representative Council. Somehow my link with the ASCM and then with the British SCM meant that I was asked to be the staff chair of World University Service Australia (WUSA), a student aid organisation which raised money for students in less developed countries but was also concerned about the Australian student scene.

WUSA had been initiated earlier by the joint action of the ASCM and the National Union of Australian University Students, two bodies that had automatic seats on the WUSA national Executive Board. The Board employed a student as full-time officer on a subsistence wage. This person was responsible for publicising in creative ways among the students in the eight universities the need for funds and to suggest ways to raise them. WUSA annually raised a relatively large sum via a Miss University competition that ran for several months and culminated in a Ball when the winner was announced. These were pre-feminist days and I do not remember much criticism. Christine [Peter's wife] (also before her feminist awakening) and I presided over the Ball



for a number of years and presented the awards. In conjunction with other academic travel opportunities, I went both to Sri Lanka and to Delhi, India on WUS business as well as visiting the international office in Geneva, Switzerland.

WUSA was also politically conscious, beholden to its two Australian founding bodies' emphasis on social justice and student welfare in the Australian academic context. I remember working with some others on student funding when we found a small but excitingly relevant booklet by Professor Prest of Manchester whose brother was also a Professor of Economics at Melbourne. In this booklet, Professor Prest outlined a delayed funding scheme for students' fees to be recovered by a small tax charge when the student began to financially benefit from his/her degree (essentially the Higher Education Contribution Scheme, HECS). Late in the 1960s we started to promote this scheme which was so much more equitably just than the scholarship approach that was the alternative to fee paying that continued to prevail long after I had benefited from it in 1945. The election of the Whitlam Government in 1972

with its 'halcyon' free university education, of course made our scheme redundant! Minister Dawkins revived the Prest ideas as the HECS scheme at the Labor Conference in 1987.

I met Tom Roper, a prominent NUAUS person, through WUSA about this time and found a mutual interest in nequality of school education in Australia. My publication of "Rights and Inequalities" and his powerfully illustrated "Myth of Equality" in 1971 became the major sources for action on disadvantage in schooling by the Schools Commission that was established following the Whitlam Government's victory in the 1972 election.

By the late 1960s Australia's involvement in Vietnam was becoming an urgent and fierce political issue in Australia and it had special significance for students because of the Liberal/National Government's decision to use a ballot of birthdays to compel a fraction of 18-year-old males into military service. Somehow, we became aware that sections of WUS had been infiltrated by the American CIA and was being used for intelligence regarding this American war in which Australia was a complicit partner. Accordingly, we decided that WUSA should cease functioning and I helped Brendan O'Dwyer, our last fulltime officer; get a position in Australia's wider international aid scene. I am unaware of WUSA being revived in Australia.

WUSA was an example in academia of the good, and not so good, of post-colonial guilt.

Sadly, Peter Fensham died in August 2021, aged 93.

Solidarity with students and the Algerian war for independence

Ignaz Bender

In the first fifteen years after the Second World War, France released most of its colonies in Africa into independence. France also had to withdraw from Indochina with heavy losses. But Algeria was not considered a colony, it was a motherland. Every striving for independence was rigorously fought. The liberation movement was met with war. The Algerian student association UGEMA, which advocated independence, was banned. Many students went underground or fled abroad: to France, French-speaking Switzerland, Belgium, Canada and also to the Federal Republic of Germany.

Solidarity of German students in the Algerian conflict

Again, as after the Hungarian uprising in 1956, the solidarity of German students towards the students who fled was impressive. The German Committee of WUS and local WUS groups raised money to provide scholarships. Many WUS members took care of the refugees. Several General Student Committees (ASTA) funded scholarships or organised fundraisers.

When I accuse the French, I defend France

I got involved in the Algerian conflict in a special way. As ASTA president at the University of Bonn, the Verband Deutscher Studentenschaften (VDS) elected me to its International Committee, happy to have a



student representative with knowledge of French who had contacts with foreign student associations, refugee students, and local groups of WUS and ISSF.

The VDS sent me to several congresses and seminars of the French student association UNEF. The latter openly declared its support for Algerian independence. At the very first UNEF seminar in Lille, the problem was virtually on the table. Someone had put out leaflets with the heading “censure” (censored). They were newspaper articles about torture in Algeria that were not allowed to appear in *Le Monde*, for example, because of the censorship imposed. A solidarity committee of French intellectuals around Francois Mauriac and Jean Paul Sartre undermined this ban with the handbills.

The reports were outrageous. After my return, I wrote an article for the Bonn student newspaper *spuren*. The title was: “Horrible things are happening in Algeria”. I ended the description of the torture with a quote from Romain Rolland: “Si j’accuse les francais, je defends la France” (When I accuse the French, I defend France).

“ A heating sun had become a radio station ”

The French secret service observes

The article had an effect. When it became known in the Chancellor's Office, I later learned, the torture in Algeria was discussed in a morning briefing with Chancellor Adenauer, with the result that he was to be more cautious in dealing with Algeria and to keep his distance from France. In some way, the representation of the Algerian liberation movement "Front de Libération Nationale" (FLN) in Bonn learned of this. It reported on this development at an FLN congress in Tripoli. The French secret service had observed the congress and was horrified. It tried to find out more about the cause of the German change of opinion.

After five semesters of law in Bonn, I had enrolled in Freiburg im Breisgau to finish my studies there. After a few weeks, I received a visit from a French journalist from Paris. He had made an adventurous journey to find me. In Bonn, where he first went, he heard about my transfer to Freiburg. He boarded the train to Freiburg in Switzerland and learned there that there was also a German Freiburg. In Freiburg im Breisgau, he found out my street address with house number 18. I had lived there, but shortly thereafter had moved to the neighbouring house, No. 16. I had not yet reported the move to the university. When he rang the bell at house number 18, an architect named Bender was standing in front of him.

When we finally saw each other, he let me know that they were worried in France about my article. Whether I would not have sympathy for torture by French soldiers who arrest a suspect at noon who they believe knows in which bar in Algiers a bomb will explode at 4 pm, killing dozens of people. I replied that if France could only hold on to Algiers with torture, it was too late. This was no longer the France of human and civil rights with universal aspirations. I maintained my negative stance on torture. He asked to be allowed to take a photo of me.



Ignaz Bender

Media scolding

Six weeks later, the Parisian magazine *Aux Ecoutes du Monde* published an explosive article about me with a photo. It was not Professor Jeansson and a circle of students at the Sorbonne University in Paris, against whom a treason trial was underway, who were at the centre of the resistance against France's Algerian policy. The head is rather the former ASTA chairman of Bonn University, who now studies in the strategic border triangle of Germany, France and Switzerland in Freiburg. He had an address where, instead of the person he was looking for, he met an architect with the same name. He spoke fluent French, maintained contacts with the French student association and operated a radio station in his study room. Only the head of an agent network could afford such camouflage. The article made waves in Bonn. In my newspaper counterstatement, I referred

to the coincidences to which the author had fallen victim. A heating sun had become a radio station. Actually, a rather amusing story.

Half a year later, I learned that the Military Counter-Intelligence Service (MAD) of the Federal Republic of Germany had been monitoring me around the clock for six weeks. Not because they thought there was anything to it. MAD interviews with professors, assistants or people who knew me (perhaps also with Harry Ganns of Freiburg WUS) had quickly brought that to light. No, it was feared that an assassination attempt would be made on me by the ultra-right French terrorist organisation “La Main Rouge” (The Red Hand).

“Ben Wisch” intervenes

It did not come to that. It came differently. On November 1, 1962, the German Foreign Office, mindful of the involvement of German students in the Algerian conflict, sent four German students together with Hans-Jürgen Wischnewski (“Ben Wisch”), a member of the German Bundestag, to Algiers for the independence celebration. After the victory parade, hundreds of thousands of people crowded the diplomats’ honorary stand. The delegations were surrounded. The diplomats were each crammed into the car that had just made its way through the crowd. We four German students ended up in the open car of the special ambassador of the United States, Achilles. He represented President John F. Kennedy, who had lobbied France massively in 1962 to end the bloodshed. When people recognised the



US standard on the float, they embraced us as supposed representatives of the US to thank us for the Kennedy’s involvement. Our attempts to make the cheering people understand that we were the wrong ones to be giving them kisses and hugs were futile. This unusual bath in the crowd lasted for over an hour. When we reached the ambassador’s residence, the driver turned around and said “You did a good job for America.”

“ You did a good job
for America. ”

The significance of the 1960 WUS General Assembly for WUS Germany

Jonathan Grigoleit

At the end of the 1950s, the reconstruction period in Germany was not yet complete, the so-called economic miracle was still in full swing. The generation of students to which I belonged was practising diligence and discipline and trying to develop new contacts internationally. In 1958, Chancellor Adenauer had achieved the repatriation of German prisoners of war from the Soviet Union, and the Association of German Student Unions (VDS), of which I was a board member in 1957/58, persuaded the CDU-led federal government to introduce the "Honnef Model," the forerunner of the BAFÖG, which is still socially effective today, i.e., a necessary nationwide social subsidy in the education sector. Part of my WUS history was that in 1956 I was allowed to study for a year (on a DAAD scholarship) at the University of Cape Town in South Africa. For me, with the experience of social exclusion as a refugee and displaced person, this was an unheard-of process of opening up the world and expanding my circle of life.

It was the time of the beginning of apartheid in South Africa, and since I had written and published about it in Germany, I was elected to the VDS board in 1957 on the wave of the anti-apartheid movement. The experience and knowledge acquired in this office of Chairman for International Relations, the innumerable trips, contacts and events in and with universities in countries of Western Europe, Scandinavia, North America, but also to Moscow, Prague, Warsaw and East Berlin, as well as to Africa and Asia, were probably the basis for my election in 1958 to the Board of the German Committee of WUS. President was Prof. Dr. Glum (Public Law, University of Munich), Chairman Prof. Dr. Elbel (Legal Medicine, University of Bonn). Further member of the

board: Peter Weinert, lawyer, Berlin at that time. According to my recollection, Professor Glum was for me at that time the representative of Prussian virtues, open-minded, hard-working, order-oriented, sympathetic to people, and keenly interested in the further development of society, including international society. Of course, he made an incredible impression on me as a young student, not only because he personally dedicated his first novel "The Escalator" to me - he wrote under the pseudonym Friedrich Viga - but also because of his distinguished, elegant and clever wife and especially because of his beautiful house in a magnificent landscape at Lake Attersee in Austria.

Professor Elbel was an outstanding scientist as a forensic pathologist, humanly sympathetic, sympathetic and compassionate, as a university teacher and as an educator interested in the success of his students and strongly involved in the rapidly expanding international orientation of the university landscape at that time.

As an aside: I was selected by him as one of the six test subjects who had to have doses of concentrated alcohol in his institute for a week each on an empty stomach, and then had to prove their reaction capabilities by taking blood samples and undergoing reaction tests for days. The resulting expert opinion was the basis for the German government's decision on the 0.8 mg per 1ml blood law for road traffic. And since the regulation has held to this day, there is a certain satisfaction in having "been there". [editor's note: it is now .5mg]

The first big event in the board of WUS German Committee was the participation in the International General Assembly (GA) of international WUS in July 1959 in Ibadan, Nigeria. Representatives of the German Committee were Prof. Dr. Elbel as chairman (Prof. Dr. Glum as president was prevented), Mr. Peter Weinert and I as board members. For me, Nigeria and the university in Ibadan - a typical spacious university facility from the British colonial era - were not new, as I had already been to Ibadan twice as a VDS board member and to several other West African countries.

More than 100 representatives from more than 40 countries attended the GA, an unusually representative number by the standards of the time. My conference report informs in detail about the debates held, decisions taken and future developments discussed at the GA. [WUS News 15.10.1959]

For me two memories remain until today: One, the GA decided to hold the next GA in 1960 (thereafter only every 2 years) in the Federal Republic, for all of us a sign of recognition of Germany in the international family of WUS. In reality, however, for the international strategists of WUS in Geneva it was also about the increased siphoning off of the financial resources of the German committee - from fundraising as well as from public funds, which we were already very well aware of at that time, but which made us proud rather than concerned. On the other hand, I was elected as a personal member of international WUS, which was a certain honour according to the international statutes.

On the return trip from the GA, Prof. Elbel and Peter Weinert took the plane, I preferred to travel back

by ship from Lagos to Hamburg, which gave me a memorable encounter with the piracy already rampant off Nigeria at that time.

1960 - The General Assembly in the Federal Republic of Germany

The second big event during the time of my co-operation with WUS German Committee was the realisation of the international General Assembly in Germany. It took place from August 6 to 14, 1960 in Tutzing at the Starnberger See. There were 135 delegates from almost 50 (!) countries. For the German Committee it was a real event, among other things as a confirmation that the German Civitas Academica was again accepted internationally after the terrible war.

But also nationally, the work of WUS became better known through this meeting. The major daily newspapers reported, the Federal President congratulated (in writing), the Vice-Chancellor and Federal Minister of Economics, Prof. Dr. Ludwig Erhard, gave the opening address, the so-called Honorary Committee included the President of the Bundestag (Gerstenmaier), the Federal Foreign Minister (v. Brentano), the Federal Minister of the Interior (Schröder), as well as the presidents of the WRK (Jahrreiss), the DAAD (Lehnartz) and the Studentenwerk (Hallermann) from the academic world, in addition to leading representatives of both churches and the Central Committee of Jews in Germany.

The WUS International Board of Directors came entirely from Geneva (well, almost, but present was President Sir Keith Murray, UK). Notable speeches, however, came from Prof. Gallagher, USA, Prof. Oluwasanmi, Nigeria, Prof. Sidhanta, India and Prof. de Graftjohnson, Ghana. I still remember Hans Dall of ISC (International Student Conference, Leyden, the politically Western-oriented World Student Union, as opposed to IUS, International Union of Students, the socialist-oriented World Student Union in Prague),

“ There were 135 delegates from almost 50 (!) countries. ”

“Higher, Further, Faster”

Neville Rubin, whom I still knew from South Africa, Quamar-zu-Zaman from Pakistan, as well as Bernhard Ducret and Charlotte Löhrig with the red-haired Irishman Cyril Ritchie from the General Secretariat in Geneva.

Of course, true to the Olympic motto “Higher, Further, Faster”, the number of international aid projects could be expanded considerably, the financial framework approached the “one million dollar limit”, the problem of “ear-marking” (earmarking donations for certain selected aid projects) could be defused. And the discussion moved from material aid programs to topics about general education problems internationally. Interested parties may read further conference results in the conference report. Some parts of it are still interesting today.

Following the General Assembly, an information trip to West Berlin took place for about 30 foreign delegates, sponsored by the German government. And although the Wall in West Berlin was not erected until the following year, the participants gained a realistic insight into the sad reality of German division, with the fearful border controls by the then “zone,” the artificially highly subsidised cultural life in West Berlin, and the grey socialist everyday life in East Berlin.

... with tailwind for the work of German WUS

The work of the German Committee received a tremendous tailwind from the holding of the General Assembly in Germany. A new (larger) office was rented in Bonn, the number of Local Committees increased to 15, the number of volunteer members and helpers increased. Programs, activities of and contributors to the German Committee and the Local Committee Bonn worked together more and

more diversely, many friendships from that time have survived the last 50 years.

Two names of comrades-in-arms from that time are mentioned as representative. The always cheerful and lively Harald (“Harry”) Ganns, in the jazz combo on the banjo and with himself always the long-legged fabric Pluto after Disney, I met again after 12 years in 1972 on a research trip as Kulturat-Attaché in Lomé/Togo. What he brought in there as honorary coach of the soccer national team of Togo as sympathy advertisement for Germany, I could determine with several common evening pub tours in Lomé. When he became the first German ambassador to independent Namibia in March 1990, I also happened to be in South Africa, and when he subsequently advanced to become an Africa expert at the German Foreign Office, and remained active after his retirement as the Federal Government Commissioner for the United Nations and still is today, I still benefited from his insights and experiences.

Many prominent people in the WUS camp

The other companion from WUS times, Dr. Manfred Kulesa, I surprisingly met again in Beijing in 1983. When we worked together in Bonn, one could sometimes have the impression that he and his friend Wulf (later Dr. Wülfing) spent considerably more time in the vending machine arcade at Bertha-von-Suttner-Platz - singing the hit melody “Una Paloma Blanca” - than in the WUS office. But this impression was very deceptive. By the time he reached Beijing, he had had an incredible international career, officially representing the United Nations there as His Excellency the Ambassador. I myself was working as the head of the Aspirant College at Tongji University in Shanghai at the time, and with his help I was able to marvel a bit at the diplomatic world, which revolved mainly around itself in this totally controlled communist country. Under supervision, of course. Whether the Red Army company that guarded his magnificent residence, surrounded of course by a

high wall, was to protect the inhabitants of this magnificent building from outside intruders, or to protect the outside world from the uncontrolled swarming of Da-Bitse (long-noses) into the socialist paradise, I could not determine. Probably both.

Still many names from the Bonn haze of WUS have remained in my memory. Norbert Oellers, the later professor of German at the University of Bonn, "HGK", Hans-Günter Kirschstein with his Inge, later active in the BMZ, Dr. Böning and Dr. Scheidemann, both of whom were later beneficially active in the newly established Ministry of Science, Peter ("Pepi") Marxsen, who later supervised the local committee in Kiel, "Watz" Wagner, "Moff" Möllinghoff, Dr. Thomanek with Renate (then Simon), Dr. A. Benziula, the distinguished manager from Wiesbaden, Dr. Böckstiegel, the successful international lawyer, Edmund "Eddi" Moser, the Bavarian veteran from Munich, Horst Richter (with his wife Helga), who made such a successful career in the Düsseldorf Ministry of Justice, but then turned away disappointed from his beloved party (SPD), Karl Richter, whom I regularly meet in the "Anholter Kreis", Benno Kunze, Dr. Kalischer, who later represented the WRK in the press, and countless others. Those not mentioned I ask as a precaution for indulgence for the memory of an old man.

Strong women in the WUS offices

However, I would like to dedicate a special word of remembrance to one particular colleague and staff member of the German Committee: Jutta Olyschläger (later Höhle). She was secretary of the German Committee and as such indispensable and invaluable. As is often the case with institutions, associations, organisations (see also Charlotte Löhrig in Geneva in the international secretariat), a driving force is needed in the office, a person who identifies totally and exclusively with the institution, who makes appointments, reminds people of obligations, irons out mishaps, comforts the sad even

when others are celebrating, thinks of supplies or consequences, plans ahead, procures files, admonishes, praises, criticises and considers everything. In simple words: the soul of the business. Jutta Olyschläger was such a person. I owe her (almost) everything I was able to achieve during my work at WUS.

All the more inconceivable was her tragic death when she was killed by a falling tree during a walk in the forest in 1992. This completely incomprehensible death went through all the newspapers at the time. She could no longer enjoy her wonderful country house that she had built with her husband on the Costa del Sol.

As diverse as real life was the collaboration in WUS. "Mic" Michael Rautert, an architecture student from Luxembourg, overturned his newly acquired passenger car Ford Taunus 15 M station wagon on his first delivery trip in the context of the "Bazaar of Foreign Cultures", but miraculously remained unharmed. Since then, the station wagon was called "the coffin" in the German Committee (typical student irreverence: "Do you happen to know at which university the coffin is today?").

Meanwhile, the Bazaar of Foreign Cultures was the largest source of income in the German WUS fundraising program. Exotic goods from all over the world, mainly from African and Asian countries with WUS committees, were sold by local committees during Advent and Christmas campaigns. Since such goods were not yet to be found in the department stores and exotic stores at that time, this charity action - in Bonn the wife of the Federal President, Wilhelmine Lübke, had taken over the patronage and sometimes stood herself at the sales table - represented an excellent source of income for fundraising purposes. For the main purpose of WUS work was and remained the raising of funds for aid projects - mainly in developing countries - in the university

sector, with collection and distribution being handled by the international secretariat in Geneva.

Internationalisation of German universities

The other programs for the support of foreign students in the Federal Republic and for the internationalisation of German universities developed in parallel.

One example: In 1958, I was a member of the Advisory Committee for Problems of Foreign Students at the Cultural Department of the Foreign Office. The number of foreign students at German universities had increased dramatically, and their accommodation, support, financing, integration, etc., were causing difficulties. The ministers of culture, as supervisors of the universities, did not see any funding possibilities for assistance programs. For this reason, the committee proposed that a position of “full-time supervisor” be established at each of the universities in the area of the International Offices or the International Departments, and that it be financed on an interim basis from federal funds. The federal government took up this proposal.

Gradually, positions for “full-time supervisors” were established at the universities and, after a period of 3 to 5 years, these were taken over by the federal states in their staffing plans. These full-time supervisors still exist today. Without them, it would not have been possible to provide support for foreigners at the universities.

WUS in the context of the internationalisation of German society

All in all, German WUS at the end of the fifties/ beginning of the sixties - as, by the way, before and even more so after - was on the one hand a product of the developments of those years at the universities and in society (internationalisation, i.e. more and more foreign scientists and students at the universities, more and more German scientists and

students abroad, scientific occupation in more and more disciplines with international developments in research and teaching), on the other hand the work both in the international aid programs and in the educational and information programs (seminars, publications, public events) meant an independent contribution to the change of consciousness for international problems in the university community and beyond that in the public sphere.

Whether the work of WUS was of social significance at the time is a matter for others to judge. To those who were involved, it meant a great deal, and not only for their own personal education. The younger generation gradually began to take an interest in constructive changes in and to society.

On the occasion of the tenth anniversary of the German Committee in 1959, I tried on behalf of the Board to collect, sift and arrange the available data and facts, as well as the resolutions and programs with the accompanying information about the people involved for the 10 years. This overview was printed and published as a brochure (approx. 150 pages): “10 Years WORLD UNIVERSITY SERVICE in Germany”. As far as can be ascertained, it was the first summary publication about WUS in the Federal Republic.

Thanks

For me personally, the co-operation with WUS has not only brought knowledge, experiences, information and friendships, acquaintances and connections, but has been an important stage in my life development. For this I am infinitely grateful.

WUS in Ceylon, India and Pakistan

Hubertus Lehnert

In the fall of 1961, the Executive Committee of international WUS in Geneva had decided to examine the situation of student health protection in South-east Asia. In addition to a project review, further support for previously supported projects was to be discussed. At that time, I had travelled to Geneva on behalf of Professor Dr. Herbert Dr. Elbel (1959-1960 Chairman of the Executive Board of WUS). The most prominent participant at the meetings in Geneva was the President of India, Professor Dr. Zakir Husain.

1962 – Mission to Ceylon, India and Pakistan

The “inter-ministerial committee” of the German government granted us the travel expenses to attend the “South-East Asian Conference on Student Health”. A German representative was to give a lecture followed by a discussion on student health care in Germany.

The goal of the trip was also to get to know the facilities on site in Bombay, Hyderabad, Madras, Benares, Allahabad and New Delhi during visits. Karachi was also on the itinerary.



Visiting the family of the WUS representative of India in New Dehli



Student organisations meet in Sooksu, Istanbul 1962

In Kolkata, we visited health facilities, including a mobile X-ray unit. Its weight required eight porters. The images were viewed and evaluated at a desk lamp. This led to many misinterpretations and a large number of “full-size” control images that quickly consumed the budget. Evaluation equipment and other know-how had not been supplied.

In Allahabad (India), we found an X-ray machine, unpacked in a shed, but not in operation. What was the problem? The Student Health Centre had specified alternating current as the supply voltage, but the conversion from direct current to alternating current in the country had been delayed for years. As a result, a rectifier had to be procured from Germany before the equipment could be put into operation. Discussions with students repeatedly highlighted the concern that while the cost of diagnosis was comparatively low, the cost of treatment locally was prohibitively expensive.

Together, I was travelling with the family of the WUS Chair of New Delhi. We were involved in a traffic accident and were not insured! The original report of this business trip is considered lost.

Local and international German WUS activities in the 1960s

Harald Ganns

May 1958: A young German student returns to Germany after a year of study abroad in England, impressed and influenced by the stimulating internationality he experienced there. He feels a bit foreign, almost like a foreigner in his own country, in the idyllic yet somewhat provincial university town of Freiburg. How fortunate that, while studying the “Schwarzes Brett,” he comes across a reference to a student association that promises to take care of foreign students: WUS, World University Service. The beginning of a long and intense relationship.



Focus on “caring for foreigners”

WUS of the 50s: this was first and foremost a way of meeting foreign students. These had grown considerably in number during that decade, nearly 25,000 it is said to have been around 1960. In the early years, these new fellow students were still hardly perceived as an opportunity to enrich and internationalise dusty German universities, but rather as strangers in solitude who had to be taken care of, as objects for “care.” Even Father State had discovered this task for himself and thought about appointing “full-time supervisors”.



Music band in Busses Waldschänke

German WUS: club life, support for foreign students, fundraising and political twilight of the gods

WUS swam on this wave at that time and was extraordinarily active in this field at more than 20 universities with local committees. In Freiburg, the local committee even succeeded for a time in offering a program every day of the week: Lectures and discussions, political seminars and jazz concerts, company visits and sightseeing trips, free time in the Black Forest and on Lake Constance,

sporting encounters and dance events. Generously, it was often overlooked that those who accepted this offer were in their overwhelming majority German students. The foreign fellow students had already begun to found their own associations, eyed rather suspiciously by the state, recognised by German students only after long hesitation as an opportunity for more intensive partnership. It was not until the early 1960s that WUS said goodbye to the traditional ideology of support – the seminar “Ausländerbe-



Combo-Band "Varsity Jazz Babies"

treuung – Irrweg oder Notwendigkeit" (Support for Foreigners - Misguided Path or Necessity) organised by German WUS in 1962 and documents in its series of publications bears witness to this.

Fundraising

Above the club life of the local committees, it had almost been forgotten that WUS in its origins after World War 1 and again after 1945 was primarily a student self-help organisation: students helping students. Raising funds to support needy students, especially those suffering from the consequences of wars and political events, had long been the unique selling point of international WUS. And WUS in Germany remembered it as well, though clearly only as a subordinate activity. For decades, the "Bazaar of Foreign Cultures" was the most impressive example of this, an enormous effort for all committees involved, the proceeds of which were not always in reasonable proportion to the effort. Also, the profits - if such were achieved - from chargeable events of individual local WUS committees flowed into the fundraising pot of international WUS in Geneva, for example that of the "Ball of Nations" in Freiburg, with almost 2000 visitors and five bands in the city hall, certainly one of the largest WUS events of its time. In principle, it was certainly a correct decision to participate in a large, overarching fundraising campaign in the early 1960s as part of the "Internation-



Combo of the Varsity Jazz Babies with singer Ken from the USA at the Ball of Nations in the cityhall of Freiburg, 1960

tional Solidarity Fund of the German Student Body" launched by the Association of German Student Bodies - VDS - and even to do so in an executive role. Unfortunately, it is the historical truth that the good intentions were crowned with very moderate success and the campaign was soon quietly buried. The bazaar of foreign peoples shrugged this off and survived.

At the beginning of the 1960s a new era was heralded in German WUS: in the wake of the pre-sixties, under the impression of an increasing politicisation of the student body and arm in arm with the student political avant-garde in the VDS, WUS also became visibly more political. The older guard followed this with growing scepticism or even disapproval, many of the younger ones distinguished themselves in the front line. The author of these lines still tells with pride that he was able to help formulate the "political mandate" of the German Student Union at the VDS general meeting in Munich in March 1962, during debates that lasted until late at night. But that is another story.

WUS Fundraising and the “Bazaar of Foreign Cultures” in Germany, 1957 to 1965

Wolfgang Nies

The Bazaar of Foreign Cultures was established in 1957 when fundraising was still a heavyweight among the four “Essentials” in WUS. The godfather at its birth was the “Treasure Van” of Canadian WUS. Raising funds to support students from and in the “Third World”, directly or through the worldwide aid program of the International WUS General Secretariat in Geneva, was a high priority at the time, although not without controversy. To a certain extent, the bazaar lay at the intersection of business management, commercial profit-making and the possibility of transporting the development policy ideas of WUS (“students help students”, “help for self-help”) to a larger student body and also to the population of the university towns where the bazaars were mostly held.

The intermediate attraction of the bazaar resulted from the appeal of the exotic range of goods on offer and the possibility of demonstrating one’s cosmopolitanism in a still largely provincial and widespread petit-bourgeois society with its kitchen table mentality with the arts and crafts objects from distant countries (‘Only in Hamburg did people lie in their windows and look out into the world’, as a fellow board member once put it). In addition, tourist trips abroad in the 1950s and 60s were still largely limited to southern European countries. When mass tourism spread to the faraway countries of Asia, Africa and Latin America and it became possible to buy the arts and crafts products locally, and especially when the large department stores and also the “Third World stores” included these products in their assortment, the bazaar was gradually deprived of its unique business basis and therefore ceased to exist in 1981.

Souvenirs from all over the world

During the existence of the bazaar, goods were obtained by the hundreds - from (almost) all over the world, from Egypt to Vietnam, from silver bangles to cigarette holders, - in sometimes adventurous ways. When friends or members of WUS travelled to distant countries, they brought back goods from there, which were compiled and administered by the national committee, with headquarters at that time in Bonn, and generally distributed at Christmas time, but also in summer semesters, to the 10 to 14 local committees for sales display in the universities - of course with great advertising effort and many celebrities from politics and the academic world. As far as employees of the WUS office had acquaintances or friends in German embassies or in non-governmental organisations abroad, they were asked to buy typical art objects of the country and to bring them to Bonn on business trips or to send them there. The founder of the tourism company “Studiosus”, for example, was associated with WUS. It all started by offering students train trips to Yugoslavia. It opened up sources of supply of products from the Balkans.

Horst Breier, as secretary general and member of the board together with Harald Ganseiner one of the strong leaders of WUS at that time, sold barbecue skewers, which he brought from Greece. They were a real sales flop and people wondered, perhaps with a bit of *schadenfreude* - there were also people in WUS - that something like this could happen to the Secretary General, who was so competent on all sides and almost infallible. I was probably one of the very few who, in order to morally support the respected Secretary General (perhaps also to put myself in a good position with the influential col-

league), purchased eight of these barbecue skewers (spanning cultures and time, they still adorn my wall cupboard in the living room in two old vases from the Java of the time). Almost all skewers stored un-saleable about three or four years in the basement and suddenly, for no apparent reason, they became a big seller at the bazaars!

Adventure on wheels

Probably the most adventurous shopping trip I was allowed to make in 1964 together with a fellow board member Gerd Wagner – I will never forget the name – was to the North African countries of the Maghreb in the WUS-owned VW bus. The trip was partly financed by inviting three guests to come along as tourists, whose names I no longer remember – a young teacher, a Danish as well as a German student. The latter almost ended up in a harem in Rabat; she was made a tempting offer, according to her own account.

The travel preparations were in the hands of the WUS secretary at that time, Detlef Schulz. We were supposed to spend the night in tents and on-air mattresses on campgrounds, but Detlef had probably forgotten to pass on this information to all participants of the trip, so that it turned out at the first rest stop in Gerona, in Spain, that only I had complete overnight equipment. This had to be shared then of necessity with the other four participants of the nightmare journey. But it was warm – the journey took place in August, yes correctly, in the hottest of all months! And we made arrangements and found accommodation in simple hostels.

As the only one in possession of a driver’s license, it was up to me to drive the whole route for more than four weeks. When at some point before Valencia the green warning light came on, I assumed, without any knowledge of car mechanics, that the oil level was too low. Despite refilling, the light did not go out. As it turned out much later, the alternator was



Visitors at the Bazaar of Foreign Cultures in Bonn, 1960

defective with the result that the bus simply stopped – and this was late in the evening and in the middle of the Algerian part of Kabylia at the time of the Ben Bella uprising. Machine gun fire could be heard in the distance. So our fellow travellers had to lie flat on the VW bus floor and the black-red-gold flag, which we had procured on the advice of the German Embassy in Algiers, was visibly displayed on the roof to show our peaceful, unrevolutionary costume. As the person responsible for the trip, I set off on foot to the next village, woke up the owner of a repair shop there, who then picked up the car under army protection. The repair took three days – and during these days we had the nice opportunity to participate in a three-day Algerian wedding celebration as guests and to bargain for really unique goods on the markets of the surrounding villages.

The condition of the bus! Before, somewhere between Málaga and Gibraltar, the heating started and could not be turned off. The heat in August was hardly bearable and did not contribute to the general “climate” among the travel participants. As a driver, I learned every VW repair shop between Tangier, Casablanca, in the High Atlas, Algiers and Tunis, it was always the same: “Yeah, we know the problem, typical VW, we can solve it, but it takes 3 days”. We used these three days to buy goods for our bazaar in the souks and learned intensively how to haggle.

This could take hours. We made the experience: If the tears of the traders were real after two hours of bargaining, then we were also close to the real price. And so, our dear VW bus filled from place to place with – for those times – exotic and also sometimes valuable items. Its last corners up to the roof were filled with goods from the souk in Tunis.

Customs?

From Tunis we went in three days via Palermo, Naples, Rome, over the picturesque St. Gotthard through Switzerland to the German border in the evening. Here our bus was stopped and we were asked by customs officials if we had anything to declare. We didn't expect that – who does that as a student? – and also no more money left. Of necessity, I had to answer the question with "yes" – the load was too visible – and took a small box with glass beads into the office. After a long study of customs clearance lists, I received a bill from the customs official for just over DM 10, paid and got into the car and – according to the motto: cheek wins – simply drove on. The other goods with a retail value of about DM 8 - 10,000 thus entered the Federal Republic duty unpaid.

While unloading the goods in Bonn, I noticed the tyres of the bus for the first time: they were totally

“ This was a pure shopping trip ”

worn out, no longer had a trace of a tread, which in retrospect explained the aquaplaning on the rain-soaked German highways. We had driven thousands of miles on these, including over the St. Gotthard Pass, criminally

Final

During the following general assembly of WUS in Hamburg one inquisitorially asked, why with this journey the official student representations in the three North African countries were not visited, which would have been nevertheless student-politically indispensable. My answer: This was a pure shopping trip, a corresponding mandate was not given by the WUS executive committee, however a courtesy visit was paid to the Algerian WUS. Incidentally, my French was not good enough to hold substantive discussions with the Moroccan, Algerian and Tunisian student representatives. As a result, I was voted off the WUS board. This has been good for my studies.



Visitors at the Bazaar of Foreign Cultures in Bonn, 1960

WUS in the development assistance days, 1964 to 1978

Robin Burns

The Australian Student Christian Movement (ASCM) was the most active sponsor of World University Service in Australia (WUSA), going back to the formation of European Student Relief (ESR) in 1920. When I started at the University of Sydney in 1961, the resident SCM Secretary, Rosalie McCutcheon, was a veteran of World Student Relief, assisting refugees from war-torn Europe to return to study or professional employment. She then worked with overseas students, especially Colombo Plan students. An active practitioner of the social gospel, Rosalie encouraged the Sydney SCM to become involved in other campus organisations, of which WUS was one.

I became an SCM representative on the local WUS committee in 1964. In addition to fundraising through the annual WUS Day at ASCM conferences, a major activity was the annual Miss University contest, until its downfall as second-wave feminism grew. Fundraising was a major committee activity. When I moved to post-graduate study at Monash University in Melbourne in 1965, the WUS secretary, Mamie Smith, was familiar from ASCM conferences, and I happily spent most Fridays at the WUS office assisting her. I also developed contacts with the National Union of Australian University Students (NUAUS), another WUS sponsor and a lively, often critical participant.

Changing emphases for WUSA

In the 1960s second tier universities were springing up, nearly all in the state capital cities. A major task for the two WUS staff (Brendan O'Dwyer had joined Mamie) was trying to secure continuity in local WUS groups. Mamie, a journalist by training, had a per-



sonal interest in South Africa and was keen for WUS to spread information about the apartheid system and black education. With Brendan's arrival, development education was added to our local activity. The national committee dealt with routine matters and organisation of the annual general assemblies. We were more concerned for local committee survival and fundraising than any particular project(s) in the international Programme of Action, with the exception of South African scholarships. However, as the 'winds of change' swept the colonial world, development became central and both WUSA and NUAUS were increasingly interested in Australia's role in neighbouring Papua and New Guinea (PNG), then still an Australian dependency. My own interest was sparked in 1963-4 when during a visit to remote Kar Kar Island, I participated as a poll clerk in the first general election for the new House of Assembly, the precursor to internal self-government in 1973.

WUSA and Papua New Guinea (PNG)

Informal WUSA contacts with PNG began in 1961. As the conservative Australian government reluctantly

began preparations for 'eventual' independence, a university was opened in the capital, Port Moresby, in 1965. In 1966 the University was included in the international WUS Programme of Action with a small grant used for textbooks and equipment. The international recognition alleviated the WUSA concern about the asymmetry of bilateral relations with Australia. Five other tertiary institutions were scattered around the small city of Port Moresby, which lacked public transport. WUSA raised money for a small bus to enable students to meet across campuses. One of my students, Peter Drummond, obtained finance to produce the film "The Broken Silence" which followed a student from a Highland village to university and featured the WUS bus. It was launched in Melbourne and Port Moresby in 1968. NUAUS was also interested in PNG, holding village workcamps for Australian students in the summer vacations. WUSA planned a summer school for PNG students in 1965-6 but when I arrived in Port Moresby to oversee it, it had been cancelled. The reasons were complex, involving local administration concern at the 'fraternising' engaged in by Australian and local students, despite supportive university staff. Early members of the PNG WUS committee went on to become national politicians in the heady days after independence (1975). WUSA also became involved, together with NUAUS, with placing refugee Czech students after 1968.



WUS Bus on tour in Papua New Guinea

Development education: a new direction for WUS

A significant event for me, and I believe for WUS, was the Juelsminde Seminar, a joint meeting of WUSI, the International Student Movement for the United Nations and the International Federation of Medical Students Associations. Exchanging, debating and drafting the Juelsminde Statement (reproduced in two contributions here) in the short darkness of Danish summer nights, we were out to save the world through action to eliminate injustices. The late Dr. Shantilal Sarupria played a key role with Roger Eggleston to produce prior to the Juelsminde Seminar the *Student Guide to Action for Development* and I later edited an Asian version. With the call for more relevant courses, articulated for WUS in the Juelsminde Statement of 1968, and the establishment of an international Research/Action Unit, the next step was that WUSI signed a contract in 1974 with Action for Development, part of the Freedom from Hunger Campaign, FAO, for a survey of development education in higher education in Europe and North America. Secretary-General Nathan asked me to undertake it, which led to a busy three months of intense travel, interviews and report-writing. Subsequently I developed the survey for my PhD dissertation, and spent six months in Sweden for a detailed Australia-Sweden comparison. As I worked on the research, the end of my term on the international executive came up, and WUS Australia had ceased. With the exception of Georgette and Lo, the members of the Geneva office whom I knew had all moved on to other international agencies. Thus, my knowledge of the international work now sadly largely dried up.

While development education is not at term widely used today, an educational role for WUS and a concern for the right to education continue today as other contributions to this volume attest.

Reflections on the international WUS secretariat, 1965 to 1973

Roger Eggleston

The following impressions are reconjured from some very happy years with the International WUS Secretariat from 1965 until 1973. My first position was as technical officer responsible inter alia for publications and thereafter as Associate Secretary, responsible for the Latin American program.

First impressions

My first impression of International WUS was of the building which housed the secretariat in the rue Calvin in Geneva; a very grey building which had decidedly been built to last. It was a beautiful 17/18th century “hotel particulier” - the first of eleven built in Geneva from 1699 to 1747 whose history deserves a volume by itself.

The building was known as the Hotel Buisson and was built in 1699 by the entrepreneur-architect Moïse Ducommun, according to plans sent from Paris. By its size and sumptuousness, it stood out from neighbouring houses and introduced a new type of building in Geneva: the mansion being be-



18th century decorations attributed to Jean Jaquet. Restoration in 1971 (facades) and in 1978-1982.)

tween the main courtyard and the garden. Both luxury and classicism in the composition reveal French influence and show “the evolution of patrician architecture” in the city. A carriage door opens from the street onto a courtyard, surrounded by a U-shaped building: the central facade is remarkably articulated and decorated (large steps, columns supporting a balcony, stacked order of pilasters, emblazoned pediment, window size, hardware). Long facade on the garden side. (Source: Department of public works and energy / Service of monuments and sites. Geneva 1994).

Imagine opening (with difficulty) the smaller door which was a part of the very grand double carriage doors which gave access to the courtyard.

The extent to which a building affects the daily round inside it is much romanticised by poets, composers and the like, but Charlotte Löhrig - known to all as Lo - captured that same spirit when she wrote (in the 50th Anniversary edition of *WUS in Action*) of her arrival at the rue Calvin in 1929:

“It was on one of those incredibly beautiful pre-autumn days which Geneva so often gets in early September, that I crossed the large entrance door leading from rue Calvin into the lovely courtyard of the beautiful 17th-18th century house in which the secretariat of ISS was lodged and where I was to take up a temporary job, estimated to last 3 months and which in fact has gone on for 40 years. This happy impression of my arrival in a sunny, harmonious surrounding proved to be a symbol of the atmosphere in which I was to live, of the people I was to meet, of the aims and the spirit of the work in which I was to take part.”

“ Above all there was everywhere a spirit of selflessness which, in time, I realised was the WUS spirit. ”

Some 35 years after Lo, I crossed the courtyard in early 1965 - a very green, horribly over-eager 21-year-old.

The spirit of selflessness

Inside I found the sunny, harmonious and happy environment still very much intact. Above all there was everywhere a spirit of selflessness which, in time, I realised was the WUS spirit. In an international career of some 40 years, my time at WUS was the sunniest, most harmonious of all my assignments. And the selflessness was evident in the personal as well as the organisational lives of the staff I worked with - it was the way they believed they should live and the organisation should behave.

The spirit of selflessness was just one of the common values which the members of the secretariat shared. In 1950 Dean Everett Moore Baker was elected as first chairperson of WUS International at the Bombay Assembly. On his flight back home to the USA he was tragically killed in an air crash. Gerhard Riegner, the last Chairperson of ISS, replaced him. In 1952, the values of all those who worked for the Organisation were identified as follows:

“The most important is a belief in the world which cannot be separated ...

Secondly the credo of the dignity of man (and woman) ...

Thirdly the belief in the equality of races and nations which makes the richness of civilisation ...

Fourthly the belief in the independence of academic research and the principle of academic freedom ...

Finally, the belief in the existence of a world community between members of the university community”

It was in this spirit of mutual respect, and service that WUS worked.

For me, the WUS ethic was perfectly encapsulated in the Preamble to the Statutes which states that the World University Service is based on concern for the sincere and objective search for truth which implies:

1. Creative thinking and a critical many-sided approach and
2. Resistance to all external pressure liable to hinder freedom of study, teaching or research.

Other international organisations would make creative thinking and a many-sided approach requirement for all candidates seeking employment. Intellectual curiosity seems to me to be a totally unexplored skill. Let's add "Hire for curiosity" to become the recruitment agencies' mantra.

The offices and the team

For all the grandeur of the building itself, office accommodation was suitably tailored to practicality; I worked in a small plywood box in the corner of the former ballroom which also served as the offices of two colleagues and the general office where mail arrived, documents were stapled and conversations held. Once a year or so the plywood partitions were pulled down to allow the former ballroom to be converted to a meeting room for the Executive Committee - like this one in 1970.

In 1965, I joined a team of some nine regular staff in the international secretariat - three Shorthand Typists, an Accountant (Georgette Robert), an Administrative Secretary (Lo), a Technical Officer (me), two Associate Secretaries (Chidambaranathan and Tom Turner) and the General Secretary (Hans Dall) who also had responsibility for the program in Latin America.

These were the days when international communications were essentially by letter - skilfully crafted

by the word smithies Hans, Nathan and Tom. Nathan dictated all his missives, which were often 12 or more pages long, to an uncomplaining secretary. see photo, Michel Gouault Associate Secretary, Chidambaranathan, General Secretary, I H Qureshi, Chairman, Wally Fox-Decent, Vice-Chairman, Salah Mandil, Treasure (from left to right).

Tom left soon after my arrival and was replaced by Michel Gouault who stayed at the Africa desk until after 1973; Hans Dall moved to FAO in 1968 and was replaced by Nathan as General Secretary, I took over as Associate Secretary for Latin America and Hema Dassanayake replaced me as the Technical Officer. Lo and Georgette remained long after I left in 1973.

The Offices in the rue Calvin were all on the ground floor. WUS had 4 sprawling rooms divided up where necessary; the remaining rooms on the ground floor were occupied by the staff of the World Student Christian Federation (WSCF), the organisation which gave birth to the forerunners of WUS.

The owners of 13 rue Calvin - members of the Naville paper manufacturing family - who rented the ground floor to WUS and WSCF at a very reasonable rate, had rented out the first floor - it was rumoured - to the son of the Cuban dictator Fulgencio Batista.

The context

The late 1960s were quite simply momentous years - on all fronts. 1968 was marked by protests worldwide as social conflicts escalated into major riots characterised by popular rebellion against the bureaucracy and the military. Probably the most well remembered are those in Paris, which began in May sparked off by student protests against capitalism, consumerism, American imperialism and traditional institutions.

But similar riots rocked the world of 1968; in the US major protests took place in more than a dozen cit-



The Conference Chamber of the ILO - now the WTO - in Geneva. The first row is made up of guests from sister NGOs; the second row from left to right shows four Executive Board members: Huston Smith, USA; Carlos Celle, Chile; Salah Mandil, Sudan; Wally Fox-Decent, Canada; Dr Brian Davy, who had been a consultant to WUS on health issues; Roger Eggleston; Hans Dall former General Secretary; someone smoking; Cyril Ritchie, then with the International Council of Voluntary Agencies. In the back row (fourth and fifth from the left): Sean McBride, inter alia, former Irish Minister of External Affairs who is sitting next to Charlotte Löhrig (Lo), WUS's administrative secretary. Further to the right (ninth and tenth) are Valerie Dall and Leila Chidambaranathan. On the back row on the right: Hema Dassanayake.

ies and university campuses, in Poland 300 student protesters were beaten, in West Germany students protested against the perceived authoritarianism and hypocrisy of the German Government, in Scandinavia, Pakistan, Mexico, Czechoslovakia, Yugoslavia, Brazil, Spain, Italy, UK, and elsewhere students took to the streets to manifest their discontent with the social order or rather "in-order" between the "haves" and the "have-nots". The period is considered a cultural, social and moral turning point.

The institutions were taken by surprise by the outpouring of venom against them.

In 1968, at the WUS General Assembly in Leysin, Malcolm Adiseshiah (1910-1994) held the keynote address. He was a former Associate Secretary of WUS. He retired from UNESCO to India where inter-alia he was nominated to the upper house of the Indian Parliament.



A close up of the same middle row of participants at the Convocation ceremony

I have a very vivid memory of the then UNESCO Assistant Director General Adiseshiah addressing the WUS Assembly and saying in effect: “as we sat in UNESCO in Paris earlier this year, we really did not see this coming”.

And WUS could not but be significantly affected by this social revolution. The Leysin General Assembly gave support to more major projects, as opposed to dissipating WUS’ impact on funding many smaller activities. And intellectually the organisation defined its concept of the role and function and the social obligation of the university. To back up this new emphasis on student action for development, a seminar was organised in July 1968 and a new post was created in the international secretariat to spearhead thinking on WUS’s role in social reform to which Martin Loney was appointed sometime later. The seminar took place in Juelsminde, Denmark and brought together students from WUS as well as the International Student Movement for the United Nations (ISMUN) and the International Federation of Medical Students Associations (IFMSA) with which WUS collaborated on its global student health program. 45 participants from 24 countries and all continents participated.

The discussions which were taking place at the time of global unrest were highly charged. Much of the debate centred upon the appropriateness – and really the willingness – of the student community “to take to the streets”.

The report slightly coyly concluded that “attitudes must be radically changed in order to motivate a more positive and **revolutionary** approach to these problems and to their solution” (emphasis added). I think I remember a great deal of heavy breathing – not to say dissent – about the inclusion of the word “revolutionary”. But there was a sense of urgency in the text of the final statement which also reflects the spirit of the time:

1. We, a group of individual students associated with IFMSA, WUS and ISMUN, coming from all continents and meeting in Juelsminde Denmark in July 1968, believe that the world is hurtling towards a major catastrophe resulting from the injustice, prejudice and ignorance fatally dividing the world into hostile camps of rich and poor nations.
2. We predict that within our lifetime this catastrophe will befall the vast majority of the world’s peoples unless drastic action is taken to eradicate the inhuman conditions under which most of these peoples now exist.
3. We believe this action to effect change must be undertaken by peoples and governments together on a massive scale in an effort far greater than we now see.
4. We must instil in all people, but particularly young people – our generation – a greater knowledge and fuller understanding of the economic and social problems of this world and their inevitable consequences. Young people must be trained in coming years as citizens of the world.
5. We recognise that attitudes must be radically changed in order to motivate a more positive and revolutionary approach to these problems and to

their solution. Students must be in the vanguard of the struggle for the complete elimination of poverty, hunger, disease, illiteracy and ignorance. In this struggle, public opinion must be mobilised through political action.

6. We call for the reform of educational systems to promote a social consciousness among students which will produce such awareness of national and international responsibilities as to lead to true social, political and economic revolution.
7. We pledge ourselves to work for the implementation of the recommendations elaborated by the Juelsminde Seminar. We ask all students to join us in urging government, universities and international organisations to implement the conclusions and recommendations of this seminar.”

Earlier in 1968, WUS had appointed a study-group of 8 to prepare a *Guide to Student Action for Development* which laid down the techniques for student action in raising social development issues.

Full disclosure: these projects were my responsibility. Looking back with the somewhat jaundiced eye of age, the texts give the impression of tub-thumping sermonising but they are nevertheless a wholly genuine expression of the bewilderment of a generation growing up in a “cold war” in which they seemingly



The May 1968 International WUS General Assembly in Leysin, Switzerland



The Executive Board session includes (from l to r): Roger Eggleston, Michel Gouault, Associate Secretary, S.Chidambaranathan, General Secretary, Dr I. H. Qureshi, International Chairman, Wally Fox Decent and Salah Mandil. The meetings took place in the WUS Offices in the rue Calvin in Geneva.

had no role nor voice in the future direction of political and social decision making.

Restructuring of WUS International

The 1960s was also a period of the restructuring of International WUS which I feel was more divisive than I understood at the time, and which may have played a part in the break-up of International WUS. Then, it seemed a wholly appropriate reflection of global democratisation and of those who were the life blood of the organisation - the national committees.

But maybe in casting off the sponsors and abolishing the structures that allowed the voices of history also to be listened to (much like those in the upper chambers of a number of bicameral political structures), a valuable sounding board was lost.

1920 - European Student Relief

European Student Relief - born in 1920 - was the operations arm of the World Student Christian Federation and the link with WSCF remained very close until the establishment of WUS in 1950. WSCF had become a “sponsor” together with Pax Romana and the World Jewish Congress and automatically a member of the governing bodies of the bodies which



Also in Geneva (from l to r): Christopher Seton-Watson (UK WUS), Huston Smith, Michael Payne, General Secretary (UK WUS), Karl-Heinz Böhsteigel (WUS Germany) and in the darkness behind Karl-Heinz, Robin Burns (Australian WUS), then Jill, Roger Eggleston and Michel from the secretariat.

preceded WUS. These sponsors together with other individual members constituted the Assemblies.

In the early 60s the structure was reformed to take the weight away from the sponsors and individual members and to the representation of national committees. A category of “members at large” of the Assembly (i.e., interested and renowned individuals) remained until 1970 when a vote was taken to abolish it.

There were a number of eloquent advocates for preserving this category (I recall an impassioned plea from John Thomson, a former international treasurer), but the mood was clearly towards greater direct representation of recognised national WUS committees.

The Statutes adopted in August 1972 limit the composition of the Assembly to National Committees and members of the Executive Committee (non-voting). Article 6 reads:

- “Members of the General Assembly up to a maximum of 5 for each National Committee shall be nominated by their duly recognised National Committee...”

The 11 members of the Executive Committee were also to be elected “by and from the delegates to the General Assembly...” and were required to be “seniors” (teachers or administrators or otherwise active in post-secondary education) or “students” (Article 13 and Bye-Law 3). The Bye-Laws also provide for the election among the 11 members of the Executive Committee of four regional members - the four regions being considered as: Africa, Asia and Australasia, Europe and North America and Latin America. The political die was cast.

Others will I hope write of the international “Programme of Action” which flourished through the late 1960s and early 1970s and thereafter. The African refugee scholarship program was in itself a remarkable humanitarian and, indeed, political, success story. Throughout that story WUS played its part with integrity and with the judgement and justice which was the hallmark of its being.

One last anecdote: In a quiet early evening chat with Lo around the “Thermofax” copier in my earliest years at WUS, I must rashly have reflected on my impunity; she drew herself up to a theatrical Lady Bracknell height and said with unquestionable authority:

“You should pay us for the experience you are gaining.” She was absolutely right.

A national committee perspective on WUS general assemblies, 1966 to 1978

Robin Burns

My engagement with international WUS began in 1966 as one of two Australian delegates to the general assembly in Dar-es-Salaam, one of just six female delegates. President Julius Nyerere attended the assembly, and opened the symposium on “The university’s role in the development of the Third World” which highlighted the responsibilities of students, privileged by their education. I saw this in practice two years later visiting WUS projects in Indonesia and The Philippines. With decolonisation underway in Africa, but stubborn white regimes Southern Rhodesia (Zimbabwe), South Africa and South-West Africa (Namibia), the assembly was a lively forum debating the issues and their import for the international WUS Programme of Action.

Attending General Assemblies

In addition to the 1966 assembly, I participated in a WUS workcamp in Burundi. Ostensibly for the construction of playing fields for the small university, and to engage with the local students, there were only three international volunteers in the first week: myself, a Dutchman and a Ghanaian, plus Tom Turner and Michel Gouault from WUS International. The students had just finished their academic year and found the local cinema more attractive evening entertainment than cultural exchanges. Nor was manual labour enthusiastically on their agenda, and as we attacked the scrub with basic tools, we were surrounded daily by amazed unemployed local people. Heavy equipment arrived the following week rendering our labour unnecessary. I never saw a report of the workcamp. But I did go on to visit WUS people in Malawi and Southern Rhodesia, and a pen friend in Cape Town, a social worker, who took me as her ‘student assistant’ to visit clients in two town-



Dar-es-Salaam general assembly 1966

ships. I spent months on my return campaigning against apartheid. Its fall was an event I worked and hoped for but never thought I’d see in my lifetime!

I attended the 1968 (Leysin), 1970 (Madras), 1972 (Ibadan, where I was elected to the executive committee), 1974 (Munich) and 1978 (Sri Lanka) assemblies. Most memorable additional international WUS encounters were visits to WUS projects in Indonesia (1968, 1973) and The Philippines (1968, 1977). I owe a huge debt of gratitude to WUS people in both countries, especially Koesnadi Hardjosoemantri, Secretary of the Indonesian Ministry of Higher Education, and Dr Filemon (‘Ting’) Tanchoco, Vice-President of Manila Central University, for their wisdom, patience and friendship for a raw but enthusiastic young Aussie woman. Declaring myself ‘a citizen of the world’ in the heady air of the Leysin Assembly, Ting quietly took me aside, suggesting I needed to be a citizen of Australia first, a hard lesson then but one of the many I learnt through WUS. The late Dr Shantilal Sarupria (India) was another close colleague and patient teacher.

How General Assemblies functioned!

My memory of the business of assemblies is now dim, though I do know hours were spent going through the various reports and the very difficult one, deciding the Programme of Action for the next



At the Dar-es-Salaam assembly 1966

two years. With the introduction of regional groupings to replace the international sponsors as the basic structure for WUS governance: Africa, Asia (later Asia/Pacific), Europe/North America and Latin America, it was hard to meet people from outside one's own group as group and sub-group meetings were held at every spare moment. I remember the patient work of international chairpersons – in 1966 Dr Qureshi of Pakistan, later Professor Wally Fox-Decent (Canada) then Britain's Iain Wright while the international staff were extremely busy behind the scenes. It's hard to imagine a major international meeting now, without at least laptop computers and photocopiers to produce urgently-needed documents. The symposia provided two-day respite for the staff and great interest for participants. From the 1966 one mentioned above, the next moved to "The International Role of the University", with UNESCO participation, then in 1972 "The Crisis of Development". The subsequent report noted that it was "the result in many ways of the shift in direction which has been taking place in WUS... It is a change which is still taking place and one that started at

“ *WUS opened my eyes to the world and they remain open today ...* ”

the grass roots, WUS committees in the developed world tried to come to grips with what they could do to end the exploitation of the Third World... In the Third World WUS committees were becoming dissatisfied with the traditional bricks and mortar approach. Greater attention had to be paid to popular involvement.” (from the 1972 symposium report).

Assemblies were fraught, with intense politicking for national/regional representation on the international executive committee and for project acceptance. Australia seemed an outsider, not part of Europe or North America and with New Zealand (only once) and Papua New Guinea, a tiny Pacific cluster. At the Leysin Assembly In 1968, Koesnadi and 'Ting' simply welcomed me into the Asian group with the words "You're one of us!"

International involvement: a personal note

With decolonisation underway in Africa, but stubborn white regimes in Southern Rhodesia (Zimbabwe), South Africa and South-West Africa (Namibia), the assembly was a lively forum debating the issues and their import for the international WUS Programme of Action. After feeling very isolated once the serious agenda began at the Dar-es-Salaam Assembly in 1966, it was both personally very satisfying and I hope the best outcome for WUSA to be included in the Asian group from 1968 onwards. At executive committee meetings I was taken under the wing of finance office Georgette Robert, with warm memories of her raclette lunches at the villa.

WUS involvement led me into comparative education, after a brief three years in the diplomatic service which I was encouraged to join in order to work in their development assistance section. Alas,

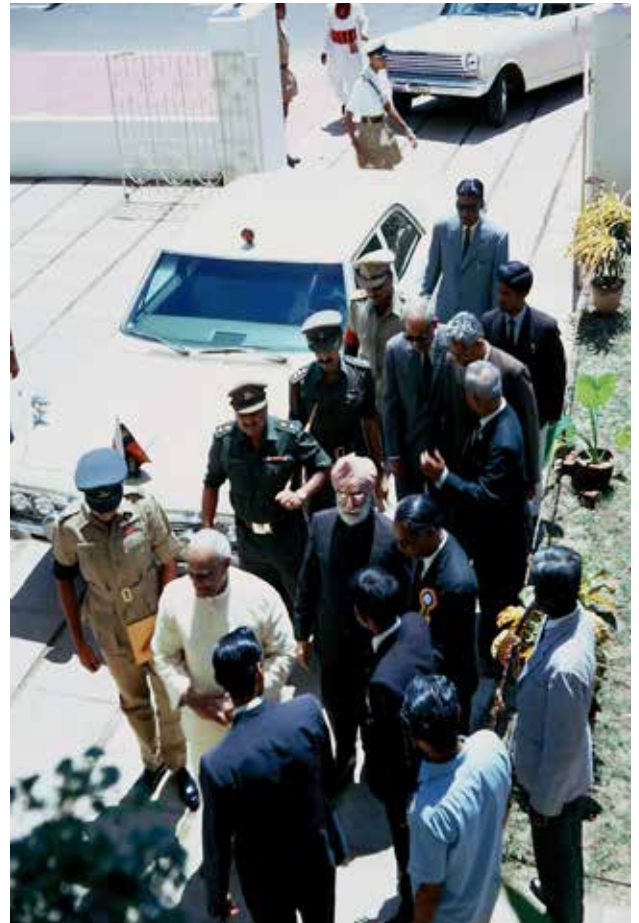


Burundi Workcamp, 1966. Robin Burns and two local students as a woman they would only send me to the 'first' world, with postings to Germany and Ireland. I hated the restrictions and spent the rest of my career at La Trobe and Monash Universities, inspired by a worldview and concerns largely attributable to my experiences in WUS. I taught and researched aspects of social education especially development and peace education, multicultural education, women's studies and public health. With the demise of WUSA my involvement in peace education led to 3 years as executive secretary of the Peace Education Commission of the International Peace Research Association (1983-6). My final project was a study of science in remote areas which took me to Antarctica for 4 months, the Desert Ecological Research Unit in Namibia, an archaeological expedition to Uzbekistan and a conservation expedition to the Altai Republic in Siberia. Re-engagement with my professional association, now the Oceania Comparative and International Education Society, is exposing me to new thinking about education and society, and eager newly emerging researchers in the Pacific region.

WUS opened my eyes to the world and they remain open today, despite the physical separation that the Covid-19 pandemic has enforced. Work on this centenary volume has been a special part of my ongoing international engagement.



Dr Filemon Tanchco, Dr Shantilal Sarupria, Dr Ganeshan and Nathan Chidambaranathan, excursion during the 1968 Leysin Assembly



State President Giri arriving to open the 1970 Madras Assembly

WUS in Canada, its expansion after the 1968 student revolution

Roger F. Roy

WUSC was established in 1939 through the initiative of J.D. Bickersteth, then Warden of Hart House at the University of Toronto. WUSC, with its headquarters in Toronto, initially focused on building up local university committees to raise money for the relief of the war-devastated university centres throughout Europe in the 1950s. WUSC evolved into the main campus organisation for building an international awareness, with some activities extending into Canadian society.

Programming focus gradually changed in the 1960s from helping university communities to linking resources to the larger community through economic and social development.

Treasure Van

Much of the financial support for WUSC national activities and the WUS International Programme of Action (IPA) in the 1950s and 1960s can be credited to the inspiration of Ethel Mulvany, who spent years in a Japanese Prisoner of War Camp in Changi, Singapore. While a prisoner, Ethel developed a strong determination to help people in Asia and Africa to overcome their poverty, should she survive the starvation of Changi. Suzanne Evans (2015) In her book, "Culinary Imagination as a Survival Tool Ethel Mulvany and the Changi Jail Prisoners of War Cookbook", describes "the unbreakable power of imagination, generosity and pure heart of Mulvany."

Ethel teamed up with several WUSC General Secretaries, including Lewis Perinbam and Douglas Mayer. Both men were highly gifted with organisational and entrepreneurial leadership skills. They introduced and built Treasure Van into a major



Roger Roy Executive Director of WUS Canada, 1970 to 1974

institution for fostering an appreciation of handicraft and cultural traditions around the globe. Treasure Van promoted and sold a large array of international handicraft that benefited cottage industries in some 40 countries, often in association with handicraft co-operatives. By 1969 Treasure Van had evolved into a travelling bazaar where the university community and public would purchase incense, elephant bells, camel saddles, ceremonial swords and silver jewellery.

I remember the three-day sales in the gym of Mount Allison University in the month leading up to Christmas. It attracted large enthusiastic crowds of students, faculty and townspeople from many communities surrounding Sackville, New Brunswick. Treasure Van gave local WUSC Committees ener-

“ Ethel teamed up with several WUSC General Secretaries, including Lewis Perinbam and Douglas Mayer. ”

“ WUSC and NFCUS jointly played a key role in the establishment of Canadian University Service Overseas (CUSO). ”

gy, funding for activities and a high profile for the campus community. In the 1960s Treasure Van was generating \$400,000 each year, which was a very large revenue for an NGO at that time. Approximately \$50,000 of Treasure Van revenue was earmarked for WUS’s International Programme of Action. Community groups helped to publicise campus sales through the support of local chapters of the Independent Order of the Daughters of the Empire (IODE), church groups, campus United Nations Associations and YWCAs/YMCAs.

The radical student movement and Treasure Van

The student revolution on Canadian campuses in 1968 led to a radical group in the Canadian Union of Students (CUS) condemning Treasure Van as a capitalist venture that should be eliminated. At the 1968 WUSC Annual Meeting, a number of National Committee members were elected, whose agenda was to destroy all existing programming. At the same time, The World Exhibition that took place in Montreal (Expo 67) was a major venue for handicraft displays and sales. The idea caught on and handicraft stores opened up across Canada. As a result, Treasure Van was becoming much less profitable. The WUSC National Committee voted to end the Treasure Van Programme in 1969, when it was returned to Ethel Mulvany through the tireless efforts of then Executive Director David Hoye.

National Federation of Canadian University Students (NFCUS)

WUSC had a very close relationship with the National Federation of Canadian University Students (NFCUS) for many years. The President of NFCUS and



WUS International Assembly Delegates in Ibadan, Nigeria. In the first row, International General Secretary, Chidambaranathan second from the left. International WUS Chairman and President of WUSC, Wally Fox-Decent in brown suit third from the right

the Vice President for International Affairs served on the National Committee and were active in policy development. Together the two organisations co-operated closely on fundraising projects. Examples included earthquake relief in Chile, World Refugee Year, including support for Algerian Refugees and Bantu Students in South Africa. WUSC and NFCUS jointly played a key role in the establishment of Canadian University Service Overseas (CUSO). WUSC was also responsible for establishing the Canadian Centre for Overseas Students and Trainees (CSOST) that was later renamed the Canadian Bureau for International Education (CBIE).

Until 1968, WUSC also managed a SHARE program on university campuses with Student Representative Councils (SRCs). It collected approximately \$1 from each student, and similar contributions were made by University Faculty and Administrators that was donated to WUS.

WUSC national programs through the decades

WUSC Campus Committees organised the International Night fundraiser that gave a new appreciation and understanding of cultures and traditions from



WUSC 1964 International Algerian Seminar student and faculty participants representing 35 Canadian universities

around the world.

Foreign students prepared a dinner featuring dishes from their country, and this was followed by a dance and music from many developing countries. The music from the Caribbean was always a very popular conclusion to an evening that generated international goodwill.

WUSC launched its first International Seminar in 1948, which took place in Germany. The Seminar provided a student and faculty group of 40 participants drawn from all Canadian universities the opportunity to visit a different country each year.

When I became the Executive Director of WUSC in 1970, the very successful International Seminar had been replaced by a small study group that visited Mexico. I had been a participant on the 1964 Seminar in Algeria, an experience that transformed my world view and future career direction. I was shocked that students and faculty would no longer be able to gain a first-hand appreciation of people, cultures and development challenges in a different seminar location each year. This was an ideologically driven decision based on the misconception that the International Seminars were an elitist club. The reality was that student and faculty seminar participants were selected through an open competition,

based on their qualifications and a strong interest in international affairs. It provided an opportunity to engage in cross-cultural exchanges of knowledge, culture and skills.

Upon their return from a seminar, students were required to share their experiences through campus and community presentations and writing articles for the student newspapers. This helped to strengthen fund-raising for WUS.

The most famous WUSC seminar participant was former Prime Minister Pierre Trudeau, who was part of the group that visited Ghana in 1957.

Having just returned from a year doing graduate research in Latin America, I knew there was a growing interest in Canada regarding that region of the world. To restart the seminars program, we chose Columbia (1971) and Peru (1972) for our initial focus. A return exchange component was added from both countries, through which a group of 10 students, faculty and administrators visited university campuses across Canada. They shared perspectives on international development and their culture and political systems.

At the same time as the reintroduced seminars, WUSC launched the University Programme for International Development (UPID) in which returning Seminar participants and campus committees undertook development education activities. Learning materials and a multi-media slide show were created to highlight international development issues in various regions of Latin America.

“ The most famous WUSC seminar participant was former Prime Minister Pierre Trudeau, who was part of the group that visited Ghana in 1957. ”

Restoring WUSC's presence on Canadian university campuses

Canadian Professor Wally Fox-Decent, from the University of Manitoba, was the President of WUSC and Chairman of WUS International from 1968-1972. Wally was a larger-than-life personality, who brought energy and enthusiasm to his work with WUS, forging a close relationship between Canada and the WUS Office in Geneva. Wally and his successor, Dr. Jim Brasch, provided strong leadership as WUSC re-established activities on Canadian campuses.

The student upheavals on campuses had seriously undermined the credibility of WUSC, and there was much questioning about the direction of its national and international programming. On a memorable evening during the 1973 Annual Meeting of the Association of Universities and Colleges of Canada (AUCC), 20 university presidents gathered together and joined WUSC as paid Institutional Members. This was a turning point for WUSC's campus image. It became possible because of the support and long association with WUSC of Tom Simmons, the President of Trent University in Peterborough, Ontario. The year 1973 also marked the return of a university president to lead the WUSC National Committee. Dr. Michael Oliver, President of Carleton University, became the new WUSC President upon the retirement of Dr. James Brash.

Miles for Millions

The "Miles for Millions" phenomena that spread across Canada in 1967 was imported by Oxfam Canada from its sister agency in England. "Millions" referred to the populations of a large number of countries worldwide that were then seen as "underdeveloped" and needing financial and in-kind support for education, health care and economic development. Miles for Millions had a National Planning Committee in Ottawa overseeing marches, however local development agencies decided



Gathering of former WUS/WUSC Executive Directors in honour of Vancouver visit by former WUS General Secretary Chidambaranathan. From left to right, Lewis Peribam, Marc Dolgin, Roger F. Roy and Chidambaranathan

on how to share funds raised with their community partners. In 1969 the Executive Director of WUSC, David Hoyer, recognised the importance of the new walk phenomenon as an important way to raise funds for international development.

WUSC was a member of the National Committee based in Ottawa and one of twelve members of the Toronto Miles for Millions Walk Committee. WUSC spearheaded development education programming for the Toronto Committee. The multimedia slide kits for our Latin American focus were adapted for use in schools across Metropolitan Toronto. The slide kits proved to be a helpful catalyst in successfully motivating students and their families to take part in the walks. Providing leadership for the development education carried out in Toronto was a great success and important in sustaining our membership on the Toronto "Miles for Millions Walk Committee".

Each agency in Toronto was also responsible for operating a checkpoint to handle registrants and provide water and first aid to march participants. The WUSC checkpoint was located at Glendon College (York University). Idealism and a desire to help people in developing countries enabled WUSC to op-



Canadian university students handling sales of international handicraft at campus Treasure Van sales events

erate the checkpoint with a wide assortment of university student groups, political party members and radical pressure groups. Each marcher collected pledges for every mile walked and received a Certificate of Participation. Toronto had 20 checkpoints along a 32.7-mile (53 kilometres) route, which was a daylong event for many marchers. WUSC's share of the Toronto Walks was over \$100,000 each year from 1968 to 1972, and these funds were forwarded to WUS for its international programs.

At its height, over 100 marches were held between 1969 and 1970. Almost 450,000 marchers participated, and \$4.5 million was raised for international aid and development. Canadians opened their hearts and wallets.

“ At its height, over 100 marches were held between 1969 and 1970. ”

The reality was that when we moved the WUSC Office from Toronto to Ottawa in 1973, most of the international funding from the “Miles for Millions Walks” had dried up with much less support for the marches.

Once in Ottawa, we were fortunate in obtaining a generous contribution for WUS from the Department of External Affairs (External Aid Office). It represented Canada's first contribution to Zimbabwe in the form of a grant of \$50,000 to help secondary school students to complete their studies and gain entry into university.

In 1974 my successor, Bill McNeill, became the Executive Director of WUSC. He was recruited from the Canadian University Service Overseas (CUSO) where he was the Director of Canadian Operations. Bill was not interested in the WUS International Programme of Action (IPA) and focused on WUS-Canada doing its own international development projects. He built a program which involved Canadian and International donors in some 20 countries worldwide. Bill was very successful in capturing the attention and funding of the Canadian International Development Agency (CIDA). WUSC also established a partnership with the United Nations Volunteer Programme (UNV) to recruit Canadian volunteers. Bill also established a successful WUSC volunteer program similar to CUSO's volunteer sending programs. He also launched a student refugee program that to date has brought more than 1,700 young scholars from almost 40 countries to Canada. The strong foundation he built for WUSC international development programming continues to this day.

Refugee students: a major task of WUS in France

Hervé Hamon

L'Entraide Universitaire Française (l'EUf) is the successor to l'Entraide Universitaire Mondiale (EUM), the French committee of World University Service. EUM was created in 1933 by a group of eminent French intellectuals. Between 1933 and 1939 the French WUS committee participated in international conferences on problems of the university and gave help to students in France who were refugees of the growing Nazism in the German universities. When France was liberated in 1944, the French committee of WUS became autonomous under the name Entraide Universitaire Française (EUf) but remained a member of international WUS until the end of 1990.

“ *When France was liberated in 1944, the French committee of WUS became autonomous ...* ”

At the end of World War 2 EUf affirmed as its cardinal value “the fraternity between universities of all countries and all religions, students and professors, both forming a community of ‘intellectual workers’”. The organisation’s focus was on refugee students in France, recognising their potential contribution to French intellectual life. It was also considered as a modest exemplar of French intellectual, scientific and cultural presence in the world, which earned it important but indirect finance from the French Ministry of Foreign Affairs.

In 1970 the additional support needs of refugee students were recognised. EUf established two cabins in the Alps and a hostel in Paris, supported by French student organisations. Further, in 1979

EUf participated in the creation of the Foundation Entraide-Hostater to assist French and foreign students in the period from the end of their studies till they entered the labour market.

1945-1980 marked the Cold War and by 1970, 80 percent of EUf’s 290 scholarship holders were from eastern Europe. They were followed by refugees from Cambodia and Vietnam, and then from the dictatorships of Latin America and Africa. Over 10,000 students were assisted during that 36-year period.

There have been a number of changes following the end of the Cold War. With the multi-polarisation of the world, the country of origin of scholarship recipients multiplied and the participation of women grew. There were also profound changes to French higher education with massive increases in places and demand for more employment-oriented courses together with a diversification of institutions. Employment-ready, professional studies became more important to refugee students and the flight from classical courses in Law, Letters and Sciences was encouraged by the public financiers. Several ministries became involved, complicating the situation for refugees, necessitating individualised advice as well as ensuring that students had mastered the French language.

By the end of the 1990s, the European Union had become the most important financial contributor to EUf, with the support of the French state. This took place through the medium of the European Fund for Refugees (2010-2013) followed by the Asylum, Migration and Integration Fund (2014-2020). This in turn has led to change in the EUf field of activity

**“ There have been a number
of changes following the end
of the Cold War. ”**

with diversification of assistance: fewer classical scholarships and more assistance for housing, purchase of educational materials, new enrolments etc. In addition to subventions from the French state and European organisations, support is also received from private institutions.

Throughout its long history, EUF has always adapted its modes of action to the evolution of the international context, the university and public policies regarding refugees. Today, it remains loyal to its original values: international university solidarity and the associated individualisation of refugee students.

Note

See <https://entraide-universitaire.fr/index.php/les-demandes/>

The impact of WUS in Australian development assistance NGOs in the 1970s

Helen M. Hill

I first got to know World University Service of Australia (WUSA) in December 1969 when its Director, Brendan O'Dwyer, invited me to speak at its 1970 National Assembly at the University of Melbourne scheduled for a couple of days after my return from my first overseas visit to Indonesia, Singapore, Malaysia, Thailand and Cambodia. I had just completed my Honours degree in Sociology and Politics at Monash University, a suburban Melbourne campus with a reputation for having the most radical student body in Australia. Monash Labor Club students had raised funds for the National Liberation Front of South Vietnam (the enemy, as Australia was at war in Vietnam) causing legislation to be passed in the Federal Parliament (the 'Defence Force Protection Act') making such actions illegal. I had been a member of the Labor Club and supported such actions but no prosecutions were ever made under the Act. At the time of the WUSA Assembly I had just started a lectureship at Royal Melbourne Institute of Technology (RMIT).

Earlier, as a member of the Australian Student Christian Movement (ASCM), I had heard of WUSA, but had not been involved beyond contributing to the regular fund-raising for WUS at the annual SCM National Conferences. The ASCM had been involved in the founding of WUSA (with NUAUS, the National Union of Australian University Students) and there was a great deal of interest in the idea of supporting fellow students and academics around the world who were facing persecution, were refugees or in poverty. I was aware of SCM Conference attenders such as Robin Burns, Peter Fensham, Graydon Henning and George Garnsey who were all active on WUS Committees and of Herb and Betty Feith who



had helped found the Volunteer Graduate Scheme for recent graduates to work in Indonesia shortly after its independence (Southall 1965). This program was originally to be administered by the WUSA National Board but became so popular a separate organisation, the Overseas Service Bureau (OSB), was established to run one of the world's first International Volunteering Organisations (Kilby 2014:28). Another group of friends in SCM including John Langmore, Anthony Clunies-Ross, Lyndsay Farrall and Aileen Brown had been motivated to work in the then Territory of Papua and New Guinea before its independence. Anthony had written a short book urging the Australian Government to give 1% of its GDP in overseas aid and this had become a small campaign in Australia, long before it became an international target (Clunies-Ross 1963).

The WUS bus for Papua New Guinea students

WUSA in 1969-70 had a project to buy a bus, equip a student canteen, a book-exchange and make contributions to the university library at the new University of Papua and New Guinea (Woroni 11 March 1970).

In the early 1970s Papua New Guinea (PNG) was still administered as an Australian Territory, finally achieving independence in 1975. The University of PNG had a number of Australian lecturers and some Australian part time students who were working in the Territorial Administration, although most of the students were locals. It was almost an Australian university and close relations grew up between Australian and PNG students. NUAUS had a 'village scheme' run by its PNG Officer, a PNG student Bernard Narakobi, studying Law at the University of Sydney (Ritchie 2020:240). Under this scheme Australian students could spend their summer vacation visiting villages with PNG University students during their holidays. Again, these projects played a valuable role in educating Australian students about the realities of development issues in a nearby country and resulted in many longstanding people-to-people relationships between Australians and their counterparts in PNG.

WUSA and refugees

The refugee origins of WUSA were brought home to us during the 1970 National Assembly when a group of refugees from Czechoslovakia arrived at the assembly venue seeking assistance from WUSA and NUAUS. It was at this Assembly I realised that there was a considerable debate going on within WUS between those who saw it as an emergency relief type of organisation funding some useful projects for students and academics such as buses, canteens, libraries and student accommodation in PNG and elsewhere, and those who saw it as a means whereby academics and students could participate in the larger debate, just beginning, on Australia's role in its region and the role of overseas aid in development. An article on WUS in Woroni, the ANU student newspaper, linked the new attitudes in WUS to the Vietnam war, support for the Moratorium to be held later that year and for political advocacy in favour of improved aid policies (Garnsey 1970).

After speaking at the National Assembly, I accept-

“ *One of the main projects supported by WUSA was the South African Committee for Higher Education (SACHED) Trust. WUSA ...* ”

ed membership of the National Board of WUSA, prompted by my sense that Brendan O'Dwyer, the Director, had many good ideas about Australia's role in the region and making aid more effective through people-to-people relationships, and a closer look at education and strategic lobbying of the government. My Board membership coincided with the move of the WUSA office from Melbourne to a shed-like building on the campus of the Australian National University. On his arrival in Canberra in 1970 Brendan told the "Canberra Times" 'Members of the World University Service once devoted their resources toward alleviating the results of underdevelopment but now they worked on the causes of underdevelopment – social, economic and political' (15.3.70). At the time of our first meeting Brendan had just launched the concept of 'D Groups', which were discussion groups on development issues, held with a view to lobbying the major political parties (Woroni 1970).

WUSA's anti-Apartheid activities

One of the main projects supported by WUSA was the South African Committee for Higher Education (SACHED) Trust. The value of promoting this scheme at Australian universities for students and lecturers to support, was that it gave them an understanding of exactly how the Apartheid system was experienced by their fellow students in South Africa at a time when the debate about Apartheid in South Africa had barely begun in Australia. Much later, when the visits of white sports teams to Australia became controversial and a large campaign emerged against the Springboks, many former WUSA people were

“ ... there was concern in ASCM in Australia that WUS might be one of those CIA-supported student organisations. ”

mobilised to that cause (Jennett 1989).

In 1970 the World Student Christian Federation (WSCF – the international body to which ASCM is affiliated) invited me to be their delegate at the United Nations World Youth Assembly (WYA) in New York in July 1970. As the Ministry of Foreign Affairs offered to pay the airfare of all Australians nominated by international organisations to this Assembly (in addition to the five young people it selected) I asked for a round-the-world ticket so I could attend the General Assembly of WUS in Madras as part of the Australian delegation, stopping in London, Geneva and Beirut on the way.

The WYA was an eye-opening experience for me; despite having been a supporter of the campaign to aid the NLF of South Vietnam and active in the Anti-Apartheid movement, I had never met members of liberation movements, and there were many at the Assembly particularly from Africa. Our Commission elected as its Chair the representative of the General Union of Palestine Students, causing an outcry from the New York media (Hill 1970). The Vietnam war was still ongoing and Cold War forms of organisation were still operating – both the CIA and Soviet actively supported international youth organisations. As Peter Fensham recalls, there was concern in ASCM in Australia that WUS might be one of those CIA-supported student organisations.

The WUS General Assembly in Madras was more like a meeting of old friends, also with ideological diversity ranging from revolutionary to establishment groups. I attended with three other Australian delegates, Brendan O’Dwyer, Robin Burns and Ken

Newcombe, President of NUAUS. It was a great opportunity to meet people from Germany, Latin America and hear the concerns of students and academics from the Indian sub-continent, most of whom were working in a range of sciences, medicine, engineering and humanities.

WUSA’s role with Australian development assistance NGOs

In Australia in the 1960s WUSA campus activity centred largely around organising an annual ‘Miss University’ beauty and fundraising contest culminating in a Ball which raised considerable funds for WUSA’s projects. WUSA Director, Brendan O’Dwyer was an articulate advocate of the SACHED project although when I joined the National Board, he was becoming wary of the methods of fund-raising for it. By the early 1970s Feminist arguments against beauty quests led him to seek to minimise this form of fundraising but there were others in the WUSA Committees who still strongly supported ‘Miss University’ and many international students took part.

Off the campuses WUSA, in particular through its National Board Chair, Dr Peter Fensham, a Lecturer in Chemistry at the University of Melbourne [later Professor of Science Education at Monash University, who sadly passed away in late August 2021; he is a contributor to this book], was involved in other initiatives. Negotiations had been going on since the early 1960s, under the auspices of Sir John Crawford of the Australian National University, to create some form of co-ordination among the growing number of voluntary associations in Australia involved with overseas aid. In June 1965 this had resulted in the formation of the Australian Council for Overseas Aid (ACFOA) of which WUSA was a founding member. The other member organisations were the Australian Council of Churches (ACC), Catholic Overseas Relief, Federation of Australian Jewish Welfare Societies, Community Aid Abroad (CAA), Australian Council of Aid to Refugees (Austcare); and the OSB

(Kilby 2014: 39). It had a simple objective in 1965: The common objective of all members is to work for social and economic justice, to respond to human needs and to help produce conditions through which people can realise their full potential as human beings (ACFOA 1965).

Having WUSA in ACFOA was seen by John Crawford (and possibly others) as a way of keeping the University sector (only eight universities in 1960) involved in thinking and research on Australia's overseas aid program. There was no government agency for international development then; a small aid branch within the Department of External Affairs looked after Australia's contributions to the Colombo Plan. An article in Tharunka (the University of NSW student newspaper) pointed out that WUSA had close links with the UN unlike most other organisations then.

WUS enjoys fruitful co-operation with the Food and Agriculture Organisation of the United Nations (FAO) in the field of student nutrition, with the World Health Organisation (WHO) in the field of student health, with the international Labour Organisation (ILO) in the field of co-operative enterprise, with the United Nations High Commissioner for Refugees on student refugee problems, and with the United Nations Educational, Scientific and Cultural Organisation (UNESCO) on a variety of concerns relating to higher education (Tharunka 1963).

In March 1971 ACFOA's Executive Director, Brian Hayes, who had done a great deal to put it on the map, unexpectedly died and Brendan, an Executive Member, was asked to take on the role in an interim capacity. This involved a move to Sydney where the office was co-located with the Australian Council of Churches (ACC). This was a chaotic but very fruitful time for discussion and debate about Australia's role internationally. Brian Hayes had been a great advocate for 'Development Education' which he believed was the only way to get the general public

“ The common objective of all members is to work for social and economic justice, to respond to human needs and to help produce conditions through which people can realise their full potential as human beings (ACFOA 1965). ”

to understand the causes of inequality and the need for aid and that the Government needed to support it if its aid program was to have any public support (Kilby 2014).

Enter development education

Meanwhile at the student level, a different type of initiative was taken by a member of the ASCM Executive. Tony Della Porta, urged all to read an important article of the day by Ivan Illich, 'Outwitting the Developers' (Illich, 1969). This article was later published in many collections of Illich's work as 'Outwitting the Developed Countries'. Overseas Service Bureau (OSB) founding member Herb Feith, as a result of reading the article, invited Illich to Australia and got to know him (Purdey 2011, p.324).

Tony managed to persuade ASCM and WUSA and even the Freedom from Hunger Campaign to support a new organisation, Students Involvement in Development (SID) which later became International Development Action (IDA) with a much more radical approach involving students looking critically at some of the impacts of Australian aid to Indonesia, Papua New Guinea, Fiji and the New Hebrides. Its best-known publication was *Fiji: A Developing Australian Colony* (Rokotuivuna et al 1973). A link with SCM by the Chaplain of the University of the South Pacific, Rev Akuila Yabaki, enabled a close collaboration between Fiji and Australian students and volunteers. The book was launched in 1973 with a speaking tour of Australia by three of the Fiji



At the meeting of the General Council of the Universidade Nacional Timor-Loro Sa'e (National University of East Timor) with colleagues from the Community Development Department

students organised by IDA (Narsey 2016). It was then used for decades by the Nuclear Free and Independent Pacific Movement and by lecturers at the University of the South Pacific, inspiring similar research by Pacific Island students during the 1980s.

Tony Della Porta himself was invited to represent students on the committee of the Joint Churches' new initiative, the Action for World Development program, led by the Australian Council of Churches (Protestant and Orthodox) and the Catholic Bishops Conference. Its main activity was a series of parish level study groups on poverty, inequality, trade etc. organised by the Catholic and Protestant Churches of Australia (Mitchell 2015). It eventually became a separate organisation, Action for World Development (AWD) under Vaughan Hinton of the ACC and later Bill Armstrong of the Catholic worker movement. It became a member of ACFOA in the early 1970s but had no aid projects at all! It worked for ACFOA's objectives solely in the education and advocacy fields.

In Canberra in 1973 the WUS office hosted a group called Development Action, which announced itself in Woroni in the following manner:

“ To my great surprise, our two weeks orientation in Geneva was organised by a Brazilian group led by the well-known Brazilian educator Paulo Freire. ”

“World University Service Australia is providing us with an office in Childers Street for a Resource Centre. Community Aid Abroad, Action for World Development and International Development Action and Third World First are providing the books and handicrafts. We will be stocking everything from Illich and Freire, to Helder Camara. We hope to open the Resource Centre two afternoons a week. Needed: Volunteers to man it. Mean while – a research project into coffee (the biggest single commodity after oil) and the international economics of it. How much does the grower get out of what you pay for a jar of coffee? Where does the rest go?” (Woroni, Feb. 1973).

While IDA was engaging students with exploring Australian aid and investment in the Pacific, I was in London working for the 'Europe-Africa Project' of the WSCF, on an internship, funded by the United Presbyterian Church of the USA doing similar work looking at European impact on Africa with a strong focus on the Portuguese colonies. To my great surprise, our two weeks orientation in Geneva was organised by a Brazilian group led by the well-known Brazilian educator Paulo Freire. His ideas had a powerful impact on all of us Interns and I could see the close link with what the ACFOA Education Unit was trying to do in Australia. Fortunately, I was in Canberra in January 1973 for the Conference (organised by Brendan O'Dwyer, and the ACFOA Development Education Unit), held immediately after the election of the Whitlam Labor Government after 26 years of Conservative rule, which really put ACFOA on the map as a policy and lobbying organisation. It was a most dynamic conference.

I was also in Australia when Paulo Freire made his only visit there on his way from the 1974 Wai-gani Seminar at UPNG (Freire 1974), to the Pacific Conference of Churches seminar on Education for Liberation and Community in Fiji (Freire 1974a). After a packed public meeting in Melbourne, a large residential gathering at a conference site outside Melbourne was organised by the ACC's Cliff Wright who had met Freire in Geneva and invited him to Australia. Many of the ACFOA affiliates were present, including the staff of the Education Unit, Teachers' Unions, and a broader range of people including Communist Party members. Its unusual opening session was chaired by ASCM's Sally Gibson. Participants were given an opportunity to introduce themselves and their interest in the Conference. This enabled Freire to get a sense of the audience and

“ Development education deserves a separate article looking the forms it took, ... ”

introduced participants to each other. One person who identified as working on a Poverty Investigation was quietly asked by Paulo how much of her time was devoted to “the Rich” as it is hard to understand “the Poor” without knowing the role of “the Rich”! In many ways this conference's style became the prototype for later conferences organised by the ACFOA Education Unit under Brendan O'Dwyer's leadership.

Later in 1974 the President of the National Union of South African Students, Neville Curtis, escaped his banning order in South Africa and sailed clandestinely to Australia. The President of NUAUS (now just AUS) went to meet him and facilitated getting a visa for him, and employment by the ACFOA Education Unit to run an educational campaign about Apartheid and South Africa generally (O'Dwyer 2007). IDA had already done a study on Australian economic ties with South Africa which proved useful

background information for the new campaign (Noone 1973). A third member, Kate Moore, who had worked in the WUSA office, joined them and for a number of years this dynamic team organised a number of educational events and publications and did advocacy work. Kate became involved in women and development issues in the lead up to International Women's Year Conference in Mexico City in 1975 which she attended. Gender issues was an example of a field where Development Education had a profound impact later on development practice in almost all countries as a result of the UN's Women's Decade.

Development education deserves a separate article looking at the forms it took, how it interacted with and later became overwhelmed by 'Development Studies' as an academic specialty and how it relates with similar discourses, Peace Studies, International Studies, Service Learning and Non-formal Education and Informal Education, all of which spun off in Australia from the ideas expressed in the 1973 ACFOA Canberra Development Education conference, the 1974 Conference with Paulo Freire and subsequent conferences organised by the ACFOA Education Unit. The Australian Labor Party was in power in the early 1970s and WUSA and ACFOA saw many of their ideas, such as the withdrawal of troops from Vietnam and the ending of Conscription, the establishment of an autonomous Aid Agency separate from the Department of Foreign Affairs, the aspiration to achieve the 1% target in aid and the removal of many restrictions on work by women, become Labor Party policy and eventually Government policy.

A case for a new WUSA today?

Many years later, when teaching International Community Development at Victoria University, to students from a variety of cultural, economic and national backgrounds, I lamented to my colleague Dr Charles Mphande that there was now no organisation specifically for students, to link them with

their counterparts in neighbouring countries and learn from their experience before embarking on theoretical and practical studies about development, which WUSA had been in my days as a student. To my surprise he said, yes, he really thought WUSA should be revived in Australia as participation in it in Malawi had been an important part of his education. Fortunately, Charles is also a contributor to this volume on the relationship in WUS between Malawi and Canada. My own recent work has been in Timor-Leste where a new form of people-to-people organisation exists, the Friendship City (as opposed to a Sister City which is a proprietary term) where groups of people link at a municipal level and Australians provide assistance, advocacy, education, information, logistics etc. requested by the people in their Friendship municipality.

A new WUSA could become a framework for this sort of activity at the student level. With internet, zoom and other new communications links the technology of international co-operation is not difficult. More difficult, however, would be the challenges of a national structure in a federal country like Australia that now has a great diversity of forms of higher education that currently are being pressured by the national government to tailor their emphases and courses for students more singularly to the needs of the economy.

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From South Africa to WUS Geneva. Reflections, 1969 to 1982

Clive Nettleton

I remember my first contact with WUS in Geneva in 1969. I was the Acting President of the National Union of South African Students and had attended the World Assembly of Youth in Liege and visited Scandinavia and London. Geneva was the last stop before I went back home.

I remember that this was a difficult time with WUS and IUEF at loggerheads over support for projects in South Africa. After meetings with both organisations, who were not talking to each other, I suggested and we agreed that they would support different projects.

I remember coming back to Geneva at the end of 1971 to seek funding for the Open School, a new project I'd started to bring black and white students together. Later this project was taken over by Colin Smuts and was closely involved with students from SOWETO, with some of the leaders hiding out in its offices (Colin Smuts passed away in 2021).

I remember meeting Richard Taylor when he visited South Africa in 1977. WUS was supporting "People's College", an educational supplement to "Weekend World", the largest paper aimed at a black readership, which was read by over 3 million people.

I remember that when Richard left our offices, there were at least six security police positioned at various points in the street ready to follow him wherever he went next. Of course, they must have known his destination, but intimidation was the name of the game.

I remember being served with a banning order at an international conference on education held at Wits



University in May 1978. "The World", its editor and my colleague Dave Adler and many others were also banned or detained.

I remember deciding to leave South Africa on an exit permit and go into exile in 1979. We left the last day that Maryke, my wife, who was 34 weeks pregnant, was allowed to travel.

I remember arriving in London on 6 March 1979. Tad Mitsui, then Africa Secretary at WUSI, was there to meet us. Apart from checking that we were okay, he told me that he was leaving WUS and asked if I'd be interested in applying for the post. I said that attractive as it was, it wasn't the right time.

I remember Richard Taylor phoning me a few weeks later to say that the person they'd appointed had decided not to take up the position and he wondered if I'd be interested. I was having difficulty deciding what to do, so it seemed, on the second time of asking, to be worth a shot.

“ And there were the rules prohibiting having a bath after ten o'clock ... ”

I vaguely remember the interview in the WUS offices in north London, but more my surprise when I was offered the job, which I accepted with alacrity.

Joining WUSI in Geneva

I remember visiting Geneva in June. But before I got there, I had a problem: I'd left South Africa on an exit permit which allowed me to depart but stated that I would be charged with leaving illegally if I returned. I entered the UK with a letter from the UK Home Office stating that I had been cleared to enter, but now I had no other travel document. Hence, I had to go the Home Office in Croydon, south of London, to get one, and it was only then that I realised that I was entitled to a refugee convention travel document, which was issued within a week. Things were certainly different in 1979.

Armed with my Refugee Convention Travel document I headed for Chemin des Iris. I was warmly welcomed by all the staff and was struck by the range of nationalities of my new colleagues: English, Swiss, Sri Lankan, Chilean, Guatemalan not to mention my Japanese Canadian predecessor Tad Mitsui who was going to be a hard act to follow. Over a couple of days, he took me through all the projects, procedures and donors. I hoped I'd remember half of it.

I remember setting off for Geneva a few weeks later in our Volkswagen Golf packed with our possessions. I'd never driven in Europe or on the right-hand side of the road. I'd also agreed to pick up Richard at the airport in Paris where he had been attending a meeting. So, it goes when you're young.

I remember finding Richard without a problem and setting off for Geneva in the late afternoon. Somehow, we got lost crossing the Jura and ended up drinking coffee and eating croissants at a transport café outside a small town in France 100km south of Geneva at around 6am. We decided not to join the truck drivers in a quick shot of cognac.

I remember arriving in Ferney Voltaire where I was billeted in the local Novotel while waiting for Maryke to arrive with our infant son Gregory, who had been born in April. We found accommodation a couple of weeks later in a woman's residence where rooms were let out for the summer vacation.

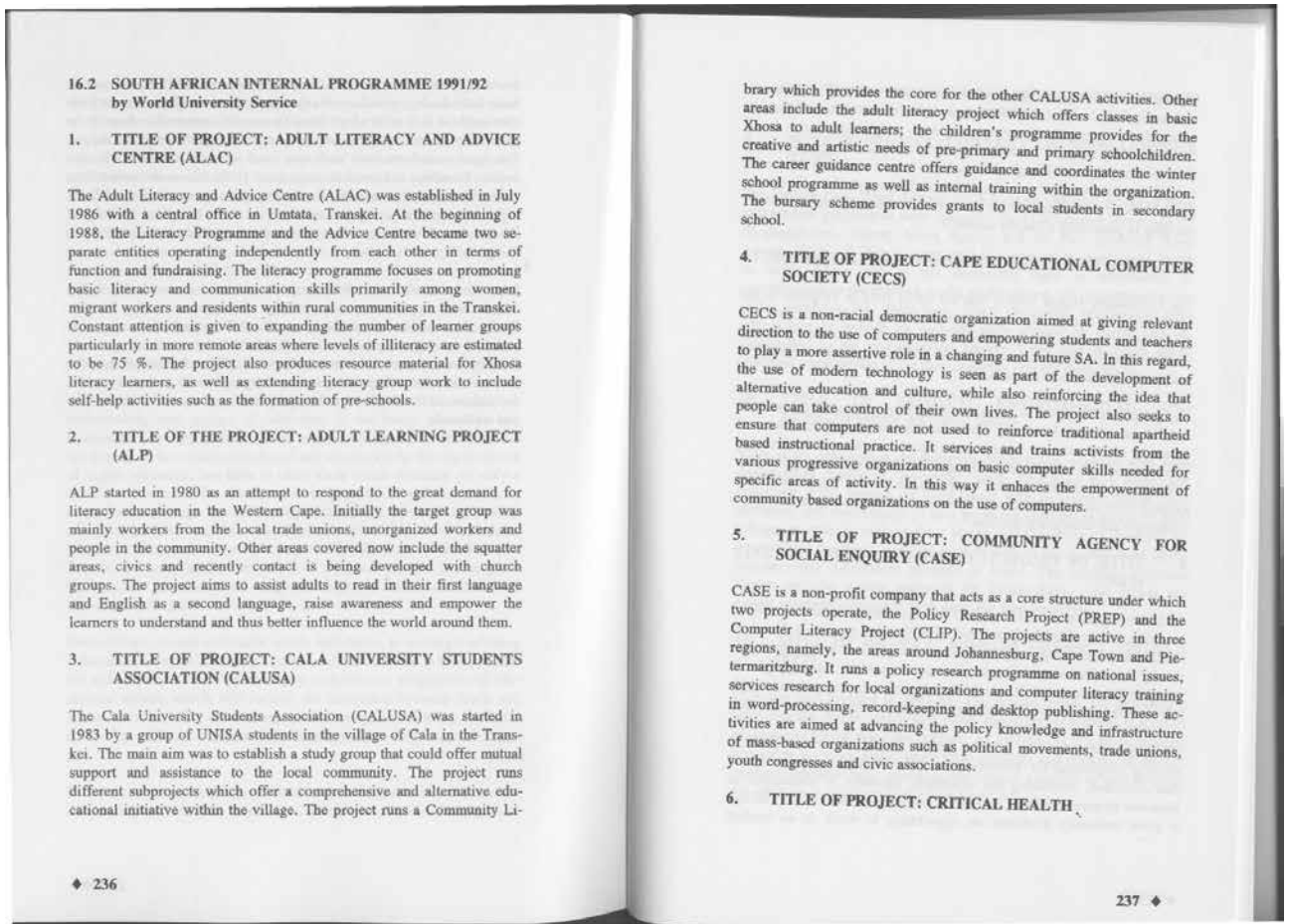
I remember having to go through a lot of bureaucratic procedures to register with the authorities including being tested for TB.

I remember the legendary Lo, who had been with WUS for fifty years, using her contacts to find us a wonderful apartment across the road from the villa a couple of months later. Libby Visinand helped with various things, though she made it clear that we'd have to get ourselves organised. Tough love!

I remember that Geneva and the WUS office felt distinctly old fashioned. For about the first year I was there we were still paid in cash, going down the corridor to collect our envelopes with the money and payslips. Maryke paid the rent in cash; the postwoman knocked on the door once a month to pay her the child benefit in cash; and the supermarket would only accept payment in cash. And there were the rules prohibiting having a bath after ten o'clock and not making a noise at any time.

Working for Southern Africa through WUSI

I remember that it felt wonderful both to be part of an international organisation with colleagues from so many different places, and to work to support a range of organisations and students in South Africa,



WUS Education programs in South Africa 1980s-90s

and students in Zimbabwe and Namibia as well as many in exile in a wide range of countries.

I remember visiting Southern Africa a few months later to meet with the WUS Committees. Because I couldn't land in South Africa I flew from London to Lusaka and then on to Swaziland, Lesotho and Botswana without touching down. Over the next couple of years this was to be a familiar routine and I scheduled meetings in Gaborone with people from the organisations we supported in South Africa and with others with new programs.

I remember meeting Stan Mudenge, a Zimbabwean exile in Lesotho who'd been WUS International President from 1978-80. A strong supporter of the Black Consciousness Movement in South Africa, he was politely hostile to me. Later he was the UN Amba-

sador and then Foreign Minister in the increasingly dictatorial Mugabe regime.

I remember meeting John Daniel, a friend and former President of NUSAS who ran the WUS refugee scholarship program in Swaziland. He warned me that Craig Williamson was a spy, confirming similar warnings I'd had from other old NUSAS friends in the UK. Richard and Tad were keen for us to maintain the good contact with Craig, but I was cautious and only met with him once a few weeks before he was exposed. At that meeting I said that WUS was committed to working openly with organisations in South Africa and that IUEF could handle programs underground and with the liberation movements abroad.

I remember sitting on a plane en route home from a trip to Kenya and Rwanda in early 1980. We stopped to pick up passengers in Kampala and someone left a copy of a Kenyan paper on the seat next to me. On the front page there was a story, just a paragraph long, about a South African spy having been exposed in Geneva. No details, but it had to be Williamson. By the time I got back to Geneva after a stopover in London for a day, the Williamson story was all over the papers.

I remember that there was obviously some concern amongst the donors, particularly the Scandinavians, that I might also be a spy, and at least one suggested to Richard that I should be dismissed. Without telling me about it Richard refused and a month later accompanied me on the annual visit to the donors.

New programs, new challenges

I remember that things settled down after that. I kept a low profile and carried on with the administration of the programs. Talks began with the Scandinavians about our taking over the IUEF scholarship programs for African and Latin American students. When it happened, it vastly expanded WUSI's programs and finances.

I remember working with Gail Hunter and some consultants to develop a system for managing the program. She was far more competent than me.

I remember going to the 1980 WUS Assembly in Managua, an extraordinary event in the newly liberated country. Dominated by the Latin American committees there was a feeling that despite the advent of Reagan and Thatcher things were changing, symbolised by Zimbabwe and Nicaragua. But there was tension and the election of Klavs Wulff, a Dane, as General Secretary was bitterly opposed by the Latin Americans and was at the root of many subsequent problems.

“ *Dominated by the Latin American committees there was a feeling that despite the advent of Reagan and Thatcher things were changing, ...* ”

I remember that beyond the Assembly four of us played tennis one afternoon. We lost hopelessly which was hardly surprising as my racket was slightly warped and Ray Weedon on the other side had played in the Davis Cup and at Wimbledon.

I remember that I had to go with two African delegates to get American visas for their return journeys. They'd been allowed through on their way in, but had been told that they needed visas to return or the Nicaraguan airline wouldn't carry them. The visa for the Swazi delegate was no problem but, we were told, the Zimbabwean, Time, would have to wait a month. That was pretty well impossible, so we went to catch the plane and I managed to persuade them to let him on the plane. In the queue in Miami, I stood behind him and, when his turn came, there was a long discussion. Eventually he was allowed through accompanied by a police officer. Time was a large man who'd played rugby and hockey for Zambia while in exile. The police officer was a small woman, about 1.6m tall. What, I wondered, would have happened if he made a break for it?

I remember that there were considerable changes after Klavs took over. With his background in WUS Denmark and six years in Lesotho, he was far more interventionist in the programs, particularly in Africa and in relations with donors, particularly in negotiating the transfer of the IUEF program. But he left the internal programs to me and made sure that I was kept informed and we got along very well travelling together in Africa and Europe.



WUSI Simon, Marco and Clive in Columbo 1980

I remember that in early spring 1982, Klavs returned from a visit to Canada where he met Henry Muradzikwa, a Zimbabwean member of the Executive Committee. Both Henry, supported by the other African representatives, and Janis Kazaks from CIDA were insistent that Klavs should ask me to leave before the 1982 Assembly in Harare.

I remember meeting with Klavs for a coffee after lunch in the garden of the café behind the villa. He explained the problem and asked if I would leave before the Assembly rather than staying on to the end of my contract. I was shocked but eventually said that I would only make a decision if we could meet with the African representatives.

I remember that we met for two days going round and round the issue. Eventually I'd had enough and asked whether this was really just an issue of race. They agreed that it was and it was clear that we could never get past that. So I agreed to resign and leave by the end of June.

I remember that Klavs did three important things in recognition of what had happened. First, he asked me to attend the Assembly and contribute to a workshop which was being held. Second, he organised a wonderful farewell party in the garden at the villa at which I was given two Crueset pots which I use to

“ *It was a real lucky break that took me to Geneva and it remains a high spot in my career and life.* ”

this day, a reminder of what was a highlight of my work in education, human rights and development. Finally, as these things happen, Klavs asked me to join Iain Wright, the former President to conduct a survey in January 1983 of education in the Maldives for a potential new project. A real hardship to end my involvement in WUSI.

I remember many of the people I worked with in Geneva and have kept up friendships with quite a few and am in contact with others. It was a real lucky break that took me to Geneva and it remains a high spot in my career and life.

With apologies to Denis Hirson, George Perec and Joe Brainard.

WUS community development projects in South East Asia in the 1970s

Robin Burns

While WUS International originated in relief work following World War 1 and again during and after World War 2, significant changes from the late 1950s led WUS into a wider role. Its membership expanded especially in the so-called developing world as colonial regimes fell, and the relationship between higher educational institutions and the needs of the wider community came to the fore. At first the focus was on student welfare, and the WUS projects in the two countries discussed here (Indonesia and The Philippines) supported health clinics, textbook provision, accommodation and other on-campus facilities.

“*...in 1968, the winds of change started to blow in WUS.*”

In 1968 student dissatisfaction with old structures and courses spilled onto the streets. Dr. Filemon Tanchoco wrote in the introduction to a WUS sub-regional workshop on community development held in The Philippines in 1972 that “...in 1968, the winds of change started to blow in WUS. It started with the French WUS Committee which was very much involved in student movements...They started to question why WUS should concern itself merely in things that were of the students’ world...In fact WUS was one of the first organisations to talk about the social role of the university...” (‘Rethinking “community development”. Report of the First Asian Sub-Regional seminar-workshop on community development’. The Philippines, 2-10 May 1972, WUS 19/29/A - no. 2526). The 1968 WUS General Assembly at Leysin, Switzerland, named three theses defining WUS concepts of the university community

that should be given priority in the determination of the Programme of Action:

1. The university derives its existence from its service to Society. Therefore, the university community must be involved directly in the problems facing society today, problems which are becoming increasingly urgent and complex, and the curriculum of higher education must be adapted to the needs of the community that surrounds the university...
2. Without impairing its national character, the university has definite international obligations, which are based on the universality of the methods of scientific enquiry and of the knowledge derived from it...
3. The essence of the institution of the university is academic freedom. This contradicts in no way the social conscience of the university; on the contrary, we believe that the spirit of academic enquiry is one of the contributions which the university community makes to society. (WUS document 1/5/A – 1962, issued on 8.VII.68).

An approach to shaping the university’s service to society was for some governments to require students to participate in community development projects in order to qualify for graduation. The two WUS projects described here had links to those requirements, initially for Indonesia, later for The Philippines. WUS played a significant role in the de-

“*The essence of the institution of the university is academic freedom.*”



Work on the pipeline, Project Manisrenggo, Indonesia 1973

velopment and management of the activities and in obtaining WUS international funds towards to their implementation.

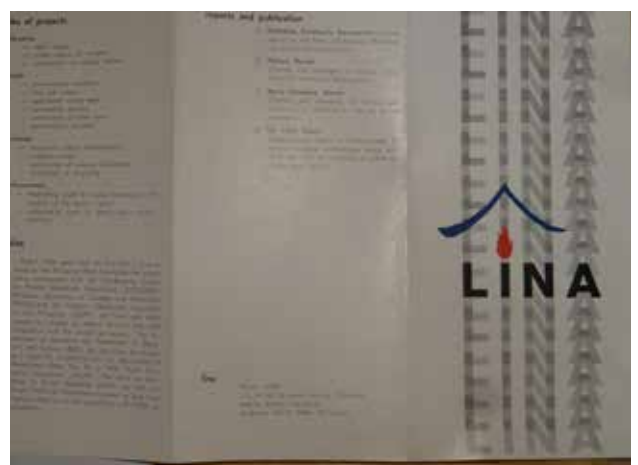
Rural Community Development Project, Manisrenggo, Indonesia

The project was located in an extremely rugged area 45 km from Jogjakarta, Central Java, at the foot of active volcano Mt. Merapi, with 20,000 inhabitants in two village clusters. The area had been surveyed three times by the government, first in 1951, to introduce a permanent water supply, but no action followed. It was an area of limited resources and subsistence agriculture. Following a survey by the Department of Community Development (BIPEMAS) at Gadjah Mada University an ambitious three-year project was developed. The water supply was central to this and Anton Soedjarwo, a final year engineering student with prior experience with a similar project, drew up the system designs. WUS was a partner with Gadjah Mada for project implementation, under the aegis of the national Ministry of Education and Culture. WUS's role was facilitated by its national chairman, Koesnadi Hardjasoemantri, who was the Secretary to the Ministry of Higher Education (within Education and Culture).

Anton and five fellow students spent an initial 10 months living in a headman's village to gain their

trust and co-operation and to design the water system, a challenge both to bring in materials and to overcome the rough terrain. They brought their own food so were not a strain on meagre local resources. When Anton showed me the project in 1973, the main system was in place, water flowing from two reservoirs first via concrete and then bamboo pipes to half the villages. There was a weekly rotation of 6 student assistants and local participation throughout. Anton was aware of a persistent problem with such projects, maintenance of the installation.

He therefore designed as simple a system as was compatible with effectiveness and durability, and through their participation, helped the villagers gain the skills to continue after the students withdrew. Although the pipeline system was not complete, the next phase, improving food supply, began just after my visit when Anton released thousands of fishlings into ponds created by the new system. There was also enthusiastic talk about new, marketable crops. Such projects bring their own problems, one being education for and access to marketing, and the inevitable issue of improved transport leading to villager exodus. The student presence had led to increased school participation and the system freed children from long hours carrying water; would the youth stay? Despite evaluations of the conduct of the project, I have not seen any evaluation of the student



Brochure outlining project LINA, Philippines



Filemon Tanchoco, Lydia Bautista, Teresita Cervania, Ruth and Robin Burns at Philippines WUS, Manila, 1977

experience, nor of the further stages. However, it was an impressive example of sustained university-community development co-operation.

Project LINA, The Philippines

This project, originally known as Operation LINA, began as a youth-to-youth program, university-based, with the long-term goal of helping to promote social justice in The Philippines. It was launched in 1970, sponsored by Manila Central University and the Philippines Youth Coordinating Council. In 1969 there had been considerable political unrest in The Philippines. The Madras WUS General Assembly in 1970 stressed service to the people by the student community. And with WUS active amongst Filipino students, it soon became involved in Project LINA, obtaining finance for this from WUS Canada.

Documents and discussions I was able to have with WUS Philippines colleagues from 1970 onwards reveal an ambitious project, intended to be nation-wide, and with a focus on seminars/workshops to discuss the underlying philosophy and aims, implementation and evaluation. The overall aim was to bring about social justice through community development; provision of opportunities for concrete and realistic involvement of active students in a continuous search for relevance and meaningful ex-

“ The overall aim was to bring about social justice through community development ... ”

perience, and motivation of barrio people to involve themselves in activities to improve the conditions of their own lives and the community as a whole. Volunteers were trained before deployment to projects in education, health, livelihood, self-government and more. Research-action was its main approach.

A guiding force was the late Dr. Filemon Tanchoco (Ting), Vice-President of Manila Central University, WUS Philippines chairman and WUSI chairman until his death in a car accident returning from a project in 1977. On a visit just before that event, I met student participants in LINA health projects and have a lasting memory of one young dental student excitedly describing how much more careful one had to be when having to foot-peddle in order to operate the dental drill. The young team continued Ting's work with Project LINA until I lost touch and I suspect political events in The Philippines under the late Marcos regime affected the ability of universities to continue such work. Both projects stand out to me as prime exemplars of the community development phase in WUS and I was privileged to see them at work.

Reflections on working with WUS UK in the 1970s

Alan Phillips

In May 1973 I joined WUS UK in my mid-twenties. I had been the sabbatical President of the Students' Union at Warwick University during the heady late sixties which was followed by three years' experience of working as a systems analyst in a large global company. I had no experience of working in an NGO, even one as small and financially vulnerable as WUS UK. Its three full time staff and four part time staff were based in a little, run-down office in Tottenham, London. I suspected that I was offered the job of General Secretary by the Executive Committee as a more experienced person would have asked about the imminent ending of WUS's scholarship program with a consequent major decline in its income.

The Chairman, Barbara How, was remarkably supportive, but the Executive members had little NGO or management experience and were unable to offer strategic direction and management support that with hindsight would have been so valuable to me and the organisation. Nevertheless, the energy and commitment of colleagues carried along our work on the crest of a wave.

At the outset, I set off to spend a couple of weeks travelling to and speaking with some of the core student and staff members of WUS in Scotland and Wales to hear their views. I remember their commitment to social justice, their hard work in fundraising but also the bonhomie in the pubs together after work. I was full of enthusiasm as we explored new avenues of practical work together for University students to combat the colonial legacies of apartheid and global injustice.



The Chilean Refugee Program

On 11 September 1973, four months later, the horrific coup took place in Chile. I was approached by Alan Angell, a young academic from Oxford who was the secretary of an informal group of academics, calling itself Academics for Chile. They knew of WUS UK's good reputation in universities for supporting refugee students dating back to its work with Hungarian students (1956) and Czechoslovak students (1968).

Despite the severe reservations of my predecessor, who thought that there would be little interest in Latin American refugees in the UK and even less money, the Council agreed to create a Chile Refugee scholarship program. This was a high-risk decision for WUS, my predecessor was in some ways right, but WUS needed to uphold its principles and take risks or it would wither on the vine.

Within 4 months, despite an unhelpful if not hostile Conservative government, WUS and its local constituency had raised an astonishing £39,000 for Chilean refugee students (ten times this in 2020 values).

This demonstration of the practical public support given by universities was an important factor in my lobbying of officials, political advisers and ministers in Whitehall and Westminster; this was reinforced by the press and letter writing campaign we instigated to persuade the new Labour government to fund the WUS Chilean refugee scholarship scheme. In July 1974 we finally succeeded and secured a one-year grant from the British Aid Ministry of £175,000.

“ Our work was under close surveillance by both the UK and Chilean governments ... ”

The whole of 1974 was unforgettable, we often worked throughout the week and weekends - frequently 12, sometimes 15 hours a day – to create a sophisticated and effective international scholarship program going well beyond offering scholarships to those already in the UK; we wanted to reach out to those in prison and in danger in Latin America and bring them to the UK. I have great memories of the team-work with Christine Whitehead, John King, Liz Fraser, Pauline Martin, and Tom Shebbeare in 1974, who played a crucial role in developing the successful operational program. This was as challenging as any human rights work in my life, it was literally vital. Our work was under close surveillance by both the UK and Chilean governments, yet we needed to communicate across continents with individuals who were often in hiding without emails, the internet, or even fax machines while phone lines and letters were easy to eavesdrop or open. Eventually many hundreds of individuals and their families escaped from danger to study in the UK. Much of this was due to the brave work of people like Ricardo Lagos in Chile.

As the Chile program developed, I needed to conduct a delicate balancing act between politicians, civil servants, academics, local activists and Chile human

rights campaigners to ensure that the program was sustainable. One of my minor triumphs was to persuade Dudley Seers, a development guru who had established the Institute for Development Studies (IDS) at Sussex University to become Chairman of our awards committee. He was extraordinarily effective and became a wonderful personal mentor in this challenging work. A decade later, I persuaded him to chair the Latin America Committee of the British Refugee Council where once again he interlinked human rights and development in practice.

Extending the refugee program to Africa

WUS UK's reputation for development work for Chilean refugees made it comparatively easy for me to fundraise for a substantial scholarship program to support Ugandan (1977) and then, despite strong Foreign Office objections, to create a program for Ethiopian/ Eritrean (1978) refugee students, some of whom were still in East Africa. In developing both programs speedily, we learnt much from the successful Chile program, but it did mean creating new networks both in East African and among African academics in the UK. There were challenging and sometimes too interesting visits within Africa, including one to Addis Ababa during the “Red Terror” in 1977. This was to persuade the British Ambassador to end his objection to our refugee program. I was glad to have returned successfully.

WUS (UK) helped fund SACHED, a dynamic South African educational organisation working in pioneering and courageous ways to circumvent apartheid. They educated me about the harshness of apartheid

“ WUS (UK) helped fund SACHED, a dynamic South African educational organisation working in pioneering and courageous ways to circumvent apartheid. ”



WUS UK staff 1976

taking me to education projects in Soweto when I stopped off in Johannesburg on my way to Rhodesia, still under the Smith regime. Here we supported WUS (Tad Mitsui, Dai Jones, Teddy Zengeni) build up the small University scholarship program for impoverished black students with WUS UK funding over 600 students at the University of Rhodesia/ Zimbabwe transforming the campus to a majority black student body.

Further expansion: a new office and new activities

A major focus for 1977 was to bring together WUS's disparate small offices and create some synergy between staff. Eventually, we were able to move out of its inadequate small office in Tottenham and buy a fine, rundown building at 19-20 Compton Terrace in Highbury at a bargain price. Over the next year we renovated the building and the central heating so that we did not need two layers of jumpers in the winter!

“ A major focus for 1977 was to bring together WUS's disparate small offices and create some synergy between staff. ”

WUS worked where it could with other like-minded NGOs. One of these was the Society for the Protection of Science and Learning (SPSL) - an academic NGO - that had played a crucial role in the 1930s helping many Jewish refugee academics flee from Nazi persecution. I formed a delightful, personal friendship with their Secretary of 40 years, Esther Simpson. She wanted to retire, while SPSL needed a new direction. I remember a meeting with Iain Wright (WUS UK Chairman), Lord Ashby and Lord Kahn (the Chairman and Treasurer of SPSL) in Kings College Cambridge where WUS agreed to give SPSL (renamed CARA today) office space and suggested that our Liz Fraser should act as their secretary. It was a highly successful compact, and it's so good to see that today the "Council for At-Risk Academics" (CARA) still plays an important role.

Now that WUS UK had a capable team, strong funding and good quality programs, we were able to use our experience and resources to influence other agencies including Oxfam, Christian Aid and even the UK Home Office on refugee policies and practices. By 1981 WUS had helped close the British Council for the Aid to refugees and create the new British Refugee Council.

I also enjoyed getting back to campaigning for the right of refugee students to receive grants without

“ By 1981 WUS had helped close the British Council for the Aid to refugees and create the new British Refugee Council. ”

waiting 3 years for residence. Although the 1979 election stopped the proposed legislation the new Conservative government accepted our proposals in 1980 making it a fitting time to leave WUS.

Working for WUS transformed my understanding of human rights and development in many practical ways. It showed me how it is possible for an international organisation composed of committees both in the affluent North and the impoverished South to form genuine partnerships and ensure that there was effective participation even though, as ever, the organisation was open to manipulation by shrewd political operators. Although I had no planned career path, I was able to move on from WUS to help set up the British Refugee Council in 1982 (BRC), then I continued onwards to Minority Rights Group International in 1989 for over a decade combatting ethnic discrimination as a major source of social injustice and one of the causes of conflicts and refugees. I was nominated by Robin Cook to be the UK expert at the Council of Europe, with responsibility for monitoring the application of minority rights law in 39 countries of Europe. Today the wheel has turned full cycle now that I have retired. I am working with academics to understand how the WUS and BRC programs gave agency to refugees and what the implications are for future refugee programs.

“ Working for WUS transformed my understanding of human rights and development in many practical ways. ”

International WUS assemblies from a UK perspective, 1973 to 1981

Alan Phillips

The WUS International Secretariat gave me a warm welcome when I joined WUS UK in 1973, inviting me to attend the International Executive Committee meetings in Geneva as an observer. The International Executive Committee was elected at the biannual International Assembly, tasked with taking the major decisions between Assembly meetings. It was effectively the governing body that advised or instructed the Secretariat although the Assemblies remained sovereign. These meetings gave me a good insight into what was happening globally but also an opportunity to meet the Executive and the Secretariat formally during the day and informally over fondue dinners in the old city to build up trust and to discuss ways of working together.

“ *Genuine partnerships were created between committees in the North and the South that were not beholden to the Western donors.* ”

Early on WUS International offered to support the WUS UK Chilean refugee scholarship program with 20 scholarships from SIDA funding, but once we had attracted UK aid-funding, we all agreed that the funding could be better spent on Chilean refugee students elsewhere. It set the tone of how WUSI and WUS UK worked closely together in practice supporting each other's programs. Over time, WUS UK gave much more financially to WUS International program but we gained from being part of a truly participative movement. Genuine partnerships were created between committees in the North and the

South that were not beholden to the Western donors. There were disagreements from time to time, as there always will be, but there was much good will and mutual respect engendered by the international secretariat, in particular Nathan and Richard Taylor.

Attendance at the Munich General Assembly, 1974

My first major international involvement was attending the International Assembly in Tutzingen, near Munich, in the summer of 1974. I had dragged myself away from the London office where we had been working very long hours to initiate our major program for Chilean refugee students. I joined two other colleagues on the WUS UK delegation, Michael Payne my predecessor and Barbara How the WUS UK Chairman, who were probably twice my age, but we worked well as a team. They were old hands with a depth of experience of WUS International Assemblies, which I found invaluable as a newcomer. I had never before worked in a global non-governmental organisation, while I was uncertain how welcome we would be with everyone being familiar with the British imperial and colonial tradition. Occasionally I was teased about this, but never with malice and always as a WUS colleague sharing many common values.

My first mistake in Munich was allowing myself to be nominated to the Recognitions Committee that reviewed the credentials of national committees and delegates to see if they were entitled to vote, stand for the executive election and have their costs paid for future assemblies. Although there were objective criteria, it was “a can of worms”. The procedures

“ I was blown over by the warmth and hospitality by the local committee ”

were immensely time consuming, while considerable pressure was being placed on members of the committee by some delegates to accept or reject particular delegates or committees. It was work that needed to be done, but I vowed never to be involved again. The politicking at the International Assemblies for recognition and for election to the international Assembly could be intense, therefore as an employee of WUS UK it was best left to others. The tensions continued throughout the 70s as the large WUS committees with hundreds and sometimes thousands of members, including WUS India, Sri Lanka, The Philippines, Canada, Germany and UK had as much say as a new group of half a dozen people with no substantial activities. It came to a head at the Nicaragua Assembly.

The recognitions committee work left me so exhausted that during the remaining time in Munich I tried to relax, listen, learn and catch up with sleep. Throughout the discussions in the Assembly there was a recognition that, worldwide, there needed to be a deeper social commitment by all institutions of higher education in the wider society. WUS's role was to be a catalyst or an exemplar of this. I remember little of the detail of the Assembly itself, though it was the last for the highly respected Nathan and the first for Richard Taylor as the new International General Secretary. It was time well spent though as I learnt much from the other delegates, particularly those from Africa, who encouraged WUS UK to pioneer new programs in partnership with them.

“ WUS's role was to be a catalyst or an exemplar of this. ”



At the Manila Assembly 1976

On to the Manila General Assembly and beyond

The Manila Assembly took place in 1976 which I attended with two other WUS UK delegates, Iain Wright – who became the WUSI President in 1978 – and Sally Whittal, a student volunteer. There were 59 representatives from 23 countries. It was a one-week Assembly that made a firm commitment to refugee scholarship programs that were central to WUS UK's work. They were seen as an important way of protecting and promoting human rights, recognising that acting against discrimination was promoting development in the fullest sense.

I was blown over by the warmth and hospitality by the local committee. Somehow, they managed to find the time and energy after the organisation of an exhausting Assembly to take me around to visit the educational and health projects that WUS Philippines and the volunteer students were implementing. The theme was social justice through community development. They were inspirational in their enthusiasm and commitment to social justice in their local community.

I then flew to join a WUS Workshop at the Chinese University in Hong Kong, I arrived a day late and just in time. I was followed in by a typhoon, my plane was



WUS International Executive Committee

the last plane in before the airport was closed as the city batted down for the storm. The Chinese hospitality was impeccable. I recall being mesmerised during one dinner by waiters filleting the bones from fish with chop sticks. WUSI events were such diverse cultural experiences inside the meeting room and outside when socialising.

Air fares were expensive in the 1970s which, with the complications of communications, made it important to squeeze as many activities and experiences in a visit to the other side of the world as you could. After the two-day workshop in Hong Kong, I flew on to Bangkok, where the WUS UK delegation was garlanded with flowers at the airport by friends from WUS Thailand. We went on to spend a fascinating week in Thailand with WUS students in Chiang Mai working on agricultural and education projects with impoverished peasants. I learnt how to sow paddy and understood what monotonous backbreaking work it was even for myself, a fit 29-year-old.

The 1978 Sri Lanka conference came at a time of a lull in the violent inter-ethnic conflict between the government and the Tamil Tigers. On the arrival of our delegation with Iain Wright (the UK Chairman) and Gail Miller (a student representative) it seemed such a peaceful country, with an extraordinarily rich cultural heritage. It soon became clear that acute

ethnic and religious tensions remained. One major cause of tension was the change in university education from English to Sinhalese, which effectively excluded many young Tamils. They had become easy recruits for the Tamil Tigers. The Assembly debates were as robust as ever, with a two-day workshop on “Rethinking Development” contesting the traditional approach of focusing on economic imperatives. Emphasised was the importance of lifestyles and the quality of life, the opportunities and risks of the transfer of technologies, alongside the protection and promotion of human rights and the need in the west to promote development education. WUS Sri Lanka had brought together a wide range of participants, Sinhalese and Tamil, from throughout the country for a superbly organised event.

My strongest recollections are taking a long holiday afterwards visiting WUS members throughout the country with Hilary (to whom I am still married). Their generosity of time and spirit – particularly in the isolated and marginalised northern Tamil city of Jaffna – was unforgettable. We were treated like royalty. We had a good friend in Sri Lanka in the late Professor Samaranayaka (Sam) – the Treasurer of WUS International – who even organised a three day stay for us on a tea estate near Nuwara Eliya so that we could see the vestiges of the old colonialism and (discreetly) understand the continuing exploitation of the tea estate workers by their new owners. We met many of the WUS Sri Lanka Assembly participants in our travels from Columbo to Kandy and from Trincomalee to Jaffna.

“ WUS was the first international organisation to be invited to hold a meeting in the country since the overthrow of the Samoja regime. ”

“ The second long-lasting memory was the magnificent Literacy crusade. ”

The 1980 Nicaragua General Assembly heralds change

In 1980 I had the privilege of travelling to Nicaragua. WUS was the first international organisation to be invited to hold a meeting in the country since the overthrow of the Somoza regime. WUS UK was represented by Robert Lee (the Chairman), Robert Kamasaka (a student representative) and me. Pauline Martin our Latin American regional representative and Iain Wright – elected in 1978 as the International President – also attended. It was held in the war damaged capital Managua attended by seventy delegates from 34 countries. It was a highly politicised conference coming soon after the Sandinistas had come into power; they were heady days of revolution and change. The Latin American WUS committees, including twelve newly formed committees, were determined to have much more influence over WUSI, initially contesting the appointment of Klaus Wulff as the new General Secretary. The progressive Rector of the University of El Salvador, Felix Ulloa, was elected as the President of the WUSI Executive. Tragically, he was assassinated by a death squad some two months later.

I came away from Nicaragua with two long-lasting memories; the first was the destruction in the centre of the capital which was testimony to the extraordinary way in which Nicaragua's dictator Somoza had bombed civilians and shops in the previous year to try to cling onto power.

The second long-lasting memory was the magnificent Literacy crusade. I had the chance to travel around for a week after the Assembly to see the way that it was already transforming the lives of so many

of those living in the rural area, who had been illiterate. Additionally, many of the literacy teachers were university students from urban educated families. It educated them in the realities of rural poverty during the six months that they lived and worked within the villages. Their methods of mass communication and education were innovative and exciting.

Throughout my time at WUS I had the privilege and enjoyment of working with WUS colleagues from all over the world, from different cultures and backgrounds but so often sharing the same values. It was an enriching, enduring, experience of an effective international NGO. It was invaluable a decade later, when I became the Director of Minority Rights Group International.

“ Throughout my time at WUS I had the privilege and enjoyment of working with WUS colleagues from all over the world, from different cultures and backgrounds but so often sharing the same values. ”

Expansion of international WUS programs, 1975 to 1980

Richard Taylor

I was appointed at the General Assembly in Munich in 1974 and took up the position in early 1975. Previously I had spent ten years with Oxfam GB. My predecessor in Geneva was Sornampillai Chidambaranathan, Nathan to all his friends and colleagues, who had worked for WUS for 14 years and had the distinction of being the first person from the South to head up an INGO in Geneva. He was a highly respected person. In addition to Nathan, the secretariat consisted of an Associate Secretary, a Finance Officer and support staff. The office had recently moved from Rue Calvin, in the heart of old Geneva, to a villa in Chemin des Iris in Cointrin not far from Geneva airport. There were in excess of fifty national committees around the world.

“ The organisation opposes any form of discrimination, exploitation, or injustice, especially in the sphere of education, ... ”

WUS Action defined the aim of the organisation as follows: “The organisation opposes any form of discrimination, exploitation, or injustice, especially in the sphere of education, and is committed to social action and to the opportunities for learning that such action provides.” The programs that were adopted into the international Programme of Action at Munich fell into two categories: Anti-Discrimination and Social Action.

This was the period when development assistance to the developing world by governments was taking off. In the 1960s the Wilson government in the UK

“ ... while the UN had passed a series of resolutions stipulating that all governments should spend 0.7 percent of their GNP on development aid. ”

had been the first to establish a Ministry of Overseas Development while the UN had passed a series of resolutions stipulating that all governments should spend 0.7 percent of their GNP on development aid. In the late 1960s and early 70s several governments in the industrialised countries, notably the Scandinavians, were channeling increasing amounts of their assistance through the NGO community.

The Southern Africa programs

International WUS was quick to pick up on this development and by the time of my arrival, using its contacts initially with student organisations in southern Africa, WUSI was funding a multi-faceted anti-discrimination program, totaling some seven million Swiss francs, in South Africa, Namibia and Zimbabwe, funded principally by the Swedish, Danish, Canadian and other governments. This program, ranging from scholarships, distance learning, refugee assistance, legal aid and much else, excellent as it was, dominated the WUS International Office whose funding, especially difficult to raise, was largely dependent on the administrative ‘cut’ that the government funders allowed.

I am proud of the work that WUSI funded in my time, as well as the work that the national committees were carrying out on their own, notably in Canada

and UK, although I had little input into these very substantial programs myself. In particular I am proud of the work that WUSI funded in southern Africa because it promoted change and because it was feared by the governments in power at that time. Some might argue that the motivation of the program was skewed, that the program was important because the existence of the organisation depended on it and because we were doing work that the donor governments happened to want to support. But in the end development assistance is a process of co-operation and I salute all those involved in the WUSI program, the recipients especially, many of whom were brave people operating at high risk to themselves. In two cases at least they paid with their lives. Special mention should be made of WUS Zimbabwe who ran for many years two huge scholarship programs for university and secondary school students, and ran them voluntarily and in their free time, thus freeing up the administrative cut to support the Geneva office.

As a result of those scholarships Zimbabwe entered independence with a higher proportion of educated young people than was the case with most other African countries as they also gained their independence. WUS can take much credit for that, but it has to be added that the bright promise did not last, as the years following Zimbabwe's independence became increasingly marked by corruption and appalling leadership. And one of those responsible for that catastrophe was a former International WUS Chairman.

WUS elsewhere

In addition to the Southern Africa program WUSI was funding a number of social action programs run by WUS national committees in the South. All of these involved the deployment of students and staff on a variety of programs designed to develop their local communities. Notable among these were Operation LINA, a development program run by the

“ ... the free research of scientists are of critical importance to the prosperity of humankind. World University Service, I salute you. ”

students and staff of the Manila Central University in the slums of Manila, Philippines, and a particularly impressive village development program run by WUS outside Jogjakarta, providing clean piped water on the slopes of Mount Merapi, Indonesia.

Now, forty years on and reading WUS Action 1978 and the Annual Report for 1979, I am struck by the sheer range of projects that we were supporting, and by the relevance of the thinking that they displayed.

Characters

Turning to characters, because all NGOs include characters, I have to salute two, namely Georgette Robert and Charlotte Löhrig. Both of them had worked for WUSI for many years – a total of 80 years at the time of which I am writing – and were destined to continue for yet longer. Georgette managed the finances in an exemplary fashion. I say managed, because the turnover of treasurers was rapid and she therefore provided the continuity, as well as the expertise, that no-one else could provide. Charlotte (Lo to everyone) was an institution. She had retired before my arrival but she continued as a volunteer, adviser and sage. She had a particular skill in obtaining the work permits that all international staff needed to work in Geneva. I never knew her to fail. Her finest hour, I suspect, had been during the Second World War when ISS, as it then was, played a vital role in neutral Geneva surrounded by countries torn apart by war. Sadly, the details of the role that she played are now lost, partly because no-one had the good sense to interview her about it and partly also because of her own characteristic and disarming modesty.

In conclusion

Finally, I shall quote something I wrote 40 years ago. “On 7 August 1980 WUS will celebrate its 60th birthday. This is not something to boast about...” 40 years later I disagree! I am writing at a time when it is crystal clear that the international co-operation of universities and the free research of scientists are of critical importance to the prosperity of humankind. World University Service, I salute you.

Post-WUS

I moved from WUS to UNHCR. After 16 years in the NGO world, I never adapted to being a UN functionary and after two years I resigned my contract and returned with my family to the UK. Ten years followed at United World Colleges in London, where I was able to develop my interest, first kindled at Oxfam, in intercultural education. This led to some years of consultancy, during which I spent a year back with Oxfam, as head of their refugee programs in Goma, Eastern Congo – and nearly paid for it with my life! And finally, I spent three years in Brussels as the Co-ordinator of the EU’s program to build civil society in the newly acceded countries of the Baltic States, Bulgaria and Romania.

Only days after my return to Oxford, and with retirement beckoning, the phone rang and an old friend said, “Richard, I have a job for you – Asylum Welcome is looking for a new Chair!” I should have known that the tentacles of the NGO world would reach very far indeed and are never really shaken off. And I can safely say that the many lessons that I learnt at WUS, especially during the General Assemblies, paid off handsomely at Asylum Welcome all those years later.

“ I spent three years in Brussels as the Co-ordinator of the EU’s program to build civil society in the newly acceded countries of the Baltic States, ... aid. ”

WUS UK building a comprehensive student refugee program, 1971 to 1980

Alan Phillips

This is a brief description of the work of WUS UK in the nineteen seventies. It was written when the pandemic restrictions made the WUS UK archives, held in the Warwick University Modern Records Centre, inaccessible. Consequently, this account of WUS UK is confined to the decade 1971-1980 drawing upon Annual Reports held in personal records. Once the WUS UK archive at Warwick University is accessible again, all the WUS UK annual reports from 1966 to 2007 will be digitalised. WUS became Education Action International in 2002 but it closed in 2007 after 87 years.

As part of the centenary celebrations of the work of WUS globally, those who worked for WUS have been invited to contribute their own reflections on their work and the impact it has had on their personal lives. There have been sixteen contributions from staff working for WUS UK between 1970 and 1980s. These should be read alongside this article to give a richer understanding of the valuable work that was done and the valuable insights of those involved.

WUS UK

At the beginning of the 1970s, WUS UK had a good reputation throughout universities for the assistance it had given to refugee students in the UK. It had administered a substantial program for Hungarian Students after the 1956 Soviet invasion of Hungary. Similarly, in 1968, WUS had established a major Czechoslovak student scholarship fund to support Czech students in the UK following the Warsaw Pact invasion that ended the Prague Spring. The final year that grants were given was 1972 when 22 students were supported with UK government funding.

“ *The role of the staff had two main objectives, the first was to support and encourage anti-discrimination and development education activities in colleges, universities and polytechnics.* ”

WUS UK was a small university-based organisation governed by an annual council primarily of students from University WUS committees that delegated its functions to an executive committee of students and academics. It had three full time staff and four part time staff housed in a small office in High Road Tottenham, a poor but multi-ethnic area of London. The role of the staff had two main objectives, the first was to support and encourage anti-discrimination and development education activities in colleges, universities and polytechnics. The second objective was to manage scholarship programs for impoverished students. The income was modest, just under £50,000 in 1972, with a significant element of funding received from local WUS committees and Quaker trusts. Barbara How was its chairman, she was one of many committed volunteers who strongly supported WUS and its work. Barbara How died in 2004 and left a six-figure sum to WUS UK.

WUS constituency

Local WUS committees brought together students who were primarily in the Universities of Scotland, Wales and Ireland. They played a progressive role in promoting development education and opposing apartheid, while welcoming overseas students and raising funds for refugees. They often worked hard

as volunteers to run second-hand bookshops, to promote and sell Trade Craft goods from the South and coaches for students to fund WUS International (WUSI) projects and campaign staff. Some of the most active committees were in Scotland and Wales, while students in some Oxford and Cambridge colleges funded refugee and black South African scholarships. All university WUS committees campaigned on international issues, including ending apartheid and support for refugee students, while some committees still had close links with the Student Christian Movement which was one of the original founders of WUS UK.

The WUS constituency's commitment to social justice gave a youthful dynamism to the organisation reflective of the major social changes of the 1960s. This was reflected in the three-day annual conference that in the 1970s attracted government ministers, the President of the National Union of Students (NUS), the educational representatives of Southern African liberation movements, and a wide range of interesting speakers including BBC Reith Lecturers. There was a range of workshops looking at key issues of development, refugee reception and resettlement and ways of combatting discrimination, including combatting indirect discrimination of women in education.

Small grants and loans

The WUS Office also ran a small fund for needy students giving about 50 small grants and loans a year. It meant that it had a wide network of contacts in universities particularly among Registrars who knew that WUS might support hardship cases, while it also had good relations with a number of charitable trusts and Ministry of Education officials. Following Idi Amin's expulsion of Ugandan Asian British passport holders to the UK in 1972, WUS was funded by the Ugandan Resettlement Board to offer an advisory and placement service for over 300 Ugandan Asians who were expelled from Uganda to the

“ WUS UK was approached by Academics for Chile (AFC) to support Chilean academics and post graduate students stranded in the UK. aid. ”

UK. WUS itself raised funds for 15 Ugandan Asian students who were excluded from this scheme.

Throughout the 1970s, WUS (UK) continued to administer this grants fund and added small targeted scholarship programs for Kurdish and 22 Indo-Chinese refugee students, the latter attracting Overseas Development Ministry (ODM) funding. Its experience of administering scholarships and its anti-apartheid work led to it being invited to become the co-ordinating agency for the committee for Southern African Scholarships. In this role, WUS helped to identify suitable black Southern African candidates for scholarships funded and administered by Universities and Colleges. At the end of the decade, WUSI provided funds for WUS UK to award 10 scholarships to Southern African refugee students to study in the UK.

Chilean refugee students

In September 1973, a military coup took place in Chile with the ending of the only democratically elected government in Latin America. WUS UK was approached by Academics for Chile (AFC) to support Chilean academics and post graduate students stranded in the UK. AFC was a small, informal group of committed academics who had worked in Chile, led by Alan Angell. They knew of WUS UK's good reputation in universities for supporting refugee students primarily from Hungary (1956) and Czechoslovakia (1968). WUS UK decided to take on this challenge and involved the AFC in a fundraising campaign. Within 4 months WUS, with its local constituency, fundraising from trusts and the support of the AFC, had raised £39,000. This was valuable in its own right, but it reinforced a WUS led campaign



International Symposium on WUS UK Chile Scholarship program (1973-86) held in 2010 with participants from WUS UK committees, staff and Chilean participants.

on campuses to persuade the new Labour government to fund a wider WUS scholarship program for Chilean refugees. The aid minister, Judith Hart, was highly supportive of proposals by WUS, supported by ACF, but there was very considerable resistance in the Home Office, and the Foreign Office, whose support was essential. Many meetings and conversations were held with officials and advisers. WUS charitable status and reputation ensured that it was able to overcome the opposition to the program and, for the first time, an NGO received substantial funding from the British Aid program.

Eventually in July 1974 WUS was allocated a grant of £175,000 by the Overseas Development Administration (ODA). Early on, WUS was able to persuade the ODA to fund those who had their studies interrupted in Chile and who were in prison or still in danger in Chile. However, it was highly challenging to establish such a program across continents, in hostile environments and without the internet, requiring innovative, complex programming, a range of trusted local partners and great attention to detail to ensure that in practice lives were saved and students could be educated safely and successfully in the UK.

WUS had to recruit and train a team of young committed but inexperienced staff, find office space, cre-

ate rigorous financial control and reporting systems as well as developing an effective awards, placement, and reception system as quickly as possible. In addition, ODM funding was approved yearly close to the start of academic year, reducing the time available for refugees to have the necessary psychological adjustment from escaping from danger to living in British society. Furthermore, there was little time for the much-needed English language training. Additionally, at the outset there were major delays in processing visas by ministries that were hostile to the program and continuous dialogue was required with immigration officials and sometimes ministerial pressure was needed.

Although this was a highly political environment, as a charity and a recipient of charitable and government funding, WUS could not be party political. The development of an excellent set of awards committees, led by the inspirational and highly effective chairperson (Dudley Seers), alongside the engagement of good officials, academic and development expertise was crucial. A year later this protected the program from the dismissal of the aid minister Judith Hart in 1975. Despite the change in minister, the second and subsequent annual grants were awarded. By 1976, new awards were given to Chilean refugee students in the UK and, in due course, WUS awarded 900 scholarships, to 294 women (33%) and 606 men (66%) based on their needs and the potential development contribution of the course and not by funding constraints. As this was a development program, in 1977 a Reorientation program was established to enable those who completed their courses to work in developing countries. In the 1980s a significant number of award holders returned to Chile and by the 1990s the majority of award holders had returned to help rebuild Chilean democracy.

Ugandan refugee students

In 1976 WUS was approached to support Ugandan



WUS UK African refugee student project agreement. Alan Phillips with East African colleagues in 1979.

students studying in the UK, as once again many of them had had their funding cut off by a dictatorship. WUS UK formed an awards committee chaired by Sir Geoffrey Wilson, another distinguished developmentalist, and made 75 awards to students enrolled on development related courses. WUS was able to develop the program in 1978 with the support of the ODM to include funding Ugandan students currently in Africa: 15 awards were made for studies in Kenya, Tanzania and Zambia, though the majority were for students to come to the UK and be placed in British Universities. WUS was able to learn from its Chilean refugee scholarship program and establish a program to receive applications speedily, assist with course placements, make awards, arrange visas - which again was problematic, - organise transport, receive students sometimes with their families and assist in local reception arrangements. At the time that Idi Amin's regime fell in spring 1979, 185 students were studying under the WUS UK scholarship program. Between 1977 and 1979 WUS provided 268 scholarships to Ugandan students, while the last student was due to complete their course in 1984.

It was agreed that the training program established by WUS should continue, with new awards granted until traditional programs of intergovernmental technical assistance were in place. The ODM under-

stood that the reconstruction of Uganda would be a long process requiring well trained Ugandans. It was also recognised that WUS could play a valuable role in the reconstruction of Uganda through a program to help award holders return to Uganda when they completed their studies. A set of conferences and seminars was organised in co-operation with the Ugandan High Commission, while WUS also provided information and legal advice both through publishing a regular Uganda Information Bulletin and direct advice to award holders. A small office was established in Kenya led by the first Ugandan woman graduate.

Ethiopian refugee students

In 1978 WUS began its Ethiopian refugee Scholarship Program to assist Ethiopian students who were left without funding following the civil war within Ethiopia. The program was funded by the ODM, and an awards committee was set up chaired by the distinguished African scholar Professor Roland Oliver. It was initially limited to Ethiopian students who were already in the UK and were following development related courses. Some grants were given to more mature postgraduate students whose funding had stopped, some to undergraduates and significant numbers of students were given funding to study at a lower academic level.

In 1979, the scheme was extended to Ethiopian refugees in Africa to study either in the UK or at an African university. It became increasingly difficult for refugee students to come to the UK for studies particularly if they planned to work in Africa to benefit the development of the region. Those with asylum in Africa were educated either in their first country of asylum or elsewhere in the region. This pioneered an important new approach for WUS UK and of the 248 refugee students it supported, 86 studied in Africa. Of those 248 refugee students, only 40 were women (16%), largely caused by the low participation of women in universities in Ethio-

“ ***In due course WUS (UK) went on to undertake important work on women’s right to education in the 1980s.*** ”

pia and the initial requirement of the ODM that the program should focus on postgraduate students, many of whom were already on courses in the UK. It also led to WUS UK looking at ways to address the imbalance of women in its African refugee scholarship programming.

Women refugee students

In the late 1970s WUS UK highlighted the impact of repression and the situation of women refugees in different countries in its campaigns and newsletters. Pioneering efforts were made to increase the number of women award holders across all programs through more flexible schemes, such as offering grants for shorter or part-time courses. In due course WUS (UK) went on to undertake important work on women’s right to education in the 1980s.

Reorientation and returns

All of WUS refugee scholarship programs were designed to give individuals and families the right to become integrated in British society, but they also provided the opportunity for them to return to their country when the situation permitted so that they could contribute towards its development. WUS broke new ground by establishing a Reorientation unit for Chilean refugees to explore, in close partnership with WUS, the possibility of employment in developing countries, in Latin America and when appropriate in Chile. Many workshops were organised with Chilean refugees, working groups were set up, studies were commissioned and visits were made to Latin America. There were complex legal, economic and political problems that affected their ability to work in developing countries or in Chile but over the next two decades a large majority of Chilean refu-

gee graduates were able to return to Chile, some returned as the dictatorship became less oppressive but most returned when democracy returned in the 1990s.

Workshops were held for Chilean refugees to establish academic working groups on subjects that would be relevant to Chile’s development and on the role of women in the liberation of Latin America. The issue facing women, with the different roles in society in Chile and the UK, presented many challenges that benefitted from the solidarity of women’s groups meeting and supporting each other.

Sometimes refugees returning to Chile were putting themselves at risk, there were immensely difficult decisions to be taken about families and their safety. It should not be forgotten that WUS staff themselves often took considerable risks travelling and working in the Southern Cone or in the conflict areas of Eastern and Southern Africa.

Similar principles on reorientation and return applied to Ugandan and Ethiopian students, many of whom were committed to the successful development of their country and a desire to return. With the fall of Idi Amin’s despotic regime in April 1979, the emphasis of the WUS program changed from assisting new students to assistance to award holders who wanted to return to Uganda after their studies. A regular newsletter was shared with students, a conference was held with all past and present students and close co-operation was established with the Ugandan High Commission in London. Support was given to the many students who wanted to return and participate in their country’s development.

Southern Africa

WUS (UK) worked closely with WUSI to help fund the South African Committee for Higher Education (SACHED) and its work in the township of Soweto to overcome apartheid through night classes and dis-

tance education programs for black student. These projects were funded both by UK based Quaker foundations and by local student based WUS Committees which was accompanied by university campaigns against Apartheid. The detail of SACHED's crucial work is shown elsewhere in this publication.

WUS UK was able to negotiate substantial funding from the British Government to support WUS (Zimbabwe) and the International Secretariat develop the University scholarship program for impoverished black students. The University of Salisbury in Rhodesia was a college of the University of London and in principle there was no racial bar on who could attend the university with students being selected on the A level results. In practice, this was very different. Black secondary school students could attend boarding school and many achieved excellent academic results and were eligible for university studies. The fees were in general affordable for white parents but the fees were unaffordable for almost all black parents. Consequently, external funding by WUS had a radical effect on the University. Although the politics were challenging with tight international financial sanctions on the "illegal" and undemocratic white government and although the administrative procedures required by the ODM were complex, from 1975 WUS UK funded 664 and WUSI funded 278 black students at the University of Rhodesia/Zimbabwe, transforming the campus from a 90% white to a majority black student body. WUS UK also published and disseminated an important statement by black staff in 1978, "The University of Rhodesia and Constitutional Change".

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“ Most importantly, it had several teams of committed, capable and experienced staff with practical experience of human rights and development issues. ”

With the encouragement of the Zimbabwean African National Union - Patriotic Front ZANU PF, the main liberation movement, that was to become the heart of the first Independent Zimbabwe government in 1980, WUS (UK) also supported a small emergency program for 30 black Zimbabwean students in the UK in 1979. It later offered advice and assistance to many Zimbabwean students who wanted to return to help Zimbabwean development following its independence in 1980.

Institutional changes

The substantial funding that WUS UK brought in was used to strengthen the organisation rather than enrich the staff. It was able to move out of its inadequate, small office at 260 High Road Tottenham and buy a fine rundown building at 20-21 Compton Terrace in Highbury that it renovated and by 1980 was worth £600,000. In the days before computers, it had developed a sophisticated but transparent accounting and reporting system that met the highest reporting standards of government that demanded comprehensive quarterly reports before funds were released.

WUS had developed a complex and rigorous system for awarding scholarships to refugee students, effective central and local reception arrangements, a participatory system to maintain relationships with students during their course and support to enable them to successfully complete their studies as well as advice on employment. WUS strengthened its Field staff and outreach on campus and supported student campaigns to fund South African and

refugee scholarship programs. Most importantly, it had several teams of committed, capable and experienced staff with practical experience of human rights and development issues.

WUS was also able to ensure that the prestigious Society for the Protection of Learning (SPSL) that had done so much to assist German Jewish refugees continued its work when its secretary retired. WUS signed a “compact”, which enabled it to operate independently in UK WUS’s office in the capable hands of Liz Fraser, who had helped establish the Chilean refugee scholarship program. Their valuable work still continues today under the name of the Council for At Risk Academics (CARA).

Campaigns

In 1978 the outgoing Labour government had increased overseas student fees by 35%, while the new Conservative government in 1979 announced its intention to introduce full cost fees. WUS openly condemned this as a retrograde step but went further than this by campaigning for a reduction in university fees for students from the poorest countries, following the publication of its own research, “British Aid for Overseas Students?”. This report showed the disproportional impact of the full cost fee policy upon students from the poorest countries and the additional cost to the UK Aid program. Its report to the Parliamentary select committee was praised and led to some reduction in fees by some universities but did not change the policy.

Throughout the 1970s, the UK government, through the British Aid program, had financed ad hoc scholarship programs developed by WUS for certain refugee students e.g., students from Chile, Indo-China, Uganda, Ethiopia. However, there were many other groups that WUS sought funds for that the British Government did not support e.g., students from Argentina, Kurdistan and South Africa, inter alia. WUS launched a campaign in 1977 for the right of refugee

“ WUS UK was a strong supporter of WUS International and its Secretariat. ”

students to receive grants (from local authorities without waiting for 3 years residence), and legislation was supported by the Labour government which was finally enacted by the Conservative government in 1980. It meant that the ODM would no longer fund new undergraduate and postgraduate scholarship programs for refugees already in the UK. WUS had succeeded in making some of its work unnecessary.

In 1973, WUS’s weakness was its strength as it could afford to take risks and be flexible. In the late 1970s its strength became in one area an institutional weakness as one of its major areas of funding would end.

During the 1970s, WUS UK had built up detailed experience of the inadequate centralised reception and resettlement arrangements for Chilean refugees and then Ugandan and Ethiopian refugees. WUS helped to overcome these with alternative arrangements but WUS recognised that only the outstanding ad hoc work by the newly created Joint Working Group for Chilean Refugees and local activists saved the day. WUS’s practical experience and resources put it in a strong position to influence other agencies. It lobbied many organisations including Oxfam, Christian Aid and even the Home Office on the inadequacy of the arrangement, which led to the closure of the British Council for the Aid to Refugees and the creation of the British Refugee Council in 1981 with a wider mandate and a more relevant approach.

International WUS

WUS UK was a strong supporter of WUS International and its Secretariat. In the period under consideration, WUS UK participated in the biannual international assemblies held in Ibadan Nigeria

1972, Munich Germany 1974, Manila The Philippines 1976, Colombo Sri Lanka 1978 and Nicaragua 1980. Its former chairman, Iain Wright, was elected International President between 1978–80, and the General Secretary was invited to the executive committee meetings in Geneva. Both co-operated on the Chile Reorientation Program and had a very good working relationship on programs in Southern African and in particular on scholarship programs in Zimbabwe. Good relations were created with other national committees including visits and a speaking tour by the General Secretary to WUS Canada.

In the 1979 WUS UK annual report, it was stated: “The last five years have been a period of remarkable growth. The number of scholarships awarded grew (in UK) from 94 to 700; our income increased from £150,00 to £ 3million; the staff increased from 13 to 45 and 76 colleges (and Universities) have affiliated to WUS UK. Much of this growth reflects the increasing concerns about human rights and refugees internationally, and the past expansion of the British Aid program. It is unlikely that this growth will continue, and this may give WUS an opportunity to evaluate programs in depth and as an impetus to diversify our fundraising.”

Concluding remarks

1981 was the beginning of a new era for WUS UK. It had just won a major campaign to ensure that refugee students in the UK would, in the same way as British students, be eligible for their grants and tuition fees to be paid for by local education authorities. Furthermore, there had been another major success with the founding of the new British Refugee Council that had been created to form a much more effective British organisation to advocate the rights of refugees in the UK and abroad while taking responsibility for the co-ordination of the reception and integration of refugees into Britain. However, all was not rosy, as a new Conservative government had been elected in 1979 led by Margaret Thatcher;

“ A number of people from WUS UK were honoured since the turn of the century by the Chilean President for their work with Chilean refugees ... ”

it had cut the development aid budget by 15% and subsumed the aid staff into the Foreign and Commonwealth Office.

WUS UK was in a strong position to regroup even though a large element of its funding came from the British Aid program. It had many capable and now experienced staff, while the existing substantial scholarship programs and the funding would run their course for a number of years. The Chile Reorientation and other returns programs were likely to grow, while WUS had an excellent reputation in many Universities and the campaigning work in universities had never been stronger. Importantly it could count on the support of aid officials who had been involved in the programs and of NGO development agencies who valued its pioneering activities. It had significant reserves while it owned its excellent office in Compton Terrace that fortuitously had increased many times in value in just five years.

Although WUS UK had time to regroup it needed to be innovative in developing a new strategy and different fundable programs to tackle discrimination and injustice with partners in the UK and in the wider world. It did respond effectively as important work on education for refugees and women’s rights continued for more than a quarter of a century. Following the demise of WUS International and the closing of its office in Geneva in 1995, the work continued in the UK with a change of name to Education Action International in 2002. Despite a six-figure bequest in 2005 from Barbara How, the chairperson from 1971–5, WUS UK ran into severe financial

difficulties and was closed down by 2008. Sarah Hayward (who sadly died in 2017), Liz Frazer and Alan Phillips were able to save and archive some of the records and a few of the publications at Warwick University but sadly many important documents, including the bound minute books, have been lost. Fortunately, the records that remain have already been useful for a research project led by Professor Ribeiro de Menezes (2016-19) on the WUS UK Chilean Refugee Scholarship Program that was enriched by many cultural activities with former Chilean award holders and the production of a video.

Another interlinked project was on memorabilia from Chilean refugees who had been imprisoned, called “crafting resistance”.

A number of people from WUS UK were honoured since the turn of the century by the Chilean President for their work with Chilean refugees and some were honoured by the Queen for decades of work on human rights.

WUS UK contributors

Sixteen members of WUS UK staff and several Council members contributed significantly to the work of WUS international in the 1970s and 1980s and also to the Centenary publication. The personal contributions of John King, Pauline Alvarez-Martin, Liz Fraser, Marilyn Thomson, John Bevan and Alan Angell are found in contributions on Chile and beyond in Latin America. The contributions of Sarah Buxton, Tony Dykes, Louse Morris and Tina Wallace are all on Africa. Those of Esuantsiwa Jane Goldsmith and Bridget Walker highlight work for women, while other contributions of Alan Phillips, Nigel Twose, David Souter and David Bull are also included.

Publications

A wide range of publications were produced during this decade most of which are held in the archive at Warwick University.

Publications include:

Annual Reports 1971-1980

WUS News (termly publication) 1971- 1980

Education for Refugees 1977

Chile, Argentina and Uruguay – an outline of conditions in 1977

The University of Rhodesia and Constitutional Change – a statement by black staff 1978

Third World political Refugees in the UK (with IDS) 1978

Bienestar, Salud, Education 1978

Chile – the rule of the Chicago boys 1978

Working in Britain 1979

WUS Chile Coordination Bulletins 1978,1979, 1979 [1979, 2 editions]

Is the Return of Chilean Exiles Possible? 1979

British Aid for Overseas Student? 1980

Farmers and Students – Education for Development in Rwanda 1980

A Handbook for Refugees in the UK 1980

Loss of Fear – education in Nicaragua 1980

Uganda Information Bulletin 1979, 1980, 1980 (2 editions)

Academics for Chile and WUS UK, 1979 to 1989

Alan Angell

Chile under President Salvador Allende from 1970 to 1973 was regarded as an exciting and novel attempt to create socialism within a democratic framework. But it was a short-lived government, overthrown by what became a brutal military dictatorship. There was overwhelming support in Britain for the plight of Chileans from a variety of groups – students, academics, trade unions, Labour Party branches, church groups, and others horrified at what was happening in Chile.

Academics for Chile developed from a series of conversations between colleagues in various universities in the UK who were concerned with the plight of their counterparts and students in Chile following the coup. A dozen or so academics met in London, and decided to organise a campaign to try to help those Chilean academics and students already in detention or in danger, and to bring them to the UK to continue their studies or research. I became the main organiser of the group as I had conducted research on Chile from the mid-1960s onwards. My activities led me to being banned from returning to Chile for about ten years. (I was denounced by the Chilean Embassy in London as a ‘Communist fellow traveller’. This impressed my two young children who happily informed the neighbours of my new status.)

However, it soon became clear that the level of demand from Chile far exceeded the response that a loose body of academics could provide. Most of the central administration fell upon me as Secretary but I could not – even if I was devoting most of my time to Academics for Chile – cope with the overwhelming demands or deal with the financial aspects. A



fellow academic in Oxford suggested that I seek help from WUS as they had recently appointed a new and ambitious General Secretary.

Linking with WUS UK

So as early as October 1973, I went to see Alan Philips, the General Secretary of WUS, with a dossier of CVs, a list of pledges of support and a plea for help. I well remember finding WUS in an obscure office in London, and it seemed to consist of two men and a dog. But Alan was enthusiastic about giving support, and I think he realised the potential of the venture and we quickly agreed to form a partnership and launched a joint fundraising program in November. In six months WUS had assisted 59 Chilean students and academics with fee waivers and scholarships valued at over £39,000. The decision to go to WUS was absolutely right as was shown by the professionalism and commitment of those who worked on the Chile program.

A real boost to the campaign was a generous grant from the Ford Foundation to WUS which provided discretionary money to supplement the offers made

by individual universities. The support given by the Ford Foundation was an important endorsement of our joint work, as it showed that a major and respected international foundation had enough confidence to allocate crucial financial support.

Funding on a major scale became available to the program after the election of the Labour government in February 1974. Judith Hart, Labour MP, and Minister for Overseas Development, agreed to reallocate British aid funds to the WUS/AFC program. This amounted to £11 million over the lifetime of the program, and benefited about 900 academics and students. WUS had to overcome considerable resistance from the FCO and Home Office. Fortunately, the campaign was so well run by WUS that it was able to continue to operate successfully.

Universities in the UK were sympathetic but required that those who came were suitably qualified to study. In this we were helped by the high educational standards of Chilean universities. The cohort of Chileans who came to the UK had a record of educational achievement in their studies in the UK not much below that of the cohort of British students studying at the same time. In view of working in a different language, this is very commendable. The first response to the coup was essentially humanitarian, but it became clear especially after WUS took over that there was an opportunity to train Chileans who could eventually return to their country and contribute to the development of a future democratic country. Academics for Chile and World University Service worked closely together on this complex program, and in the mid-1980s launched a program financing the return of Chileans to their own country.

Preparing refugees to return

Refugees came from all levels of the academic world from undergraduates to heads of universities. One prominent refugee was Edgardo Enriquez who was president of the University of Concepcion in

“ One prominent refugee was Edgardo Enriquez who was president of the University of Concepcion in the south of Chile, and a Minister of Health under Allende. ”

the south of Chile, and a Minister of Health under Allende. He came to Oxford for several years in the Department of Anatomy and wrote a textbook that became a standard work for universities in Latin America. He played an important role in Britain in organising opposition to the military government even though he suffered the appalling tragedy of both sons being murdered by the dictatorship.

When return to Chile became easier after 1983, WUS grant holders returned home to take up prominent positions in universities and research institutes. When democracy returned to Chile after 1990, important posts in the government and the public sector were held by former holders of WUS awards. And amongst those who remained in the UK, several former refugees went on to occupy senior posts in a number of universities.

The work of WUS was warmly recognised by the newly elected government in 1990. A new-elected President of Chile had collaborated in the work of WUS and spoke warmly of its work. I developed real admiration for the quality of the work of WUS. I think that there were around twenty or so working on the program, and they dealt with refugees, some of whom had undergone brutal treatment, with sympathy and professionalism. It was a complicated and demanding program and it is a credit to Alan and his team that so much was achieved. The WUS program saved lives, helped the grant holders to develop their professional skills and in that way made a positive contribution when democracy returned to Chile.

WUS UK program for re-settlement of Chilean refugee students, 1974 to 1980

Pauline Alvarez Martin

I joined WUS UK in 1974 to work as part of the Chile team which was set up to manage the scholarships program for Chilean refugees. The program started with funding raised through the Academics for Chile network and the Ford Foundation and supported postgraduates stranded in the UK without funding after the military coup. With British government funding the program was expanded to offer grants to study at postgraduate level in the UK aimed as an option for students and academics in Chile who had lost their jobs or chances to study because of their politics and opposition to the military regime. As the funding came from the aid budget selection of the award holders had strong developmental criteria and the intent was that on finishing their studies they would return to Chile or another developing country. In reality, the extent of human rights violations in Chile, the brutality of the regime and the realisation that the military had every intention of staying in power – all of these factors had a profound influence over the role and direction of the program. Social and humanitarian need took a higher priority as the offer of a grant became a means for political prisoners to be released and to leave the country. Study options expanded to include undergraduate studies and the program opened access to Chilean refugees arriving in the UK outside the WUS program who wanted to continue with their education.

My job in WUS was to work with a team in finding University placements for the applicants and ensuring that visas were issued for them to be able to take up the grant in the UK. We co-ordinated with academics, student unions, human rights and Chile solidarity groups who had organised networks

around the country to receive and support the award holders and their families on arrival in the UK. An academic grants program had evolved into a much wider refugee support program while retaining a longer-term developmental vision that people would eventually return to Chile when political conditions changed.

1978 WUS in Ecuador

In 1978 I was asked by WUS UK to set up a small office in Quito, Ecuador to support WUS UK work in opening opportunities for the refugees to return to the region. Funding was available to support return to Chile for those who were willing and able to return and WUS UK set up a committee to oversee and manage the returns program under the Chairmanship of Ricardo Lagos. After a year in Quito, I moved to Chile and lived there for two years to support the work of this committee in seeking placement opportunities for returnees and their families and supporting them after arrival. It was a quite unique experience to be able to welcome home Chilean families we had supported in the UK who were returning to Chile under the same dictatorship that had sent them into exile!

Independently of the UK operations, WUS international had also raised funds for grants for Latin American students and academics fleeing persecution and aimed to provide an opportunity for them to stay in the region. WUS International also had the ambition and resources to create WUS national committees around Latin America including Chile. They wanted a national committee in Chile that was broader in its scope and membership than the WUS UK committee and this intent was carried through

from Geneva and was not without tensions in Chile and within WUS. The new committee was constituted with Jose Bengoa as the Chair and successfully took on the oversight of the WUS UK returns program.

1980 WUS International Assembly in Nicaragua

In 1980 WUS international convened its international assembly in Managua, Nicaragua – just a year after the Sandinistas took power. By this time WUS committees had been set up in El Salvador, Nicaragua, Panama, Peru, Bolivia as well as Chile and represented a significant political lobby within WUS International. The Rector of the University of San Salvador was elected president of WUS International at this assembly.

An overview of the UK program

The WUS UK program was immensely successful in saving lives, providing financial support for survival, in generating new knowledge and understanding around some really innovative research, exchange and networking among students and academics in the UK and subsequently in Chile. It provided a critical opportunity for providing the possibility of a future for 900+ award holders and their families. Social support and encouragement were available from WUS staff throughout.

Making further education available to refugees has been really important in enabling whole families to recover from trauma, develop themselves and prepare for the future.

The program to enable refugees to work in third countries and to return to Chile was very innovative and a success overall.

Complexity and difficulties were present throughout the program. Staff did not in general have the skills needed to support people who had experienced deep

trauma, violence and torture. Women refugees often found themselves without opportunities to develop and many women carried much of the burden created by what happened to the families in Chile and in relocation. Children who were born or who grew up in exile suffered considerably when their parents made a choice to return to Chile – a country they associated with great fear and trauma.

I joined WUS with a degree in Spanish and very little work experience. WUS gave me the opportunity to use my language skills but also enabled me to develop skills and experience that allowed me to grow and develop. It was very intense learning which had a huge impact on my future life and career. After WUS, I was able to study for my Master's degree in human rights and education at London University where I wrote my thesis on education in Chile and which WUS published. I then joined Oxfam to take up a position in Mexico covering Mexico and Central America where the experience I had in WUS gave me a solid grounding for humanitarian, human rights and social development work over more than 10 years based in a region living through civil wars and humanitarian crises. Eventually my path took me into senior leadership and management in Oxfam International, Action Aid International and Just Associates (JASS). I subsequently retrained as an integral coach working in the not-for-profit sector.

At a personal level I met my husband Francisco in El Salvador and we moved to the UK with four children who were all born in the region. Two of our children now work in the NGO sector. I am still very connected to Latin America and have lifelong friends in Chile as well as long standing friendships with many people who worked on human rights and in solidarity with Chile and Latin America in WUS and other organisations.

1974, the early days of the UK Chile program

John King

My first contact with WUS came in June 1974 when I was told by one of my postgraduate tutors, Alan Angell, that there was a summer job opportunity to work on the WUS Chile refugee program. I had completed a B.Phil in Latin American Studies in Oxford – the Chilean coup took place when I was returning home from my first research visit to Argentina – and I was not due to start my doctorate until October. I could help out on the program for three months, long enough, Alan thought, to allocate the funds raised by Academics for Chile and WUS across campuses in the UK since the coup. I was interviewed by Alan Phillips and Liz Fraser in the somewhat cramped office building on the Seven Sisters Road and soon discovered that they had plans that could expand this initiative far beyond its initial scope.

“ ... Alan thought, to allocate the funds raised by Academics for Chile and WUS across campuses in the UK since the coup. ”

I was told that, since March, with the election of the Labour government, Alan Phillips had been in discussion with the Ministry of Overseas Development about reallocating part of the overseas aid budget earmarked for Chile to a humanitarian and social development program that would support academic refugees from Chile in the UK. The ODM Minister, Judith Hart, was sympathetic to the idea and within a week or two of my arrival at WUS, Alan had received a letter saying that the ODM would support his proposal in principle, though the length and scope of the initiative was left open and would be



determined by how well WUS could make the case both for the need and also for the effective operation of the program. We knew that there was a great scepticism amongst civil servants and ministers in the ODM, the Foreign Office and the Home Office.

My first month, therefore, was spent preparing for the first awards meeting that took place in late July. We received a number of urgent cases from our partner organisations in Buenos Aires (CLACSO) and in Chile (FLACSO) who were in touch with Chilean academics and students, many in prison and a number in hiding, and our first job was to find courses and supervisors for them across UK universities, using the initial network of Academics for Chile who put us in touch with academics across the sector. We sent out the CVs of postgraduates and academics who had had their studies or work interrupted by the coup. These were strong applicants who were assessed and accepted on their academic merit. We were guided by the requirement to show ‘social need’ and also the ‘development’ nature of the area of study.

At the same time, we organised a panel of academics who would join ODM staff and WUS representatives in an Awards Committee. It was here that Alan Phillips made the crucial choice of inviting Professor Dudley Seers from the Institute of Development Studies in Sussex to chair the committee. Some ten years earlier, he had been appointed by Barbara Castle as the first Director of Economic Planning at the newly formed ODM. We would see the prescience and wisdom of this appointment in action in the first meeting.

A crucial meeting

We also decided, a few days before the meeting, that the WUS offices could do with a lick of paint and also a new stair carpet leading up to what would be designated the committee room. The painting was not too bad, but laying a stair carpet, in the early morning before the first, midday meeting, was well beyond my DIY skills. Luckily Tom Shebbeare proved himself a competent handyman and I acted as assistant, though I managed to hammer my thumbnail instead of a tack, leaving it throbbing and swollen. Luckily, since I had been delegated to take the minutes, the injury was to my left hand and I could still write. So, in the nick of time, paint dry, carpet laid, I answered the door to the two ODM officials who had somehow found their way from Whitehall to what they must have considered the very edges of civilisation, the Seven Sisters Road. They looked me up and down – thinking, I am sure of it, that this whole thing was a whim of their Minister that would soon be curtailed – but their mood changed abruptly when Alan Phillips ushered them into the meeting room and they were greeted by Dudley Seers. This spoke to a level of complexity and seriousness that they had not imagined.

I do not remember much of that meeting save for the pain in my thumb and also the developing pain in my sides for I was sitting between Dudley and Alan, who, every time they thought a significant point was

“ *... months later, accompanying Alan Phillips to a meeting with Alex Lyon, the Minister at the Home Office, with a bulging dossier of delays to student/academic visas.* ”

being made, would nudge me in the ribs to make sure that I had it recorded. I would subsequently spend more than forty years in different academic meetings, but would never again encounter a committee better run or more intelligently argued than the Chile Awards Committee. And the minutes, that would contain phrases like ‘award given for one year in the first instance’, would offer a blueprint of how we could maintain and develop the program. I do not remember how many awards we made on that first day, maybe twenty or thirty, but I do know that we had earned the grudging respect of the ODM officials and that we had proved that we had a viable program.

Of course, this was just the start and there were many obstacles that had to be overcome, albeit partially. There was the problem of visa delays at the Home Office and I remember, months later, accompanying Alan Phillips to a meeting with Alex Lyon, the Minister at the Home Office, with a bulging dossier of delays to student/academic visas. We had the advantage of knowing when the initial applications had taken place so could demonstrate that, with the delays, one government department was actively impeding the smooth running of a program funded by another government department. Some improvements were made after that. I also remember attending the Joint Working Group for Refugees from Chile, made up of aid agencies along with Chile Solidarity and Chile Human Rights, that helped smooth the way for the resettlement of refugees, overcoming the initial objections that were raised by those organisations that had traditionally worked in



the refugee sector. Out of this group – others know the story better than I do – would emerge a more systematic and structured way of receiving refugees in the UK.

Meeting the award holders

But, of course, the main, humbling and rewarding, experiences came from meeting the award holders as they arrived from Chile, at first slowly and then in increasing numbers, when, from mid-1975, the Chilean government began to commute prisoners' sentences to exile if they had a visa offer from a host country. Every one of the WUS staff members will have their own memories of greeting and advising and, in particular, learning from these arrivals: the phrase 'case workers' sounds rather too clinical and cold for what the work involved. I write separately about one academic, Don Edgardo Enríquez. By 1976, the program extended right across the UK, and had expanded to include undergraduates starting course from October 1975. We made roughly three hundred awards in 1974 and 1975, though

“ ... my outlook on life, were undoubtedly formed by WUS, the Chileans and, yes, the Seven Sisters Road. ”

most award holders arrived, and the program, greatly extended, after I had left.

I thought that I would spend three months in WUS and I ended up staying fifteen months, reluctantly returning to my deferred doctoral studies. But my time in WUS was a defining moment in my life. I ended up teaching Latin American literature, film and cultural history – focusing on Argentina, hardly ever visiting Chile – but the way I looked at Latin America, the way I read literature and watched movies, my outlook on life, were undoubtedly formed by WUS, the Chileans and, yes, the Seven Sisters Road.

WUS and Chile, a case of solidarity

José Bengoa & Germán Molina

World University Service has been an organisation of great importance to a huge number of Chileans who lived the most dramatic political moments of the twentieth century as a result of the coup d'état. Many men and many women had to leave the country to protect their lives that were seriously threatened. Not a few left the dictatorship's prisons for exile in Europe and other friendly countries in Latin America. They had nothing to live with but with solidarity. UNHCR, the High Commissioner for Refugees, estimated that one million Chileans for various reasons had to leave the country. It accounted for almost 10% of the population. Numerous people came out for economic reasons given the high rate of recession in the 1970s and 1980s until about 1987. But practically all political leadership, intellectuals and left-wing professionals had to leave the country. Economic exiles headed mainly to Argentina, Australia, Canada, Sweden and other host countries. Intellectuals and leaders, for their part, embraced the hospitality of Mexico, Venezuela, Cuba, France, England, Germany, and many travelled to the countries at the time in the Soviet orbit. To show and remember how the world has changed, Romania was a country that welcomed many exiles arriving by land to Lima, Peru and from there weekly – for months – a plane to Bucharest. Many of them then searched for destinations in Sweden and other European countries. The same was the case with another plane that weekly traveled to Cuba carrying

“ *Many men and many women had to leave the country to protect their lives that were seriously threatened.* ”

mostly colleagues who came with serious physical injuries. Solidarity with the Chilenos was enormous in those years of extreme dictatorial harshness.

“ *Again, World University Service began a scholarship program to return to the country.* ”

In England, a group of peers, some academics, gathered around World University Service, obtained resources from the then Labour government and began a scholarship program aimed at arriving Chileans. They were known and are still remembered as the “WUS scholarships”. Later a reverse process began. Many of those who had left Chile discussed the idea of returning, the well-known return. It is not that they had changed the political situation within the country, rather it had even worsened and the repression was very strong, daily and widespread. But the idea of returning to contribute to a return to democracy was stronger. Again, World University Service began a scholarship program to return to the country. This time it was directed from Geneva. Hundreds of Chileans benefited from all these programs, in various European and also Latin American countries and then in Chile itself. Many organisations and institutions that played a major role against dictatorship were favored by these programs. That's what we're going to talk about in this short article.

Origin of WUS Chile

World University Service began in Chile in the 1950s. It was linked as in many countries to the Federation of Students of Chile, and even in the general elec-

“ ... in those years World University Service operated in almost every country on the campuses, and in almost all of them linked to the movement and organisation of students. ”

tions of student authorities was elected the manager or director of that organisation. It was a kind of international section of the FECH, which was known in Chile and is known as the most important in the student youth world. Many leaders who were later well-known personalities – such as the Rector of the University of Chile Doctor Jaime Lavados – did their first international internships in this organisation. As is well known, in those years World University Service operated in almost every country on the campuses, and in almost all of them linked to the movement and organisation of students. It was aimed at promoting construction and activities related to “student welfare”.

In Chile, works were carried out for the students of the University of Chile, the most important being a health clinic, established on the side of the Clinical Hospital of the University, which served the students free of charge and that still exists today.

The 1973 coup is well known. The military intervened in the University of Chile and many faculties and schools were suppressed. The Social Sciences, Philosophy and Humanities were not well looked on by the military in power and when not de facto suppressed, teachers, intellectuals and academics were expelled and repressed. For example, the School of Economics of the University of Chile and the Center for Economic Studies (CESO) in which some of us worked was dissolved. In this intellectual space numerous Latin American and European academics worked, some of them well known such

as André Gunder Frank, Marta Harnecker, Theotonio dos Santos, Ruy Mauro Marini, Tomás Vasconi, just to name the most cited. All of them were persecuted the same day as the coup and later the Center was closed and the Faculty of Political Economy closed to this day. The same was the case with the School of Sociology and later with all the Humanities that were reduced to the minimal expression. A military Intervention Rector took over the country's main university, a shame in the history of Chilean higher education.

WUS in the aftermath of the 1973 Coup

In this context, the situation of World University Service was put on hold, as was the Federation of Students of Chile. In 1974 there was a World Assembly of WUS, attended by the Chilean representative of the time. About what happened there, there is nothing but oral information that we have collected. The Chilean representative, a delegate of the students, appeared to be ambiguous in the condemnation of the Military Coup of Augusto Pinochet and the Assembly decided to expel the Chilean Committee from the international organisation, which also honours its history. That is why from 1974 there were no WUS committees in Chile and there were no representatives in international General Assemblies.

WUS UK

When Chilean exiles began arriving in England, it was – as has already been said – the British World University Service Committee, known as WUS-UK, which reacted in solidarity. This organisation was spread across many countries around the world, but the English at the time had a lot of influence and the international Secretary-General Richard Taylor was from that background. This organisation was highly prestigious and had the status of an international non-governmental organisation with the United Nations and above all a collaborative status at the then United Nations Commission on Human Rights (now the Human Rights Council) which, as is well

known, operated in Geneva, Switzerland. Hence the international centre of WUS was located in that city. Its headquarters were a beautiful house, named the Villa, in the Chemin des Iris, near Cointrin Airport.

The mechanism used by WUS UK was scholarships. And it was extremely successful. Most of those who came to England had to first learn English and the best way to insert themselves and take advantage of their time in exile was to study. For this purpose, prominent academics from the most prestigious English universities who supported the Chileans, helped them enter the study centres, collaborated in the selection of fellows, in their evaluation, in short, a lot of people who worked voluntarily in this solidarity campaign. We don't have the numbers and probably other contributions in this compilation will deliver them. But it must be said that there were hundreds of scholarships so that Chileans were able to live, study and make the most of the time of exile. By the way, political activities of solidarity with Chile, with the "interior" as it was said, were made possible by this basis of support.

Over time, we saw the need to have in Chile a team that would support the selection for the scholarships, inform the English committees about them, in short, that there would be a communication with what was happening in the country, inside. Ese Comité was formed by a group of personalities of great prestige and presided over by Ricardo Lagos Escobar, who over time, was President of Chile and one of the most important political leaders to this day. Manuel Antonio Garretón, known sociologist

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“ Alan Phillips, Pauline Martin, Susan Carstairs, John Bevan, Nigel Hartley and many we may not name for failing memory will not be easily forgotten by Chileans. ”

and today professor at the University of Chile and winner of the National Prize for Social Sciences, formed part, like Lucía Sepúlveda, who had been the Principal and leader of the school of Social Work of the University of Chile and then founder of the same school at the Academy of Christian Humanism University; there was also Professor Iván Nuñez, who had been the intellectual author of the educational reform of Salvador Allende and then a member of the Education Program of the same Academy of Christian Humanism, an entity that grouped the universities of those years. Many people, we cannot name them all, participated in these activities, which were not easy at that time of dictatorship. It was even quite dangerous to get together.

The method was successful. The scholarships were given with great responsibility and in the vast majority of cases Chileans in England managed to complete their studies, many of them doctoral students. They were tight scholarships, which had an important ethical sense. They allowed them to live modestly and devote themselves to studying. We met years later, we who wrote this commemorative article, to discuss the way of life of fellows when we held meetings in a hall adjacent to Westminster Cathedral in the heart of London. A significant number of people met and always came to the well-known "empanadas" that some companions – certainly women – provided enthusiastically. There was also no need for a guitar that recalled the southern airs.

The colleagues who worked at WUS in London had a huge commitment, affection and solidarity with the Chileans, with the Chilean cause, and it is necessary

at this time of the 100th birthday of the institution to remember it. Alan Phillips, Pauline Martin, Susan Carstairs, John Bevan, Nigel Hartley and many we may not name for failing memory will not be easily forgotten by Chileans.

WUS International and WUS Chile

The Chilean question, that is, the coup d'état and the Dictatorship had a great political and especially emotional impact in Europe. It was read as an attempt to block the move of socialism into democratic channels, as explicitly maintained by Salvador Allende. And it was seen that the Nixon-Kissinger administration, that is the United States of America, reacted with virulence and violence against this possibility. Henry Kissinger's famous phrase, "until it hurts," was true. The intervention was triggered and caused the rejection of the European democratic sectors in essence. Much more is known today about the cruelty of American international treatment.

“ The Commission for Human Rights of the United Nations went from being a normative body, which dictated recommendations and prepared conventions and treaties, to an executive body. ”

The consequences to human rights institutions were profound. The Commission for Human Rights of the United Nations went from being a normative body, which dictated recommendations and prepared conventions and treaties, to an executive body. The first countries to be subjected to scrutiny were Chile and South Africa's Apartheid regime. The Subcommittee on Prevention of Discrimination and Protection of Minorities, also known as the Subcommittee on Human Rights, was entrusted with monitoring these countries. Open Working Groups were formed in which once a year, and sometimes special ses-

“ As is well known, the Vicaría de la Solidaridad was created by Cardinal Silva Henríquez and played a very important role in defending human rights in the worst years of the Dictatorship. ”

sions, human rights violations were reported from those countries. In the case of South Africa, punitive measures (commercial blockades for example) were advanced, and in the case of Chile special delegates made visits to the country, but many of them could not be carried out because of the refusal of the Dictatorship to allow them to enter the national territory. Each of these annual sessions was a privileged grandstand in which the victims presented their cases, analyses were made, in short, the situation of those countries was put on the table.

World University Service had consultative status with the United Nations and therefore quickly transformed into a privileged vehicle to present documents, to publicise the thinking of victims, etc. Numerous representatives, for example, of the Vicariate of Solidarity, of the Chilean Commission on Human Rights, arrived in Geneva with extensive information and could enter these sessions with the support of WUS credentials. As is well known, the Vicaría de la Solidaridad was created by Cardinal Silva Henríquez and played a very important role in defending human rights in the worst years of the Dictatorship. For its part, the Commission was made up of professionals, lawyers, doctors and one of the signatories to this paper was its Secretary-General.

This new context led to the need to re-form a WUS Committee in Chile, and therefore to have a relationship with the headquarters in Geneva and throughout all the committees that at the time were many and some of them very active. In Europe, apart

from the aforementioned one in England, there were committees in Denmark, France – still linked to the student movement – Germany, Austria and some more that escape us. In Asia, the Committee of India and The Philippines, and in Africa, South Africa and especially Rhodesia, later Zimbabwe, were very strong, where anti-apartheid fellowship programs were extensive and important. It is necessary to greatly appreciate the democratic character that the organisation acquired at the time. Each committee consisted of numerous people, many of them on the university campuses themselves, and went to a very large General Assembly, in which the authorities were elected, and in particular the Executive Secretary and an Executive Committee that led the institution.

A national committee was formed in Chile, which grouped together and expressed various "sensitivities" from all political sectors that were then directly involved in opposition and rejection of the Dictatorship. These were not militant members of political parties, or people appointed by them, but academics and human rights defenders, who gave confidence to the sectors involved. This was essential given the delicate task of this committee, that is, reviewing curricula, serving as a nexus for those returning to Chile.

From this context the return program to be managed by this new National Committee begins. The funds were generously delivered by the Swedish Development Agency (SIDA) and managed in Geneva. The Committee sent the pay for chosen fellows

“ For this reason, the Committee was always called in English, WUS Chile, in order to mark the international character and thus protect itself from repression. ”

and in Geneva itself bank cheques were made in the name of each of the recipient fellows in Chile. These cheques in dollars and nominatives travelled in diplomatic bags or in the hands of people of great trust, and were delivered to each one, in the small office that the Committee had in Santiago de Chile. In this way, the Committee did not handle these moneys and thus protected the beneficiaries themselves.

“ The international context in the late 1970s changed very profoundly. ”

Many times, the police found those cheques and the explanation was convincing, that is, a scholarship was held by an international body, for which there was a small margin of care by the security and intelligence devices. For this reason, the Committee was always called in English, WUS Chile, in order to mark the international character and thus protect itself from repression.

Scholarships did not involve studies in this case. Many fellows shaped institutions, non-governmental organisations and there were also trade unionist fellows who held their fellowship in union formation. A network of small organisations was formed and in this WUS contributed greatly with its scholarships and people returning to Chile.

The crises of the International University Exchange Found and WUS International

The international context in the late 1970s changed very profoundly. The Nicaraguan revolution had opened a light of hope in a Latin America that had been marked by dictatorial violence in Chile and Argentina mainly. In El Salvador the war had broken out and in Guatemala the guerrillas had acquired enormous power. Colombia was continuing at war and at some point, the military political movement called M19 had several important achievements that

soon led to an agreement, a demilitarisation, which was very complex – and dramatic – as we know.

In that context an unheard-of event arose. Parallel to WUS there was an international body of similar characteristics called the International University Exchange Fund (IUEF). It differed from WUS, especially in a closer relationship with the political parties of European social democracy, particularly Germany. It had almost the same donors as WUS, although the funds were of a much larger dimension, almost three times the WUS budget. In Chile it financed many small programs, linked to different contexts. One of them, for example, was a library in a parish in the southern area of Santiago, San Pedro and San Pablo, which was the birthplace of numerous youth and popular organisations. It was a program that was always pointed out as of high quality since the young university students of the population gave classes in the afternoons to those in middle school. There were also several small projects of a solidarity nature.

From one day to the next this organisation – IUEF – was self-shattered. It had many programs in South Africa and a member of that country was part of the International Directory. The staff knew not only the programs but had access to the beneficiaries, their names, etc. There was an apparently true accusation that this staff member was part of the South African secret police, that is, a high-flying spy, who infiltrated this organisation. Such was the impact that they met and decided to dissolve the institution.

The consequences for World University Service were very important. The General Assembly had elected Klavs Wulff, a member of the Danish committee, as its executive secretary. He was the negotiator, as members of the former IUEF recommended that WUS take over the abandoned programs for them. We personally accompanied Klavs in many of those talks or negotiations with the agencies and a huge

number of programs were eventually passed over. The WUS International budget tripled from year to year. The programs were opened to all of Latin America, both "Chileans in Latin America", as a way to get closer to the country, as well as "Latin Americans in Latin America". For example, the Committee was formed in Argentina, as there were no programs there. That Committee was chaired by Jorge Taiana. Taiana has been the Chancellor of Argentina during the Kichnerist Peronist governments and is a highly respected personality in the field of human rights. In Panama, recently deceased sociologist Marcos Gandázegui led solidarity with Central American struggles.

Never has WUS International had so many programs and economic resources. In those eighties it was the main financial agency of the educational field in many parts of the world. The General Assembly held in Harare, Zimbabwe, the year of its independence, was instrumental in negotiations between

“ Indeed, the tranquility of Richard Taylor's times had been lost, and in those years WUS was in the midst of the complex political processes that were not only in Latin America but also in Africa and Asia. ”

the various blocs that had been formed between the National Committees. Indeed, the tranquility of Richard Taylor's times had been lost, and in those years WUS was in the midst of the complex political processes that were not only in Latin America but also in Africa and Asia.

Last stage of WUS Chile

In Chile these resources allowed us to open a number of new programs. The Small Projects program

was particularly important at a time when recession was widespread in the country. Productive projects were common projects that grouped mainly women from the populations, support for nascent trade union organisations, and above all training in popular education. A very successful Young Research Program was also developed, in the absence of state support for social research. Some programs of the former IUEF were continued, and others were implemented.

Perhaps the expansion of the programs was the reason that intelligence systems were dropped into the institution. First it was the expulsion from the country of the partner in charge in Chile of the WUS UK, then it was the imprisonment of the Secretary General of WUS Chile and co-author of this article, then an assault on the offices seeking compromising papers. Fortunately, the measures taken in the office were extremely careful. Many times, the selection was made by reading the curricula of the applicants and burning them immediately leaving a very small tab and proof of dangerous commitments. A number of well-known members of the institution played an important role in this complex process, including Angela Jeria de Bachelet, widow of General Bachelet and mother – unfortunately recently deceased – of President Michelle Bachelet.

It should be noted that these new programs did not imply changes in the bureaucratic organisation of the office. A huge number of people voluntarily participated in the activities of WUS Chile. Each program had a committee that ran it and all of its members were volunteers, that is, ad honorem. As the programs had management funds, established by the agencies, money was accumulated that was not spent because of the voluntary nature of the management. This led us to discuss the fate of these funds on a visit to Chile by the beloved new Secretary-General Nigel Hartley. A Foundation, called the University and Development Foundation, was

formed, which used these resources for new programs and university support. With this Foundation and the already ended Dictatorship, in 1996 approximately, the activities of WUS Chile were completed.

APPENDIX

Members of the WUS Chile Committee:

Presidents:

José Bengoa, University Professor, later a member of the United Nations Subcommittee on Human Rights; Secretary-General;
Germán Molina, Advocate, Executive Secretary of the Chilean Commission on Human Rights and subsequently Minister of Democratic Governments,

Directors:

Germán Correa, sociologist and later minister and vice president of the Republic,
David Farrel, Holy Cross priest,
Angela Jeria de Bachelet, recently deceased, archaeologist, wife of the murdered General Bachelet and mother of the former President of Chile,
Michelle Bachelet, current High Commissioner for Human Rights in Geneva,
Leopoldo Benavides, historian of Flacso,
Rafael Maroto, priest, deceased,
Mariano Requena, physician,
José Aravena, Director of the Traperos de Emmaús de Chile,
Juan Cavada, economist,
Francisco Vergara, professor of philosophy, later Rector of the University Academy of Christian Humanism,
Isabel Araya, writer,
Gloria Vio, social worker,
Manuel Barrera, sociologist who worked in the general secretariat until the end of the institution.

1975, meeting Don Edgardo Enríquez of Chile, a Chilean junta survivor

John King

I first met Dr Edgardo Enríquez in May 1975. Don Edgardo had been Rector of the University of Concepción and Salvador Allende's Minister of Education before the coup. He had been imprisoned, along with a number of other ministers and officials, on Dawson Island in the south of Chile. We had found him a place as a Visiting Professor in the Anatomy Department in Oxford University's Medical School and, in May, he was suddenly released from prison on land and put on a plane along with his wife, daughter and a number of grandchildren. One of his sons, Miguel Enríquez, a founding member of the MIR, had been killed by security forces in October 1974 and his son-in-law, Bautista van Schouwen had been abducted and 'disappeared' in December 1973. It was in Oxford, in April 1976, that he would learn of the disappearance of his younger son, Edgardo, in Buenos Aires, within weeks of the military coup in Argentina. He was a man of immense dignity, always impeccably dressed in a suit and black tie, and he would go every day to his office in the Anatomy Department where he wrote a textbook that would be published in the late 1970s in Mexico. He was also the focal point for the many refugees that were settled in Oxford. Meeting him in Mexico City, his second place of exile, some ten years later, he dedicated his book to WUS staff members with the following words.

'To WUS staff, with great affection and gratitude, who first managed to free me from the concen-

“ To WUS staff, with great affection and gratitude, who first managed to free me from the concentration camps (Dawson Island) and the prisons of the Fascist Chilean Military Dictatorship – where I had been incarcerated for twenty months ... ”

tration camps (Dawson Island) and the prisons of the Fascist Chilean Military Dictatorship – where I had been incarcerated for twenty months – and then organised my placement in the Department of Anatomy in Oxford, where I wrote this book that is benefitting students and doctors across Latin America.' The book now forms part of the collection of the Museum of Memory in Santiago, Chile.

“ Don Edgardo had been Rector of the University of Concepción and Salvador Allende's Minister of Education before the coup. ”

Expanding the WUS UK Chilean refugee program, 1974 to 1978

Liz Fraser



Liz Fraser in the 1970s

In September 1973 I got married and left my university teaching post in Southampton. My new home was in the Holborn and Clerkenwell area, a part of London I did not know. As I soon discovered this area had a long history of welcoming exiled and political groups, and it was at that time housing many such groups who were fleeing from right-wing regimes in Europe and elsewhere, as well as human rights organisations. One of these was Amnesty International, which, together with its British Section, had offices above the Conway Hall in Red Lion Square. I had been a member of Amnesty for a number of years and found that the British Section were happy for me to volunteer with them. At that time very few refugees from Chile were allowed to enter the UK and Amnesty became one of the focal points for the campaigning work which was starting up in this country. This work changed my life.

So, when a short-term post at WUS was created to co-ordinate work with Academics for Chile I was very keen to take it.

“ At that time very few refugees from Chile were allowed to enter the UK and Amnesty became one of the focal points for the campaigning work which was starting up in this country. ”

We found we had another link to WUS when we discovered that we were living around the corner from Donald and Irene Grant. Donald was to be seen outside his block of flats practising his golf strokes, and they were both very active in the local Labour Party and involved in movements for social justice – and the pedestrianisation of one of the local streets. We did not know of the work they had dedicated their lives to until much later. Irene made a very beautiful sleeping bag for our son when he was born in 1977. We kept in touch with Donald and Irene and some members of their family, until the end of their lives.

An important initiative: the initial reception and assistance for arriving refugees

Because under the Tory Government only a handful of refugees from Chile had been allowed into the country one of our major activities at WUS had to be making the case to the Home Office to allow entry for the increasing numbers of students and academics whose lives were at risk. We liaised with other groups, including the Chile Committee for Human Rights, the Chile Solidarity Campaign, Academics for Chile (AFC) the Society for the Protection of Science and Learning (SPSL), Amnesty, the British Council for Aid to Refugees (BCAR), and the Standing Conference of British Organisations for Aid to

“ We did feel, however, that something more was needed by way of a reception centre which could receive and arrange for the travel of groups as well as individuals. ”

Refugees (SCBOAR). We were also in touch with the Intergovernmental Committee for European Migration (ICEM) and the UNHCR in Geneva in connection with travel.

We did feel, however, that something more was needed by way of a reception centre which could receive and arrange for the travel of groups as well as individuals. Because of my links to the University of Southampton I felt that it would be appropriate to ask them to make university accommodation and office space available, during the vacation, so that people could be brought to safety from Chile and other Latin American countries to which Chileans had fled. In addition, we were able to provide English language tuition through the pioneering work of Tom Carter who had set up the Language Laboratory in the Arts Faculty at the University.

The numbers of people who were helped by the Southampton scheme were not as large as we had hoped but it was a useful model for how things could be done. WUS was also much involved with BCAR, a long-established refugee organisation, and helped in its eventual transformation into the Refugee Council.

Collaboration with other key organisations

The work done by WUS UK from the start of the Chile program, in conjunction with AFC and other organisations, was inspirational. It was based on the assumption that we could set up networks and procedures which would meet the needs of refugees

fleeing from the Pinochet regime, using meticulous systems which met the ODM and British Council requirements. AFC had members and supporters in most of the UK's universities, there being far fewer of them then than now, and places were found for our applicants/grantees in appropriate Departments - for Chile the marine sciences and forestry were particularly important, for example - so that on arrival they and their families could be made welcome.

My work was bringing me into contact with Society for the Protection of Science and Learning (SPSL). Originally named the Academic Assistance Council this had been set up in 1933 to help academics fleeing from Nazi Germany and other fascist regimes in Europe, and their advice about finding support, and procedures to follow, was invaluable. This very prestigious organisation, before changing its name to the Society for the Protection of Science and Learning (SPSL), and later CARA, the Council for At-Risk Academics, had by the end of the Second World War, helped some 2,600 displaced university teachers, many of whom went on to become Nobel Laureates, Fellows of the British Academy and the Royal Society. Their archives are held at the Bodleian Library in Oxford. Its Secretary, Esther Simpson, had, incidentally, worked with Donald Grant in Vienna from 1929 to 1933.

“ The work done by WUS UK from the start of the Chile program, in conjunction with AFC and other organisations, was inspirational. ”

Part of my work at WUS was to liaise with the SPSL so as to keep abreast of their work. Esther Simpson was officially retired and there had been less need for their work in more recent years. I would visit her in order to consider applicants who might be eligible for their help rather than WUS's and to familiarise

myself with their current work. When she was no longer able to run the organisation without help, I took on the post of Secretary on a part-time basis in her place. The link with WUS was maintained by a formal Compact which allowed me to remain a member of the WUS staff, seconded to the SPSL. If this Compact had not been set up it would have been extremely difficult for the SPSL to survive as a stand-alone organisation, and my own career would not have taken the course it did. And the development of CARA, after my retirement, as the major academic refugee organisation it is today, would not have taken place.

Our working practices at WUS, which matched those of the SPSL, meant that we could give both advice and financial support to our grantees, and where possible their families in the UK, and settle them into their university departments. The more usual practice with other organisations was to keep these two areas, advice and grant-making, entirely separate.

While I was at WUS, I set up WUS publications.

As time has gone by it has become clearer to me how important the work of Donald Grant and successor bodies to European Student Relief, and the inter-twining of WUS and SPSL/CARA has been to our understanding of the needs of refugees, and to our capacity to support them appropriately. It's important to make the case for the UK to honour its commitment to the UN Convention relating to the Status of Refugees and ensure that our doors

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are open for those suffering from displacement and persecution.

I continued to work with SPSL/CARA until I retired in 1999 and have continued when needed to take part in special events and research projects and publications.

Chilean Exiles and WUS

Alison Ribeiro de Menezes



As researcher and professor of Hispanic Studies at the University of Warwick, I have studied and published on the role of World University Service (WUS). These findings are published in *Journal of Refugee Studies* (2021). My focus in the research was on both the United Kingdom and Chile, in assisting Chileans who fled their country in the wake of the 1973 coup and subsequent Pinochet dictatorship. Many of these Chileans were political exiles either clandestinely fleeing repression or banished, echoing a pattern of political exile that has marked Latin American history and politics since colonial times. The WUS story is one of an unprecedented collaboration, well before the invention of the internet, between a national government and an NGO, and this makes it a foundational moment in the history of organised exile and refugee policy in the UK.

Support for Chileans exiles by WUS

It is impossible to give a precise figure for the number of exiles, but it is estimated that some 200,000 Chileans, or approximately 2% of the nation's population, were exiled as a result of the military coup on 11 September 1973. With the introduction of Decree

Law 81 in November 1973, the Pinochet Regime gave itself unconditional authority to expel citizens and determine their right to return. Chileans went into exile in more than 100 different countries. For some, their exile destination may have been selected on the basis of cultural or personal affinities. For those forced to depart hastily, it was often the result of the willingness of embassies to receive asylum seekers. The gates of the British embassy were, for example, locked, but the Swedish embassy offered protection. In other instances, destinations were the result of chance or the decision of an international organisation working with willing host countries. WUS was one such body that emerged from early civic efforts to help Chileans at risk, assisting Chilean refugees in the decade following the Pinochet coup.

On 13 October 1973 a number UK academics held the first public meeting of a group entitled Academics for Chile (AFC) at the London School of Economics and Political Science (Bayle 2013:210). With a core membership of approximately 20, they were far from uncritical of the Allende Popular Unity government, but they were united in their revulsion at the brutality of the Pinochet dictatorship (WUS 1986:14). Realising the need for institutional support to achieve the aim of working to assist the victims of such repression, AFC established links with WUS UK and they both became founders of a Joint Working Group for the Resettlement of Refugees from Chile (JWG), established in July 1974 to co-ordinate effective action in the UK. Following a series of private donations and the election of a Labour government in early 1974, AFC and WUS together successfully lobbied UK MPs and ministers to back

their activities, while simultaneously gaining the crucial support of senior officials in WUS's capacity to deliver an effective refugee scholarship program. WUS's Chilean program emerged in the context of the 1974 Labour government's decision to support a section of skilled and educated Chileans who were the victims of brutality and whose plight had provoked an international outcry.

The Pinochet regime's repressive apparatus after September 1973 was unleashed not only against political actors and party leaders, but across the Chilean academic community as well. In all, 10,000 students are thought to have been expelled and 18,000 academics and students dismissed from higher education places. The regime's persecution and purge of the academic community led to a reconfiguration of the Chilean university sector, with the 1980 University Reform Law formalising the circumscription of intellectual endeavour to a functionalist role (WUS 1986:11).

When WUS took on the Chilean scholarship program in 1973, it already had experience of managing significant refugee scholarship programs for Hungarians (1956) and Czechoslovaks (1968), bringing together university and government support to achieve this. However, the Chilean program was considerably larger in scope and extended beyond refugees already in the UK to sustained international efforts to rescue Chileans imprisoned and in danger in Chile itself. Working with the Ministry of Overseas Development, and dealing with the ups and downs of varied views at the Foreign Office and Home Office, WUS developed a markedly new approach:

"The scheme's character, with its emphasis on developmental criteria was fundamentally determined by the fact that it was not the Home Office (responsible for UK asylum policy) nor the Department of Education and Science (responsible for UK education and training policy) that played the key official role:

rather it was the Ministry of Overseas Development (ODM) which is responsible British overseas aid policy and programs. It is this involvement that sets the WUS(UK) program apart from all other international assistance programs for Chilean exiles." (WUS 1985:15)

“ When WUS took on the Chilean scholarship program in 1973, it already had experience of managing significant refugee scholarship programs ... ”

The channeling of assistance through the voluntary sector had the advantage, in the Chilean case, of greater sensitivity towards a group of refugees who had experienced abuse at the hands of their own government. Between 1974 and 1986, the UK contributed over £11 million to the WUS Chile program (WUS 1986).

WUS established a Chile team and an awards committee with a prestigious membership, including Prof. Dudley Seers, founding Director of the Institute of Development Studies at the University of Sussex and Dr Lionel Butler, Principal of Royal Holloway College, whose support and involvement was vital to the organisation's work in a delicate political climate (WUS 1986).

In the early years, priority was given to those, such as political prisoners, who were in immediate danger, and the offer of a WUS scholarship was helpful in securing their release into exile. WUS colleagues in Chile and later in Buenos, when the Argentinian political situation deteriorated, worked under the heat of repression, showing enormous personal commitment to the program (WUS 1986:18). In its 1975 *Annual Report*, WUS noted that awards were in-

valuable in securing the release detainees, but that difficulties in obtaining a visa were a major obstacle to their departure. Delays of up to six months, while applications were processed by the Home Office (WUS 1975:9).

“ WUS responded to the crisis of the Pinochet Regime’s violation of human rights, and it did so with a social justice objective that not only saved lives but helped people to then rebuild their futures. ”

Within the UK, WUS established a clear administrative structure that included a number of caseworkers. Each scholarship holder was assigned a caseworker for the duration of his or her studies. The Chile scholarships constituted ‘a tertiary-level educational/developmental program of which the professional aspects did not square well, at least initially, with the responsibilities of a welfare agency’ (WUS 1986:21). The situation in the UK was further complicated by the lack of a coherent overall policy and effective structures for dealing with large refugee influxes, and the fact that the politically attuned Chileans who arrived after 1973 were vocal in their demands for adequate support. WUS’ early support for the formation of the JWG was significant in tackling such problems. Through its advocacy for the creation of the British Refugee Council, WUS also played a significant role in transforming UK structures and policies with regard to refugee work. With hindsight, this is a major, if unexpected, result of the WUS program.

Academic Outcomes

The program thus was underpinned by an enabling desire to offer Chilean refugees the capability to continue their education and training, freedom and well-being, and thus to attend to their broader life

goals despite the disruption of sudden and enforced exile. While human rights might today dominate refugee discourses, it is worth bearing in mind the importance of a social justice perspective even now.

WUS responded to the crisis of the Pinochet Regime’s violation of human rights, and it did so with a social justice objective that not only saved lives but helped people to then rebuild their futures.

In its 1986 report *A Study in Exile*, WUS notes a pass rate of 64% for its Chile scholarship program, which is remarkable given the challenges and difficulties of embarking on academic study immediately on departure from one’s home country in traumatic circumstances (WUS 1986:7). As of 1986, 900 grants had been awarded, 606 to men and 294 to women. The majority, for both genders, went to individuals in the 25-29 age group, followed by a significant number to those aged 30-34. The peak number of awards occurred in the academic year 1977-78 (WUS 1986:27), and postgraduate qualifications predominated initially. As the program developed and the needs of awardees changed, there was a swing to undergraduate study from 1975 on. A third of awardees undertook courses in the Social Studies field, with approximately one sixth studying Business and Administration, and a similar number Engineering. Although awards to women were few at first, their numbers grew quickly in the late 1970s, and women ultimately achieved a higher percentage pass rate (69.7%) than men (60.9%) (WUS 1986:7).

“ Although awards to women were few at first, their numbers grew quickly in the late 1970s ... ”

Experiences of former WUS scholarship holders

How do Chilean WUS scholarship holders remember the loss of home, the dislocation of family ties, and the truncation of their educational lives? What do they reveal of the WUS program's strengths and weaknesses, and what can they tell us about positive policy supports for refugees today? These Chilean life stories unfolded in at least two spatial and temporal frames: the enormous upheavals in the Chile they left behind, and those they experienced in the UK with its shifting political and power relations in the 1970s and '80s. WUS grants were awarded to individuals to come to the UK to study. Initially, envisaged as a postgraduate research program, when the scope of WUS's scholarships widened to undergraduate degrees and taught postgraduate programs, the lack of high-level English became more problematic. However, many of the Chileans helped by WUS had been subjected to physical and mental torture, and were in the words of one, 'super vulnerable'. Beginning a course of study in a new country with limited linguistic and cultural knowledge was a huge challenge in itself; to do so straight out of prison or having fled persecution intensified these difficulties. WUS caseworkers were not trained in providing supports to traumatised individuals, and although Chileans did form informal support groups, professional help was limited. For women who were in relationships where a grant had been awarded to a male partner, the result could be a sense of disenfranchisement and a feeling of relegation to a secondary status. Unequal gender opportunities became a major challenge. The life stories of the Chileans I interviewed were closely tied to their own perceptions of the opportunities they had to exert personal agency, sometimes understood as a contribution to the Chilean exile community and sometimes as a wider contribution to UK society.

Return and reorientation

In keeping with its social development perspective,

WUS was clear that exiles' decisions about their future careers, lives, and any possible return to Chile should be voluntary. In addition, the scholarship program envisaged opportunities for them to develop careers in other development contexts, including Africa and other Latin American countries, should they wish to do so. It is thought that between 12 and 20 scholarship beneficiaries had moved to Africa and Asia by 1986 (WUS 1986:36). At the time of WUS' 1986 report, an estimated two thirds of the Chileans who came under the auspices of the scholarship program had opted to remain in the UK. It was in the UK that they met partners, set up home, had families, and pursued their careers while having close ties to Chile through return visits.

“ It was in the UK that they met partners, set up home, had families, and pursued their careers while having close ties to Chile through return visits. ”

WUS offered return grants to assist those wishing to return to Chile on a permanent basis but who would have greatest difficulty in entering the labour market. Priority was therefore given to Social Scientists. Applicants to the WUS reorientation scheme were based in a variety of European countries, including the UK but also, for example, France and East Germany. They were expected to develop an independent program of research in conjunction with building their own network of contacts within Chile, and selection criteria included not only academic quality and relevance to development concerns, but evidence of course completion and perseverance (WUS 1986:38). As part of a collaborative effort, WUS participated in the Programa de Retorno y Apoyo

Laboral (PRAL), which began in 1985. The program's objective was to provide support for the reintegration of Chilean exiles by offering assistance with employment.

PRAL provided loans for small businesses that would hopefully generate an income for returnees. In taking this approach, it recognised the difficulties confronting those for whom Chile was a changed country.

Even if hopes of a return to democracy were high in some circles, alternatives to the neoliberal economic path established by the Regime were not necessarily evident. Between 1990 and 1994, following the restoration of democracy, assistance was given to returning exiles. The WUS Chile program linked educational and developmental goals in a manner that gave the program a future-oriented dimension. Some senior Chilean scholars were aware of the opportunities afforded by exile to reflect on socio-political concerns, on the lessons of the Popular Unity period, and to evolve a sense of solidarity with those back home as well as a future contribution to freedom and the development of their country. In political circles, the lessons of exile for the parties of the Chilean Left have been much commented upon, with Ricardo Lagos' assessment that the encounter with European socialism and a realisation of the importance of entrepreneurialism much quoted. The influence of Spain's managed transition to democracy was also an important factor.

“ It was the patient, careful, sensitive work of WUS and its staff that was most successful in not only saving but helping to rebuild lives ”

Within the WUS UK scholarship community in the early years, and in parallel to the formal university affiliations of individuals, a network of academics had established their own research priorities, research groups, and system of informal guidance for younger scholars (WUS 1986:22-23). A range of activities had been developed by academic coordinators, with an emphasis on a review of the Popular Unity period and the broader challenges of socio-economic development; the evolving nature of education in Chile; health issues, including mental health and exile; and public administration. This academic program evidenced the commitment of exiles to their homeland, as the 1986 WUS report notes:

“The objectives of the academic coordination were both original and sensible given the unique characteristics of the program: a refugee scholarship scheme with developmental aims and a scattered community, confronting a university system that was alien to most of them. The linking of academic work with concern for the plight of their homeland was a striking initiative from the community itself, and the development of a 'parallel college' structure stimulated a great deal of positive planning and genuine mobilisation” (WUS 1976:25)

The WUS development model did largely follow the idea of Western professionals acting within a binary vision of Chilean migration to the UK as a temporary experience that would hopefully lead to a voluntary return movement beneficial to the reestablishment of Chilean democracy. In this sense, the program was of its time, and it responded to a specific traumatic upheaval though available legal and governmental structures which shaped the nature of the support provided.

Without devaluing such potentially enormous gains, we may note that this is something of an elitist view. We should not forget that many Chileans confront-

ed serial exile, moving from home to various exile locations over a span of time, and their subjective and intersubjective sense of Chilean-ness is thus profoundly transnational and transcultural. They also confronted individual difficulties and contexts in which gender expectations, personal struggles and a personal and professional sense of satisfaction or dissatisfaction profoundly affected their daily lives. It was the patient, careful, sensitive work of WUS and its staff that was most successful in not only saving but helping to rebuild lives.

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Working at WUS International for East and Southern Africa, 1975 to 1979

Tad Mitsui

I was employed by the International Office of WUS in Geneva, Switzerland from 1975 until 1979. My job title was Associate Secretary for East and Southern Africa. I administered the largest funds in Southern Africa, namely Zimbabwe (called Rhodesia then) and South Africa. I was assigned also to keep contact with the national committees in Sudan, Kenya, Rwanda, Burundi, Tanzania, Uganda, Zambia, Rhodesia, and Lesotho. There was no WUS Committee in South Africa but WUS International worked directly with the National Union of South African Students (NUSAS) for white students and the South African Students Organisation (SASO) for blacks. I was also a lead contact with the committees in Hong Kong, Japan, and Korea because of my language ability.

I visited all the above national committees at least twice during my tenure, except for South Africa. When I was hired by WUS International, I had been a “prohibited immigrant” in South Africa since 1971 following a brief incarceration and expulsion. Hence, I was not able to visit South Africa from Geneva, though it was where WUS International raised and spent the largest sum, Rhodesia being the number two. I met with South African project holders often in Lesotho. Other times, they came to Geneva.

South African spy in WUS circles

I once asked Richard Taylor, General Secretary, to visit all the WUS supported programs in South

“ I was very excited that Richard managed to spend time even with Steve Biko who was under house arrest as a banned person. ”



“ After I left Geneva, in 1980 Williamson was exposed to be a spy for the South African Police, a captain in the Special Branch. ”

Africa. I was very excited that Richard managed to spend time even with Steve Biko who was under house arrest as a banned person. Little did we know that Richard was followed by the security police everywhere he went. We planned the whole excursion in consultation with Craig Williamson, who was working for the IUEF (International University Exchange Fund) as Deputy Director. After I left Geneva, in 1980 Williamson was exposed to be a spy for the South African Police, a captain in the Special Branch.

I was made aware of WUS for the first time by a plaque at the entrance of the university library in Lesotho in 1970. The plaque indicated the building was the donation of the World Council of Churches

(WCC) and WUS. I tried to find the WUS Committee in Lesotho. There was none. The committee had existed apparently but was disbanded. The relation with WUS was severed after the decision of the WUS General Assembly to establish contacts with anti-Apartheid movements and organisations. The Vice Chancellor at the time was British who did not think that keeping the connection with the organisation explicitly against South Africa prudent because of the presence of a large number of South African students. It must have been the sign that a change was happening in WUS. In the 1960s many altruistic and activist organisations were shifting the emphasis towards social justice and away from merely charity and welfare.

In 1974, as Dean of Students of the university I encouraged students to revive the national WUS committee. I thought it would be a way for them to be involved in community and national development. The Committee did revive and was recognised at the 1974 WUS General Assembly. When the WUS Lesotho Committee was recognised, the new University Vice Chancellor was very pleased seeing a WUS national committee as an important channel of international assistance.

My tasks for WUS in Africa and Asia

Among twelve national committees I was assigned to – nine were in Africa and three in Asia – I observed that there were three categories of programs being implemented:

1. Service to the students typically by providing important facilities e.g. libraries, residential accommodation and tuberculosis sanatoria;

“ In 1974, as Dean of Students of the university I encouraged students to revive the national WUS committee. ”

“ There were several programs carried out by the Black Consciousness Movement headed by Steve Biko. ”

2. Assistance to international students particularly refugees and students disadvantaged by unjust policies and systems;
3. Participation in community development and popular consciousness raising programs.

Categories 1 and 2 were the original type of WUS programs in Europe after World War 1, which provided opportunity to continue university education for the prisoners of war and the students with tuberculosis. Scholarships to refugee students displaced by war, civil unrest, and those disadvantaged by unjust society were a part of the category 2.

I classify most of the consciousness raising programs under No. 3. They were, for example, the South African Committee for Higher Education (SACHED) and a few community development programs in black townships. There were several programs carried out by the Black Consciousness Movement headed by Steve Biko. There was only one rural development program, which was based in a university; it was in Rwanda. I found it interesting that the Tanzania and Zambia committees had not found their new niche after the governments introduced university student national service for development. Their Presidents' (Julius Nyerere and Kenneth Kaunda) socialistic philosophy pre-empted WUS's impetus. They have not found a new direction after the 'bricks and mortar' foreign aid program in the WUS donor community became redundant.

1. Of the committees I had related to, Sudan, Korea, and Japan focussed more on category one. Student residences were in Khartoum in Sudan, Seoul in Korea and in Tokyo, Japan. I believe

Japan had a TB sanatorium as well. It was no longer there when I visited from Geneva.

2. Scholarships: Burundi, Lesotho, Rhodesia (Zimbabwe) administered scholarship programs. In South Africa it was implemented by NUSAS which was a scholarship program for black medical students and political prisoners. Burundi and Uganda administered the scholarships for Tutsi refugee students who escaped violence in Rwanda. They were the victims of the Hutu dominated government's ethnic cleansing policy. In Lesotho, the WCC took over the WUS scholarship program for South Africans after the national committee was disbanded. WCC transferred the funds directly to the University administration, and it selected the recipients. Because scholarship administration required strict accounting protocol, all scholarship programs had volunteer financial administrators under national committee oversight. Most of my time was spent to keep contact with the administrators instead of volunteer student committees. Administrators were mostly faculty members.

The program in Rhodesia/Zimbabwe was by far the largest in terms of the size of funds as well as the number of recipients. It was the program to support all black students at the University of Salisbury. Though the university admitted all races with school A level qualifications, most black students could not afford the cost which was determined by the average income of the white population, hence the scholarship assistance. The source of funds was the WUS committees in Canada, Denmark, and the UK and one government direct, Sweden. WUS committees received their contributions from the government aid agencies also. In the implementation of scholarship programs, the shift should be noted from an emphasis on welfare to social justice. All WUS scholarships were social justice actions fighting political and social injustice.

From welfare to social justice

3. Participation in development: a shift from welfare programs to an emphasis on social justice must have grown from the mere support of refugee students to include the support of students who were disadvantaged due to discrimination and other unjust practices. This shift towards social action programs included consciousness raising in popular education to create a more just society. It became massive and effective such as Newspaper Education Supplements, and was exemplified by programs such as one created by the South African Committee on Higher Education (SACHED) and the Domestic Workers' Project to make maids, nannies, and gardeners more aware of their conditions and their rights. The fact that those popular education programs quickly became the target of attack by the South African government proves that they were effective. Newspaper education supplements and the educators were banned very quickly. All the funds for South African programs were Swedish government grants. SACHED was the biggest program in terms of the size of funds in WUS International.

One curious twist I found was in Rwanda: there was an active agricultural research program implemented by WUS students at the National University of Rwanda directly funded by the Canadian government, in Butare in Southern Rwanda. I found it creative and well run. When I visited the university, the student body was exclusively from people of the Hutu ethnic group. It might have been the result of civil unrest and exodus of the Tutsi population. It is an interest-

“ In the implementation of scholarship programs, the shift should be noted from an emphasis on welfare to social justice. ”

ing question why the violent persecution, even the massacre and resultant exodus of the Tutsis produced a university where students were all Hutu and keenly interested in rural development. Was it accidental? I never had time to solve the puzzle. A decade and a half later, the genocide of

“ There has to be a balance of power between three sectors of the global human family: Market, Civil Society, and Government. ”

the Tutsi by the Hutu government happened. Another interesting feature of some WUS national committees was the relationship with the Student Christian Movement (SCM). I found this in Japan, Korea, and Zambia. Of course, until 1970, WUS International office shared the same building and services such as the receptionist and the custodian on rue Calvin in the historical old Geneva on the hill, with the World Student Christian Federation (WSCF), which is the international headquarters of the SCM. Japan and Korea still operated student residences with strong ties with SCM. In Zambia, the WUS committee did not have any WUS program. It looked like an SCM national chapter. I know this because before I joined WUS in 1975, I was Regional Director of the South African UCM (SCM) for Lesotho and Orange Free State.

The international WUS office and a problem emerges

Finally, let me say a few words about the international office of WUS in Geneva. The running of the office in Geneva was not in my job description. For that reason, I never raised a serious alarm about the existential problem of WUS International. However, I thought there were two dangerous aspects. Firstly, there was an over-dependence on government fund-

ing exclusively for Southern Africa programs; and secondly the source of the largest amount of funds for Southern Africa was mostly from one country, namely Sweden, where WUS had no national counterpart. Yet, the cost of running the office in Geneva was mainly financed by Swedish government funds as the fee for administration, which created a sort of organisational instability.

Epilogue – balance of power

I conclude with the challenge from the experience of working in World University Service in regard to the role of Civil Society, such as NGOs, in the global human family. There has to be a balance of power between three sectors of the global human family: Market, Civil Society, and Government. Margaret Thatcher said, “There is no such thing as SOCIETY. There is only MARKET.” Charles de Gaulle said, “Government has no CAUSE only INTEREST”.

Southern African students and the role of WUS, 1969 to 1982

Clive Nettleton

I left South Africa as a refugee from the Apartheid regime. Arriving in London on an icy morning in March 1979, I was met off the plane by Tad Mitsui, WUS Associate Secretary for Africa, who asked if I would be interested in taking up his post as he would be returning to Canada. I couldn't imagine anything better than working for an organisation I knew well, but my wife, Maryke, was expecting a baby in six weeks and we had just completed an enormously complicated and emotional effort to leave South Africa. Another move was just too much of a leap to take.

But it seemed that working for WUS was written in the stars. A couple of months later after our son Gregory was born and we were beginning to get the hang of being parents, Richard Taylor, the General Secretary of WUS, rang me. After being appointed, the person who had been offered Tad's post decided that he couldn't face living in Geneva so the job was advertised again and he wondered if I wanted to apply. After four months, a new baby and no current prospects of work in the UK, a second chance at getting the dream job was too good to miss. I applied, was interviewed in London and in July was on my way to Geneva.

The South African years

In the sixties I'd been involved in the National Union of South African Students (NUSAS) which received funding from WUS, notably for its prisoner's education program which funded educational courses for political prisoners, many of them on Robben Island. In 1969, as Acting President of NUSAS, I visited WUS in Geneva on my way back to South Africa after attending the World Assembly of Youth, and paid

“ After four months, a new baby and no current prospects of work in the UK, a second chance at getting the dream job was too good to miss. ”

a further visit in late 1971, seeking funding for the Open School which was emerging out of the Youth Program of the South African Institute of Race Relations which I had established after leaving NUSAS.

The middle years of the 1960s was a strange period in South Africa. There was the high-profile opposition to apartheid of the late fifties and early sixties as apartheid was expanded and deepened and was met by boycotts, protest, defiance campaigns, the drawing up of the Freedom Charter and, eventually, the massacre at Sharpeville and the beginning of armed resistance which led to the imprisonment, banishment and banning of most of the leadership of the ANC and other anti-apartheid organisations. But there was continuing opposition and the emergence of the Black Consciousness Movement in the late sixties challenged the liberal, largely white led multiracial opposition to apartheid as much as it confronted apartheid.

“ The work done by WUS UK from the start of the Chile program, in conjunction with AFC and other organisations, was inspirational. ”



Protests against Apartheid in South Africa

Black consciousness and the Soweto Uprising, 16th June 1976

The sixties were also the era in which Africa secured its independence from colonial rule, and its intellectuals sought to reinterpret its history and forge the identity of its nations and people. It was the time of the civil rights struggle in the United States and, later, the black power movement. In South Africa the emergence of the black consciousness movement in the late 1960s brought new energy to the resistance to apartheid and oppression. A new generation of leaders, exemplified by Steve Biko, emerged and challenged the old orthodoxies, particularly the need for white involvement in liberation which the new movement, with its slogan “black man you are on your own” saw as being as much cultural and psychological, as political. The Soweto uprising of 1976 was both the culmination of a building storm and the beginning of a sustained era of unrest which culminated in the downfall of apartheid 14 years later.

In this period a huge number of projects and programs involving a large number of organisations and individuals were contributing in large and small ways to the growing pressure for change. Many were supported by overseas donors including WUS, both from its international headquarters, which acted as a channel for support for the internal projects in

“ Anti-apartheid organisations were supported by WUS and its committees over many years, providing not only money but solidarity in difficult times. ”

South Africa and, through its national committees, to provide opportunities for refugees from South Africa, Namibia and Zimbabwe at universities in countries across the world.

Anti-apartheid organisations were supported by WUS and its committees over many years, providing not only money but solidarity in difficult times. Richard Taylor, the WUS General Secretary, visited South Africa in 1977 and I met him at SACHED (the South African Committee for Higher Education) where *People’s College*, the project which I ran, was partly funded by WUS.

People’s College was one of SACHED’s flagship projects and certainly its most high profile. With its mixture of academic courses aimed at high school students, practical courses varying from motor mechanics to house repairs, general education on economics and politics and material for use in literacy groups it attracted a wide and varied readership. Regional organisers set up readership groups aimed to support reader groups, particularly for high school students and literacy groups. Material in formal education was drawn from Turret College, SACHED’s correspondence program which offered formal education for students to obtain formal qualifications and then proceed to university.

Following the murder of Steve Biko in September that year there was an upsurge in resistance and protest, particularly amongst young blacks in the areas. As the movement spread and violence increased, the government responded with a massive crackdown on organisations and individuals. *The*

“ World, a newspaper with a readership of over three million and its editor and a number of other journalists were banned. ”

World, a newspaper with a readership of over three million and its editor and a number of other journalists were banned. The paper had carried *People's College* so it too was prohibited.

For some months we tried without success to get another newspaper to carry it. In May the following year as we were beginning to give up hope, along with Dave Adler, the Director of SACHED, I was served with a banning order preventing me from working for a range of organisations and imposing a huge number of restrictions on my movements, meeting with others and ability to work. Ten months later I left South Africa to go into exile in the UK.

WUS in Southern Africa: my involvement continues

In 1979 WUS was an important conduit for educational support for southern African refugees as well as supporting a large number of anti-apartheid organisations in South Africa. Over the previous decade or more an enormous scholarship program managed by WUS with the support of donor governments and national committees had transformed the University of Rhodesia where black students became the majority before independence. This had the potential to ensure the rapid and equitable development of the country once independence was secured. Alongside this WUS implemented a substantial program of scholarships for Rhodesian (Zimbabwean), South West African (Namibian) and South African refugees, some attached to the liberation movements, some to the black consciousness movement and some to other groups. Many were at universities and colleges in Africa, Asia and elsewhere supported by local WUS committees,

with additional support being given with government funding in Canada and the UK.

For me this was an entirely new world. I had little contact with the Southern African exile community and no real knowledge of this part of the organisation's work. Of course, I did know about the organisations and programs being supported internally in South Africa, ranging from NUSAS to the Open School which I had started in 1970, SACHED with which I had been connected in different ways from 1967 through NUSAS, the prison and medical scholarship programs, *People's College* and the Newspaper Project, as well as the Community Agency for Social Enquiry for which I secured its initial funding in the first round of donor applications I made for WUS in 1980.

The open structure of WUS with its national committees and combination of scholarships for exiles and support for organisations working against apartheid within the country made it essential for it to work as openly as possible. We worked on the assumption that the apartheid regime and security apparatus largely knew what we were doing and certainly which organisations we were supporting, that we were running scholarship programs but probably not the names of the students we were supporting though it is, of course, likely that some were known through the regime's extensive network of spies and informers. We also judged in the early stages of my work that it would not be productive for us to have direct relations with the liberation movements – if you don't have information, there is nothing to give away – though many of the students were closely involved.

The support program for refugees changed massively in the early 1980s with the collapse of the International University Exchange Fund (IUEF) following the revelation that its deputy director, Craig Williamson, was a South African spy. IUEF had

a similar scholarship program to WUS but, through Williamson, was much more closely involved with the liberation movements and particularly the ANC. In addition, IUEF had a large program for refugees from other African countries. After extensive negotiations with the Scandinavian donors WUS took over a large number of southern African scholarships as well as acquiring a new program for refugees from other African countries, and added a large number of Latin Americans to the WUS program for Chilean refugees.

It's about change

Wider political changes were also having an effect on WUS. The Sandanista victory in Nicaragua led to the WUS international General Assembly being held in Nicaragua in August 1980. In addition to celebrating the liberation of the hosts, the Assembly also celebrated the liberation of Zimbabwe four months earlier. This was a highly charged gathering which would have lasting and, eventually, disastrous effects on the organisation. As a foretaste of the challenges to come, the election of a new General Secretary produced high drama. Two candidates stood for election – Klavs Wulff, a Dane who had been involved in WUS in the first half of the 1970s and Marco Gandasgui, the head of the Panamanian delegation. As the votes were being counted, the Nicaraguan President accompanied by an armed guard appeared and asked to address the Assembly, making an impassioned plea for a Latin American to be elected. In the event Klavs Wulff was elected though all the Latin American delegates with the exception of those from Chile and Costa Rica ab-

“ *The support program for refugees changed massively in the early 1980s with the collapse of the International University Exchange Fund (IUEF) ...* ”

“ *As in the past the organisation had responded to and developed in response to a crisis which was not of its own making.* ”

stained. Despite some discussion about my position following the Williamson affair, I was offered a new two-year contract.

Following the Assembly Klavs Wulff negotiated the transfer of the IUEF programs to WUS and we set about building the organisation to reflect the wider group of students it had acquired, and to expand programs to support refugees from a wider group of countries in Africa and Latin America. Over the following period we made a massive effort and succeeded in absorbing and developing the programs we had inherited as well as expanding the internal South African program with a number of new initiatives.

By the time I left WUS in June 1982 it was a substantially bigger and more dynamic organisation, but the seeds of future conflict had been laid in the intervention in the 1980 Managua Assembly and the pressure that was put on me to leave prior to the 1982 Assembly in Harare. As in the past the organisation had responded to and developed in response to a crisis which was not of its own making. But difficult issues had begun to emerge which would need to be addressed as it became clear that the programs supporting Zimbabwean students would be wound down and other African students would not be maintained beyond those currently being supported. In addition, increased politicisation and ideological differences became more apparent at the Harare Assembly, which I helped to run after I had left the Secretariat.

WUS International was finally dissolved in 2000, after collapsing financially in 1996. How and why

“ WUS Germany, WUS Austria and WUS Canada have retained the name and their programs. ”

this happened is still unclear. As I write this revised paper ten years after it was first published, what is clear is that events and programs were run for which there was not sufficient funding and that the financial reserves were exhausted, loans were taken out against the WUS properties in Geneva which finally had to be repaid leaving no funds to maintain the organisation.

For not dissimilar reasons, WUS UK (renamed Education Action) closed down in 2010 and, lacking international support, committees in the developing world also collapsed. Four northern parts of WUS remain. WUS Germany, WUS Austria and WUS Canada have retained the name and their programs. WUS Canada had since the 1970s withdrawn from the central organisation and ran a separate program which has continued and developed over the years. WUS Germany and WUS Austria retained their identity and continued to develop their programs, focussing increasingly on Eastern and South Eastern Europe in response to the changing political situation. WUS Denmark had supported the WUS International projects but withdrew from the international organisation in the mid-1970s, changed its name to IBIS and then merged with Oxfam to become IBIS/Oxfam which continues to operate. [WUS in France became French University Service in 1944 but remained a member of WUS international until 1990, and continues to work extensively with foreign, especially refugee, students. Ed.]

The full story of what happened to WUS International remains to be told: at the time of writing the WUSI archives, which are held in a university archive in Canada, are inaccessible because of the COVID-19 pandemic. Whatever unfolds, there is a story

to be told of an international organisation which emerged from the global conflicts of the early and middle of the 20th Century. WUS provided a lifeline for students in the aftermath of the First World War, prisoners of war of both sides in the Second World War and went on to support students escaping from and operating in oppressive regimes in Africa and Latin America and a range of programs on both continents to advance education and liberation.

For me it was an incredible privilege to have worked for organisations in my native South Africa which sought to contribute to bringing about change and to have received support from WUS in our work. Going into exile was a hugely difficult decision and it was an incredible privilege to have been able to make a contribution to bring about change not only to my own country but elsewhere in Africa. It was far beyond anything I expected when I left South Africa and it provided the base and experience for the work I subsequently did with refugees in the UK, programs with indigenous people and minorities in Asia, Latin America and Africa, and lastly education in Africa.

“ For me it was an incredible privilege to have worked for organisations in my native South Africa which sought to contribute to bringing about change and to have received support from WUS in our work. ”

WUS UK work with Southern African students

Jane Katjavivi (née Coles)

In 1975 I worked for a year for World University Service, WUS UK. I had just finished my Master's degree in African Politics at the University of Birmingham.

Critical incidents

One of my first tasks was to help organise the WUS Annual Conference. It had already been agreed that the theme would be 'Education for Liberation' and one of the planned speakers was Thabo Mbeki, who was with the ANC office in London at that time. At the last moment, the WUS Board got cold feet. They were worried that this would be too political a profile for them as a charity, because under British law charities are not supposed to get involved in politics. So they asked Thabo Mbeki if he would speak as a representative of one of the South African student bodies. He said No, he was speaking for the ANC, and he gave an impressive presentation of the situation in South Africa and the difficulties for black students to get adequate education under apartheid.

Raising funds for scholarships

My job with WUS UK was as a scholarship officer, responsible for raising funds for scholarships for people from Southern Africa who had been denied education because of their race or politics. I travelled round universities in the UK, assisting British students to raise funds to cover maintenance costs for the Southern African students, while lobbying the university authorities to waive tuition fees.

There were many South African and Zimbabwean students in the UK at that time but only five Namibian students. One of those was Jackson Kaujeua, who went on to become one of Namibia's best-known musicians. Another was Tangeni Angula, who



is now Head of Government Pharmacy and the wife of Prime Minister Nahas Angula. They had come to the UK under the auspices of the churches and were staying at the Namibia Peace Centre set up in Sutton Courtenay, outside Oxford, by Bishop Colin Winter, the Anglican Bishop of Damaraland, who had been expelled from Namibia by the South African authorities for siding with the poor and oppressed.

Matchmaker WUS

WUS wanted to increase the number of scholarships on offer to Namibians and I went to meet Bishop Winter and discussed this with him. He in turn put me in touch with the SWAPO Representative for the UK and Western Europe, Peter Katjavivi. So, it was through World University Service that I met the man who later became my husband.

The first time we met was at a meeting of nongovernmental organisations and the Southern African liberation movements. I represented WUS UK at the meeting. It was a time when the NGOs were considering providing humanitarian assistance to the liberation movements to support their work caring

“ The liberation movements, on their part, were faced with the needs of tens of thousands of people and required humanitarian assistance as well as wanting broader recognition of their struggle for freedom. ”

for people who had fled their homes and were living in exile in Zambia and Tanzania. It was difficult for the NGOs because of their charitable status, but they were trying to move forward and find ways of assisting these refugees. The liberation movements, on their part, were faced with the needs of tens of thousands of people and required humanitarian assistance as well as wanting broader recognition of their struggle for freedom.

There were some tense moments in the meeting but the person who stood out most in my mind was Peter Katjavivi. He was calm and able to speak to and successfully communicate with liberation movement representatives and NGO representatives alike. To my recollection, the NGOs did move forward after this meeting to provide some humanitarian assistance for Southern African refugees in Zambia and Tanzania.

1973 crisis in Chile and Southern Africa

At that time, the main focus of WUS UK was supporting students from Chile who had been persecuted by the military regime of General Pinochet, which had overthrown the elected President Salvador Allende in September 1973. This was a separate program from the Southern African one, and received extensive funding from the British Labour Government through its Overseas Development Aid budget. In contrast, the Southern African program relied on funding from individual donations, other NGOs and from Scandinavian countries, I believe.

When I worked for WUS UK, the Secretary General was Alan Phillips and the Secretary General of WUS International was Richard Taylor. During my time there, I encouraged a friend of mine, Nigel Hartley, to apply for a job at WUS as well. He went on to become Secretary General of WUS UK and then Secretary General of WUS International.

In September 1975, I went with Alan Phillips to a meeting of European WUS groups from different European countries that was held in Germany and hosted by WUS Germany. Alan briefed delegates on the constitutional talks with local Namibian ethnic leaders, which had been organised by the South African administration. I briefed them on SWAPO's position and the humanitarian needs of Namibians in exile. This was my first international conference and my first exposure to the work of other WUS groups. Each had their own focus of activity and together they made an impressive body.

1990 return to Namibia

After my year with WUS I went on to work with Peter Katjavivi at the SWAPO Department for Information and Publicity London office. I later joined *AFRICA Magazine* and then moved into book publishing. Peter and I married in 1981. He went back to Namibia after 27 years in exile during the election process in 1989. Our children and I moved to join him shortly before Independence in 1990. I set up a publishing company and bookshop in Windhoek and became involved in book development in Namibia and other parts of Africa.

Involving WUS in Europe for the Namibian student cause

Peter H. Katjavivi



World University Service has been an interesting organisation operating through a unique network that connected a number of European countries, with its headquarters based in Geneva, Switzerland. In that way, its leadership both at the national as well as at the headquarters level was highly committed to the cause of the freedom and liberation of Southern Africa. In this respect, they continued to be partners in making a substantial contribution towards the freedom and independence that we enjoy today in Southern Africa. Their main area of concentration was through education and training.

Thinking ahead – moving forward

My initial association with the work of the World University Service UK started at the time when I served as the SWAPO Representative for the United Kingdom (UK) and Western Europe in the 1960s and 1970s. During this period, I worked closely with WUS UK on educational and humanitarian aspects. WUS UK had developed an educational program for students from Southern Africa. In this regard the SWAPO London office forged a well-coordinated partnership in identifying would-be students from

Namibia. As a result, a number of Namibian students benefitted from scholarships that had been raised by WUS.

Joining the WUS worldwide network

During this period, I continued to work closely with most of the WUS national committees, particularly those of the UK, Germany, Denmark, and of course, the Geneva international secretariat. In the 1980s, I had the honour of serving as a Vice-Chairperson of WUS UK, while I was doing my doctorate at Oxford. I worked closely with Iain Wright, Nigel Hartley, Sarah Hayward and Sarah Locke.

Through this involvement, I had the opportunity of understanding and appreciating the world-wide activities of WUS. WUS's overall mission was characterised by its readiness to respond to the various challenges that confronted our world. It did this by providing humanitarian care to our refugee centres in Zambia and Angola, as well as empowering our young men and women through scholarships.

Through these endeavours, WUS has also travelled the long journey that the peoples of Southern Africa have gone through.

“ WUS's overall mission was characterised by its readiness to respond to the various challenges that confronted our world. ”

WUS Zimbabwe: Education for liberation, 1975 to 1980

Alan Phillips

In November 1965, Rhodesia's white colonial government, representing 5% of the population, made a unilateral declaration of independence. By the early 1970s a guerrilla war had begun between the army of this unrecognised government under Ian Smith and two liberation movements, ZAPU (Zimbabwean Patriotic Movement) and ZANU (Zimbabwean National Union). In 1978 a peace agreement was reached and by 1980 a majority elected government ruled an independent Zimbabwe. In 1982 WUSI held its international Assembly in Zimbabwe. It was addressed by the then popular President Mugabe of ZANU.

WUS begins to address institutional racism

In the early 1970s, WUSI realised that it was important to act in colonial Rhodesia to address the institutional racism that existed in society and particularly in education. Schooling was segregated, and although education at primary, secondary boarding schools and tertiary level were open to black students, there was limited access to quality education for black Africans. Racial segregation of schools was based on funding and was most extreme in the 1970s. Only a few per cent of the Rhodesian population were declared "White European", but their children were allocated around 90 percent of government spending on education. Funding of secondary schooling was disproportionately offered to "Europeans" rather than Africans. In the 1970s, only 43.5 percent of African children attended school, mainly rural missionary schools, while only 3.9 percent of these children enrolled in secondary school. Almost all white European children attended primary and secondary schools.

The WUS Secretariat in Geneva mobilised the international movement to respond to this, in particular the national committees in the UK, Canada, Denmark and Rhodesia/ Zimbabwe. They also mobilised Swedish SIDA as a major donor. WUS was able to identify a multiracial group of educationalists, based at the University of Rhodesia, including Teddy Zengeni, Dai Jones, Knotty (AP Knottenvelt), and Chris Mutambiro.

They developed innovative educational programs to provide bursaries for black pupils in secondary schools, in technical colleges and at university. They were volunteers committed to take practical measures to overcome the institutional racism and to educate black pupils for an independent Zimbabwe.

WUS developed a program of assistance for black secondary school students working with 75 principals of schools throughout the country. Awards were based entirely on need, priority being given to children whose parents were widowed, disabled,



1980 Zimbabwe Independence



Rhodesian college students

displaced, living in “protected villages” or detained for political reasons. In 1978, 1300 students were funded for which WUS raised a little over SF 300,000. Some students were supported for courses at technical colleges including ones run by the YMCA and the Salisbury Polytechnical College.

University scholarships: preparing for liberation

At an early stage it was seen to be crucial to help build the cohort of well-educated black Rhodesian graduates to prepare for meeting the needs of a liberated Zimbabwe. It was evident that education at the University of Rhodesia had a crucial role to play. The very first university scholarship was awarded in 1964 to a young woman who refused a grant awarded by the government because of the conditions attached: students who accept official (and limited) aid must agree to avoid all political activity and to work for the state after graduation. Award holders were often highly politicised, a fact which probably explains why as many as 8 percent of WUS students by 1978 had joined the guerrilla forces in Mozambique. Others were expelled from the University and were supported by WUS in the UK and Canada.

The university scholarship program expanded considerably in the 1970s. The escalation of the war for independence and the resultant mobilisation of the

white minority meant the number of white students at the University of Rhodesia had plummeted, freeing significant number of places for black Africans. By 1978 WUS supported 750 of some 1600 undergraduates, and in 1980 there were 942 students being supported by WUS with 664 of these supported through WUS UK.

The Rhodesia/Zimbabwe committee, functioning on a voluntary basis, helped administer this large program with considerable success. With WUS UK, they helped disseminate an important statement by black staff in 1978, “The University of Rhodesia and Constitutional Change”. Following Zimbabwe’s independence WUS offered advice and assistance to many Zimbabwean refugee students who were studying in the UK and wanted to return to help Zimbabwean development.

The scale of WUS’s major contribution meant that Zimbabwe had more graduates than any other African country at independence. In 1980 the Zimbabwean government showed the importance it attached to education by legislating to make primary and secondary education free and allocating 17 percent of its budget towards this.

Alan Phillips, General Secretary WUS UK 1973 to 1981 with many thanks to Tad Mitsui (WUSI 1975 to 1959) for his advice.

Tad has helped to build the trust that made the foundation of the VGU possible.

And from my personal perspective, I say: who has the opportunity in their life to help build a university from the very first stone? Not many do.

So, to the WUS centenary, “Well done, keep up the good work, and thank you!”

Managing WUSC Canada international development programs, 1974 to 1983

Kaye Thomson

In 1974 I joined the new Executive Director of WUSC, William McNeill, as special assistant and participated in his introduction of a Canada-wide WUSC membership program for educational institutions, alumni and the general public. This fundraising effort showed wide Canadian support for WUSC programs focused on education, human rights and the alleviation of poverty, racial discrimination and oppression. WUSC continued its support of student refugees and co-operated with the United Nations and its agencies as well as international non-government organisations and community groups in developing countries. WUSC received financial assistance from the Canadian International Development Agency (CIDA) and provincial governments, foundations and was supported by 47 Canadian university and college campus committees. I helped to revive a new WUSC CARAVAN touring WUSC college and university campus committees with handicrafts from community groups in various developing countries for fundraising and student involvement in development education.

WUSC opened its first Field office in Lesotho in 1976 to support a Canadian International Development (CIDA) funded technical assistance program to place Canadian university graduates to teach in secondary schools. WUSC also recruited a Canadian university nurse trainer from Brandon University for the University of Botswana. Negotiations began in 1975 with the Chinese government to hold the 1977 WUSC International Seminar in Beijing, where it was just opening its “Friendship Door” to foreigners. Meanwhile the 1975 WUSC seminar was held in Egypt with fifty university student participants and 3 faculty advisors.

I participated in administering the United Nations Volunteer program in Canada and the WUSC Refugee Programme in co-operation with UNHCR. In 1981 the Canadian Department of Immigration signed an MOU with WUSC to bring student refugees to Canada as Landed Immigrants – a unique human rights program that continues to this day. It is supported by WUSC education institutional members waiving tuition and residence fees and WUSC local committees on campus providing both personal and financial help.

In 1982, (after a period from 1977 to 1978 when I was employed by CUSO as Director of Programme Funding) I was appointed Field Director, WUSC China Programme in Beijing and Co-Director, Canada/China Human Development Training Programme. This CIDA-funded bilateral technical assistance program enabled me to establish the first non-government office in China, for WUSC, since the revolution. I managed both Canadian and Chinese office staff, together with the Chinese government Co-Director, for the administration of Chinese government selected civil servants to participate in individually designed, tailor-made work-study placements in Canadian corporate and educational institutions across Canada. A special WUSC Ottawa team handled these complex assignments. This multi-mil-

“ This CIDA-funded bilateral technical assistance program enabled me to establish the first non-government office in China, for WUSC, since the revolution. ”

“ And I signed a Memorandum of Understanding with UNICEF to provide them with four WUSC volunteers to work with indigenous community groups advocating for HIV/AIDS prevention programs in Malawi. ”

lion-dollar program continued for ten years and was a model for non-formal education, unique in having both Canadian inter-governmental and national scope. It assisted the Government of China in its efforts to modernise.

The Chinese Ministry of Education signed a bilateral agreement with Canada in 1983 to receive 5 Canadian post-graduate teachers of English literature linguistics, journalism and writing to be recruited by WUSC for one-year placements in Chinese universities. This program was monitored by the WUSC field office staff in Beijing.

1984-1994: Focus on WUSC and CIDA programs in Africa, Bangladesh, Tunisia and The Caribbean

1984-1987: Deputy Director,
WUSC Education & Training Programmes

1987-1988: Deputy Director,
WUSC Overseas Programmes

1988-1989: Manager,
WUSC Overseas Programmes

1989-1990: Field Director,
WUSC Malawi Programme

1990-1991: Field Director,
WUSC Lesotho Programme

1991-1994: Field Director,
WUSC Malawi Programme

During this ten-year period I administered a CIDA funded nine-million-dollar scholarship program for the universities of Botswana, Lesotho, Swaziland and Malawi. I managed the WUSC field programs in Lesotho and Malawi to send some 250 professional Basotho and Malawians to Canadian institutions for long-term training and to African institutions for short-term training. I also administered the Government of Canada Fund for small indigenous group development projects (\$250,000 per annum) and reported to the Canadian High Commission on their progress. And I signed a Memorandum of Understanding with UNICEF to provide them with four WUSC volunteers to work with indigenous community groups advocating for HIV/AIDS prevention programs in Malawi.

WUSC was now providing CIDA-funded technical assistance personnel for overseas programs in Bangladesh, Botswana, Bhutan, the Caribbean, China, Costa Rica, the Comoros, Ethiopia, Lesotho, Malaysia, Malawi, Peru, Swaziland, Tunisia and Zimbabwe and was providing Canadian field staff in all of these countries to administer the programs. Some examples of Canadian government bilateral aid programs involving WUSC follow.

Bangladesh:

1984 A program funded by CIDA to bridge the gap between field workers and research scientists at the International Centre for Diarrhoea Disease Research in Dhaka. The WUSC recruited group comprised an epidemiologist, a physician trainer, a nurse educator, a training materials developer, a health economist and a computer specialist.

Tunisia:

1984 A CIDA-funded technical assistance program in the Republic of Tunisia to provide thirty Canadian

advisors to conduct courses and on the job training in health, agriculture and administration in both Canada and Tunisia for two years.

The Caribbean:

1986 The Organisation of Eastern Caribbean States approached CIDA to provide them with technical assistance tailored to the needs of approximately twelve diverse island states. For example, St. Lucia needed a higher level of knowledge and experience in taxing hotels and businesses involved in tourism; Grenada needed training for its civil servants managing its public sector program; Dominica wished to revamp and upgrade its statistics branch capacity and some of the smaller states were requiring help with their governments to perform effective audits of operations. WUSC provided the services of a resident Project Director, Mrs. Barbara Hoffman, and Ottawa staff to recruit and deliver the personnel and to provide training opportunities for civil servants from these islands.

Moving on from WUSC to the Canadian Public Health Association

Returning from Malawi to Canada in 1994 I left WUSC and joined the Canadian Public Health Association (CPHA) in Ottawa as Programme Officer for the Southern Africa AIDS Training Programme. This second phase of a \$24 million CIDA bilateral program delivered institutional support and capacity building training (called School Without Walls) to some 150 indigenous community groups in nine southern African countries: Botswana, Lesotho, Malawi, Mozambique, Namibia, Swaziland, Tanzania, Zambia and Zimbabwe. The CPHA field office was in Harare, Zimbabwe. I liaised with the CIDA officials and program auditors in Ottawa and the CPHA field staff and prepared reports and advocacy materials. I also served on the Board of the International Coalition of AIDS & Development Agencies in Canada (ICAD) as the CPHA representative.

At the end of 1999 I retired and now live in Sidney on Vancouver Island, British Columbia. It is a joy to see the continued flourishing of WUSC and its vigorous co-operation with other Canadian NGOs actively supporting aid programs to developing countries and promoting awareness of the problems of education, health, poverty and racial discrimination overseas and in Canada. For me it is an honour and a privilege to have been part of the growth of this renowned organisation and to have worked side by side with so many inspiring people committed to WUSC and its many well-respected programs and staff.

“ It is a joy to see the continued flourishing of WUSC and its vigorous co-operation with other Canadian NGOs actively supporting aid programs to developing countries ... ”

A WUS UK volunteer in the Oxford refugee scholarships scheme

David Souter



I became involved with WUS UK in 1977, when I took on co-ordinating the Oxford Refugee Scholarships Scheme while a postgraduate student at Oxford University. I later became a member of the WUS UK national committee, and served for one or two years as vice-chair. This contribution is concerned with both 'local activist' and 'national representative' experiences.

The Oxford Refugee Scholarships Scheme

The Oxford Refugee Scholarships Scheme was quite substantial in the late 1970s. It disappeared sometime in the late 1980s, so far as I can tell, but a similar scheme is operating now, albeit on a smaller scale. I've even been involved, forty years on, having recently returned to Oxford, in efforts to rebuild it. Here, briefly, is how it worked.

As well as university departments, Oxford students belong to some 35 colleges, which are social, residential for a substantial proportion of students, and, for undergraduates, provide a significant proportion of teaching contact.

The scheme encouraged student committees (known as JCRs) in individual colleges to establish a fund to support the living expenses of a refugee student within their college. Where JCRs agreed, money was collected through a small supplement to the termly bills (known as battels) which students paid for their accommodation, meals and other college costs. In most cases, this was on an opt-out basis and, because most students contributed, the sum per head was small. If the student body raised sufficient funds for a refugee student's living expenses, then the college and the university would waive their academic fees.

The model has been used elsewhere, but the scheme at Oxford in the late 1970s was one of the most substantial. Over 20 colleges were involved, with five or six new refugee scholars therefore being recruited every year (for three-year courses). These could be either undergraduates or graduates. This was managed from 1974 through an elected student representative committee, with the support of the University Admissions Office and WUS. It was greatly helped by Anne Yates, the University's Advisor to Overseas Students, herself an exile from apartheid (and biographer of Michael Scott).

Applications came mostly from refugees in countries of first refuge - particularly in Africa and Latin America - rather than those already in Britain, as would more likely be the case today. They were advertised through British Council offices and UNHCR as well as through WUS, which was immensely supportive from 1974 onwards. Stuart Appleton from WUS UK headquarters visited Oxford for regular co-ordination meetings of the committee

“ It would not have been possible to run as successful a scheme as this without the professional support that came from WUS UK. ”

representing the different college groups involved, which I co-ordinated through 1977-80, and WUS worked with the university, college authorities and the student committee to support the application and selection processes. It was through Stuart that I came to know WUS well.

WUS engagement also served as a basis for some wider campaigning in Oxford around international and refugee student issues. Links were forged between the committee and international student groups such as the African Society. Several committee members have remained engaged with refugee issues since, including myself and my wife, Carole Teague/Souter, whom I met through the committee and who is now Master of one of Oxford's postgraduate colleges.

It would not have been possible to run as successful a scheme as this without the professional support that came from WUS UK. Although this particular scheme faded sometime in the later 1980s, or possibly the 1990s – records on this are hard to find – a similar scheme was initiated by students at several colleges around the middle of the decade now ending. This has been reinforced this year by the introduction of a number of new refugee scholarships and by a university-wide scheme to waive fees - now considerably higher in real terms than they were in the late 1970s - where there is student or college support along lines similar to the historic scheme.

Similar schemes have been established independently in other universities, with co-ordination through the Universities of Sanctuary organisation.

In Oxford, interest in scholarships has also proved a catalyst for revitalising action involving different parts of the university – departments as well as colleges, staff as well as students – in support of the (now much larger) resident refugee communities within the city. The legacy of WUS UK involvement can be seen in all of this.

The WUS UK executive

I served on the WUS UK executive for three or four years, including two (I think) as vice-chair, covering the period from around 1978 to 1982. At this time, at least, it was the custom for one of the student representatives to be vice-chair.

This was a very busy time for WUS UK. It was running major scholarship programs that had been set up by the Labour government (which left office in 1979) to support Chilean, Ugandan and Ethiopian/Eritrean refugees at tertiary institutions in the UK, and was also funding many students at the then University of Rhodesia (now Zimbabwe) in the city then known as Salisbury – now Harare – again through funding from the British government. It was substantially engaged in international WUS activities – I remember many executive discussions concerned with funding proposals to the Scandinavian and Canadian development agencies. And it campaigned extensively to defend international and refugee access to education against measures to increase charges and restrict access introduced by the incoming conservative government of Margaret Thatcher.

“ 'Einstein was a refugee' was one particularly effective campaign theme promoted at the time. ”

WUS UK had quite a high profile on campuses at this time, where these campaigns fed into wider student activism. 'Einstein was a refugee' was one particularly effective campaign theme promoted at the



David Souter

time. Would the emphasis today be more on access in itself rather than on high achievers?

There was widespread student support for the opposition movements to dictatorships in Latin America, with which WUS's large Chilean program intersected. Support for the Sandinista revolution in Nicaragua – which happened in 1979 – was another area of student activism, alongside opposition to apartheid and enthusiasm for the end of minority rule in Zimbabwe. WUS's engagement with the processes of social and political change in Africa and Latin America was substantial and its expertise was valuable within these movements of student solidarity.

The extent of student engagement with WUS UK was evident at the annual meetings in its calendar where it discussed its work with academic and student supporters and where the incoming executive was elected. These were lively events, socially as well as intellectually and politically.

The executive, which met I think bi-monthly (perhaps quarterly) at WUS UK's headquarters in Islington was more formal. It was my first experience of involvement in managing an international NGO (I've had many later) and I remember being impressed by the professionalism and expertise within the organisation. The staff, headed by Alan Phillips, were high-

“ The staff, headed by Alan Phillips, were highly committed and respected, and I made a number of friendships, particularly with Sarah Hayward, ... ”

ly committed and respected, and I made a number of friendships, particularly with Sarah Hayward, who later formed Skills for Southern Africa, then Skills for Southern Sudan, and sadly died in 2016. I hope I was able to make some contribution from a student perspective, as I hope I've also done in this brief essay.

My departure from the WUS executive, when I completed my doctoral thesis and ceased to be a student, more or less coincided with Alan Phillips' departure as general secretary to become deputy director of the British Refugee Council. My last main recollection is of the rather complex restructuring that was put in place for the succession. It was evident, by that time, that changes in government policies and priorities in Britain would lead to reduced funding, making it difficult for WUS UK to maintain the level of activity that it had achieved. That this was so is sad, but it made a tremendous contribution to refugee education and student engagement with international and refugee activity during the 1970s and 1980s.

WUS UK-Chile Team and Women’s Campaign in the 1980s

Marilyn Thomson



I had two phases of working with WUS UK. Shortly after graduating from university, I joined the Chile team as a Case Worker on the scholarship program for refugee scholars (1975 to 1978). I then worked on the Reorientation Program (1978 - 1980), with Philip Rudge and Sebastian Brett, investigating future options for the award holders. This included two fact-finding visits to Latin America, where I contacted WUS National Committees in different countries and through them, academic institutions, to look into possibilities for Chilean academics wanting to return to the region. I also worked closely with WUS Geneva on the Returns to Chile scholarship program. The second phase was from 1987-93, when I was welcomed back into WUS UK, first to work as Education and Training Adviser for refugee students already in the UK (a drop-in service) and then I took over from Esuantsiwa Jane Goldsmith when she left WUS and ran the women, education and development campaign, supporting women’s organisations in different countries; organising awareness raising activities in the UK, especially in the university sector, and taking part in advocacy with the British government on overseas aid and women’s rights to education,

especially in collaboration with the UK Gender and Development Network. In this account I focus on this second phase, as others will be writing about the Chile Scholarship and Reorientation Program.

In the 1980s WUS International gave increasing emphasis to linking universities with social action programs and promoting education in a wider sense: supporting literacy programs and appropriate education. A report from 1989 highlighted five priorities: education and training of refugees, returnees, and victims of discrimination; human rights and education; women; community development, and academic co-operation. The WUS UK Women’s Campaign adopted this approach running urgent actions to support women’s community projects in different countries.

Campaigning for women, education and development

In 1984 the 66th WUS International Assembly adopted several resolutions relating to women’s rights to education and equal opportunities. These included: targeted women-only scholarships, support for women’s non-formal education projects, the representation of women on WUS National Committees and Executive, and training on positive discrimination for scholarship selection panels. In 1986 the WUS General Assembly acknowledged that little progress had been made in implementing these resolutions and agreed that the following International Workshop would be on the theme of “Women-Education-Liberation”. It was held in Lima, Peru in September 1988 with delegates from more than 40 countries, including the UK. The outcome was the WUS Action Plan for Women, which was unan-

“ The Action Plan was very forward looking and a practical tool for implementing agreements on women's rights within the organisation. ”

imously adopted by the International Assembly, and the following year a Women's Commission was set up to monitor implementation of the plan. The Action Plan was very forward looking and a practical tool for implementing agreements on women's rights within the organisation. One significant result was the election for the first time in WUS history of an executive committee with equal representation of women and some further steps taken to advance the plan.

The Lima workshop took place in the context of global discussions during the UN Decade for Women (1975-85) and following the UN Women's conference and NGO-Forum in Nairobi in 1985 to review progress on women's rights worldwide. WUS had sent eleven women delegates from four regions, who joined the 14,000 delegates from all over the world at the Forum. The UN General Assembly concluded that much remained to be done for the advancement of women and put in place the Forward-Looking Strategies for governments and NGOs to work on for the next decade.

Since the late 1970s WUS UK had highlighted the impact of repression and the situation of women refugees in different countries in its campaigns and newsletters. Efforts were made to increase the number of women award holders through more flexible schemes, such as offering grants for shorter or part-time courses and in 1990 an outreach worker was appointed in the Education Advice Service to work specifically with refugee women living in the UK to support their education and training needs. In line with the widening of WUS policies to include social development, the Field Unit ran a successful campaign with the National Union of Students in the late 1980s on Women's Right

to Learn, which raised awareness and fundraised to support women's literacy and skills training projects in Palestine, Namibia, Sudan, Guatemala and Chile.

Education campaigns following conflicts in Central America.

In the 1980s WUS UK ran campaigns to support education and literacy projects in Central America and had a small postgraduate scholarship program for refugee students from El Salvador and Guatemala. Throughout the 1980s revolution and civil wars beleaguered the education sector in the region and directly touched WUS. In 1980 the President of WUS at the time, Felix Ulloa, rector of the University of El Salvador, was assassinated by death squads. WUS UK launched an appeal to support the university during the military occupation. Throughout the decade WUS UK worked with UK education unions and Central American solidarity and human rights groups, to raise awareness of the atrocities being committed, supporting delegations of teachers from the region to speak at conferences at UK universities, and raised funds for initiatives on the ground, such as literacy brigades.

In the early 1990s WUS UK ran a new campaign called "Where there is no School" which highlighted the impact of the decade of conflicts on education at all levels in the region. One of the projects was a literacy scheme run by an organisation of widows in Guatemala. Indigenous women were targets in the genocide committed in Guatemala and this project aimed specifically to empower these women, and the Women's Campaign supported the visit to the UK of Rigoberta Menchu, an indigenous Guatemalan woman leader, who was awarded the Nobel Peace Prize in 1992.

The personal impact of working with WUS

Working with WUS significantly impacted my career and professional interests in many ways. Working on the issues of human rights in my day job inspired



Rigoberta Menchu speaking at a WUS meeting with Marilyn Thomson (on the right) and interpreter Anna Keene

me to become an activist outside the office. I joined the Chile Solidarity Campaign and participated in an informal Latin American Women’s Group in the 1970s. WUS worked with the different Central American Human Rights Committees – who for a while had their offices in the building – and I was the first co-ordinator of the El Salvador Committee for Human Rights. But only for a few months as I had decided to return to live in Latin America. I was inspired by the visits I had made to the region for WUS to return to Mexico (where I had grown up as an adolescent) and my experiences with Chilean students and academics at WUS encouraged me to pursue my own academic career. I was fortunate to get a scholarship to carry out postgraduate research on the social condition of women in Mexico and later ran a university student’s social service project with women in poor communities, much like the extension programs run by the WUS national committees I had visited in Central America. In the 1980s there was an influx of refugees to Mexico from the civil wars in Central America and while living there I volunteered with the El Salvador Commission for Human Rights in Mexico City, doing translations and research for a book on Women in El Salvador together with Nora Wintour, who later joined WUS International (the book was published by War on Want and Zed Books).

After returning to the UK, I was fortunate to again be working at WUS if on a part-time basis. I was also a part-time PhD student at the Institute of Education, where I gave lectures on women refugees and women’s rights and education, drawing on my experiences at WUS and my time living in Mexico. I also undertook some consultancy work for WUS International, as team leader for the final evaluation of the WUS Denmark women’s program in Chile, and to develop project proposals with WUS Chile for a women’s education and development program. I was involved in setting up the Central America Women’s Network (CAWN) in 1992 and was a co-director until 2016 when we were forced to close it down. After leaving WUS in 1993 to complete my PhD, I then worked as the study officer for a collaborative global study on HIV/AIDS and following that, was gender advisor at Save the Children for almost eight years.

Working at WUS was a positive experience, not only professionally, as I made many friends among colleagues and award holders and remain in contact with many of them to this day.

“ *... and the Women’s Campaign supported the visit to the UK of Rigoberta Menchu, ...* ”

Working alongside WUS in South Africa

David Adler



More than forty years have passed since I worked with WUS, but some flashes come to mind.

I remember my first Witwatersrand University (Johannesburg, South Africa) Wits/NUSAS related interactions with WUS when I met a UK based man at Anne Welsh's house. She was running SACHED and I was responsible for SACHED affairs for the Wits local NUSAS Committee. I can't recall the man's name - but I do remember long black hair and the most exhausted face and voice I had ever heard. Next to him was a travelling bag which turned out to be filled with bank notes which he had successfully smuggled through customs. I can't recall the currency, but it was lots and it was for SACHED students. This must have been in about 1962/3.

I also clearly remember Richard Taylor's visit in 1976. He came to visit Josie and me in our house. He had just returned from a visit to Durban where he amusingly related how he had gone on a beach-sand walk early in the morning. The only people on the beach were himself followed, at a distance, by four security police. He hoped that they had enjoyed

“ Next to him was a travelling bag which turned out to be filled with bank notes which he had successfully smuggled through customs. ”

the rather long walk which seems to have had them involved walking in (not on) the water at times.

That evening we decided to go out for supper with Richard, but Josie was adamant that she would not go if the security police sitting in a car outside our house were going to follow us and perhaps even sit near us in the restaurant.

Because I knew they would do exactly that, I decided to invite them to join us for dinner. I went outside and invited them to join us and they agreed, if their superior in a car further up the road would give permission which he did.

Here comes the real irony. One of the two we invited was black and the problem arose as to where we could legally eat!! We decided to go to the airport which was designated "international" and therefore "multiracial". So, there we went, a convoy of three cars – to the airport, where Theo Derk, Secretary of SACHED, joined us.

At the table I sat between the two security men. On ordering – since they were our guests, we invited them to order first – they each ordered a steak. When it came to my ordering, I said something like "if I'm sitting between two rumps what does that make me?" This set a light tone for the evening – they were much better at punning than me. Howev-



“ SACHED received a telegram stating “the blonde from the Mountains will be visiting Swaziland” (very deep code I guess) ”

Apropos – I recalled Lars Gunnar, inter alia, for the results of a telegram (remember what those were?). SACHED received a telegram stating “the blonde from the Mountains will be visiting Swaziland” (very deep code I guess)

er, as the evening proceeded they began to loosen up and began admitting, for example, having studied recent pictures of Josie. So we returned to our usual standoff positions and went home. Josie was administering the Prison Education program at the time and interacting with relatives of the prisoners. I think that was the basis of their interest.

As far as the funding for the Prison Education Scheme is concerned - I seem to remember that originally it was funded by Amnesty who sent money to the lawyer Ruth Haymen, who worked with Josie and me (my NUSAS Portfolio) until her banning. I can't recall whether funding was taken over by WUS or IUEF, I seem to remember Josie and me reporting to both. I do recall however that Craig Williamson was on a committee handling it.

The development of WUS Central American programs, 1979 to 1991

John Bevan

It was in September 1979 that I applied for the post of caseworker on the WUS Chile scholarship program, a few months after I completed my PGCE whose main lesson was that I really didn't want to spend the best years of my life force-feeding British teenagers French, a language whose usefulness escaped all of those who I came into contact with on my teaching practice.

As a 26-year-old, belatedly entering the world of serious work for the first time I was lightly qualified. I spoke Italian, and during my two years as assistant d'anglais in Paris I had fallen in with the Committee for the Defence of Political Prisoners in Uruguay, near Chile, where I picked up enough Spanish words to throw into my interview. At the time, two WUS staff in their personal capacity were running the solidarity movement with Nicaragua whose new government and ground-breaking Literacy campaign in 1980 would have a long-term impact on my life.

Job-sharing as UK General Secretary

Just over a year after I started, General Secretary Alan Phillips left and Nigel Hartley, Sarah Hayward and I applied to take over as a job share with the backing of the union. Despite some naysayers, we got the job and the sky did not fall in, largely thanks

“ At the time, two WUS staff in their personal capacity were running the solidarity movement with Nicaragua whose new government and ground-breaking Literacy campaign in 1980 would have a long-term impact on my life. ”



John Bevan with late singer Kirsty MacColl at occupied West Bank, 1992 delegation calling for reopening of Palestinian universities

to the expertise and dedication of Nigel and Sarah. They were so generous with me that they allowed me to pursue my great interest in the issue of literacy in Central America following the 80-page booklet that I helped George Black write in 1980: *The Loss of Fear, Education in Nicaragua Before and After the Revolution*, which remains a classic in our minds! This was the first time I had written anything longer than a thank you note voluntarily and it led to my publishing for WUS El Salvador, *Education and Repression* with forward by Jon Snow, in 1981, which we published jointly with all the main education unions. This was followed in 1986 with *Hard Lessons*, a 32-page Report on a WUS/NUT delegation to El Salvador and a year later by *Less Arms* [yes, should be fewer, we know, but we liked the sound of 'less vs more', Ed]. Then there was *More Education, Report of an NUT-WUS delegation to Honduras, Nicaragua and El Salvador*. I was later to organise a delegation in 1989 to the West Bank and Gaza with NUT, AUT and NATFE which was reported on in *Where Education*

“ One of the most memorable things for me was a campaign I was allowed to run for some three years about the occupation by the military of the national University of El Salvador which included the memory of its Rector who was murdered by paramilitaries in 1980, ... ”

is a Crime, Report of two visits to the WB and Gaza by members of the education community, written by Elana Dallas. I also did a lot of the research, thanks to the time WUS offered me, for a book on the role of education unions and Universities in the social movements in Central America in the 1970s and 1980s. This is a great regret to me that I never finished it and is entirely my own fault. Next week I am presenting the documents I collected to the National Education Union who plan to place them in the NUT archives. All of these delegations and publications provided an opening for me to write for the *Times Education Supplements* on university and school issues in Nicaragua, El Salvador, Guatemala, Cuba and Palestine, the latter notably during the first Gulf War lockdown of 1991.

Developing Central American programs

In program terms, I was able to use my Central America expertise, built at WUS, under the patient mentoring/guidance of Sarah Hayward, to devise a program of grants for CA refugees which was funded by ODA/DFID/FCDO. This was a large and expensive program which provided for about 50 undergraduate grants for Guatemalan and Salvadoran refugees in the region, and, as I recall, about a dozen post-graduate scholarships in the UK with selection of candidates focussing on return to country of origin for reconstruction of the badly damaged societies.

One of the most memorable things for me was a campaign I was allowed to run for some three years about the occupation by the military of the national University of El Salvador which included the memory of its Rector who was murdered by paramilitaries in 1980, soon after he had been elected chair of WUS International. His son is now Vice President of El Salvador and we are still in touch!

WUS International events, and beyond

I have many, and mixed emotions of WUS International! In 1984 I attended the world conference in Nantes which turned out to be less than calm. Part of the WUS UK delegation were Tommy Sheppard, then of NUS, now an SNP MP in Westminster and Paul Corrigan, then of North London Polytechnic who went on to be a senior adviser in Blair's Number 10.

Guatemala in 1995 was my second UN mission after the monitoring effort in Haiti which I was selected for in 1993. It was set up in the time of the military junta that had removed President Aristide in September 1991, an historic event that I remember learning about it in the newspapers over breakfast in the Hotel Siesta in San Salvador, on my last mission for WUS before my redundancy. My first mission had been my first tour around Mexico and Central America in 1981. It was the first time anyone had ever paid for me to travel abroad. At the time I was mystified how I had managed to get into MICIVIH, the UN-OAS mission to Haiti in 1993. My only visible qualifications, apart from my work with the Uruguayans in Paris, was the fact that I had translated for a day for the visiting Mayor of Port-au-Prince earlier that year in London. Oh, and that I spoke French, as I could prove by my PGCE certificate of 1979 from Leeds. But I later found out that the deputy mission leader had previously worked with Nigel on JCWI and immigration issues. It's not what you know, or even who you know, it's who your colleagues know that counts!

So, I owe WUS a lot – I learnt to write and to travel productively. Above all the generosity and support of Nigel and Sarah allowed me to get the education that my university degree and PGCE had failed to provide. The fact that I am the only surviving member of the 'General Secretariat Board', known informally as the Troika, is a cause of great sadness. It is a mystery to me as they were the sensible ones. As someone said to me recently it is like dissolute Shane MacGowan of the Pogues outliving the great singer Kirsty MacColl, defying logic. Oh, and based on my WUS visits I took Kirsty and some other cultural figures to Jerusalem in 1992 to demand the reopening of the Palestinian Universities, still closed from the first Gulf War. It is hard to disentangle all of my life from the dozen years I spent at Compton Terrace, eating every lunchtime at the Trevi family restaurant at Highbury Corner.

“ *It's not what you know, or even who you know, it's who your colleagues know that counts!* ”

Campaigning on campus for WUS UK, 1976 to 1979

Nigel Twose



Everything I write here comes with the caveat that I am remembering events of 45 years ago, with the memory of a person now in his mid-sixties.

I worked for what we called the Field Unit of WUS UK from 1976 to 1979. This was the campaigns team, focused on college campuses around the country. We travelled extensively, made speeches, and provided whatever moral and logistical support we could to college WUS Groups. I seem to remember that students with WUS scholarships often addressed public meetings, focusing attention on difficulties facing students and academics in developing countries as well as on human rights.

We organised campaigns, together with other NGOs and with the international department of the National Union of Students. And we lobbied government, again with allies, looking for the most promising pressure points.

One practical focus was on fundraising campaigns for more scholarships. Of course, we all knew that the money contributed by college communities would be dwarfed by official government resources. But fundraising achieved three things. First, it

demonstrated to politicians that there was a constituency of support in UK college communities for a stronger official response. Secondly, fundraising was what we once called a consciousness raising tactic. Thirdly, the money was undoubtedly useful. With hindsight, I suspect we could have done better. For example, we might have developed stronger strategic links with WUS's refugee programs, although Richard Furtado in the team focused exclusively on the Chilean refugee program; my memory is that the linkage with the rest of the team was not always as strong as it might have been. Secondly, we might have had clearer objectives for our campaigning work. But I think we did good work, certainly with passion and energy, working in co-ordination with other NGOs to help demonstrate that the UK was a welcoming place for refugee students and academics, and helping to lift students' eyes to some of the realities of the world around them.

I joined the Field Unit straight from London University (Royal Holloway), where I had been Deputy President of the Students' Union with responsibility for international affairs and had been the WUS liaison on campus. I remain eternally grateful that Paul Hodges and Alan Philips gave me my start. After three years, I decided that if I was going to do this seriously, I had to learn much more about development; I got accepted for a Masters course but instead took a job with Oxfam in West Africa for five years, accompanied by Priscilla Annamethodo from UKCOSA who married me. I worked for about 20 years with NGOs and then for almost the same number of years with the World Bank. None of this would have happened without WUS taking a chance on an inexperienced recent graduate.

WUS UK East Africa Scholarship Programs, 1979 to 1991

Sarah Buxton

I was part of the Africa Section of WUS UK from 1979 to 1991, working as a caseworker on the Ugandan, and Ethiopian and Eritrean Refugee Scholarship programs. I also spent some time on the Women's, Namibian, South African and Employment programs. The Africa Section had 5 or 6 project officers, 2 secretaries (a computer was in use in the accounts department when I left in 1991!) and was ably and sensitively led by Sarah Hayward. Her early death in 2017 is a great loss to many, and many organisations she collaborated with (see the obituary in *The Guardian*).

Under Sarah Hayward's leadership, as well as running several scholarship programs, the Africa Section developed educational support to Ugandan refugees in Yei (now South Sudan), to Eritrean refugees in Eastern Sudan, and research on international employment opportunities for qualified refugees.

The Uganda Refugee Scholarship Program

Funded by the Overseas Development Ministry of the UK Government, the Uganda Refugee Scholarship Program gave scholarships from 1977 to 1979, when (in April) President Idi Amin was overthrown. A month later Margaret Thatcher's Conservative government came to power in the UK, and funds for new scholarships were withdrawn, in spite of the persecution of intellectuals and disruption to education at all levels, caused by eight years of Amin's rule. The last student supported on this program completed in 1984. Approximately 250 awards were made. Scholarships were awarded for courses regarded as relevant for Uganda's development.



Sarah with colleagues Marilyn Thomson (left) and Esuantsiwa Jane Goldsmith (right), early 1980s

The scholarship program supported displaced Ugandans, who were living in Kenya, Tanzania, Sudan or UK, to study in those countries. Some students were brought to UK to take up their places. All applicants were outside Uganda, and had sought protection as refugees. The program supported students at all levels from post-school technical education up to PhD. Some had been studying in the Soviet bloc, and were unable to return to Uganda on completion. Women were significantly under-represented, probably due to gender bias in education in Uganda, a British 'Protectorate' until Independence in 1962

Caseworkers interviewed some applicants but most were paper-based and students made their own applications to courses. An awards committee made decisions. Dr Sarah Ntiro, the first woman from East or Central Africa to gain a university degree, worked for WUS UK from 1979. Based in Nairobi, she supported WUS UK staff and students particularly regarding employment for those intending to return



Sarah Buxton, summer 2021

to Uganda. Sarah died in 2018 (obituary at <https://www.bbc.co.uk/sounds/play/m0001836> (at 14.8).)

Following the overthrow of Amin in 1979, contact was made with the Uganda High Commission, and the Education Attaché attended each annual students' conference. Two Ministers from the Ugandan government came to UK for the first conference, in January 1980, amid great excitement and commitment to return home, to rebuild the country. Many participants brought tapes of Ugandan bands, and dancing was a hugely enjoyable part of each conference. Some met friends at the conference, not having known they had both survived exile and were both in the UK. In 1980 WUS's Editor published the first "Uganda Bulletin" – four or five were produced over three years. WUS's link with the Ugandan government, through the Educational Attaché, achieved good communication and a high level of trust, and provided support for students seeking to return home. Regretfully, no evaluation of outcomes was carried out, or even requested by the funder. Many students returned home, and air fares were paid.

“ Dr Sarah Ntiro, the first woman from East or Central Africa to gain a university degree, worked for WUS UK from 1979. ”

The Ethiopian and Eritrean Refugee Scholarship Program

This began in 1977 and continued after 1991 when I left WUS. My guess is that at least 350 scholarships were awarded. Funding came from the UK Government Overseas Development program, until it was integrated into the Foreign Office by the Conservative government after 1979, and became the Overseas Development Administration. Scholarships were made by an Awards Committee, for courses deemed to be relevant for development. Displaced Ethiopians and Eritreans, who had sought protection in Kenya, Egypt, Djibouti, Sudan or UK, were supported to study in those countries, or to take up a place in UK.

Dr Hugh Pilkington, a British philanthropist living in Kenya, who helped many refugees continue their education, was crucial in enabling WUS UK to locate candidates and enable them to successfully apply for courses. Hugh's death in a road accident in 1986, when visiting students in Canada whom he was supporting, was a personal tragedy for many refugees who had been helped by him and stayed in his house, as well as a great loss to WUS UK.

The majority of students followed courses in the UK, in further or higher education, up to PhD. Women were significantly under-represented, due to having less access to secondary education at home.

Students studying in the UK made huge adjustments to the education system. Most had a very high level of English language. Some students faced racism, and challenges in coursework expectations, disappointing accommodation, loneliness, mental ill-health, and difficult relationships with staff and fellow students. Casework involved advising about course applications, supporting students in difficulties, visiting some if they could not come to the office. We liaised with academic staff, and had occasional three-way meetings to enable better com-

“ Outcomes were evaluated to some extent as part of the research (which led to ‘Displaced Labour’), and a few moved into work overseas, with NGOs or commercial organisations. ”

munication, or develop a way forward. My memory is that post-graduates needed more support than students at other levels, who had more face-to-face contact with academic staff. My most satisfying visits were to a university where we supported three students all doing PhDs in the forestry department. The university valued them, and valued the relationship with WUS as the funder, and participated actively in my visits. Some PhD students were less well valued by or integrated into their departments, and had a more troubled time. The annual students’ conference, which included those who had recently completed, was always very well attended and enjoyed.

Outcomes were evaluated to some extent as part of the research (which led to ‘Displaced Labour’), and a few moved into work overseas, with NGOs or commercial organisations. After completion, a few Eritreans returned to take part in the independence struggle, but most former students of this program remained in the UK, where some work for NGOs or local authorities, run small businesses, teach, drive taxis, or became foster carers.

A personal account of the role of my involvement with WUS on my subsequent career choices and related experiences

Most of my working life, paid and voluntary, relates to my work at WUS, which enabled me to develop my confidence as a caseworker. After WUS I qualified as a social worker, and wrote my dissertation on the care of unaccompanied refugee children. I then worked for six years for a London Local Authority

Refugee Fostering Project, recruiting, training and supporting people of Ethiopian and Eritrean origin, to care for unaccompanied young people. Following that I developed training for befrienders for young clients of the Medical Foundation for the Care of Victims of Torture (now Freedom from Torture). The Befriending Project trained adults; many retired professionals able to offer a long-term commitment to a young person without family in UK. Matching befriender and young person, with input from their therapist, was a careful process, and it was heartening to hear from the team manager years later that most of my ‘matches’ had sustained, and supported the young person into adulthood.

Living in Sydney in the 2000s I did volunteer work with refugee families. My most satisfying experiences were helping a child from Burundi learn to read; taking an Iraqi family to the beach (they had never seen the sea); and co-ordinating a day out on the harbour for refugee families, with donated places on harbour cruises.

I am now Chair of Trustees of ReConnect, a small UK charity working to support people with a refugee background into higher education, specifically into teaching. The Founder/director was a WUS award holder, as are two trustees. Communicating the need for funding for this work is an ongoing task! (see <https://reconnectonline.org.uk/>)

On a personal level, several Ugandans whom I met when working at WUS supported me to find my fathers’ grave there, which was life-changing.

WUS UK Southern Africa educational programs

Louise Morris



I joined WUS UK in 1979, from the British Council for Aid to Refugees, forerunner of today's Refugee Council. My initial role was to work on overseas students, with the Thatcher government planning to introduce overseas student tuition fees, and doing so in 1980. My first major task was to accompany a group of distinguished "awardholders" (WUS UK sponsored students) to a WUS Germany conference in Hamburg. The group included the late Mbulelo Mzamane, described by Mandela as "one of South Africa's greatest intellectuals", who later became Vice Chancellor of Fort Hare University. We travelled by train and encountered a lot of racism at stations and borders en route. It was shocking.

Sharing an office with Sarah Hayward and Rosamund Henriques was exciting, as both had a major interest and involvement in Southern African education programs. My role changed, and from 1980/81 to 1993, I administered WUS UK's South African Scholarship program, the Namibia Access programs, and the Southern African Campus Scholarship Scheme. Sarah had experience, vision and enthusiasm and much of our success in developing

new programs and securing funding was down to her. The main part of the funding came from the ODA, now DFID, with part from Scandinavian donors. Susan Mshana later joined us as secretary on the programs. She was very able, covered for me when I went on maternity leave, and went on to a distinguished career at DFID.

The 1980s were an exciting time to be involved in Southern African educational programs. The political atmosphere was highly charged, and when you travelled to Southern Africa for work there were always a lot of security considerations. Travel had to be approved by the offices of the liberation movements in London, as well as their officials in the region. I received a death threat at one point, via a letter sent to the WUS UK General Secretary, but the sender was never revealed.

Focus: South Africa and Namibia

For WUS UK's South African scholarship program, I worked to a Committee headed by Prof. Shula Marks, with Anne Yates and Martin Blakey as members. The program was small, and linked to the Southern African Campus Scholarship Scheme, whereby almost every UK university and polytechnic offered a scholarship (normally one at a time) to a South African or Namibian exiled student, for undergraduate or postgraduate study. The scholarship covered fees and a maintenance grant and was mainly funded through student unions and academic support. WUS's Field section worked with student unions to support and increase the number of scholarships in the scheme. Recipients often played a major role in anti-apartheid campaigns on campus and the scheme was valued by SWAPO, ANC and PAC, who were the main channels for student appli-

cations. The Campus Scholarship scheme increased the number of UK study opportunities available to Southern Africans considerably and so was important in its contribution to trained manpower in the region. The scheme was not initiated by WUS, but WUS took over the administration in the late 1970s. In today's world, people find it hard to imagine the level of support offered to exiled students by the scheme. Some years ago, Sarah Hayward and I discussed doing a tracer study to gather information on ex-WUS award holders, but sadly it was not to be.

WUS UK had good relations with the London SWAPO office and with Nahas Angula, who was in charge of education for SWAPO exiles and later became the third Prime Minister of Namibia 2005-2012. SWAPO was interested in courses that would enable Namibians to enter UK universities, by bridging the gap between the UK and Namibian education systems. WUS UK developed a one-year access course, which the ODA funded, and the first group of students did the course at Paddington College in the early 1980s. The following year I went to Angola with a science teacher from South Thames College, to interview young women and men living in a transit camp, for a second access course. One of the young women asked us not to forget the female applicants who tended to get overlooked for study opportunities. We recruited as many women as possible and I recall telling both SWAPO and ANC education offices that if they didn't put more women forward for scholarship opportunities via WUS UK, we wouldn't be able to handle their overall applications. The number of women applicants did increase from that point on. Other UK based scholarship providers were the Canon Collins Trust, led by Ethel de Keyser, and Africa Educational Trust, under Kees Maxey. We had close links with both and there was a good spirit of co-operation. I remember the shockwaves when it was revealed that another scholarship provider to Southern Africans – IUEF in Geneva – had been infiltrated by Craig Williamson, a security agent in

the South African government. IUEF was dissolved in December 1980.

Boosting women for scholarships

Travel to the frontline states became part of my job, to WUS conferences, the ANC school at Morogoro in Tanzania, the UN Institute for Namibia in Lusaka, and to Angola. I met incredibly interesting people, including Nahas Angula, Paseka Ncholo, Thozamile Botha and Chris Hani, who was tipped to succeed Mandela, but was murdered in 1993. I also worked with a group of British and Namibian women to produce women's literacy packs in English on health topics such as nutrition, pregnancy, childbirth. Funding for educational programs for Southern Africa work was diverted to the region with the advent of majority rule in 1994. I left WUS UK in 1993, after 14 years. In addition to the work being interesting and worthwhile, I met some great people at WUS. Sadly, Nigel Hartley, Hernan Rosencranz, Parvin Paidar and Sarah Hayward all died before their time.

I went to work at the Nuffield Foundation from WUS, to run a grant fund for women, mainly lone parents, who were studying to improve their employment prospects. I thought it'd be good if Nuffield could do something to help refugee women so asked the trustees to fund a small grants scheme to help refugee women who needed to requalify to work in the UK. They agreed and RETAS, which took over the education advice work of WUS UK, became our partner organisation and forwarded applicants to us.

I was interested in and already working with refugees when I joined WUS. I consider myself really lucky to have been involved in the Southern African scholarship programs. Many of the award holders returned home and have had distinguished careers and made major contributions to post-apartheid South Africa and Namibia. I've done voluntary work with refugees ever since I retired and I imagine I'll carry on forever!

Félix Ulloa, Rector Martyr of the University of El Salvador

Félix Ulloa jr.



My father, Engineer Félix Ulloa, was killed in a machine-gun attack by a death squad on 28 October 1980, a few steps away from the University of El Salvador, UES, campus. He was due days later to travel to Geneva, Switzerland to chair a World University Service International (WUS) meeting. His assassination became a symbol of the state repression of the education and cultural sectors in El Salvador that would continue for another decade.

Months before he had been elected international president of WUS at the meeting of this organisation in Managua, Nicaragua. For the people of El Salvador, his election was a significant symbol of solidarity with the whole education sector and highlighted the repression that it had historically suffered. Sadly, not even this international recognition was a protection but may well have made him even more of a target for the dictatorial regime that ruled the country those days.

At the time of his assassination, Rector Ulloa also held the position of vice-president of the International Association of Universities, having been

elected in the 25-30 August 1980 meeting in Manila, Philippines, just days before his assassination.

Taking advantage of his trip to the WUS meeting, he planned to visit Germany, where he had been awarded with the Alternative Peace Prize by the academic community there.

Legacy to the Salvadoran university community

My father's sacrifice was not in vain. His legacy to the Salvadoran university community has been immortalised in his famous phrase "The University of El Salvador refuses to die", which was an allusion to the earlier attack on the University of Salamanca, by the fascists in Spain and the response of then Rector Miguel Unamuno.

It was the key theme in his speech to reopen UES activities, outside its campus which had been violently occupied by the military on June 26, 1980. Numerous students were killed, libraries burned and laboratories with their equipment destroyed. This turned out to become the longest military occupation in its history and resulted in the looting of its heritage and set back by years the tasks of teaching, research and social outreach, which characterised it since its foundation in 1841. My father and his role in 1979 to 1980 continued the long tradition of the identification of the UES with the efforts over decades of the Salvadorian people to overcome military dictatorships and underdevelopment, establishing a rule of law, based on social justice and democratic principles.

His distinguished academic record and beyond

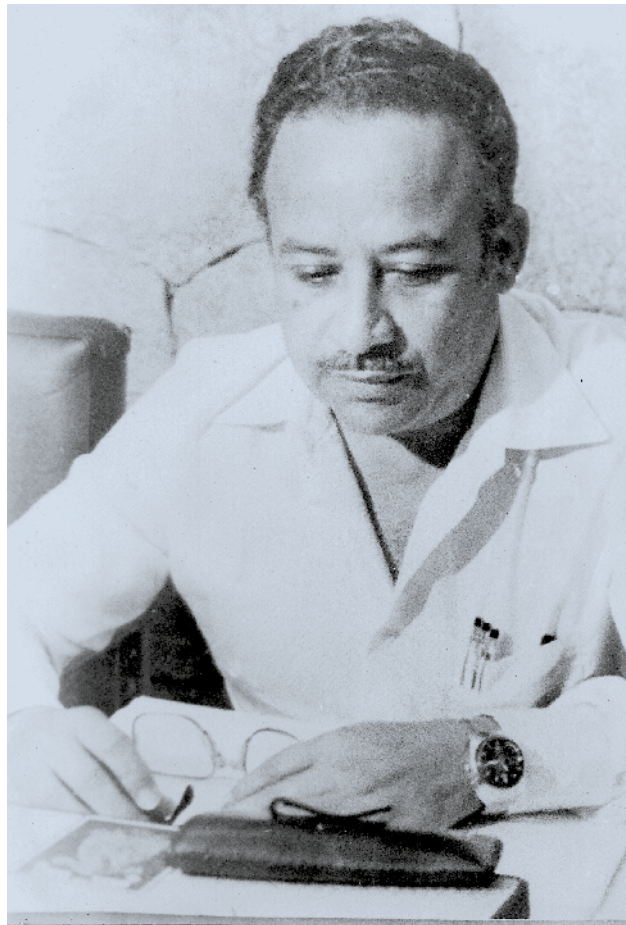
His outstanding academic record was widely recognised. He obtained a master's degree in Industrial Engineering at the Technological Institute of Atlanta, Georgia, USA, the well-known Georgia Tech, in 1967/68, and led to him becoming the head of the newly created School of Industrial Engineering at the UES. He was later elected Dean of the Faculty of Engineering and Architecture of the UES in 1970.

Beyond the academic, he felt a great responsibility as the head of El Salvador's main institution of learning at the time that the brutal and protracted civil war was beginning.

Recently, the Salvadorian university "Andrés Bello" published a book with more than 200 poems by Rector Ulloa, written in his youth, when he was working as a rural teacher in the surroundings of his beloved hometown of Chinameca. One can see in these poems the literary influences of the time, especially the romanticism of Rubén Darío, manifested in profound metaphors, sonnets, free verse and phrases that, written neatly and with an astonishingly rich lexicon, provide an insight into a largely unknown facet of the rector and his place in Salvadoran literature.

A lasting tribute initiated by WUS (UK)

In his memory John Bevan, then co-general secretary of WUS UK created in the UK the Friends of the University of El Salvador. For several years we campaigned on the issues of my father's assassination, the violent repression of students and faculty and the prolonged occupation of the University, he in Europe and me in Mexico, Canada and the US. We did this in parallel in a different age lacking connectivity and were never directly in contact till some quarter of a century later when we met in Haiti when John was the UN political head of the mission known as MINUSTAH, and I was leading the National Demo-



Rector Félix Ulloa sen., killed 28 October 1980

cratic Institute's work on elections and democracy building. It says a lot for WUS and its work in the turbulent 1980s that it promoted such co-operation, solidarity and friendships.

By paying this tribute, on the significant 100th anniversary of WUS, we want through it, to pay a deserved tribute to all Salvadoran university students and those in education throughout the world, who have suffered repression for their ideas, for their way of thinking, for their belonging to the university community, and together with the Rector Martyr of the UES, Eng. Félix Ulloa, we repeat his most famous phrase:

"Blessed are the peoples who remember their dead, because they will live forever."

Campaigning in the WUS UK for inclusiveness, 1980 to 1988

Esuantsiwa Jane Goldsmith

I joined WUS as student campaigns officer in the autumn of 1980. It was my dream job, all my experience and passions rolled into one – student activism, refugee solidarity, internationalism, and women’s rights. I had just returned from Voluntary Service Overseas (VSO), teaching in Tanzania as one of their first Black volunteers, and prior to that I had been a student activist, the first woman of colour to be elected President of Leicester University students Union. As WUS UK student officer, I toured university campuses around the country, persuading student unions to fundraise for scholarships for refugee students from Chile, South Africa, Uganda, and Palestine, speaking on platforms, using local media, writing and campaigning.

Twenty of us worked at the offices at Compton Terrace, Highbury, in a converted four-storey Georgian family house – perfect for our large, boisterous, loyal, dysfunctional WUS UK family of left-leaning politicians and activists. In the evenings after work, we piled into the Hope and Anchor for a pint and some politicking. There was plenty to argue over. Those were the days of the Cold War, Thatcherism, the miner’s strike, Trade Unions and Labour Councils squaring up to government; and the anti-apartheid movement, the solidarity movements for Chile and Central America, conflicts in many parts of Africa and Palestine, and growing awareness of the role of women in development.

Starting the WUS Women’s Campaign

Straight away I was aware that a small minority of the African and a minority of the Latin American WUS refugee scholarship award holders were women. Luckily WUS UK in the 80s was a place where



Esua (Jane) in Islington, 1983, near WUS offices in Compton Terrace

creativity and ideas were encouraged to flourish if you had the tenacity to see them through. I invented my own job as WUS Women’s Officer, applied for funding from the European Union, and established the WUS women’s campaign, raising awareness of women’s educational needs in developing countries, and lobbying for more scholarships for refugee women to study in the UK. The women’s campaign worked collaboratively with other staff members at WUS, feminists in sister organisations, and with our WUS refugees. It’s heart-warming to see many of our former WUS women scholarship-holders as inspiring feminist leaders, politicians and activists in their own right, and recognise the courage they have to continue the fight here in the UK, and among those who returned back home in Africa and Latin America.

We got very creative, producing slide shows, video tapes, and we even invented a women in development board game called *Manomiya*. In 1985 I was the WUS UK delegate to the United Nations Third

“ We got very creative, producing slide shows, video tapes, and we even invented a women in development board game called *Manomiya*. ”

World Conference on Women in Nairobi, where thirty thousand feminists from all over the world gathered in the NGO forum. I returned via visits to women’s projects supported by WUS in Tanzania and Zimbabwe. In 1987 I was in Peru as Rapporteur for the WUS International conference on women’s education, attended by 100 delegates from WUS projects and programs around the world.

I wrote or co-wrote a plethora of original publications for the WUS women’s campaign. I was very keen on grandiose titles in those days – “Shaming the World”, the needs of women refugees worldwide; “Women in Mind”, the educational needs of women refugees in the UK; “Woman’s Right to Learn” education pack; “Education for Liberation or Domestication” slide show; “Knowing Women”, Women’s educational alternatives worldwide; and “Women’s education and the British Aid program”.

My particular favourite was “It Ain’t Half Sexist Mum!” a research report about the experience of women overseas students in the UK, co-written with Val Shawcross from UKCOSA. I wanted something witty and eye-catching to jazz up our report and get us noticed. The title was a spoof of the TV series “It Ain’t Half Hot Mum” about the British Raj, which presented a very stereotyped racist view of the British Raj – all in the name of jolly tongue-in-cheek ‘harmless’ British sitcom humour, very popular at the time. On the front cover of our report, we had a design of a life-sized airmail envelope containing a letter with “It Ain’t Half Sexist Mum” written on it, as if from a young female overseas student, writing to her mother back home, and complaining about sexism in overseas student recruitment and ser-

vices in the UK. My funky title didn’t go down well with one of the old-school senior civil servants at the Ministry, who said I wouldn’t be taken seriously, and persuaded me to print some with plain covers for the launch with the shadow minister and the press. The launch was a success, and we even got a mention in the *Guardian*. One of the ODA staff came up to congratulate us, and requested copies with the designer cover. “The ones that say ‘It Ain’t Half Sexist Mum?’ Such a witty title – great fun.”

WUS UK stood out for activism and racial inclusiveness

There were very few black members of staff in policy and campaigns in Aid and Development agencies in the 1980s, and we are still very much underrepresented today. At WUS, as in many voluntary organisations, BAME staff were concentrated in Finance and Administration. I have been an ‘only-one’, or one of a small minority, in many of the organisations I have worked for - a status which carries with it its own particular stresses and responsibilities. WUS was unusual in that I was able to make contact with a huge number of brilliant refugee activists from Africa and Latin America based in this country, some of whom, along with WUS staff, have become lifelong friends. WUS staff members were activists in the same solidarity, anti-apartheid and feminist organisations as our refugee scholarship-holders. These days there is far more consciousness of the whiteness, patriarchal and colonialist nature of Aid, and the need for a complete transformation of the sector, based on international solidarity, in-country

“ My particular favourite was “It Ain’t Half Sexist Mum!” a research report about the experience of women overseas students in the UK, co-written with Val Shawcross from UKCOSA. ”

and Diaspora leadership, reparations, and power-sharing.

My eight years at WUS was an important and formative part of my lifelong journey as an activist working for social justice. I went on to work at Womankind Worldwide, the National Alliance of Women's Organisations, and was a founder member and Chair of the Gender and Development Network, which is still going strong today.

Twenty-five years ago, I founded Anona Development Consultancy to work as a strategist, trainer and facilitator with not-for-profit organisations all over the world. I have worked with over 100 clients including FORWARD, European Women's Lobby,



Esua (Jane) speaking at the London Library at launch of her Memoir, *The Space Between Black and White*, Jacaranda Books, 2020

“ Sometimes what you're searching for is so much closer than you think. ”

Womankind, Oxfam, ActionAid, Wateraid, Women's Aid, The Commonwealth Secretariat, Save the Children, Comic Relief and DFID. In 1995 I attended the United Nations Fourth World Conference on Women, Beijing, representing Development INGOs as a member of the UK Government Delegation. I was a Commissioner for the Women's National Commission (Public Appointment), and served on many Boards, as the first black Chair of the Fawcett Society, Vice Chair of ActionAid UK, Trustee of VSO, Trustee of the Equality and Diversity Forum, a member of the Board of Directors of Akina Mama Wa Africa, and Ambassador for the Women's Resource Centre. In 2009 I was enstooled as Queen Mother of Development of my village in Ghana, fundraising for bathrooms, street lighting and school buildings in our village near Cape Coast.

In my Mixed-Race memoir, *The Space Between Black and White*, published by Jacaranda Books in March this year, my experience at WUS features prominently, not only as a formative period in my early career, but also because it led to one of the most extraordinary co-incidences of my life. I did not meet my Ghanaian father until my mid-thirties, but when I finally met him, he told me he had been a refugee in the UK in the 1980s and had visited the WUS offices at Compton Terrace. At that time, I had never met any of my African family, and I was searching for my Dad in earnest. Little did I know he was once in the next room, requesting a refugee scholarship for my brother. It would be another five years before we finally met in Accra. Sometimes what you're searching for is so much closer than you think.

A partnership approach working with WUS Canada in Malawi

Charles Mphande & Godfrey Mphande



Charles Mphande

Motivated by its global strategic development framework, focused on education, economic opportunities and empowerment of women and youth, World University Service Canada (WUSC) was established in Malawi in 1981. Given Malawi was only fifteen years into its independence and republican status from the United Kingdom, WUSC considered the three focal areas were, and remain, relevant and well aligned with the development needs and aspirations of Malawi. Furthermore, when WUSC established their presence in Malawi, the country hosted large numbers of refugees from neighbouring Mozambique. According to Callamard (1994) inflows of Mozambican refugees into Malawi are divided into two periods. The first, 1970s to 1986, saw “sporadic and temporary movements of Mozambicans finding refuge and assistance among local Malawians”; the second, late 1986 to 1993, saw a “massive influx of refugees” seeking refuge in Malawi (p. 527). By the end of 1986 Malawi hosted over one hundred thousand Mozambican refugees, and by 1993 there were over one million Mozambican refugees in Malawi. It was this second influx of refugees that brought in



Godfrey Mphande

the international community to play an active role in refugee affairs. The UNHCR and non-governmental organisations (NGOs) became more active in refugee assistance from January 1987 when the Malawi Government officially asked for their intervention. In these circumstances, WUSC saw a direct relevance of the WUS founding vision of a better world for all young people which is more inclusive, equitable, and sustainable where all young people, especially women and refugees, are empowered to secure a good quality of life for themselves, their families, and their communities. Apart from working with Government, WUSC commenced work with a diverse network of students, volunteers, institutions, and businesses to improve education, economic, and empowerment opportunities for young people.

Focal areas and impact

From the middle 1990s Mozambican refugees were returning to Mozambique in significant numbers. However, another set of refugees and asylum seekers flowed into Malawi from the Democratic Republic of Congo (DRC), Rwanda, Burundi, Somalia

“ Apart from many challenges for all refugees and asylum seekers, one challenge for youth in a protracted refugee setting in Malawi is a future with little or no promise in sight. ”

and Ethiopia (Healy 2012). Apart from many challenges for all refugees and asylum seekers, one challenge for youth in a protracted refugee setting in Malawi is a future with little or no promise in sight. In the Dzaleka refugee camp, school going children are offered pre-school through secondary school education free. However, post-secondary there is little opportunity for tertiary level or higher adult education because of limited capacity and inadequate resources. Again, World University Service of Canada plays an important role to help close this gap. Through WUSC’s Student Refugee Programme (SRP) WUSC Malawi sends a selected number of qualified secondary-school graduates to resettle in Canada and attend university even though “placements in these higher education programs are extremely competitive and only a very small number of individuals meet the required standards” (Healy 2012, p. 5).

Into the 21st century, WUSC’s aims and objectives of their work in Malawi have remained more or less the same. In fact, WUSC have further refined their aims and objectives to reflect a changing world and development needs in Malawi. In this regard, currently WUSC programs revolve around a Volunteer Cooperation Program (VCP) 2020 – 2027 that collaborates with and supports local partners in their efforts to deliver inclusive, innovative, and environmentally sustainable initiatives and services for vulnerable youth that also advance gender equality.

Major partners that WUSC has worked with consistently and in some areas of focus include the following:

- Ministry of Education in providing volunteer high school teachers, and other provisions
- Technical and Vocational Education and Training (TVET) Authority
- Ministry of Health
- Ministry of Agriculture
- Numerous local NGOs in education, health, and agriculture
- Various stakeholders in the private sector
- Youth focused and youth-led organisations
- Women’s organisations
- Refugees and refugee-led and related organisations
- Social enterprises
- Other Government institutions

WUSC prides itself in having assisted and supported their local partner institutions to improve their capacity performance in service delivery related to the economic opportunities and empowerment of women and young people. However, WUSC is also quick to point out that Malawi being an overwhelmingly majority youth nation, their programs have not managed to reach the majority of young people due to a combination of prohibitive factors, such as limited resources and delivery capacity of their partners.

Moving forward

WUSC will continue working in Malawi to create a better world for all young people bringing together a diverse network of students, volunteers, schools, governments, and businesses who share their vision. In established and new partnerships, WUSC are determined to foster youth-centred solutions for improved education, meaningful participation in economic development, and in empowerment opportunities to reduce inequality, exclusion, or marginalisation in Malawi and around the world. The

majority of young people live in regions and countries that continue to be disproportionately affected by global challenges, including economic insecurity, technological change, political uprisings, conflict, and climate change, where they are exposed to further exclusion, inequality, and vulnerability because of their age. WUSC is determined to play its part in Malawi and elsewhere to reduce the impact of such adverse conditions on young people, both women and men.

Notes

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WUS Denmark's Central American scholarships programs

Elisabeth Kiørboe

I first came across WUS Denmark in 1981 when a friend of mine suggested I apply for a new position in WUS Denmark aimed at increasing and developing the project portfolio in Latin America. I got the job in 1982, probably due to the fact that I was fluent in Spanish, had lived in Peru for a year (1975/76) to do research for my Master's thesis and that I was deeply engaged in the Danish solidarity movement towards Latin American and the fight against dictatorships and authoritarian governments by popular movements and left-wing political groups in both Central and South America.

“ *The General Secretary for WUS International at the time was a Dane, Klavs Wulff, who was also one of the founders of WUS Denmark in the 1960s ...* ”

WUS Denmark was a very small organisation at the time (3.5 full time staff persons and a lot of activists from the student movement and young academics) and mainly supported liberation movements in Africa through humanitarian aid and refugee programs and technical volunteer programs as well as a small technical volunteer program and a health project in Nicaragua.

Expanding WUS Denmark to work for refugee scholarships, especially in Central America

Due to the collapse of the International University Exchange Fund (IUEF) in 1979/80 after the infiltration of SA apartheid spies and the blackmail of



the Secretary General to release information about supported ANC refugees to the South African intelligence service, WUS International was asked by the IUEF European governmental donors to take over the responsibility of various scholarship programs in Africa and Latin America. WUS International accepted and started to ask various European national WUS Committees to fundraise for the continuation of these programs. WUS Denmark was also asked to do so and that was why a new position for Latin American initiatives was agreed as there was little capacity for this work in the existing WUS Denmark Secretariat. The General Secretary for WUS International at the time was a Dane, Klavs Wulff, who was also one of the founders of WUS Denmark in the 1960s and he was instrumental in getting WUS Denmark to embark on this expansion of its program commitment. [There was an identifiable WUS group in Denmark by 1956: see final section of this contribution. Ed.]

WUS Denmark started in 1981 to initiate the fundraising for the ex-IUEF scholarship programs in both Central America for Nicaraguan, Salvado-

rian and Guatemalan refugees in Costa Rica and in South America especially for victims of human rights abuses in Chile, a return program for Chilean refugees abroad and to a lesser extent for victims of political repression in Bolivia and Argentina. The main donors for these programs in Denmark were Danida (the International Aid Agency of the Ministry of Foreign Affairs) and the Danish Refugee Council.

It was not easy to convince Danida to contribute funding to these refugee scholarship programs in Latin America, as the continent was not a priority for the Danish official foreign aid strategy at the time, but with a combined effort between WUS Denmark and WUS International, they managed to get the first donation in January 1982. From there on regular donations from Danida to these scholarship programs were granted until WUS Denmark left the WUS family in 1990 and became an independent Danish NGO under the name of IBIS.

Since 1982, I was the WUS Denmark representative on the Danish Refugee Council's international committee and co-operated closely with a friend from Danchurchaid, also a member of the committee, and in charge of Danchurchaid's support programs in Latin America – especially in Central America and in Chile. Over the years to come, funds from the Danish Refugee Council to various refugee educational and scholarship programs in Central America were granted through WUS Denmark and Danchurchaid and implemented both by Project Counselling Service in Costa Rica and by WUS Costa Rica.

“ It was not easy to convince Danida to contribute funding to these refugee scholarship programs in Latin America, ... ”

“ From there on regular donations from Danida to these scholarship programs were granted until WUS Denmark left the WUS family in 1990 and became an independent Danish NGO under the name of IBIS. ... ”

Working with WUS UK and WUS International

As part of my introduction to the WUS family, I visited WUS UK in 1982/83 with a member of the WUS Denmark board to learn from their experience with WUS programs especially in Central America. Regular contact was maintained over the years and expanded to some co-ordination with regard to the Return Program for Chilean refugees managed by WUS International and implemented by WUS Chile. We also co-ordinated our various approaches to the highly political atmosphere at the WUS International Assemblies as the Latin American WUS national committees were severely politicised in the 1980s due to the various liberation movements against dictatorships and authoritarian regimes in the continent.

WUS International had a regional office in Quito, Ecuador aimed at managing and monitoring the various scholarship programs for refugees and ensuring that the selection process guidelines and procedures were adhered to in order to avoid too many grants to specific political fractions of the left-wing movements in the different countries, e.g. Nicaragua, El Salvador, Guatemala, Colombia etc.

Focus on Chile and beyond

During the 1980s, I worked very well with the Associate Secretary for Latin America at WUS International, Ms Carole Schwarz who was a French-Salvadorian with in-depth knowledge of



Elisabeth Kiørboe WUS Denmark (left) and Isabel Arraya from WUS Chile in 1991

what was going on in Central America. As I had more competence in the development of the South American countries, we supported each other very well. WUS Denmark began to focus its efforts much more, especially on Chile, through major fundraising at Danida for the WUS Internal Chile program (six different educational support programs) and the Return Program for Chilean Refugees prompted by my first field trip to Chile in 1984. It also prompted a close relationship with the Chilean refugees in Denmark and their recently organised "Return Committee". WUS Denmark helped the Return Committee with information materials and meetings for Chilean refugees about the WUS Return program possibilities and application procedures and provided secretarial space for the Return Committee at the WUS Denmark Office.

The relationship with WUS Chile became a very close one and between 1985 and 1989 we expanded our project commitments in Chile to supporting other NGOs and types of projects on a bilateral basis, especially with SUR professionals (Support to Women in Slum Areas) and Taller de Vivienda Social (improved housing for squatter settlers). At the same time, we expanded our initiatives to Bolivia with a focus on development in rural areas and support to women in mining areas. In 1989 we decided to open

a WUS Denmark office in Santiago, Chile and I was the first regional co-ordinator for Chile and Bolivia from 1989 to 1992.

WUS in Denmark: from WUS DK to Oxfam/IBIS

WUS Denmark (WUS DK) became part of the international WUS (WUSI) program in 1956. It was a branch in Denmark that was represented by the Danske Studerendes Fællesråd (DSF – Danish Students Council). WUSI turned its focus from assistance to students in Europe to the third world from the early 1960s. For WUS in Denmark that led to becoming more involved in international political work as the political students' movement came to the fore. In 1966 WUS DK became a founding member of the anti-apartheid movements in the Apartheid Committee and received funds from the Apartheid Appropriation to WUS International for the South African Committee for Higher Education (SACHED) and other scholarship programs in South Africa and Rhodesia. Its initial political work was support for the liberation movement in Southern Africa, both in the struggle against the Portuguese colonial rulers, and the apartheid regime.

In addition to WUS DK's efforts, funds were raised in Denmark for this work through the One Day's Work which was an annual collection campaign by high school students. There was also support from the Danish government. Education and relief aid to refugee camps in Angola was the initial focus, with subsequent activities in South Africa, Namibia and Mozambique.

“ South America had not yet seen true democracy but disaffection was growing amongst populations. ”

In 1979, Danish WUS detached from WUSI in 1990/1991 and became an independent organisation. By 1991 it had changed its name to IBIS, which according to the website (https://oxfamibis.dk/en/Oxfamibis_history/) is “a symbolic reference to the ibis bird flying from North to South, feeling at home in both hemispheres”.

“ The aim was strengthening their abilities to claim their democratic rights. ”

WUS DK work began in Central America in the 1980s in solidarity with peoples in the region who were initiating rebellion against decades of dictatorship. It entered into co-operation with new governments and popular organisations in Nicaragua, Guatemala, El Salvador and Honduras. Local development and support for the development of civil society organisations constituted the major work undertaken by WUS DK.

South America had not yet seen true democracy but disaffection was growing amongst populations. WUS DK supported projects and programs in Chile since 1980 and in Bolivia since 1985, while in the 1990s IBIS began to co-operate with indigenous peoples in Ecuador and Peru. The aim was strengthening their abilities to claim their democratic rights.

Quality education, support to civil society and public participation in good governance continued as IBIS activity throughout the 1990s and 2000s. In the view of Oxfam Ibis (a major organisational change that began in the 1990s), the three areas listed above are central for intervention to bring a society on the road to influence and sustainable development for all its citizens.

Today, Oxfam IBIS is committed to the concept that through education, democratic empowerment and access to resources, even the poorest communities can make true progress on the path to development. Behind the scenes, Oxfam IBIS plays a vital role in an effort to support the creation of a just and democratic civil society in Africa and Latin American. Since 2016 it has been a member of Oxfam International.

Notes

Source: <https://oxfamibis.dk/60erne-og-70erne/>, https://oxfamibis.dk/en/Oxfamibis_history/

Beyond scholarships: WUS UK Southern Africa campaigns

Tony Dykes

WUS UK was not only about providing a service for refugees, especially those who had suffered educational discrimination. WUS UK had as a fundamental part of its work information, education, campaigning and advocacy. This meant involving students and staff in universities in the UK in action.

A key area was Southern Africa. WUS UK produced information on education under apartheid. It encouraged students and staff at UK universities to establish scholarships for South Africans who had to flee apartheid South Africa. There was a significant expansion of such scholarships, sometimes referred to as Southern Africa Campus Scholarships, in the 1980s. The students and staff took responsibility for fundraising to cover maintenance costs for the student and asked, even persuaded the university to waive the tuition fees. WUS UK produced a handbook with guidance and advice on how to do this with fundraising suggestions and was able provide candidates for the scholarships.

The Thatcher government in the UK (1979 to 1990) banned official contact with the ANC until 1986. Prior to that, the WUS UK Annual Conference was used by some in the Foreign and Commonwealth Office (FCO) to meet with leading members of the ANC in exile. The paradox was that in the 1980s, while the UK had a right-wing government which was hostile

“ WUS UK had as a fundamental part of its work information, education, campaigning and advocacy. ”



Tony Dykes, 1990

to the ANC, support for anti-apartheid activity grew. In part this was a reaction to developments in South and Southern Africa but also an increasing willingness to take a ‘Not in My Name’ stance on UK government policy on apartheid. The growing support for the release of Nelson Mandela and others led to increased activity against apartheid. A key feature of anti-apartheid activity and WUS UK campaigns was to answer the question “I am opposed to apartheid, what can I do?” People could campaign, boycott, call for sanctions, disinvestment, make demands locally, nationally and internationally. Those in UK universities could, with support from WUS UK, set up Southern African Scholarships.

In 1986 or 1987 WUS UK organised a conference in London on “Education under Apartheid”. This was the first international event four of the key education unions in the UK agreed to sponsor together. I had to negotiate with the Anti-Apartheid Movement (AAM) and ANC London Office as we wanted as the keynote speaker someone from the newly formed National Education Crisis Committee (NECC), part of

the United Democratic Front (UDF) in South Africa. We eventually got agreement and were able to bring from South Africa Eric Molobi who was an ex-Robben Island prisoner and a founder of the NECC. When the ANC had concerns that the apartheid state was isolating Nelson Mandela and seeking to divide him from the ANC it was Eric Molobi who was sent to meet with him.

WUS UK subsequently had several people from the NECC as keynote speakers to its Annual Conferences including, Blade Nzimande who became the General Secretary of the South African Communist Party and is currently the Minister for Higher Education and Ihron Rensburg who has held many roles including Vice Chancellor of the University of Johannesburg 2006 to 2017.

In 1985 the European Union established the Special Programme for Victims of Apartheid to support civil society in South Africa opposed to apartheid and provide practical support for those suffering because of apartheid. WUS UK was accepted as a partner in this program and channelled hundreds of thousands of pounds to organisations in South Africa to provide bursaries for black students. Initially managing this program meant meetings in Brussels with South Africans flying over or in the region itself, e.g., Harare. When the ANC and other organisations were unbanned, and Nelson Mandela released in 1990, it meant visiting South Africa. My visits to South Africa began shortly after Nelson Mandela was released, visiting bursary organisations, universities, NGOs but also meeting key people in the United Democratic Front and in the ANC, which was re-establishing itself in South Africa. I recall meeting with Chris Hani, General Secretary of the SACP and the most popular leader in South Africa after Nelson Mandela. Hani's murder in 1993 nearly tipped South Africa into civil war.

WUS International (WUSI)

WUS UK worked with and partly through WUS International in Geneva but there was also some tension. In the early 1980s WUSI provided some funding for a Black Consciousness Movement office in London without consulting or informing WUS UK. This led to some concern from the ANC in the UK toward WUS. Was it trying to divide, weaken the liberation movement?

“ WUS UK tried to have a relationship with both Interfund and WUS South Africa. Interfund had resources from northern donor governments. ”

The International University Exchange Fund (IUEF) based in Sweden which like WUS provided scholarships for South Africans in exile was found to be infiltrated by the apartheid South Africa Bureau for State Security (BOSS) who had planted an agent inside the IUEF, Craig Williamson, who was its Deputy Director. When this was discovered the ANC and AAM and others asked questions of WUS UK: was it infiltrated? I think what re-assured them was that WUS UK had amongst its staff activists including myself they felt they could trust; we had demonstrated where we stood on apartheid and had built relationships with them. We were also transparent with them. Building such relationships was key in the context of that time.

Post 1990 and certainly post 1994 the focus and priority became work in South Africa not scholarships for South Africans in the UK. What role should WUS now play? There was a WUS South Africa, however WUS Canada and WUS Denmark (which became Ibis) effectively broke with WUS International to establish an organisation in South Africa, Interfund,

bypassing WUS South Africa. WUS UK tried to have a relationship with both Interfund and WUS South Africa. Interfund had resources from northern donor governments. WUS South Africa was a South African organisation but with limited resources. WUS UK preference was for the two to work together but this was never agreed and both eventually folded.

“ Development involves analysis, consideration of structures, systems and organisations but it also must have at its centre people. ”

Personal

I had various roles and titles at WUS UK but the last one was Director of Information and Programmes. Subsequently Head of Southern Africa at Christian Aid, 1993-2007 and Director Action for Southern Africa (ACTSA), successor organisation to AAM, 2007-2018]

Working for WUS UK was the start of a lifetime of work in International Development especially in Southern Africa. The experience reinforced some beliefs and gave me the opportunity to develop.

Reflections on the nature of development

What did I gain, learn from my experience at WUS UK?

Development is political. I think this today and I thought it at WUS. It was a view shared by many colleagues at WUS UK. You need to have or develop an analysis of the context in which you are working.

Development is about rights. I recall from my Christian Aid experience being surprised that some colleagues struggled with this. For me it seemed self-evident and I in turn struggled to understand

why others were proclaiming the “rights-based approach to development” as if it were new.

Development is both against and for. It is against discrimination, injustice, inequality and for rights, to water, land, food, shelter, decent work and education.

Working in development involves judgement (nous), humility, empathy and integrity.

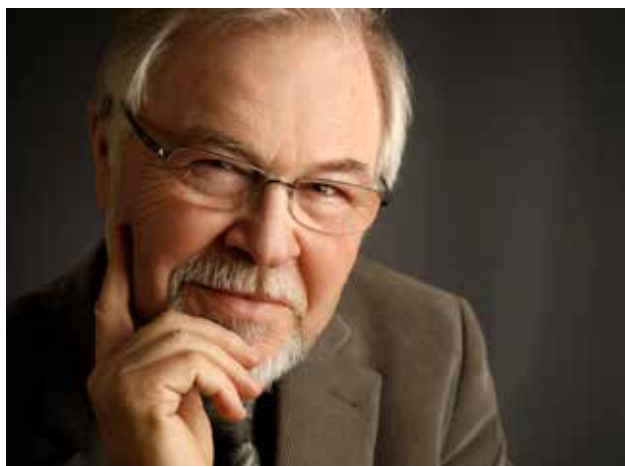
Partnership is not reducible to a contract. It is more a relationship which involves using judgement, building respect and trust. Partnership is not the northern agency or government telling the southern organisation or government what to do and how to do it.

Development involves analysis, consideration of structures, systems and organisations but it also must have at its centre people.

Being politically active in the UK helped me and indirectly WUS. I did not view international development as something to be done outside of the UK and for others but as an extension and application of my values and beliefs.

Founding WUS Austria in 1983

Wolfgang Benedek



Wolfgang Benedek, former chairman, WUS Austria

In 1983 the Austrian Committee of WUS was formally established. The first activity was a Round Table on “The role of the university in the global development context”.

As it turned out in the preparations there had already existed a former Austrian Committee of WUS between 1967 and 1973, mainly based on an ecumenical co-operation of student organisations and people with a strong focus on addressing the situation of students from the South in Austria and lobbying for a better Austrian development assistance. The committee, which was largely based in Vienna, got recognised by International WUS but lost momentum and finally stopped operating.

In this context it is worth noting that Vienna played a particular role in the history of WUS as it was there where in 1920 in view of the devastating situation of universities and their students after the First World War the idea for creating an organisation called European Student Relief emerged, which later became World University Service as documented elsewhere

in this book commemorating 100 years of WUS history. However, at the time and until the 60s no efforts had been made to set up an Austrian Committee although Austria and Vienna did play a role in WUS activities after World War 2 and in the refugee influx after the invasion of Hungary by Soviet troops in 1956, as described above by Cyril Ritchie and Thorvald Stoltenberg.

Support to students from the South and universities in the South

The first objectives and fields of involvement of the Austrian WUS committee created in October 1983 after an intense preparatory process, were the support to ongoing programs of WUS International in Africa, like the distance education program of the Namibian Extension Unit serving refugee students

“ The committee, which was largely based in Vienna, got recognised by International WUS but lost momentum and finally stopped operating. ”

from Namibia in Zambia, the situation of universities under military repression in Latin America like the National University of El Salvador, educational assistance to children of ex-political detainees in The Philippines or an educational summer camp in Palestine. It was also concerned with better conditions for students from the South in Austria and the development of co-operation with Southern universities for which purpose seminars at the University of



WUS seminar in Austria 1983, with Wolfgang Benedek, Simon Weersuriya, Manfred Nowak, Nigel Hartley and Kambiz Ghawami

Graz with Klavs Wulff, Nigel Hartley of WUS UK and Kambiz Ghawami of WUS Germany on “New Ways of Educational Assistance from a Development Policy Perspective” (1983) and “Studying in Austria for students from the South” (1984) prepared the ground. WUS Austria soon was active with local committees in Vienna, Graz, Salzburg and Klagenfurt. Accordingly, the focus was on the global South, in particular also on the issue of academic freedom and solidarity as well as international academic co-operation. For example, in 1985, WUS Austria in co-operation with International WUS and other WUS committees organised a retreat on “University Cooperation in the North-South relationship” as well as in 1988 a ground-breaking workshop with the Austrian Rector’s Conference on the same topic in Graz. In

“ WUS Austria in co-operation with International WUS and other WUS committees organised a retreat on “University Cooperation in the North-South relationship” ”

his contribution, Manfred Nowak gives an account of this work which resulted in the “Lima Declaration” of 1988 on Academic Freedom and Autonomy of Institutions of Higher Education, while International WUS at the General Assembly in Nantes (1984) established a Commission on Academic Solidarity and Cooperation co-ordinated by Wolfgang Benedek and also started a respective program.

Focus on academic co-operation East-West-South

In the context of the fall of the Berlin wall, WUS Austria responded with several initiatives to reach out to the new democracies and to support the students from the Eastern European countries with a “Mitteleuropa Scholarship Programme” in 1989. In March 1990 WUS Austria organised the “International Consultation on Academic Freedom and Solidarity: Inquiry into new Needs and Forms of University Cooperation East-West-South” held in Graz. One outcome was a pilot “Central and Eastern Europe Programme” of International WUS in September 1990. Another outcome was a “Handbook on Student and Academic Cooperation East-West-South” published by WUS Austria in 1991. The title was also

to address concerns in International WUS and some committees that the new focus on Eastern Europe should not be to the detriment of the continued

“ It also assisted a return program for students who could not continue their studies at Russian universities. ”

support to the Southern partners. Several initiatives took place in close co-operation with UNESCO/CEPES in Paris/Bucharest and the International Association of Universities. Fact-finding was also undertaken on the situation of foreign students in Bulgaria.

The dissolution of the Soviet Union left a large number of foreign students from developing countries there without any support. WUS Austria together with International WUS reacted by establishing the “Emergency Assistance Program to Assist Students from Developing Countries in the Commonwealth of Independent States (CIS)” based on a fact-finding report in 1992 which provided 6-months scholarships to several hundred students in St. Petersburg and Moscow where offices were opened for that purpose. It also assisted a return program for students who could not continue their studies at Russian universities.

However, in 1991 the dissolution of Yugoslavia led to violent conflict and war first in Croatia and then also in Bosnia-Herzegovina resulting in a fast-increasing number of refugee students arriving in Austria. WUS Austria decided to meet the challenge of assisting them. This period will be described in a separate contribution on “WUS Austria responses to educational emergencies in the Balkans (1992 – 2002)”.

Personal memories from WUS Austria and WUS International, 1983 to 1998

Manfred Nowak



Manfred Nowak at the University of Applied Arts in Vienna in 2021

During the early 1980s, I was assistant professor of public law at Vienna University and strongly involved in development politics. Thanks to the innovative ideas of Professor Konrad Ginther and his highly motivated team at the Institute of International Law of the University of Graz (above all Wolfgang Benedek and Renate Kicker), I spent much time with them in Graz. We had established an Austrian Committee against Torture, in close collaboration with the Swiss Committee against Torture, the current Association for the Prevention of Torture (APT), based in Geneva. In 1982 I vividly remember Konrad Ginther speaking about his experience in Harare, where he had participated at a General Assembly of WUS International. He was full of praise for the excellent work of WUS in combating the apartheid system in South Africa, in providing refugees from the academic community (students and professors) with scholarships and in fostering a more sustainable environment and global development. In addition, he asked whether we knew that this important international NGO had been founded in 1920 in Vienna. I must confess I didn't know, but I was highly inspired by his idea

that we should immediately found an Austrian WUS Committee and to join the international WUS family.

From founding WUS Austria to the Balkans crises and beyond

So we did: Wolfgang took the lead and became the President of WUS Austria, I served as Vice-President, and Renate managed WUS Austria as Secretary. Our first activities at WUS Austria were to assist foreign students, above all from the Global South, in their daily life and bureaucratic struggles. Together with Brigitte Ortner, Grete Kernegger and others we re-formed the Austrian Foreign Student Service and published an information brochure for foreign students. We spent much time with students from the Global South and invited them to engage in political discussions about the relationship between Austrian development politics and academic solidarity. In 1983, I travelled for almost one year by car to various North, West, Central and East African countries to evaluate projects of the Austrian development co-operation in the field of education. During this trip, we also traced and interviewed many former students, who had studied with an Austrian development scholarship at an Austrian university, about the impact of these studies on their life and work after returning back to Africa. This was an eye-opening experience, which I could well use in my further work for WUS Austria.

Our national section became most active during the armed conflicts and ethnic cleansing operations in the former Yugoslavia, when we established an "Academic Lifeline" and WUS Austria offices at various universities, and assisted the academic community to survive these terrible times. Wolfgang was much



WUS General Assembly New Delhi in 1991: from left: newly elected President Caleb Fundanga, outgoing President Hugo Miranda, Manfred Nowak, Secretary General Nigel Hartley

more engaged and will certainly tell more about these activities, which also led to him becoming an honorary citizen of Sarajevo.

Since I had spent much time in Bosnia and Herzegovina between 1994 and 2003 in my functions as UN Expert leading the “Special Process on Missing Persons in the Former Yugoslavia”, head of a project led by the Ludwig Boltzmann Institute of Human Rights (BIM) on the exhumation of mortal remains from mass graves, and as one of eight international judges at the Human Rights Chamber for Bosnia and Herzegovina, I regularly visited the Office of



WUS General Assembly in Lima 1988

WUS Austria at the main building of the University of Sarajevo. Every student in Sarajevo knew WUS as a humanitarian organisation which had contributed a great deal to keep this university alive during the siege. Immediately after the war I was involved in negotiating with the Rector of the University the establishment of a Human Rights Centre in the main building of the University. WUS Austria and the Human Rights Centre, which later moved to the new Campus of the University at the former “Tito Barracks”, was also instrumental in establishing in 2000 the European Regional Master Programme in Democracy and Human Rights in South East Europe (ERMA), one of the seven Master programs of the Global Campus of Human Rights, based in Venice, where I am currently Secretary General.

During the 1990s, WUS Austria also organised, in co-operation with WUS Uganda, the Austrian UNESCO Commission and UN Women, annual training programs on Human Rights of Women in Africa, funded by the Austrian Development Agency. We started to hold these training programs, which involved high level women (and a few men) representing African Governments, Parliaments, NGOs and academia, at the Peace University in Stadtschlaibling, a remote Austrian town near the Hungarian border. To our surprise, the African women went on strike and demanded that we move these six weeks training course to the city of Vienna with its well-known cultural activities and night life. We complied, but in the following years we organised these training seminars at Makerere University in Kampala and the town of Mukono. We had highly inspiring and controversial discussions about traditional practices, including female genital mutilation, polygamy, HIV/AIDS, child marriage, gender-based violence, capital punishment and other issues relating to women’s rights.



WUS General Assembly in Lima 1988

Engaging with WUS International and the Lima Declaration on Academic Freedom

But let's go back to the early years: After having established WUS Austria, we also became actively engaged in WUS International. I remember with pleasure my first WUS General Assembly 1984 in Nantes. At that time, WUS International was an impressive international NGO with national sections in more than 50 countries around the world. Although the international secretariat in Geneva, with its beautiful "villa" and garden in a green area near the airport, had an impressive budget and carried out many international activities, some of the national sections, above all the Canadians, had an even bigger budget and portfolio of activities. My first impression was that WUS International consisted of highly motivated and active students and professors with many left-wing "progressive" ideas about how to make the world a more equal, just, prosperous and secure place to live. The highly political discussions in the General Assembly and

“ My first impression was that WUS International consisted of highly motivated and active students and professors with many left-wing “progressive” ideas ... ”



WUS General Assembly in Lima 1988

its working groups, as well as the regional caucuses (Latin America, Africa, Asia and the Global North) in which every resolution was extensively discussed before being submitted to the plenary, reminded me strongly of the United Nations. Everything was political, including the elections into the International Executive Committee consisting of 12 persons. Since WUS was very strict about equality and diversity, there were rigid quota requirements regarding the composition of the Executive Committee: 3 members from each regional group, altogether 6 students and 6 professors, 6 women and 6 men. It was not easy to fulfil all these quota requirements at the same time, in particular since the elections were supposed to be conducted by secret vote. Should the result of these secret elections not fulfil all quota requirements, we had to vote again. Despite heavy political fights during our meetings, we spent the evenings without bad feelings and quickly got included into a very inspiring, mutually respectful and diverse international WUS family. Some of the friendships I had developed in these days last until today.

Despite having moved to the University of Utrecht, where I had been appointed Director of the Netherlands Institute of Human Rights (SIM) in 1987, I remained active as Vice-President of WUS Austria. During the 1988 General Assembly in Lima, I had the

“ *The Lima Declaration became guiding document for the activities of WUS in the field of education.* ”

honour and pleasure of having been elected to the Executive Committee of WUS International – I guess that there must have been by chance just one quota position vacant for a male professor from the Global North. I had also submitted a first draft of a document, which after long and controversial discussions was finally adopted and became well-known as the “Lima Declaration on Academic Freedom and Autonomy of Institutions of Higher Education”. This was still a time when we believed that States would progressively implement their obligations under international human rights law, such as the “progressive introduction of free education” in the field of higher education, as stipulated in Article 13(2)(c) of the International Covenant on Economic, Social and Cultural Rights. We also discussed tenure as an important element of academic freedom against undue State interference. Similarly, we believed in the autonomy of institutions of higher education and proclaimed in Article 19 of the Lima Declaration that all “governing bodies of institutions of higher education shall be freely elected and shall comprise members of the different sectors of the academic community”, including students. We felt that we had to protect academic freedom primarily against interference by repressive regimes and did not envisage that neoliberal economic policies would soon drastically change the university landscape, lead to massive privatisation of universities, reintroduction of student fees, the end of student participation in the management of universities, precarious working conditions of academic staff and short-term contracts (instead of tenure) of professors, whose success would be measured less by the quality of their academic research than by their ability to raise funds from the corporate sector.



WUS General Assembly in Lima 1988

Implementing the Lima Declaration

The Lima Declaration became a guiding document for the activities of WUS in the field of education. We worked in close co-operation with UNESCO, the United Nations Decade for Human Rights Education and aimed at an international treaty on academic freedom and university autonomy. In May 1989, we organised a major conference on academic freedom in co-operation with UNESCO in Paris, and in April 1990 we celebrated the 70th birthday of WUS at the University of Geneva, where we clearly positioned WUS as a human rights (rather than only development) organisation. During the UNESCO World Congress on Human Rights Teaching in March 1993 in Montreal, we drafted a World Plan of Action on Education for Human Rights and Democracy as well as a Declaration on Academic Freedom, which was strongly inspired by the Lima Declaration. WUS



WUS General Assembly in Lima 1988

also played an important role during the Second UN World Conference on Human Rights, held in June 1993 in Vienna, where I, as co-director of the newly established Ludwig Boltzmann Institute of Human Rights (BIM), had a leading function in organising a large NGO-Forum and co-ordinating the input of civil society. In the Vienna Declaration and Programme of Action, a separate chapter was dedicated to Human Rights Education, basing itself on the Montreal World Plan of Action and advocating the proclamation of a UN Decade for Human Rights Education.

With the assistance of our national WUS Committees in all world regions, we also engaged in monitoring the level of implementation of the Lima Declaration in all world regions. In this respect, we published three reports which focused on the actual state of academic freedom in countries like Colombia, El Salvador, Palestine, Peru, South Africa and Sri Lanka, later in Malawi, Swaziland, Burma, Sri Lanka, Paraguay, Palestine, Sudan and Lebanon, and finally in Burma (Myanmar), China, Haiti, Iran, Kosovo, Malawi, Palestine, Peru, South Africa, Sri Lanka, Sudan, Tibet and the USA.

Downsizing WUS International while increasing the role of the regional offices

In September 1991, we organised an important General Assembly and Conference on “Education

for All” in New Delhi. Despite some pressure from the Europeans and Latin Americans, I declined, for lack of time, the offer to stand for elections as WUS President. Finally, our President Hugo Miranda from Chile (who had been elected at the 1986 General Assembly in Madrid) was replaced by Caleb Fundanga from WUS Lesotho (who in 2002 became Governor of Zambia’s Central Bank). Professor Gurdip Singh Randhawa, at that time Vice-Chancellor of Guru Nanak Dek University in Amritsar and host of our General Assembly, was elected Vice-President. Nigel Hartley, our long-term and highly effective Secretary General from the UK was re-elected for another term, and I also continued as member of the Executive Committee and chair of the Human Rights Commission for another term. Nigel was requested to re-organise the Secretariat and make WUS International more focused on its activities. In particular, he was requested to severely downsize the Geneva Office and to create strong regional offices to be primarily responsible for running the various programs. I personally was sceptical about this decision, but Nigel was successful in establishing regional offices in Chile, Zimbabwe and Sri Lanka. The newly established WUS Committee of South Africa offered to host the next Assembly, to be held in 1994 in Cape Town.



Manfred Nowak, Robert Dubois and Laksiri Fernando, Lima 1988

The demise of WUS International

Unfortunately, the Assembly in Cape Town was cancelled at the last minute due to financial problems. These problems were the result of a kind of paradox: When the values for which WUS was standing and fighting for were increasingly realised during a short window of opportunity after the end of the Cold War, these developments at the same time created serious financial problems for the organisation and finally led to its bankruptcy. WUS was highly dependent on two major international programs, which were financed by influential donors, such as the Swedish, Danish and Swiss Development Agencies (SIDA, DANIDA and DEZA). One program was assisting the African National Congress (ANC) and the South West Africa Peoples' Organisation (SWAPO) through various educational projects in their fight against the white Apartheid regimes in Namibia and South Africa. In fact, this was a political support by some European Governments to the armed struggle against apartheid, which for political reasons was easier to be channelled via an NGO, such as WUS. With the independence of Namibia in 1990 and the gradual dismantling of the Apartheid regime in South Africa, this support was no longer needed, and WUS lost one of its major sources of income. The second important international program was the support of academic refugees (students and professors) from the conflict areas in Central America (above all El Salvador, Guatemala and Nicaragua), who were granted scholarships for continuing their studies and research work in Mexico and other countries of refuge. Again, as a result of the UN led peace processes in these countries during the early 1990s, many refugees returned to their home countries and were no longer in need of scholarships from WUS and political support from European States. These dramatic developments, which threatened the very existence of WUS International, culminated at a time when its Secretary General Nigel Hartley was infected with HIV. Nigel was a wonderful person with many talents, an excellent manager



with extraordinary social and communication skills, who was the ideal person to mediate between many centrifugal tendencies within and between national committees, and to lead WUS International as the co-ordinating body and international face of the WUS family. In addition, Nigel was a very warm person and one of my best friends at that time, whom I admired tremendously. My diary tells me that it was on 15 February 1994 that he told me during a private dinner that he had tested positively. The last time that I had visited him at his home, from where he was still managing the secretariat of WUS International, was on 2 September 1994. We discussed various issues relating to WUS and his health after he had already developed AIDS. Nevertheless, he was in a good mood and optimistic that he was strong enough to cope with this deadly disease.

On 15 January 1995, we held an Executive Committee meeting at our "villa" in Geneva. The financial situation was dramatic, WUS more or less bankrupt, Nigel very ill and painfully absent, and the Executive Committee unable to take the necessary emergency decisions. Nigel had proposed already in May 1994 to appoint Ximena Erazo from Chile as Deputy Secretary General to assist in the day-to-day running of the International Secretariat. I remember how Kambiz Ghawami, my long-term friend and head of WUS Germany, together with Martin Blakey (Treasurer of WUS UK), Robert Dubois (Head of Finances)

and others, had tried to develop some kind of effective crisis management, but unfortunately without success. On 26 February 1995, Nigel sadly passed away, and our President Caleb Fundanga appointed Ximena Erazo as Interim Secretary General. Although Caleb had told her to carry out this function in Geneva and to prepare the General Assembly in Cape Town, she wrote to the members of the Executive Committee and asked them to authorise her to operate from the regional office in Santiago de Chile. She appointed Frederiek de Vlaming as Deputy Secretary General to attend to day-to-day affairs at the Geneva Headquarters. I knew Frederiek well from my time at SIM in Utrecht, and worked closely with her in her function as Human Rights Officer of WUS International. Despite the financial crisis, she remained optimistic and had still organised between 24 July and 11 August 1995, together with the International Organisation for the Development of Freedom of Education (OIDEL), the first Summer University on Human Rights and the Right to Education in Geneva within the context of the UN Decade for Human Rights Education.

In view of the deteriorating financial situation, the European and North American WUS-Committees on 19 August 1995 organised an Emergency Meeting in Geneva, where Kambiz Ghawami, Alison Girdwood, Marc Dolgal, Martin Blakey, Robert Dubois and Frederiek de Vlaming took the lead. On 20 August 1995 these Committees proposed to our President Caleb Fundanga to approve an emergency plan by exercising his emergency powers accorded under Article 19 of the WUS Statute. Despite a strongly formulated letter dated 24 August 1995 by Ximena Erazo, who had not participated in this Emergency Meeting in Geneva and who called this emergency plan an “attempt to impose an authoritarian modus operandi to rule our organisation”, Caleb informed all WUS national committees on 28 August 1995 that he had approved this emergency plan for the period until 20 November 1995 and decided to establish a



Manfred Nowak at WUS General Assembly 1998 in Sharjah, UAE

Board of Trustees of Friends of WUS. These friends were high level personalities active in international organisations, who had before served as General Secretaries or Assistant General Secretaries of WUS. I participated in first talks with Roger Eggleston, who was one of the friends and highly dedicated to find a solution for our financial crisis. For various reasons, this attempt to save WUS International from bankruptcy was, unfortunately, not successful. At the end of 1995, Ximena Erazo gave notice of termination of employment to all staff at the Geneva Office, which was closed on 31 May 1996. In October 1996, the “villa” was sold for 700,000 Swiss Francs, but even this decision did not prevent the bankruptcy of WUS International. On 1 June 1996, Ximena Erazo had resigned from the position of Secretary General.

After the “villa” was sold, Frederiek de Vlaming moved the Human Rights Programme of WUS International to Amsterdam. This Amsterdam Office of WUS, which was established as a Foundation under Dutch law, also became a kind of regional office for Europe and served as a de facto Secretariat of WUS International after the closure of the Geneva Office in May 1996. The International Human Rights Programme of WUS was financed by the Canadian International Development Agency (CIDA) and the Municipality of Amsterdam. After Frederiek left, she



Opening of WUS General Assembly in Sharjah 1998 with Vice-President Gurdip Singh Randhawa and Wolfgang Benedek behind him

was followed by Leo van der Vlist and later by Wieke Wagenaar.

On the initiative of WUS Germany (Kambiz Ghawami, Inge Friedrich and others), representatives of WUS Austria (Wolfgang Benedek), WUS Canada (Marc Dolgin), WUS France (Aleksander Glogowski), WUS Palestine (Issa Salim), WUS UK (Caroline Nursey), WUS International (Caleb Fundanga) and the Amsterdam Office (Leo van der Vlist, Wieke Wagenaar and Miriam Frank) met on 6 and 7 December 1997 in Wiesbaden to discuss the future of WUS International. Caleb presented a comprehensive report about the state of affairs, recent developments and a possible future of WUS International.

The last time that I visited the small Amsterdam Office of WUS International and Wieke Wagenaar was on 9 December 1998. At that time, we had developed vague plans to revitalise WUS International with funds from Sharjah, the third-largest emirate in the United Arab Emirates. Sharjah considered itself at that time as the “Arab World’s Cultural Capital”, and Sheikh Sultan Bin Mohammed Al-Quassimi, the Ruler of Sharjah, had invited us to hold the 70th General Assembly of WUS at the newly built Sharjah University. This last General Assembly took place on

12 and 13 December 1998 at this futuristic university in the desert. Because of the financial crisis, we had not been able to organise and finance another General Assembly since the one in New Delhi in 1991. From a legal perspective, this meant that the Executive Committee, elected in New Delhi, was still formally in function despite the fact that we had not met any more since 1995. In Sharjah, we adopted important amendments of the Statute of WUS International and replaced the General Assembly and the Executive Committee by a Management Board of five members. We elected these five members (Leonard Connolly from WUS Canada as chair, Gurdip Singh Randhawa from WUS India, Inge Friedrich from WUS Germany, Caleb Fundanga from WUS Lesotho and Raquel Leal from WUS Argentina) and, thereby, ensured the continued existence of WUS International as an international NGO, even though the Management Board was not required to hold regular meetings. The strength of WUS as an organisation has always been and continues to be its national committees, including WUS Austria, whose existence does not depend on an international secretariat. Nevertheless, it was a sad experience having served for ten years in the Executive Committee of a very well-known, lively, innovative and respected international NGO without being able to save it from bankruptcy caused by international developments which I as such considered as highly positive. In Sharjah, we tried to regain some optimism, and I actively participated in the drafting of our “Appeal for Sharjah”. Together with Professor Hommadi, I developed an ambitious project on “Human Rights Education for All”, which we submitted to the Sheikh

“ *At that time, we had developed vague plans to revitalise WUS International with funds from Sharjah, the third-largest emirate in the United Arab Emirates.* ”



WUS General Assembly in Lima, working group with Manfred Nowak, Francisco Soberon and others, 1988

of Sharjah during our lunch on 13 December. I am afraid, however, that these attempts to revive WUS International with Arab money had not been very successful. In view of the absence of funding, the Amsterdam Office of WUS International was closed on 30 April 2000, and WUS International, at that time a Foundation under Dutch law, was finally dissolved on 31 May 2000.

I am very happy and grateful to our colleagues in the national WUS sections of Austria (Wolfgang Benedek), Germany (Kambiz Ghawami and Bettina Schmidt), the UK (Alan Phillips), Canada (Roger Roy), South Africa (Clive Nettleton), and Robin Burns (of now-extinct WUS Australia) for having taken the initiative to celebrate the 100th birthday of WUS at Vienna University. Because of COVID-19, we had to postpone this conference from May to November 2020 and then to September 2021. WUS has shown during these 100 years that it is a very resilient organisation, created in the aftermath of WW1 and revived in the aftermath of WW2. Let's hope that it does not need another WW for the next revival of WUS and that the Vienna Conference instead will lead to a new impetus to re-establish WUS International, since its ideas, ideals and values of universal education for all, academic solidarity, active participation of students and professors in the univer-

sity administration, academic freedom, university autonomy, human rights and sustainability seem to be essential in times of radical changes of university education brought about by decades of neoliberal economic policies.

Notes

World University Service, *Academic Freedom 1990, A Human Rights Report* edited by Laksiri Fernando, Nigel Hartley, Manfred Nowak and Theresa Swinehart, Zed Books, London 1990.

World University Service, *Academic Freedom 2, A Human Rights Report* edited by John Daniel, Frederiek de Vlaming, Nigel Hartley and Manfred Nowak, Zed Books, London 1993.

World University Service, *Academic Freedom 3, Education and Human Rights*, edited by John Daniel, Nigel Hartley, Yves Lador, Manfred Nowak and Frederiek de Vlaming, Zed Books, London 1995.

Research for WUS UK on refugee education in the Horn of Africa, 1983 to 1986

Tina Wallace



I joined WUS after a decade of work as a university teacher and researcher in both East and West Africa; I had reluctantly returned because of illness. I moved into a university for three years as a researcher in race relations in the UK. I realised that I was missing Africa and development work and saw a job advertised with WUS in 1983, which combined my interests in research, migration and education, and would enable me to work in the Horn of Africa, where I had previously worked. I got the job which gave me my first experiences in Sudan, Ethiopia and Egypt, all countries I have worked in subsequently. It also enabled return, briefly, to West Africa where I had previously worked in Nigeria.

WUS UK was my first encounter with an International NGO and I later discovered it was not a typical example. A triumvirate, the Troika, led the organisation collectively and worked with a flat staff structure; joint decision making led to long staff meetings to thrash out issues of both internal organisation and programming. These could be very interesting, usually time consuming and sometimes deeply frustrating. Shared decision-making was a complex

path to take and highly unusual in international development agencies, but one that I certainly learned a lot from and which proved far more engaging than some of my subsequent experiences in the aid sector.

Undoubtedly working in WUS encouraged me to continue focusing on development work, but based in the UK once I knew I could not return to Africa after my father's death and starting my own family. Once I left I worked full time in the UK INGO sector for many years and subsequently as a consultant to INGOs as well as teaching development and gender studies at University.

I made lifelong friends at WUS, especially Sarah Hayward who was my boss and someone I remained very close to throughout her life; we had many plans of what to do together after retirement, sadly cut short by her death. Nigel, also partly my boss, died much earlier and was a real loss to the organisation and me. John, the third member of the leadership who was involved in Latin and Central America, areas seen to be the leading areas of progressive thinking, was more removed from my work but we became firm friends later. We have spent many argumentative and enjoyable times in Sarah's house since WUS times, looking back and also engaging with the urgent political crises facing the world, especially human rights, gender equality and always refugees and marginalised people. I worked closely with Sarah Buxton who was a great support and we still meet up here in Oxford.

Research into refugee scholarship holder experiences

It was Sarah Hayward's vision that created the job I was employed to do, and she secured the funding for it: three years to undertake research into refugees from Ethiopia and Eritrea who had received WUS scholarships over many years, to see how they had fared post higher education. Such research is almost unheard of now in INGOs. The need for the research was very clear. Firstly, there were almost no studies following up refugees who had received a wide range of educational and employment support inputs, even by WUS itself, and very few studies done by other agencies and these were not publically available. Second, there was a growing dislike by donors for providing University education to refugees. It was seen as costly and elitist and did not lead to employment, the primary goal of education provision for refugees at that time. Third, there was almost no research around how refugees moved from education into employment; was higher education or the barriers to employment in different country contexts the real issue facing refugees who did not find jobs?

The research project included refugees who had studied or were based in the UK, Ethiopia, Sudan, Kenya and Egypt funded by WUS and a few were also included from Nigeria and Senegal where refugees had found work. In addition to the 248 WUS students, refugees funded by other agencies joined the research in Africa voluntarily, as they needed information, support and advice and wanted their experiences to be heard. The lack of follow-up from their donors quickly emerged as a core challenge for refugees once they graduated and many of them felt isolated. It was hard to navigate the legal, policy and attitudinal challenges they faced when seeking jobs. Refugees are the most seriously disadvantaged group in labour markets everywhere but little/no attention was being paid to supporting them into work.

Challenging donor perceptions

The donor trends were to cut funding for education, especially at tertiary level. However, the refugees themselves clearly saw education as key to improving their lives in future, whether they can return home or not. And it was clear from the study, which included exploring the range of educational provisions for refugees in the countries studied, that educational provision was poor and the scholarships were a real lifeline for many refugees. The study showed that educated refugees in fact benefitted greatly from their education and used their skills and knowledge to improve their lives and those in their families and communities. Many did get into employment, 66 percent of those traced had jobs at the time of the study (over half of these in continuous employment), many in the UK and almost a third in Africa, in countries where they had settled and were contributing to development. Many of those who were unemployed had returned to further studies. Over time many in fact returned to their homes. In Ethiopia and I met several WUS graduates working at high levels when I went there to study girls' education many years later.

The research challenged many of the assumptions about the value of higher education for displaced people and provided evidence that many refugees use their education fully. Many are still employed and giving back to their communities in the UK in a wide range of jobs, many related to improving the conditions and position of refugees here. It highlighted the multiple and complex challenges facing refugees in different countries in Africa and UK and focused in on legal and policy decisions as the major contribution to refugee unemployment. These were

“ Refugees are the most seriously disadvantaged group in labour markets ... ”

“ It also became very clear from the research that very few women were offered scholarships at university level. ”

being largely overlooked by agencies supporting education and were the primary reasons preventing some getting jobs.

Other issues were identified during the research, which was an attempt at learning about all the education provision for refugees across the countries in the Horn of Africa, the key education and employment laws and policies, and the different employment landscapes. One was the disruptive nature of the resettlement schemes to USA, which distracted refugees especially in Egypt and Sudan. Few were taken and the disappointment was demoralising for many who had set their sights on America as the answer to their problems. The scheme removed some of the brightest and best from the community and the continent. Another was the lack of employment offered by the many international NGOs working in these countries, where preference was always given the expatriates rather than offering jobs to nationals or well qualified refugees.

It also became very clear from the research that very few women were offered scholarships at university level. The reasons for this were myriad, including the costs of childcare and often not being able to bring children to the UK if they got a place to study. Fewer women refugees qualified for higher education and for many travels away from their wider family was felt to be too hard. The urgent needs of women refugees for better and higher education and proper support emerged strongly.

Experience of refugee trauma

This research was a privilege for me and I met an incredible range of people and some very inspiring

organisations – including government agencies – employing refugees. It was a very difficult project requiring several trips because there had been almost no contact with the students, by any agency, post study and tracing them was hard. The search led me into many encounters and diverse places where refugees gather, some of these were depressing and some full of laughter when we broke the ‘rules’ placed on refugees by some hostels, donors or government policies and smoked, drank beer or went into town together. The world of refugees attracts many different people to work alongside them and much was an eye-opener for me – both good and bad – into the world of philanthropy and development agencies. I still carry a lot of memories and emotions from that time, of sadness and trauma, as well as of stimulating discussions, new ideas and inspiring people. It was very intense and I felt that there was often little overt acknowledgement of the trauma of refugees by agencies working with them then, and too little recognition of the support they need to progress when facing immigration rules, prejudice and a lack of networks.

I was pregnant on my final trip to refugee camps in Sudan, where conditions were appalling, and the final report “Displaced Labour: a study of employment among educated refugees from the Horn of Africa” (1986) was finished after my daughter was born. WUS (and my family) enabled me to work around the pregnancy and birth to complete the report and run the final dissemination seminars. WUS took up many of the recommendations and continued pushing for tertiary level scholarships and set up pathways to support refugees from education into work in UK and Kenya. In Sudan they took up the issue of women refugees and their need for education, training and jobs. I went on to work primarily with women and on gender equality and rights and am now again closely involved with immigration and refugees.

WUS UK scholarship program in the late 1980s

David Bull

I joined WUS UK in 1987, returning to the UK after three years working in Nairobi as CEO of the Environment Liaison Centre (a global network bringing development and environment NGOs together alongside the UN Environment Programme). I worked at the WUS offices in Compton Terrace in London until 1990, when I left to join Amnesty International UK as its Director.

We were involved in a variety of scholarship programs, helping academic victims of oppression to escape their home countries and come to the UK to study. Most of our work was funded by the UK aid program. There was an increasing view that bringing refugees to the UK to study was not ideal and some programs started also to include opportunities for study in neighbouring countries within the same region. The key scholarship programs during that period supported people from South Africa – including through the Campus Scholarship Programme –, the Horn of Africa, Chile, Palestine and Central America. The Campus Scholarship Programme mobilised students and academics across the UK to raise funds to support one or more South African exiles to study on their campuses, administered by WUS. I believe that many of these scholars returned to South Africa after the end of apartheid and took up important leadership positions there. As well as offering schol-

“ ... we also began to offer opportunities for local NGO leaders to study in the UK, to help build civil society capacity in their countries of origin. ”



arships to refugee students escaping human rights violations, we also began to offer opportunities for local NGO leaders to study in the UK, to help build civil society capacity in their countries of origin.

At the field program level, as distinct from scholarships, we supported refugee education in camps in Sudan. In the UK we also helped refugees and asylum seekers who had arrived under their own steam and were aiming to study or work in the UK. For some this meant they had to requalify in their profession in order to practice in the UK. We were able to advise on the rules around access to education for refugees and asylum seekers.

I remember the office at Compton Terrace and the early days of using PCs at work! In those days we communicated by fax (a step up from Telex!). I remember getting our first Amstrad PC with a mouse-based interface, and I even had a very early (Zenith) “laptop” though it weighed a tonne and worked on DOS (pre-Windows). When I started in 1987 WUS UK had a turnover of £1.2m a year. By broadening our programs and focusing more on in-region education

and NGO capacity building, as well as expanding our UK advice service, we were able to attract more funding and expand. When I left in 1990 turnover was up to £3m, though still largely institutional. My time at WUS taught me a great deal about NGO

“ *When I left in 1990 turnover was up to £3m, though still largely institutional.* ”

leadership, but more importantly about human rights. As WUS UK General Secretary, I also served on the Board of the Refugee Council. I was able to meet many of our scholarship students and UK refugees and asylum seekers and to hear first-hand about their experiences. I was inspired to spend the rest of my career fighting for human rights, first at Amnesty International UK and then, focusing on children's rights, at UNICEF UK.

World University Service of Ireland: a three-pronged program, 1982 to 1998

Saths Moodley



Around 1982, I attended a conference hosted by WUS Germany for foreign students studying in Europe. At that time, I was Vice President of International Affairs at the Union of Students of Ireland (USI Ireland) and was part of the group of scholarship students taken over by WUS International, after the infiltration of apartheid spies within the International University Exchange Fund (IUEF).



Left to right: Saths Moodley (Executive Director), Judge Conor P. Maguire (President), Gillian Strong (Student Representative)



Annual Congress 1990 held in Tralee, Ireland
Back row: Saths Moodley (Executive Director), Gillian Strong (Student Representative)
Front row: WUS Ireland Chairperson Joan Burton with academic and student representatives.

Louise Morris, representing WUS UK and Klavs Wulff, the International Secretary General persuaded me that re-igniting WUS Ireland should be pursued with vigour. WUS was not new in Ireland. Records in Ireland show that between 1945-1950, WUS was very active in Trinity College Dublin, Queens University Belfast and Galway University Galway. A largesse of over seven thousand pounds in a Bank of Ireland account was accumulated by said group.

The launch and activities of a new Irish WUS

Together with the late Judge Conor P Maguire, the Lord Mayor of Dublin Michael Keating and a string of senior professors and student leaders from every college and university from the island of Ireland, WUS was launched at the Mansion House in Dublin in December 1982. The organisation was formally re-established in January 1983. The elected aca-



Left to right: Marianne McGill (Executive Director 1991-1996), Saths Moodley (Executive Director 1981-1991), Dr Regina Callaghan (Academic on the Executive Committee)

demics included academics from the Royal College of Surgeons, Trinity College and Northern Ireland Polytech. Student representatives included Anne Carson (Queens University), Aidan Kerins (Dublin University of Technology) and Felix McKenna. Saths Moodley was appointed to serve as Executive Director from 1983 to 1992. Marianne McGill, the Programme Director, was promoted to Executive Director in July 1992.

Notable Irish politicians and ministers who held office or who associated themselves with WUS Ireland, included Michael Keating TD, Niell Andrews MEP, Joan Burton and even Mr Michael D. Higgins, current President of Ireland, while he was a sociology professor at University College Galway. Huge financial support was received from various state sponsored organisations, including directly, from the Irish Aid budget.

After an initial bumpy start to its programs, Ireland focussed on three main areas which included Development Education, Overseas Volunteer Program (Teachers, Doctors and Dentists) and financial support for programs for schools and hospitals in Africa and Asia. The Development Education Programs were funded by the European Union. All other pro-



Left to right: Saths Moodley (Executive Director 1981-1991), Prof Max Lewis of Queens University Belfast (Academic Coordinator of the Medical Programme) and Dr Áine Carson (Student Coordinator of the Medical Programme)

grams were funded by Irish taxpayers or the public. Given the strong base within universities and colleges, WUS Ireland adopted political positions, including support for the communist led International Union of Students (IUS) – this created a tiny discomfort within the European WUS family. However, this didn't hinder the continued strong support Ireland received from Denmark, UK and Canada. The recession and Irish aid priorities, sadly saw WUS Ireland de-registering itself in January 1998.

Initially a WUS scholarship holder, I was the founding Executive Director from 1983 to 1992. I returned to South Africa home permanently in 1992 to join Wits University as a Director for the Center of Conflict Resolution. After the democratic elections in 1994, I chaired several national boards, including the Housing Board, Development Appeals Board and finally served as a Special Advisor to the Government of South Africa before resigning in November 2009 to head a tech start up called Webnet. These days, I spend my time yacht racing in South Africa and Europe.

Memories of WUS International, 1984 to 1991

Laksiri Fernando



Laksiri Fernando with Nigel Hartley

The 1980s undoubtedly was a decade of transformation. This means at least a year before 1980 and two years after 1989. It would be incorrect to quote Charles Dickens' "A Tale of Two Cities" referring to "It was the best of times, it was the worst of times," because 'the worst of times' probably came during the 1990s, although some indications were within the 1980s. A good description of this decade is from Jonathan Davis in his book *The Global 1980s: People, Power and Profit* published in 2019.

A world of change

In 1979, the world saw the emergence of Margaret Thatcher in Great Britain, followed by Ronald Regan in the USA in 1980, representing more or less the same trend. In Australia, similar trends appeared even earlier. The disintegration of WUS Australia can also be related to these trends. These political changes marked a new era in global economics (and also politics) normally called 'globalisation' or 'neo-liberalism'. Deng Xiaoping's economic reforms had already started slowly in China by that time. Therefore, there was a convergence between the

East and the West. There was an apparent need to democratise different regimes (left and right) on the part of international establishments, at least to some extent, to achieve these economic objectives, apart from the people's continuous demands for democracy and human rights. However, a strong theocracy had already been installed in Iran in 1979. There were similar strong trends in other countries in the Middle East. Saddam Hussein invaded Kuwait in 1990. War did not exactly disappear.

Democracy has always been a major aspiration of WUS in its broadest meaning of the term with emphasis on human rights, social justice, sustainable development and positive peace, and therefore the decade for WUS was more or less 'the best of times'.

Following Ronald Regan's meeting with Michael Gorbachev in Geneva in November 1985, in 1989 his successor George Bush and Gorbachev declared that the 'cold war was over.' That was undoubtedly a positive international development for both camps, although at the end of 1991 the whole Soviet Union collapsed. While it was not the 'end of history' – a theory put forward by Francis Fukuyama –, a new international order undoubtedly came to dominate the world with many prospects for democracy, human rights, feminism and education for all. Many dictatorships or authoritarian regimes as far apart as Haiti and Czechoslovakia, Chile, South Korea and

“ **These political changes marked a new era in global economics (and also politics) normally called 'globalisation' or 'neo-liberalism'.** ”

“ The most significant political change during the period for WUS undoubtedly was the fall of the Apartheid regime in South Africa. ”

The Philippines fell, but some continued (like Iran) or re-emerged after a while (like Myanmar). I was in Prague on WUS mission when the ‘velvet revolution’ took place in November 1989 (see Note 1).

The most significant political change during the period for WUS undoubtedly was the fall of the Apartheid regime in South Africa. Nelson Mandela was released in February 1990 and the new political and constitutional changes were unleashed thereafter. It was a long mission fulfilled for WUS. But in terms of justice, some of the Apartheid culprits apparently escaped (Note 2).

The decade also marked technological changes. Personal computers and computer networks came to the forefront along with many developments in communication and information technology. Email networks started to emerge. Those were extremely encouraging for WUS. Although it was not apparent at the beginning, there were adverse effects as well in economic circumstances. These were in the areas of climate change, social welfare, education, international aid and also North-South relations. ‘Economic, social and cultural rights’ started to take a back seat not only in ‘liberal’ countries but also in ‘socialist’ countries. The ‘welfare-state’ appeared to disappear with effects on donor countries. Money and profits started to become central criteria in human values, overtaking humanitarian concerns in many countries.

Although the old cold war atmosphere subsided, new internal conflicts and wars produced large

numbers of new refugee influxes throughout the world. When the Soviet Union and Eastern European countries fell apart many previously hidden problems surfaced such as academic freedom, autonomy of higher educational institutions and poor conditions for university students. WUS vision and mission were not outdated. Peace in the Middle East including a resolution to the Palestinian question became crucial although still not resolved today.

Assembly in Nantes: 1984 and after

I was selected as the Associate Secretary for Asia and the Pacific at the 66th WUS General Assembly held in July 1984 in Nantes, France. Then General Secretary Klavs Wulff was a pragmatic person with broadminded vision for social work and humanitarian activities. The interview panel comprised Jean-Marie Schwartz of WUS France who also was the incumbent President of WUS International; Klavs Wulff as the General Secretary; G. S. Randhawa of WUS India, and Patrick Mangeni from WUS Uganda as WUS Executive Committee Members. The selection was approved by the 30 delegates at an Asia/Pacific regional meeting within the assembly.

The Nantes WUS Assembly had the innovative theme “Academic Solidarity and Cooperation” for its policy workshop. ‘Academic co-operation’ was not completely unknown then to educational events or conferences primarily conducted by UNESCO or associated organisations. However, WUS added the concept of ‘academic solidarity’ to sharpen the meaning and take it to a higher level emphasising the obligations on the part of academics to their counterparts in trouble. Mere academic co-operation previously was limited to institutions and researchers. Solidarity meant much more than co-operation, signifying ‘academic unity and team spirit’ among academic communities in different regions, countries and cultures.

Although there was solidarity in practice in various

projects and refugee scholarships for a long time in WUS, the new formulation resurrected the initial spirit that Ruth Rouse and others espoused in 1920 when the forerunner of WUS, European Student Relief (ESR), was founded (Note 3).

The Nantes workshop was a useful one in an intellectual sense. The delegates from France, India, Canada, Uganda, South Africa, Austria, Guatemala, Chile, the UK, Turkey, Canada, Germany, Bangladesh and Sri Lanka made important contributions. The objective was also solidarity and co-operation between WUS committees themselves, although this was not properly pursued thereafter. By this time, there were over 50 committees and active contact groups all over the world (Note 4).

The Assembly also appointed a Commission to carry forward the conclusions of the workshop. It was this commission, reorganised later, which developed the “Lima Declaration on Academic Freedom and Autonomy of Institutions of Higher Education”. The initial members of the Commission included Harunur Rashid (Bangladesh and the new President of WUS International), Jean-Marie Schwartz (France), Patrick Mangeni (Uganda), Raul Molina (Guatemala), Gunduz Vassaf (Turkey) and Klavs Wulff as the General Secretary and Wolfgang Benedek (WUS Austria) as the Co-ordinator. I was also a member and served as the Secretary. Manfred Nowak was invited later to contribute his expertise as a member. Manfred Nowak was then the Director of the Netherlands Institute of Human Rights.

“*... the new formulation resurrected the initial spirit that Ruth Rouse and others espoused in 1920 when the forerunner of WUS, European Student Relief (ESR), was founded ...*”

Significant changes for WUS International

The Assembly in Nantes also was a landmark in WUS history in terms of its subsequent problems. Klavs resigned from the General Secretary post, perhaps due to the pressure from conflictual regional/ideological politics. It was a setback for WUS in my experience. The new Executive Committee appointed Marco Gandasegui from Panama as the General Secretary, although some members tried to look for alternatives. Marco was an academic from Panama just after his postgraduate education in the USA. He assumed duties in mid-1985 and served until the following General Assembly in Madrid in September 1986. During this period there was some instability at the Secretariat and WUS International. Nigel Hartley, General Secretary of WUS UK at the time, was selected as the new General Secretary during the Assembly in Madrid to end the instability. WUS Canada played a major role in this transformation.

I remember three most capable Presidents of WUS International during the period. The outgoing President in 1984 was Jean-Marie Schwartz of WUS France, a reputed academic and an amicable person with a great sense of humour. Then was Harunur Rashid from WUS Bangladesh who had long experience in academic research and WUS work, and later became the Director General of the reputed Bangla Academy in Bangladesh. I think the best problem-solving President thereafter was Hugo Miranda from Chile who has had long experience in international organisations and public policy.

At the ‘Villa’ or the Secretariat

I joined the WUS International Secretariat in October 1984. After landing at the Geneva airport there as a luncheon meeting with Klavs and Simon Weersuriya at the nearby Transport Café, a familiar place for WUS staff and visitors. Simon, my predecessor, was working at the Inter Parliamentary Union (IPU) and gave me much useful advice on dealing with

“ *The computerisation of the WUS office was primarily an initiative of Nigel Hartley in 1987, among his other initiatives.* ”

the committees and matters at the Secretariat. He followed Hema Dassanayake who was working then for WHO. It was my first experience working for an international organisation.

The staff were very welcoming, greeting me light-heartedly in different languages, perhaps to amuse me. The Associate Secretary for Latin America was Carroll Schwartz and for Africa, George Mayesta. Libby Visinand, Gail Hunter, Edith Sauber, Silvia Egli, Inger Nordback, Lidia Gomez and others were also in the Secretariat, people from different countries and backgrounds. That was one beauty of the WUS International Secretariat. Sometime later George was replaced by Trevor Abrahams and Carroll by Ximena Erazo. The name of my colleagues in the Secretariat are related mainly by memory, some verified through kind assistance from Libby Visinand and Nora Wintour.

The spacious WUS Villa included a basement which lodged the valuable WUS archives, protecting the history of WUS since 1920. Then there were two floors for reception, offices, a kitchen and a large room which could accommodate around 20 persons for a meetings and training sessions. In the garden were two or three plum trees, an additional ‘stimulus’ for the staff during the fruit season. Although neglected, irises bloomed during the autumn in the garden as well as in neighbouring gardens. It must be the reason why the lane from the main airport road was called Chemin des Iris.

Back then the best fast communication was through fax. It worked well with some WUS committees but not with all. Letters, and in emergencies telephone



WUS staff occasionally had opportunity for recreation or partying. Only Marcella and Mark are in this picture, but representing the general mood of all on these occasions

calls, were the main modes of communication. At the beginning of my period, typewriters were used for letters, reports and minutes and then came a computer network within the Secretariat. The computerisation of the WUS office was primarily an initiative of Nigel Hartley in 1987, among his other initiatives. They included training in time management. I filled in for Nigel between his appointment in 1986 and his arrival at WUS in early 1987. He also visited Geneva frequently from London.

There was a boom in WUS activities in the late 1980s before it apparently took a dive. There was a time when there were 20 persons working in the office and the average budget of 14 million Swiss Francs peaked at over 20 million. The new faces that came to the office included Nora Wintour, Vera Zasulich, Carmen, Mark, Marcella, Martin Zak, Amaha Tsion and Yvonne Gregory. I resigned in September 1991 to migrate to Australia for family reasons. During my period I not only had the opportunity to work in the General Secretary’s Office but also to function as the Officer in Charge of WUS’s Human Rights Program.

Apart from the Villa, WUS apparently owned three apartments to accommodate staff from distant countries. Alas, they are now gone. When my wife

and son joined me in early 1985, Klavs generously allocated me the apartment he was living in at 10, Rue Henri-Frederic-Amiel. I was there for a while then handed it over to another colleague.

Klavs handed over the keys, with the advice to keep some extra umbrellas for visitors, if I held a late-night party! I was puzzled. The story was that some friends of Klavs when leaving after probably a ‘noisy party’ had encountered icy water poured from the next apartment’s balcony during the thick of winter. There were strict rules in Switzerland about ‘noise pollution,’ ‘night visitors’ etc. particularly after 10.00 pm. People imposed ‘punishments’ if these rules were violated.

Notes

Note 1. “Occasional Stories: A Velvet Revolution?”

Colombo Telegraph, 17 August 2017.

<https://www.colombotelegraph.com/index.php/occasional-stories-a-velvet-revolution/>

Note 2. See Tad Mitsui, “How Can I forgive who pretended to be my friend?” 12 June 2017. In *Thoughts,*

Essays and Reflections. [https://tadmitsui.com/](https://tadmitsui.com/category/essays-stories-and-reflections/)

[category/essays-stories-and-reflections/](https://tadmitsui.com/category/essays-stories-and-reflections/)

Note 3. In addition to WUS in Action: 50 Years, see Benjamin Hartley, “Saving Students: European Student relief in the Aftermath of World War I”, *International Bulletin of Mission Research*, 20 June 2018.

WUS Germany gives an easy link to an electronic copy of WUS in Action: 50 Years as follows:

<https://www.wusgermany.de/files/userfiles/1970-wus-international-50jahre.pdf>

Note 4. WUS Germany gives addresses of 57 committees or contact groups but some of them are obviously now defunct. See:

<https://www.wusgermany.de/en/international-project/wus-international/wus-committees-worldwide>

WUS Human Rights Program, 1984 to 1991

Laksiri Fernando



A workshop on 'Education for All, Human Rights and Development,' was held in Asia in December 1990

WUS International had been addressing the concerns of human rights issues of WUS committees and their respective countries particularly in the education sector for a long time. WUS's consultative status with ECOSOC, and as a participant with the UN Commission on Human Rights and the Sub-Commission, was productive and helpful for this task. In addition, WUSI also had consultative status with UNESCO. A major boost for this human rights advocacy came as a result of the "Academic Solidarity and Cooperation" (ASAC) program approved at the 66th General Assembly in Nantes 1984, whose main achievement was the "Lima Declaration on Academic Freedom and Autonomy of Higher Education Institutions", 1988.

After Nigel Hartley assumed duties as the General Secretary in early 1986 the ASAC program properly took off. I was asked to be the Officer in Charge of Human Rights in addition to my regional duties. Many others at the WUS Secretariat were extremely helpful in human rights work. There was much

“ In addition, WUSI also had consultative status with UNESCO. ”

enthusiasm among the staff and the various national committees about WUS undertaking a human rights program. At the UN Commission on Human Rights (UNCHR) and the Sub-Commission every year, WUS made interventions through written reports and oral submissions. I had the opportunity to make a dozen oral statements at the Commission and the Sub-Commission. There were a number of delegates who came from WUS committees and associated organisations, particularly from Latin America and Africa, to attend these sessions.

Some of the issues pertained not only to individual violations, but to consistent patterns of gross violations, repressive legislation and military interventions suppressing the media and academics. Some countries were consistently highlighted; Guatemala, El Salvador, Peru, Chile, Venezuela, South Africa, Sri



Asia-Pacific workshop on Women and Education, May 1988, was part of WUS' Human Rights Program

Lanka and Palestine. Disappearances were a common pattern in some of these countries including Sri Lanka in the late 1980s. These issues were taken up at the Commission and in other ways. Sri Lankan youth who had to flee the country were assisted in Thailand and elsewhere. Even Hema Goonatilake of WUS Sri Lanka had to leave the country under difficult circumstances and was assisted in Geneva.

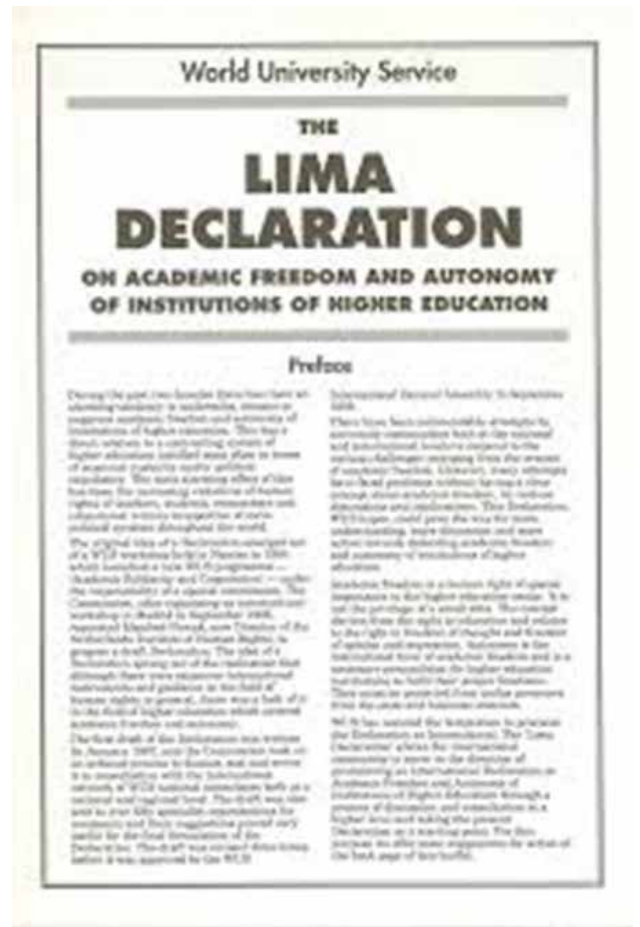
Two of the new issues that were highlighted in the late 1980s were the suppression of the Tiananmen Square student protests in China and the student and democracy suppression in Myanmar (Burma). In addition to being an Executive Committee member, Raul Molina from Guatemala was a regular participant almost every year and every session of the UN-CHR. WUS could accredit around five delegates to these commission sessions and WUS co-ordinated with Amnesty International, Minority Rights Group, Article 19 and many other organisations on these human rights issues.

The Lima Declaration

The main achievement in the field of human rights during the period undoubtedly was the “Lima Declaration”. It was the commission under the ASAC program that spearheaded the drafting of the declaration. A declaration was proposed at the 1986 Madrid Assembly and the Commission requested Manfred Nowak to present a draft.

“The first draft of the Declaration was written in January 1987, and the Commission took on an arduous process to discuss, test and revise it in consultation with the international network of WUS national committees both at a national and regional level.

“**The main achievement in the field of human rights during the period undoubtedly was the “Lima Declaration”.**”



Lima Declaration was a major step in WUS Human Rights Programs

The draft was also sent to over fifty specialist organisations for comments and their suggestions proved very useful for the final formulation of the Declaration. The draft was revised three times before it was approved by the WUS International General Assembly in September 1988.” (Note 1)

It was important that the “Lima Declaration” was enunciated during the 40th Anniversary of the Universal Declaration of Human Rights (UDHR). The basic principles of academic freedom of teachers, students and researchers of higher education institutions derived from the “right to education, freedom of conscience, freedom of thought and freedom of expression” incorporated in the UN UDHR of 1948.

“ Many likeminded organisations have taken up the issue much more strongly thereafter and a key issue is still the right to education and more precisely the right to quality education internationally. ”

After the declaration, UNESCO in its many statements and reports came to refer to and recognise the importance of the “Lima Declaration”. WUS also conducted a joint workshop with UNESCO together with the International Association of Universities in 1990 in Paris on the subject of academic freedom and the right to education. One of the important initiatives of WUS after the declaration was to compile reports on the status of academic freedom in different countries and regions. The first report during my time was titled *Academic Freedom, 1990: A Human Rights Report* published by Zed Books, London (Note 2). There were three more issues thereafter.

Academic freedom is undoubtedly not a WUS invention (Note 3). However, the “Lima Declaration” has been a major landmark in its definition or clarification and development. Many likeminded organisations have taken up the issue much more strongly thereafter and a key issue is still the right to education and more precisely the right to quality education internationally. In September 2016, the Association of Human Rights Institutes (AHRI), consisting of over 50 organisations, adopted the “Utrecht Declaration of Academic Freedom”. It not only recognised the “Lima Declaration” but also adopted the definition of academic freedom given in that WUS declaration. It said the following to the credit of WUS work:

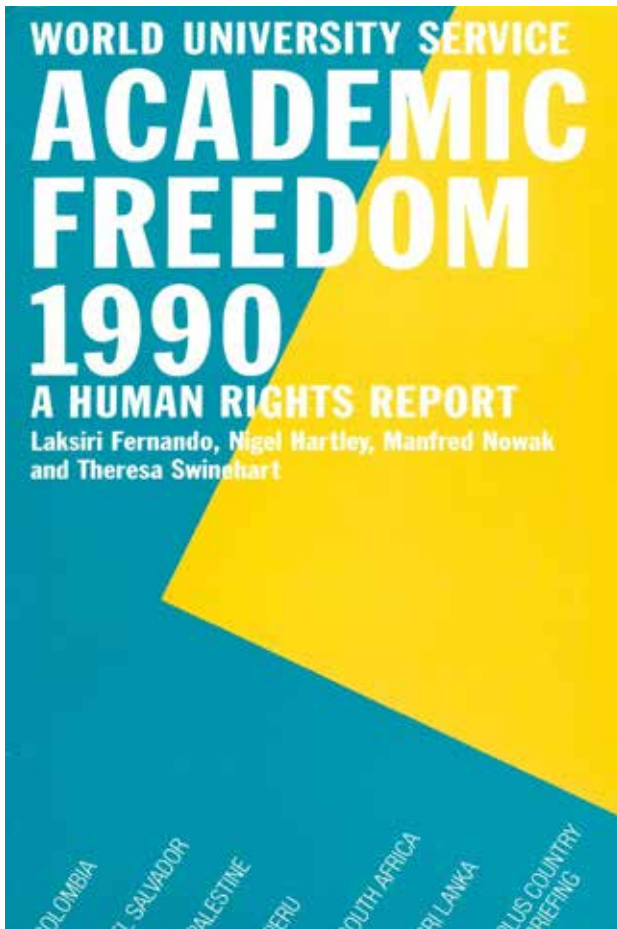
“As a global network of academic human rights institutes, AHRI strongly believes that academic freedom, as defined in the ‘Lima Declaration on Academic Freedom and Autonomy of Institutions

of Higher Education,’ adopted by World University Service in 1988, constitutes a fundamental element of vibrant democracies and is essential to advance economic and social development and to generate sustainable peace and prosperity.” (C.D. Deshmukh, *The course of my Life*, Orient Longman, Bombay, 1974, p. 283)

Academic freedom also means intellectual freedom. Academics are professional intellectuals pursuing their careers in teaching, research and often administering educational processes and institutions. The autonomy of individuals and institutions is a major requirement to preserve and promote academic freedom worldwide irrespective of region, country, gender, ethnicity, religion, political affiliation, ideology, class, caste, social status or any other distinction. Academic freedom as intellectual freedom is also relevant to students (interacting with teachers) and many others: journalists, writers, non-academic scientists and artists.

“ Academic freedom as intellectual freedom is also relevant to students (interacting with teachers) and many others: journalists, writers, non-academic scientists and artists. ”

Academic freedom is linked to freedom of conscience, freedom of expression and opinion. It is because of this broader meaning of academic freedom that academics should as far as possible be free from politics, political parties or sectarian affiliation to religion. It is for the same reason that World University Service is free and independent from political affiliations, parties, any particular religion or denomination. The promotion of academic freedom as intellectual freedom is of paramount importance in the coming period in a world faced by



Academic Freedom 1990 covered five countries with an international overview

extremely uneven and unsustainable development, climate change, environmental disasters, economic dislocations, and pandemic viruses like COVID-19. Without academic (intellectual) freedom, sciences or arts cannot properly be developed to face the future challenges of humanity.

My contributions on WUS International and my work as Associate Secretary, Asia and the Pacific [see other chapters here], are not only based on my memories of WUS International and WUS Asia-Pacific, 1984 - 1991, but also the gist of what I have learnt from those experiences particularly on human rights. My academic focus turned from labour and youth studies to the more specific area of human rights thereafter.

Notes

- Note 1.** Preface, "The Lima Declaration," WUS, 1986. See: <https://www.wusgermany.de/sites/wusgermany.de/files/userfiles/WUS-Internationales/wus-lima-englisch.pdf>
- Note 2.** Laksiri Fernando, Nigel Hartley, Manfred Nowak and Theresa Swinehart (Eds.), *Academic Freedom, 1990: A Human Rights Report*, Zed Books, London, 1990.
- Note 3.** See Stephen Aby and James Kuhn IV (compiled), *Academic Freedom: A Guided to the Literature*, Greenwood Press, London, 2000.

WUS in Asia/Pacific from 1984 to 1991

Laksiri Fernando

WUS Asia/Pacific covered a large region which also included the Middle East and the Pacific islands. The purpose was not to cover all countries but to assist and guide where there were active committees or contact groups. The first assistant or secretary for me was Gail and then Carmen. Gail already had considerable knowledge of the committees in the region, projects and personnel.

I had one advantage of having to come to know many of the key people in various national committees and contact groups during the Assembly in Nantes in 1984 and thereafter. They included G. S. Randhawa, Munisamy Thambidurai and Devender Karkar from India; Harunur Rashid and Akmal Hussain from Bangladesh; Ruben (Ben) Caluya and Godofredo Liban from The Philippines; Purushottam Shrestha and Rathna Badracharya from Nepal; Luke Wong from Hong Kong; Kasemsak Poomisrekeo from Thailand; Manzoor Ahmad and Hussain Haqqani from Pakistan; Gunduz Vassaf from Turkey and many others.

I participated at the Nantes Assembly from Sri Lanka along with V. K. Samaranayake (Sam) and Saman Halgamuge. Both were extremely helpful in my work thereafter. Saman, then a student and now a Professor at the University of Melbourne, became a close friend. WUS Sri Lanka prior to the Assembly nominated me to be a candidate for the post of the Associate Secretary for Asia/Pacific when it was advertised from Geneva. I was then the Chairperson of the WUS committee at the Dumbara Campus of the University of Peradeniya where many activities were conducted. After Samaranayake, Hema Goonatilake served in the WUS International Executive Committee from Sri Lanka. Previously L. M. V. Tillekeratne



WUS at Dumbara Campus, Sri Lanka, conducting a voluntary workcamp to build a playground at an impoverished school nearby in 1984

(University of Colombo) had served as the Treasurer in the WUS International Executive Committee.

Most of the above delegates from Asia were reputed academics nationally and internationally. In addition, Munisamy Thambidurai from India became the Deputy Speaker of the Lok Sabha (1985-89) and Hussain Haqqani was an Ambassador from Pakistan to Sri Lanka and the United States a few years later.

Among the WUS committees, Bangladesh had the largest and most numerous of WUS projects. India had a similar number but was mostly self-reliant both in Delhi and Madras. Equally self-reliant were the projects in Thailand, South Korea, Hong Kong and partly Sri Lanka. Given the unstable political conditions in The Philippines there were no possibilities to manage long term projects and their focus was mainly on advocacy, academic freedom and freedom of expression taking a major focus. There were several (female) journalists working



Munisamy Thambidurai (on the right) was consistent supporter of WUS activities

for WUS Philippines. They even managed to protect 'academic freedom' in the new constitution drafted in 1987 working along with other organisations after the political change in 1986. WUS Philippines was mainly based at the Central Manila University where Filemon Tanchoco had played an admirable initial role.

WUS Pakistan operated with two main committees in Karachi and Islamabad, Prof Manzoor Ahmad taking a leading role in Karachi, and Hussain Haqqani in Islamabad. Apart from the conduct of student counselling welfare activities, they were involved in promoting academic freedom and women's activities even under difficult circumstances.

The 1985 Asia/Pacific workshop in Manila

In October 1985, WUS Asia/Pacific conducted an important regional workshop in Manila hosted by WUS Philippines. Two policy themes were: "Academic Solidarity and Cooperation" and "Project Planning and Management". From the Secretariat, the General Secretary, Marco Gandasegui, myself and Gail Hunter participated and Gunduz Vassaf participated as an additional resource person from the Executive Committee. For the workshop, the Secretariat produced a "Manual on Project Planning and Management". Gail should be commended for



WUS in Islamabad, Hussain Haqqani (centre) taking a leading role

many of the compilations. These were difficult times in The Philippines. During my stay, a son of one of our important WUS members was shot dead during a student demonstration. I attended the funeral on behalf of WUS at a distant location from Manila. The son's father and the mother were devastated.

A diversity of projects and countries of operation

WUS International supported and conducted a moderate number of scholarships for Palestinian refugees through the assistance from WUS UK and Britain in general. Some of the recipients later had the opportunity to pursue further studies in Germany thanks to WUS Germany. Our main contacts were with the Birzeit University and Hebron Polytechnic. Hanna Nassar (President of Birzeit University at that time) was our major contact who had visited WUS Geneva several times. I also had the opportunity to visit them. My visits to the Gaza Strip were educational and exciting. Along with the foregoing assistance, WUS International supported the legitimate Palestinian cause/demands at the UN Human Rights Commission.

One of the new scholarship programs started during the period was in newly emerging/changing Vietnam. During late 1980s, a university student schol-

arship there cost only \$10 a month. After a Dutch agency, WUS undertook this task without a separate administrative cost, with the Ministry of Education. The initial number exceeded 200 scholarships. During my many visits to the region, one of the most enthusiastic receptions that I came across was from the Vietnamese academics. They were zealously looking outwards at that time, interested in academic freedom.

It is not possible to discuss all committees, projects or activities in this short account. Only some selected highlights are given. One of the major projects of WUS Bangladesh was the “Poultry Development Project” in Mymensingh funded by DANIDA (Denmark). It was a large project that covered 75 villages in the district, the poultry breeding farm being at the Agricultural University of Mymensingh. The main objective was to introduce a mixed or a high breed of ‘Deshi’ (local) and ‘Bideshi’ (foreign – RIR) poultry to the villages which gave larger eggs and weightier chicken flesh. Vaccination for Ranikhet disease also was introduced. All the villages were not covered in one stroke, but in stages. It was my first task in WUS in early 1985 to reorganise the project management after some complaints. It worked well thereafter. The poultry farmers were mainly women. Therefore, women were recruited to be the vaccinators. They



During a visit to Vietnam – Laksiri Fernando, second from left

were also trained in basic bookkeeping and other small managerial matters. Otherwise, they were exploited by men and mainly by husbands! It was also about women’s empowerment in remote villages.

WUS Bangladesh had several other projects in Jahangirnagar, Rajshahi and Dhaka, conducted by respective university WUS locals. Some were on poverty alleviation of poor communities and others were training for students, technical workshops and advocacy on academic issues. WUS Bangladesh Chairperson, Harunur Rashid, who served as the WUS International President during 1984-1986, was a natural leader for these activities.

WUS India had continuing preoccupations in running student services through hostels for women, student welfare centres, bookshops and other facilities on a non-profit making basis and concessional rates in Delhi, Madras and other main universities. All those buildings and centres were past and part donations of WUS International. WUS Madras also had some projects taking students to remote villages as far as Kolli Hills for educational and assistance activities. WUS India assisted the holding of the 69th General Assembly in September 1991 on the theme of “A Holistic Vision of Education for All”. WUS India was one of the first Asian national committees of WUS International after 1950. The following is what one of the dedicated Chairpersons of WUS India, C. D. Deshmukh, said about the assistance that they received through WUS International in his life story.

“I was happy to be able to infuse life into the WUS movement in India and increase its membership – University WUS committees. It happened that during my tenure the Danish Government made a most magnificent grant (Rs. 18 lakhs), thanks to the persuasive efforts of Chidambaranathan, Secretary-General of the International WUS, towards the constitution of the Madras WUS Centre.”

WUS Hong Kong was basically a student organisation assisted by the academics and administrators at the University of Hong Kong. Both at assemblies and other WUS International activities, the students were represented and admirably by many women. Luke Wong was a leader in that direction. It is not clear what kind of fate has befallen the WUS committee/contacts there as a result of recent student suppressions.

WUS PNG (Papua New Guinea) was also a mainly student organisation. One of the important projects that they conducted was 'barefoot lawyers' utilising the senior law students to go to the community to assist them in apparent legal matters. They in turn obtained academic credit for their study courses.

WUS Thailand was extremely helpful in assisting WUS Asia/Pacific in conducting several regional workshops in Bangkok. Kasemsak Poomisrekeo at the Thammasat University was the Chair of the Committee. They had their own projects initially funded by WUS International for a mobile Xray service for communities, a health centre and a library for people's education. The National Library in Bangkok also was funded by WUS. Bangkok was a popular centre for workshops given reasonable air fares, hotel/conference facilities, low accommoda-



Among many donations of WUSI, Rural Development Project in Mymensingh, Bangladesh, used the above vehicle for its activities



WUS activists at Rajshahi University, Bangladesh, with Laksiri Fernando

tion fees and a relatively free political atmosphere. Two of the most important regional WUS workshops held in Bangkok during the period were on "Women in Education" in May 1988 and "Education for All, Human Rights and Development" in December 1990 with UNESCO participating. At the latter workshop, my main submission was that the level of education for all depends largely on the population size of the country and of course the economic resources. The higher the population, lower the level of 'education for all'.

WUS Korea although not very interactive with WUS Geneva by this time worked through two centres. One was at the WUS International built Student Centre in central Seoul which had become virtually a private university, and the other through an English Teaching Institute initiated by some of the WUS members. The driving person at the second centre was Kim Jung-Tai according to my records. During my visits I had the opportunity to conduct training workshops there.

WUS Nepal had an active committee composed of quite dedicated academics and also students. Based on a WUS International built student centre, the committee was running a 'People's Campus' in Kathmandu, the President being Rathna Badracha-



Among WUS Rajshahi projects technical training took a prominent place

rya. WUS Nepal Secretary was Purutom Shrestha based at the Thribhuvan University. They also conducted several community projects in remote areas.

WUS International also had contact groups in the Maldives and Malaysia. In the Maldives, it was with the Educational Development Project in the Ministry of Education that WUS International worked. In Malaysia, it was with the Consumer Association of Penang (CAP). School curriculum development and teacher training were some of the focuses in the Maldives. In Malaysia many of the academic freedom issues and human rights problems were raised supported by CAP and others, mainly lawyers.

There had been an active WUS Committee in Australia since the early 1950s until late 1970s. During its heyday WUS Australia had raised funds to fight apartheid in South Africa and helped Czech refugees settled in Australia after the Prague Spring of 1968. They also worked for educational and social needs of aboriginal communities through the International Development Action (IDA) group. However, after certain political and economic policy changes in the country in late 1970s, the committee had become defunct by 1980. In the 1990/1991 period, WUS International made several efforts to resurrect a WUS Australia. The new interest in WUS was based

on the “Lima Declaration on Academic Freedom”. During this time, there were moves to bring a Bill of Rights to Australia. Several academics were interested in protecting academic freedom in such a bill. Under the title “WUS called to action,” William West reported the effort as follows in the newspaper *The Australian* in May 1991:

“A group of academics and students are attempting to revive an Australian branch of the World University Service (WUS) which folded in the 1970s.” “A meeting to revive the service was held at the University of NSW last week and addressed by Mr. Laksiri Fernando from the WUS head office in Geneva and the university’s Chancellor, Mr. Justice Samuels. Among its supporters at the campus are Law Department head Professor Garth Nettheim, council member Dr Jessica Milner Davis, and Dr Barrie Dyster from the Department of Economic History.”

WUS Sri Lanka had similar activities to India, based on student services and facilities particularly at the University of Peradeniya, the University of Colombo and the University of Moratuwa as well as conducting regular workshops and training. The driving force of the national committee for a long time was V. K. Samaranyake supported by Hema Goonatilake. Worker’s Education programs at Peradeniya



WUS Korea members listening to WUSI initiatives on ‘Education for All’ from Laksiri Fernando



WUSI built Student Centre - behind - now a WUS Campus in Seoul, South Korea

and Colombo universities were largely supported by WUS International. The assistance included the donation of books and amenities in addition to WUS members teaching in the courses. WUS International had conducted a regional workshop in Sri Lanka in 1976 on “Non-Formal Education” leading to the inauguration of these worker education programs. One of the most far-reaching projects in Sri Lanka during my time was the Namibian English Teacher Training Program supported by the Commonwealth Secretariat through WUS International. There were 22 Namibian refugee women undergoing three-year training at the English Teacher Training College at Peradeniya. WUS Peradeniya was managing the project under the guidance of WUS International.

Self-reliance: a strength or a weakness?

WUS Committees in Asia had both strengths and weaknesses. If self-reliance was the main strength, too much of self-reliance or ‘self-centrism’ was the main weakness. I am referring particularly to my time. As the time passed, some of the WUS International assisted projects started to become small enterprises. Some of the committees were the same. As some of the pioneers of WUS Asia have emphasised, WUS should have been considered as a movement rather than just committees. The situation was extremely difficult to change without a



Executive Committee of WUS Nepal, Rathna Badracharya at the centre

strong and an inspiring WUS International. Similarly, the national organisations of WUS should have been broad based with an extensive membership and with students and women playing a major role.

Notes

C. D. Deshmukh, *The Course of My Life*, Orient Longman, Bombay, 1974, p. 283.

Reflections of a global citizen made by WUS in multiple continents, 1992 to 2020

Saman Halgamuge

It was about 30 years ago, before entering the University in Sri Lanka, when I was first introduced to the three letters that in several years' time were going to change my life forever, taking me through to a different continent and allowing me to fulfill my dream of living a life without becoming an instrument of or being destroyed by the most repressive times I was going to witness in my university life during 1981-84 in Sri Lanka.

Obviously, I had no clue what WUS meant in 1980 when a friend from the University of Peradeniya – the most beautiful university located in the hills of Sri Lanka – told me about a 'WUS canteen' at their university, where they would have a cup of tea while watching beautiful nature, listening to the birds, talking about arts, science and also arguing about politics of the country while studying Engineering. Occasionally they talked about the content of the lectures they received from an amazing group of highly qualified Professors, too. I had no idea about the extent to which WUS helped building facilities varying from bookshops to canteens in Sri Lanka's public university system. I also had no idea that I would become an honorary Professor of this beautiful University 25 years later thanks to WUS.

How a targeted WUS intervention changed my life

It was about a year later at the University of Moratuwa closer to my parental home, where I was enrolled as a student, I discovered WUS as a useful progressive organisation from the perspective of the student Union, where I was the Chair of External Relations. In 1982, I became the Secretary of WUS at the University of Moratuwa and was mentored by



Saman Halgamuge presenting his research in Sri Lanka in 2019 (photo credit - University of Kelaniya, Sri Lanka)

the President of WUS at Moratuwa – Prof Lakdas Fernando. He very well understood my views and my relationship to the Student Union and kept an eye on me to ensure that I fitted in within the non-governmental unbiased yet progressive world of WUS. In the same year I was introduced to then WUS leaders in Sri Lanka, the late Prof V. K. Samaranayake (affectionately known to WUS International as Sam), Prof Hema Goonatilake, Prof Tilekaratne and late Mr Gajaba Gunawardena. Gajaba came over to WUS from the student movement in Sri Lanka and quickly we formed a long-lasting friendship. In the subsequent years I got to know Prof Laksiri Fernando, who became a friend and a mentor who shared with me many stories about his interactions with student politics as well as his approach to the rights of minorities. Laksiri went on to become WUS Associate Secretary for Asia and the Pacific and both Sam and Hema became members of the WUS International executive committee at different times.

I was a part of highly innovative WUS culture both at Moratuwa University and in Sri Lanka and later in Germany. Brutal crackdown on students by the government pushed WUS away from its traditional non-confrontational balance. In July 1983 (widely known as black July), Sri Lanka witnessed the bloodiest racial riots in its history. I was called in by the Vice Chancellor of Moratuwa University to assist him in his impressive efforts to save minority students stuck near the University. The minority students were housed inside the University; we spent the nights watching for potential goons attempting to enter the University premises to attack those students. After witnessing the riots and subsequent

“ *After witnessing the riots and subsequent politics of the then regime, it was clear to me that Sri Lanka was heading for dark days.* ”

politics of the then regime, it was clear to me that Sri Lanka was heading for dark days.

In 1984, the government banned all student unions in the country and I became the Vice President of WUS Sri Lanka, which was the highest position a student could have. Winning a public speaking competition organised by WUS Sri Lanka, I was selected to attend the WUS International conference held in Nantes, France in the same year. It was my first trip overseas and it also changed my life significantly. Meeting Dr Kambiz Ghawami of WUS Germany was a highlight of this trip. Kambiz listened carefully to my description of what was happening in SL. The day before my departure to France, a leader from the banned student movement in Sri Lanka handed me a document describing some details of suppression of student leaders sponsored by the state. I agreed to pass it to organisations and individuals I was going to meet at the WUS conference. For the

first time in my life, I met student leaders from Latin America and a charismatic student leader from South Africa. I was convinced that my approach to care about the people of my country of birth more than my own studies was the only honest approach I could have taken given what I saw in their lives. I went back to Sri Lanka with lots of contacts in international student organisations, which I had transferred to the then very isolated student movement in Sri Lanka. The repressive government was carefully watching me. My neighbours told me how the secret police came to see them to seek information about me. They even approached Sam and the then Vice Chancellor of the University of Moratuwa to seek information about me. Both of them warned me and wanted me to be careful.

Wearing two hats of student leadership, I was focusing on my responsibilities at the University more than studying Electronic Engineering and the tricky theories of telecommunications. I was set to graduate as an engineer and be employed as one in Sri Lanka. Little did I know at the time that I would be unhappy with the consequence of my sacrifice. Soon after graduation, I realised that I would only be happy to work as an educator, which required me to gain additional educational qualifications.

Further study, thanks to WUS Germany

In 1985, WUS came up with a life changing intervention for me, which most likely saved my life as the events that unfolded soon after forced many people including the key WUS leaders who did not toe the line to leave the country. During this time WUS Germany advertised a scholarship scheme funded by the State of Hesse for students with a strong engagement profile from third world countries. They were looking for evidence of engagement with the wider society. I applied and received an offer to study in Germany. I went on to study again – away from Sri Lanka and its repressive regime under the mentorship of WUS Germany. Kambiz and other

“ **From 1991-94, I co-edited a WUS Student Network newsletter sponsored by WUS Germany and circulated by WUS International.** ”

WUS friends in Darmstadt mentored me. Veronika Nitschko and the late Juergen Schmidt of the WUS local committee in Germany were my German “parents”. I used this opportunity to engage more with WUS in Germany and also with WUS International. With two charismatic students from Jamaica and Australia, I successfully campaigned to establish a WUS International student network at the 1991 WUS International conference held in New Delhi, India and became its Co-coordinator. We held our student meetings in the evenings and there was lots of energy among the WUS students who attended. From 1991-94, I co-edited a WUS Student Network newsletter sponsored by WUS Germany and circulated by WUS International.

After my master’s studies on a WUS Germany scholarship, I continued my studies as a PhD student in Germany supported by research grants from my thesis supervisor Professor Manfred Glesner and the Heinrich-Böll-Stiftung, Germany. At the time, it was clear to me that I would like to be a professor. The repressive government was defeated by that time and I have had a few offers to go back to Sri Lanka. But I decided to take an offer to teach and move to another continent - Australia, where many of my friends had already migrated. Since then, I have had several opportunities to work in Sri Lanka and other developing countries, for example, as honorary Professors of Universities in Peradeniya and Colombo as well as giving the 2016 memorial oration of Prof VK Samaranayake (Sam) in Sri Lanka. I also help the National Science Foundation of Sri Lanka to co-ordinate their effort to reconnect with many Sri Lankan expat professionals living in Australia. My greatest achievement in Australia, from

1996-2020, is that I have trained about 40 PhD students coming from developing countries (which includes 20 PhD students from Sri Lanka), while supporting them to receive scholarships from Australian sources, and six of them are currently working as academics in Sri Lanka. I am also an honorary Professor of ITB in Indonesia and several Universities in India and China. I have spent my long service leave working with the Ministry of Higher Education in Sri Lanka and also worked with UNDP on Sri Lanka. At least once a year, I travelled to Sri Lanka to work with a university or to fulfill various academic commitments I have agreed to fulfill.

WUS UK work with refugee women, in the 1980s

Bridget Walker



“If to be a refugee was one’s wish and one’s desire, there would be no refugees in the world”

It was 1985 and I was in South Sudan carrying out a feasibility study for WUS UK on the educational possibilities for the Ugandan refugee communities living there. These words, written by one of the refugees, spoke for all.

I travelled around, hitching lifts with UNHCR vehicles, and visiting the different refugee settlements. I was staying in Juba, on the compound of the Sudan Council of Churches, in a set of rooms that resembled an aviary. My bedroom was out of sight at the back; in front there was a kind of large wire cage designed to be mosquito proof. It was here I sat writing up notes, chatting through the mesh to my neighbour in the next room, and meeting people who came to talk and share their hopes and fears.

Women had been under-represented in the WUS scholarship program for Ugandan refugees and my brief was to explore educational opportunities for them. Many of the women were traders and for

them literacy in written English and numeracy were important. News of my visit spread and a Sudanese woman teacher took me to a local initiative. The women met in the evenings in the local primary school sitting on small chairs, learning to write with pencil stubs on sheets of paper taken from the children’s exercise books. They said they were not refugees but they wanted to learn too, and just a small amount of money could make a difference.

A rather different task was to conduct interviews for WUS Canada who were offering scholarships for a resettlement scheme. Candidates had to write an essay to support their application and the quotation above was taken from one of these. I have never forgotten it.

Subsequently WUS established a resource centre in Yei and the first director was a Ghanaian with relevant skills and enthusiasm to work in a region that was unpopular at a time when war was starting again.

I then worked briefly on the Horn of Africa scholarship program, covering Tina Wallace’s maternity leave, before completing a Master’s degree in adult education and community development at the University of Manchester.

“ Many of the women were traders and for them literacy in written English and numeracy were important. ”

Working with refugee women from Eritrea in Eastern Sudan

Four years later I was working for WUS again, recruited to co-ordinate an educational program for refugee women in the settlements around Gedaref in Eastern Sudan. The women had come from Eritrea and were left behind as many of the men were resettled in other countries. It was a bleak and threadbare existence.

In the office of WUS Gedaref there was a photograph of Sally Rocket, the first Program co-ordinator, who had been killed in a bomb attack at the Acropole Hotel in Khartoum. I never met Sally, but know she was remembered with sadness and affection. Between her loss and my arrival Birdie Knightley brought new encouragement and development to the program.

A military coup had overthrown the democratically elected government just six weeks before I arrived; their hold on the country was to last for 30 years. There were rumours about the civil war with the south, the violence and crimes against humanity in the west, locally the secretary of a doctors' union was said to have been 'disappeared' into one of the 'ghost houses', the unacknowledged torture centres. We were, perhaps, fortunate in not being near the capital. We were fortunate, too, that the name of



Bridget with Faiza and children from her Friday morning classes

“ *Another woman said people could take away everything, even her goats, but not the knowledge she now had.* ”

WUS was known and respected because of the work undertaken in the past by members of WUS Sudan. They had been graduates who returned home, built primary schools and supported education in their villages.

In Gedaref we had regular visits from Sudan security officers, food was in short supply and the compound guard went out early every day to find lunch which all the staff ate together – an exercise in meeting everyone's dietary needs and prohibitions. The program continued and grew. There was adult literacy for both refugee women and Sudanese women, often of Eritrean descent. This was functional literacy and the modules on health were particularly popular. Skills training was offered in tailoring and, at the demand of the women, a project to raise chickens. This they ran independently with fierce rules and sanctions. Attendance at the literacy classes was variable - much depended on competing priorities, such as caring for a sick child, attending a funeral. This, as I learned later, is a common feature of such programs. Nevertheless, the program was valued. At the graduation ceremony before I left one woman spoke passionately about how, now that she was able to write herself, she would never again be humiliated by having to reveal personal matters to a professional letter writer. Another woman said people could take away everything, even her goats, but not the knowledge she now had.

I could not stay for a second year as the government would not extend my work permit. I kept in touch for a while, and the project manager, Hamid Abyad, stayed with me when he came to UK on a training course. But eventually communication dried up, so

“ However, I think there was a positive impact on those whose lives the program touched. ”

it was a surprise and pleasure to learn recently from a former WUS trustee that the program continued, and was providing an innovative model of adult education well into the 90s.

For WUS UK the Sudan program was an outlier. It did not fit readily into the format of the other educational programs. Then, as now, Sudan seemed to many a faraway country of which we know little.

However, I think there was a positive impact on those whose lives the program touched. I gained valuable understanding of refugee situations and particularly the experience of refugee women. I went on to work for a short time for the World Council of Churches' Refugee Service in Geneva. After that I brought that experience to my work at Oxfam GB and then Responding to Conflict.

A tribute to Sarah Hayward

I can't end this without a tribute to Sarah Hayward. We were colleagues and friends at Christian Aid for seven years before she went to work for WUS. It was through Sarah that I, too, worked for WUS. When she founded Skills for South Sudan, she invited me on to the advisory group. In retirement we worked together on refugee issues in the UK. She was a generous enabler of others and this is part of her legacy.

WUS Zambia's work with refugees during wars of liberation, 1987 to 1992

James Matale

The WUS Zambia Chapter was established at the University of Zambia soon after the university was opened in 1965. WUS Zambia operated at the campus of the University of Zambia until 1980 when a new committee led by Dr. Caleb Fundanga as President was elected to office. The immediate task of this committee was to re-establish credentials and firmer relationships with the WUS global fraternity. The administrative office of WUS was also relocated from the university to down town Lusaka to give the organisation a broader outreach and appeal. For the first time, the WUS committee included nonacademic members who were passionate about the objectives and ideals of the organisation.

Dr. Fundanga stepped down as President of WUS Zambia upon his election to the position of President, WUS International in 1987 at the Congress held in New Delhi, India. I succeeded Caleb Fundanga as President of WUS Zambia and served in that position till 1992.

During this period, WUS Zambia was an active member of the WUS world fraternity and participated in the domestic and global issues of the organisation. WUS Zambia was proud to have nominated Caleb Fundanga to the high position of President of WUS International. Another leading position held by another member of WUS Zambia was Ngande Mwana-jiti who worked in the WUS International secretariat in Geneva.

WUS Zambia's most active years were during the 1970s and 1980s supporting refugees and displaced people during the liberation wars in Mozambique, Angola, Zimbabwe, Namibia and South Africa.

“ The administrative office of WUS was also relocated from the university to down town Lusaka to give the organisation a broader outreach and appeal. ”

The 1980s in central southern Africa were marked by political instability with the intensification of nationalist struggles against colonialism and racism. The liberation struggles in Mozambique, Angola, Namibia, Zimbabwe, and South Africa witnessed an influx of people fleeing the wars and freedom fighters who sought bases in neighbouring countries.

Zambia, by its geographical location, was at the centre of the liberation struggles of the neighbouring countries and hosted large numbers of refugees and nationalist movements.

The scholarship program of WUS Zambia

Among the refugees and cadres of liberation movements who came to Zambia during this period were youth whose normal education had been disturbed by displacement and the racial policies of their governments. WUS Zambia was overwhelmed with applications by these young men and women in refugee camps who desired to continue their education in Zambian schools and abroad.

In collaboration with WUS International and WUS chapters elsewhere in the world, including WUS Germany, WUS Zambia established a scholarship program to assist with the continuation of the disrupted education of these refugees and displaced youth. The program was also supported directly by governments and some donor agencies that were

“ At the peak of the South African and Namibian (SAN) program, there were over 150 students supported by WUS Zambia with scholarships and bursaries. ”

sympathetic to the cause of liberation and democracy in Southern Africa. However, by mid-1980s Mozambique, Angola and Zimbabwe had gained independence, so that the bursary and scholarship programs were targeted to South African and Namibian refugees. WUS Zambia collaborated with the ANC of South Africa and SWAPO (South West Africa People’s Organisation) of Namibia in the selection and placement of eligible students.

At the peak of the South African and Namibian (SAN) program, there were over 150 students supported by WUS Zambia with scholarships and bursaries. Most of the students were placed in Zambian schools and colleges, including the University of Zambia. A few students were supported with external scholarships for tenure at overseas universities and colleges. The SAN scholarship program was discontinued in 1991 with the attainment of independence in Namibia in 1990 and with the release of Nelson Mandela and others from jail and the legalisation of the liberation movements in South Africa.

As part of the worldwide WUS network, WUS Zambia contributed, in a small but strategic way, to the development of manpower, particularly for South Africa and Namibia. Some of the people that passed through WUS Zambia now hold high positions in the public service and in commerce and industry in south Africa and Namibia. At present, for example, Dr. Caleb Fundanga, Governor of the Bank of Zambia, plays a leading role in shaping the economic future of our country. No doubt, he and others are contributing to the social and economic development agendas of their respective countries!

WUS Germany's support for a democratic South Africa

Bettina Schmidt

"Is WUS also active against Apartheid?" *This* question I asked a fellow student at the International Desk of the student council at the University of Mainz.

I had just returned from a six-month stay in Zimbabwe and in April 1986 commenced my studies at the Institute for African Studies, University of Mainz, Germany. South Africa and issues concerning Africa in general were close to my heart, since I had spent my childhood – from the age six to twelve – in South Africa. To me South Africa is home, but in a very special and also tragic way.

Growing up in South Africa

From 1966 to 1971 my father worked as a missionary on the remote Shiloh mission-station of the Moravian Church of South Africa in the Eastern Cape. It was a troubled area. Whereas the mission-station had a very poorly equipped 'outdoor' school for black pupils with a single blackboard for 100 pupils under a tree and a very basic school-building for the so-called Coloured pupils, my sister and I, being white, were bussed to a white-only farm school. In the area the best land belonged to white farmers, a black person was excluded from owning land, from education and jobs reserved for whites only.

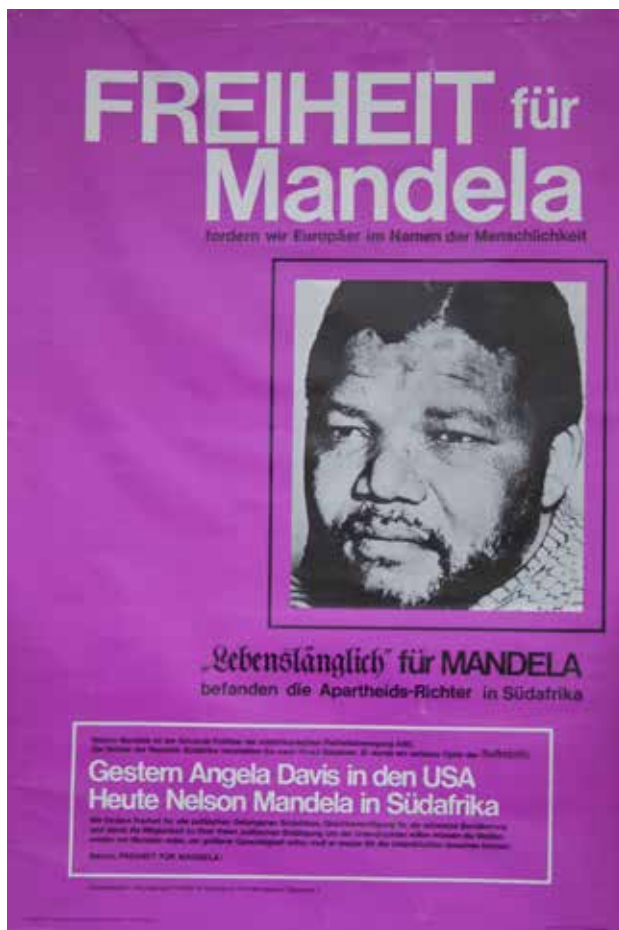
The boards on buildings, shops, benches, beaches, restaurants etc. with "Whites Only – Slegs Blankes" were part of our daily lives. Any statement against Apartheid was harshly punished with banning orders, torture and imprisonment. Irrespective of this harsh reality, people resisted and spent years in prison, some as far away as Robben Island, where Nelson Mandela and others were imprisoned for life.



The 'Forced Removals' in the late 1960s, part of the South African Government's attempt to create ethnically separated "Homelands" for its black population, brought even more hardship and suffering. On a very cold winter day hundreds of black people were dumped nearby in a fenced area with tin shacks named Sada.

In 1970, the involvement of my parents against injustice and discrimination led to a situation where our family was no longer welcome in South Africa. With us leaving in 1971, we took with us our commitment that we would raise our voice and support the struggle against apartheid. Back in Germany, my father, then pastor in Bönningheim (Baden-Württemberg), founded in 1973 the "Aktionsgruppe Freiheit für Nelson Mandela" and in 1974 he took me (then aged 15) along to Otfresen (in Lower-Saxony), where the German Anti-Apartheid-Movement was founded.

After schooling and having finished my nurse training, I looked forward to go to Botswana and Zimbabwe, working as a volunteer in a workcamp organised by SCI (Service Civil international) in



Poster of the "Action Group Free Nelson Mandela", 1973

Mochudi, Botswana. For a few months I also worked at the rural Murabinda mission hospital in Zimbabwe and joined National Museums and Monuments of Zimbabwe as a volunteer at an archeological excavation.

Act Against Apartheid

In 1986, the year I got to know WUS Germany, I soon was assured that I had found an organisation where other people shared my aspiration to "Act Against Apartheid" and support the democratic movements in South Africa and in exile.

WUS was one of those organisations with a clear commitment against colonialism and apartheid, campaigning for human rights and education for all.

Programs, supporting refugees from South Africa, Namibia and Zimbabwe in Africa as well as in exile

in various European countries, the USA and Canada as well as providing funds for those opposing apartheid and colonialism from within, was one of the main focus areas of WUS International and WUS Germany during the 1970s and 1980s.

Active in South Africa

The WUS office in Wiesbaden supported school projects in South Africa offering alternatives to inferior 'Bantu Education' such as the Open School in Johannesburg. WUS provided disadvantaged students with scholarships through their co-operation with the South African Committee for Higher Education (SACHED). WUS assisted academic and student organisations as well as community development projects providing community services in health, literacy and education. WUS took a lead in making sure that programs addressed the plight of women and their marginalisation not only due to Apartheid but also as second-class citizens in a male dominated world.

1976 – Student Uprising in Soweto

The Soweto Uprising marked a critical turning point in South Africa's history. Black pupils protesting in South Africa's largest township Soweto on June 16th 1976 against the inferior 'Bantu Education' System were gunned down, leaving over 700 black youth dead and many more injured. This and the banning order on opposition organisations such as the United Democratic Front (UDF) in South Africa as well as increasing pressure on opposition in then South West Africa (now Namibia) and Rhodesia (now Zimbabwe) led to an exodus of especially young people fleeing into neighbouring countries such as Botswana, Lesotho, Zambia, Mozambique and Tanzania. In co-operation with the United Nations High Commissioner for Refugees (UNHCR), Protestant and Catholic Church agencies and the liberation movements SWAPO (South West Africa People's Organisation) and ANC (African National Congress), WUS supported young refugees with scholarships,



Bettina Schmidt at demonstration of "Women for South Africa", calling for the boycott of South African products, 1979

counselling and access to academic institutions in southern African countries and abroad. With the independence of Zimbabwe and Namibia, WUS supported the repatriation of refugees and the training of government staff.

In exile

For exiled students from Southern Africa studying in Germany, the WUS office in Wiesbaden became an important address offering advice and help. Often black students were not welcome with open arms by Germans. We need to remember that during those days, Nelson Mandela and ANC supporters were declared "terrorists" and "communists" and the ANC a "terrorist organisation". Additionally, for exiled students to cope with German bureaucracy, residence permits etc. was challenging and often a nightmare. Furthermore, students were divided into those studying in East Germany (DDR) and in West Germany (BRD). WUS organised seminars offering South African exiles a platform for networking and debate. In various cases, WUS staff could assist individual students in solving daily problems at their universities concerning administrative as well as personal matters. Students knew that at any time, dialing the WUS phone number would bring them in contact with a person providing help.

Part of the success story was that WUS could rely on

“ With the independence of Zimbabwe and Namibia, WUS supported the repatriation of refugees and the training of government staff. ”

Namibian and South African exiles who themselves became WUS activists. These were for example Henning Melber and Peter Katjavivi. Both played a prominent role upon returning 'home'.

Do you want something to be done ... Do it!

Offering scholarships and other services to those in need nearby and abroad was not the only activity which made WUS special – its USP (Unique-Selling-Proposition), as a student in management sciences once referred to. WUS encouraged individuals to transform ideas into action as long as they were in line with the statutes of WUS. As I myself experienced it, the mechanism was simple: you have an idea, you explain the objectives and needs, the "what" and "how", and then you make it happen. It was only a year later, in 1987, that I rang the door-bell at the WUS office in Wiesbaden to ask for support in our campaign "Academic Boycott of South Africa" at the Mainz University campus.

1987 – Campaign "Academic Boycott of South Africa"

In 1987, Daniel P. Kunene, Professor of Literature in the USA and exiled South African, was guest-lecturer at the Institute of African Studies. WUS was familiar to him since 1968, when he was elected member of the WUS Executive Committee.

My study time and the visit of Professor Daniel P. Kunene and his wife Selina Kunene in Mainz coincided with the decision of the Council of the international archaeological association IUPPS not to host its international congress in 1986 in Southampton (UK), but to move it to Mainz in Germany. The deci-

sion to change the venue and host the IUPPS-Congress a year later (1987) in Mainz was taken because the University and City council of Southampton had a clear stance against apartheid supporting the academic boycott called for by the ANC and the Anti-Apartheid Movement in the UK. This meant that scholars representing South African institutions would be excluded from participation.

Once colleagues from the University of Southampton briefed me on the background concerning the move of the IUPPS-Congress from Southampton to Mainz the news spread rapidly. Together with Professor Kunene we drew up a resolution. He presented the statement to the Institute for African Studies and the University at meetings, providing them with arguments in favour of the academic boycott. Neither the professors at the Institute for African Studies nor the president of the University were willing to sign the resolution. While all agreed on opposing Apartheid, the general view was that boycotting South African academics was not appropriate. What the University agreed upon was that no government official was welcome at the Mainz Campus.

Pro Academic Freedom - Contra Apartheid

With the broad support – including the WUS network – and the media coverage for our anti-apartheid



Zindzi Mandela working with Bettina Schmidt for the Nelson Mandela Children's Fund, Bonn 2006



Prime Minister of Rhineland-Palatinate, Germany, Kurt Beck at the WUS booth in Mainz with Helmut Becker, Bettina Schmidt, Kambiz Ghawami and Jutta Voigt, 2007

campaign, hosting a congress which was moved from the UK to Germany in order to allow South African participation, became a public issue. We did not stop the IUPPS-Congress from happening. For the registration and opening of the Congress at the Kurfürstliche Schloss on 31.8.87 all had to pass a group of protestors and received an information leaflet on the scandal – as we saw it.

The leaflet with news from the "Co-ordinating Committee for a Boycott of South Africa" was distributed to congress participants in five languages. It included our program with a list of events and panel sessions addressing the 'South Africa issue'. We received support from a group of academics and the mayor of Southampton among them Professor Dr. Peter Ucko, Professor Dr. Thurstan Shaw, Dr. Peter Stone and Dr. Jane Hubert. For various public events we invited persons such as the Namibian-German Dr. Henning Melber and Professor Dr. Manfred Hinz from the University of Bremen, Conrad Steenkamp, a South African archaeologist and war-resister in exile, representatives from the liberation movements ANC and SWAPO, the German Teachers and Scientists Union (GEW), the Anti-Apartheid Movement and the Protestant Church.

On 1st September 1987, Professor Gerhard Grohs, from the Institute for African Studies – my professor in sociology – was prepared to join the panel-discussion with Professors Peter Ucko and Thurstan Shaw, University Chancellor Professor Dr. Beyermann, the mayor of Mainz Mr. Weyel, a representative of the ANC and Dr. Weidemann, the host of the IUPPS-Congress. Late that evening we found out that the event was attended by an official of the South African Embassy, Dr. van Biljon. We immediately contacted our University Chancellor Professor

“ My flat in downtown Mainz became the head-office for our campaign with about ten people staying overnight. ”

Dr. Beyermann and reminded him of the decision to refuse attendance of South African government officials. On 3rd September a telegram left the IUPPS-Congress office demanding that the South African Embassy in Bonn make sure that no government official enters the Mainz University campus again.

My flat in downtown Mainz became the head-office for our campaign with about ten people staying overnight. After working in day and night shifts, with the end of the IUPPS-Congress, our campaign also ended. We developed a strong group bonding and friendships.

Moving on

In 1989, I reconnected with WUS staff in Harare during my year as occasional student at the University of Zimbabwe and in 1992 I visited the WUS office in Cape Town. At the office of WUS South Africa I met its director Phumzile Mlambo-Ngcuka who became South Africa's first female Deputy-President in the Mbeki Government.

In 1990 I joined WUS Germany as student member. Over the years I participated in various projects as volunteer or with a contract, for example:

- Involved in seminars and projects supporting activities of the Anti-Apartheid Movement and liberation movements
- In 2005 at the opening of the SAP-Arena in Mannheim where WUS raised funds for solar energy water-pumps in Eritrea
- 2005 worked as project manager organising the conference on the UN-Decade “Education for Sustainable Development” for the provincial government of Thuringia
- Various moderations of panels and workshop for example in co-operation with the Anna-Lindh Foundation and the two “weltwärts” conferences in Bonn in 2009
- Represented WUS Germany at various conferences and events and became a board member in 2012
- 2009/10 volunteered in making the WUS-Festschrift 60 years WUS Germany happen.
- 2018 joined the organising team preparing the 100 years of WUS with its conference in Vienna, and joining the editorial board for the WUS 100 years publication in 2021.

WUS Germany's solidarity in and with Namibia

Henning Melber



After Craig Williamson, then deputy director of the International University Exchange Fund (IUEF) in Holland was exposed as a South African agent, it shook the foundation of trust painstakingly built up by non-governmental organisations worldwide. The successful infiltration of the agent planted by South African intelligence and the years-long misuse of his access to covert operations in support of anti-colonial liberation struggles in Southern Africa, were celebrated with triumph by the apartheid regime. It was at the same time a disaster not only for IUEF but also for its co-operating partners. The work and programs of IUEF were transferred to World University Service (WUS) in agreement with the funding agencies and the organisations involved (including the liberation movements SWAPO for Namibia and ANC for South Africa), since International WUS had already successfully carried out and implemented numerous programs with funding from Sweden, Norway, Denmark, Finland and Canada, among others, for the benefit of the victims of apartheid policies in Southern Africa and enjoyed the trust of all.

Solidarity work for Namibia

Due to the specific, historically based relations between the Federal Republic of Germany and imperial Germany's colony "German Southwest Africa", it was an almost logical consequence for the German Committee of WUS to put the focus of its solidarity work on Namibia. It was shaped and promoted in a context of mutual recognition and co-operation with similarly oriented initiatives in the Federal Republic. One of the partners was the Namibia Project at the University of Bremen, which in turn was closely linked to the commitment of Terre des Hommes (TdH). Both the Bremen project and TdH, as well as the committee "Education against Apartheid" initiated by the Federal Executive Board of the German Trade Union for Education and Science (GEW), together with WUS, the Anti-Apartheid Movement (AAB), the Informationsstelle Südliches Afrika (ISSA) and other organisations, represented a broad panorama that during the 1980s decisively shaped



Members of the SWAPO delegation at an internal consultative meeting with the West German Foreign Ministry in Bonn (around 1987). From left to right: Anton Lubowski (assassinated in September 1989 in Windhoek), Henning Melber, Eddie Amkongo (then SWAPO resident representative based in Paris).

solidarity work with Southern Africa and especially with Namibia in the West German society.

My SWAPO Membership

In the midst of all these reference points for orientation, I became involved in West German solidarity settings. As a German-born son of emigrants I came to Namibia in 1967, where in 1974 I joined the South West Africa People's Organization (SWAPO) as the anti-colonial movement. As a consequence, while studying at the Freie Universität in West Berlin, I was banned from re-entering Namibia and South Africa from 1975. In the "waiting loop" I became engaged as a scholar activist until the longed-for Namibian sovereignty under international law and the return to the African homeland of my choice. Almost inevitably, the German Committee of WUS soon became a part of the network, which for many people in the diaspora (even if they actually originally came from it, as in my case, to which my Swabian dialect bears witness to this day) became a socially important environment in order to be able to maintain inner stability and future prospects through appropriate commitment.

After graduating and subsequent assignments at the Max-Planck-Institute for Educational Research in West Berlin and the Namibia Project at the Univer-



Demonstration by SWAPO supporters during an election campaign rally in October 1989

“ One of the partners was the Namibia Project at the University of Bremen, which in turn was closely linked to the commitment of Terre des Hommes (TdH). ”

sity of Bremen, I became a Senior Lecturer at the Gesamthochschule Kassel. As board member in the ISSA and active in the GEW Committee Education against Apartheid, I also became involved in the German Committee of WUS. This collaboration became an integral part of my engagements during the decade before my return to Namibia. Not only relevant events remain in the memory, but also tangible documents (listed in the notes).

Educational work – practical and unconventional

WUS published the German translation of a critique of apartheid education in Namibia, to which as co-author of the introduction the then director of the Max Planck Institute for Human Development, Prof. Dietrich Goldschmidt, contributed as a long-time WUS member. In the late 1980s, WUS also used other educational tools to raise and deepen public awareness of Namibia's history. This was achieved rather unconventionally through a Namibia calen-



Celebrating the election results in November 1989 in Windhoek's main street, then Kaiser Street, now Independence Avenue



Representing Namibia as a delegate to the 3rd African Population Conference held in Dakar, December 1992

dar, which combined a sophisticated and high-quality artistic design with a content-related political statement and became a collector's item.

A comprehensive audio-slide show with accompanying texts designed for school lessons and educational work – compiled by two German Namibians also associated with the Namibia project at the University of Bremen – completed the media diversity designed as suitable tools for practical solidarity work.

Furthermore, as a result of the visit of a delegation of WUS Germany to Namibia in the first year of independence, WUS managed to place a background report on the situation in the education system as a prestigious documentation in the *Frankfurter Rundschau*. This rounded off the engagement with a focus on education policy. My own co-operation with WUS was terminated by my return to Namibia soon thereafter, at least in a practical sense, even though the inner bond continues since then and fond memories remain alive.

WUS did not bask in its success, nor did it close its eyes to the sometimes-sobering realities of post-colonial limits to emancipation and policy changes. In its continuing work, WUS did not shy away from addressing the limits of liberation in critical solidarity. This has contributed significantly to the credibility of the work beyond the times when international



A poem and poster on a wall in the old contract workers' compound in Windhoek at Independence Day, 21 March 1990.

solidarity has been relatively easy and en vogue. But this new chapter is another story, which adds to the credibility of WUS being committed to human rights and civil liberties.

Notes

Dietrich Goldschmidt and Henning Melber: Namibia – Herausforderung auch für uns. Ein einleitendes Plädoyer. In: Justin Ellis, Bildung, Repression und Befreiung: Namibia. Published by the World University Service/German Committee. Darmstadt: Verlag für wissenschaftliche Publikationen 1985.

Namibia Kalender 1988: Texts by Werner Hillebrecht and Henning Melber, artistic design by Eva Anderer and Rainer Kallhardt (Kunstkollektiv Kassel).

One Namibia-One Nation: The History of Namibia. A comprehensive audio-slide show with accompanying text designed for classroom and educational use, compiled by Hans-Christian and Steve Scholz.

Henning Melber: „... dass die Türen des Lernens für alle geöffnet werden“. Namibas mühsamer und langwieriger Prozeß zu einer Zivilgesellschaft und zu einem neuen Erziehungswesen. In: Frankfurter Rundschau, December 22, 1990 (FR documentation).

Chemin des Iris and beyond: Latin America and the Caribbean, 1988 to 1991

Mark Thomson

I worked for three years in the Geneva International Secretariat of World University Service from June 1988 to March 1991, as the Programme Officer for Latin America and the Caribbean. I took over from Nora Wintour who moved on to the Red Cross. My direct boss was Ximena Erazo, from Chile, who was the Associate Secretary for Latin America and the Caribbean and the Head of the Secretariat (General Secretary) was Nigel Harley, from the UK.

I assume that I was recruited as I had university degrees on Latin America development issues, spoke Spanish and some Portuguese, Nigel knew me from his WUS UK days (when I worked in the Nicaragua Solidarity Campaign), I was able to travel (young and single) and they required an English speaker to liaise with donors. The prospect of living in Geneva, on my own, certainly was not an attraction but working with Nigel, on Latin America and within a prestigious institution was appealing.

In my first few weeks of trying to understand the difference between my job description (administration of in-region refugee grant programs and community development projects) and what I actually had to do, I was fortunate to have a brief hand-over meeting with Nora, who surprised me with a plea to please carry on enabling the many associates of WUS to take their human rights cases and concerns to the various United Nations bodies, to which WUS had privileged access. Almost as soon as she was out the door, visitors to the Secretariat, such as José Ramos Horta of East Timor, were directed to my office to discuss how their pressing issues could be addressed within the UN. My learning curves were already steep but now they were of Tour de France

proportions. Apart from written submissions to existing Committees and Thematic Procedures my first oral presentation (which in those days was ten minutes and alas now is only two) was to the August Sub-Commission of the Human Rights Commission. Hence, an important task, not in my job description, was fast opening up challenging and interesting new vistas.

“*In exchange, Nigel ordered Pisco sours for the author of the draft, Professor Manfred Nowak, of WUS Austria and myself as we worked late into the night at the hotel bar.*”

This was compounded by my first trip, a month later, to the 68th WUS International General Assembly, from 6 to 10 September (1988), where Nigel roped me in to edit the final draft of the “Lima Declaration on Academic Freedom and Autonomy of Institutions of Higher Education”. In exchange, Nigel ordered Pisco sours for the author of the draft, Professor Manfred Nowak, of WUS Austria and myself as we worked late into the night at the hotel bar. Our “work station” allowed us to see a number of delegates returning to the hotel with “guests”, which provoked Manfred to quip: “Nigel I think you were too generous with the per diems”.

Despite a curfew, imposed by the military on the first day, the Assembly went ahead. Apart from the significant adoption of the Lima Declaration, which remains an international reference on Academic Freedom, the gathering was a fast-track intro-

duction for me to the rather special nature of the international organisation. It was the delegates of its independent National Committees who voted their approval of international program plans and all the important international posts of President, Board Members, General Secretary and Associate Regional Secretaries. This made the meeting a hot bed of intrigue and negotiation prior to the voting and somewhat distracted attention away from the thematic debates, in particular around academic freedom. As WUS was a relatively well-known international NGO with substantial financial resources, to manage the large refugee programs, many delegates wanted endorsement for their issues (both thematic and political) as well some leverage on how the “cash” would be spent. It took all of Nigel’s vast diplomatic and multi-lingual skills to achieve compromise agreements, including on his own re-election. Whilst it struck me as all very democratic, I wondered how compromised the leading executive officers were to the demands of the National Committees. Electing the President and Board seemed normal but choosing the persons responsible for operational management appeared rather odd to me.

“ Whilst it struck me as all very democratic, I wondered how compromised the leading executive officers were to the demands of the National Committees. ”

Back to work I was handed the job of an overdue evaluation report on the Central America Refugee Programme for the WUS Committees and Government donors of Denmark, Sweden, Netherlands and the UK. The in-region program was mainly administered by the WUS Committees in Costa Rica and Mexico, which were havens of relative political stability at the time. I met with program admin-

istrators and grant holders in both countries and discovered quite a mess. Whilst a majority of the registered political refugees had benefited from the scheme to study and be trained in technical skills that were essential for their new life in exile, there was obscurity surrounding around a third of other beneficiaries that I reckon would have been a test even for Sherlock Holmes to solve. Weeks of dogged trawling through in-country and Geneva files resulted in an acceptable report for the donors but left me concerned about the National Committees’ capacity and use of the refugee programs. After submission of the report, I expressed those concerns to the WUS President, Hugo Miranda and Nigel. However, I got the impression that because they were elected by the National Committees, they were reluctant to be too strict with them. What had worried me in Lima was confirmed six months later.

Fortunately, my line manager, Ximena Erazo, preferred to run the refugee programs and I was asked to look after the community development projects. This brought me into contact with National Committees who were not so involved in Refugee Programs, such as Bolivia, Peru, Paraguay, Brazil, Uruguay, Argentina and Chile. The projects were varied, such as: literacy projects in shanty towns, rural and mining communities; women and children’s rights projects; and income generating to empower indigenous rural women. The National Committee members usually gave their time voluntarily to administer, very competently, the funding that we had sent them for these projects. Almost all of these projects were successful and clearly appreciated by their beneficiaries. I had memorable encounters, for example with the enthusiastic and committed teachers who made up the Bolivia Committee. They sent me off on bus rides up in the “altiplano” to meet with project recipients such as Tin miners. After a hard day’s work down the mines they explained why their library and literacy classes, that we funded, via WUS Bolivia, were essential for the education

“ The WUS refugee programs clearly deserve a lot of credit for the timely relief they brought to thousands of exiles, especially from Latin America and South Africa. ”

of their children, who they hoped would find better employment than down their dangerous mines. They showed me the appalling conditions of their work which were medieval compared to the coal mines I had been down a few years earlier in the North East of England. I concluded that the community projects schemes suited many of the National Committees better than the large and politically charged refugee programs. However, project funding was regrettably limited or had not been sought/made available to the same extent for this rather underdeveloped side of WUS work in Latin America.

The WUS refugee programs clearly deserve a lot of credit for the timely relief they brought to thousands of exiles, especially from Latin America and South Africa. However, the sudden increase of double the funding following the Williamson scandal and collapse of the NGO he had infiltrated, created a distortion in the natural development of WUS, that would have considered other operational options if it hadn't been obliged to administer the millions of dollars for political refugees.

Without a doubt my three years with the International Secretariat was very enriching on the professional and personal fronts. Thanks to WUS I got far more involved in international human rights work, for which rather surprisingly Queen Elisabeth later decorated me twice with honours. A couple of years after WUS I teamed up again with Manfred and others to bring thousands of NGOs to the Vienna World Conference on Human Rights. After that I led

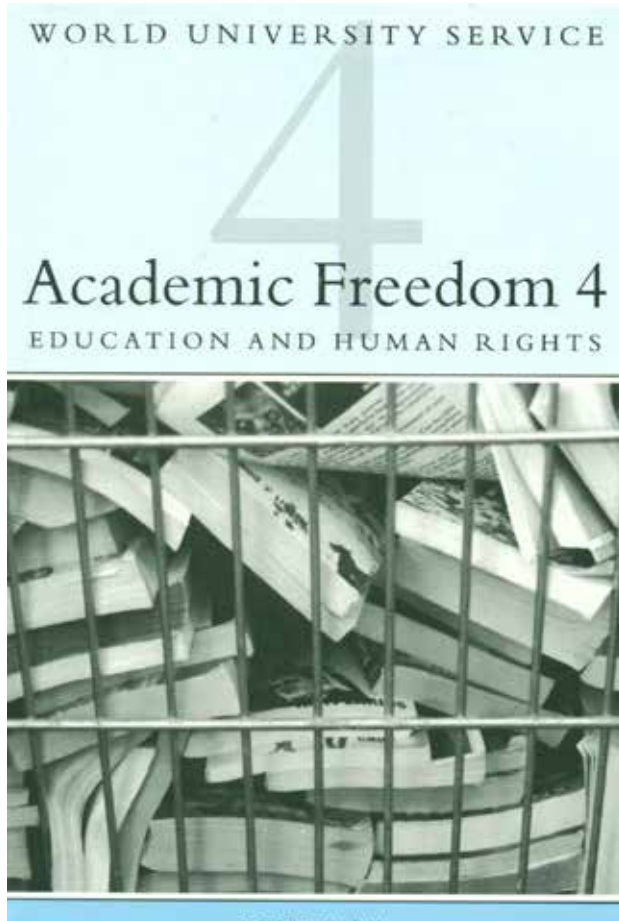
a process to open up NGO access to the UN, after the experience of trying to channel so many national concerns through WUS's statements. After witnessing how vulnerable human rights defenders in Latin America were to repression, I was later involved in the adoption of a UN Declaration on human rights defenders and the establishment of a mechanism to protect them. With hindsight I now realise that WUS could have had far more impact if it had made more use of the UN, for example as an expert body on education, development, refugees and academic freedom. However, as mentioned earlier, the refugee programs were all-dominating, at least at the international level.

WUS also introduced me to some wonderful people, some of whom have become close friends, including my wife, who grabbed my attention the first day she walked into 5 Chemin des Iris, the International Secretariat, to conduct the annual financial audit, 30 years ago. In recognition of all of this and much more, every morning, for the last two decades, I have drunk my first cup of tea in a large mug decorated with beautiful Iris flowers. Best way to start the day, enjoy, reflect and move on.

Happy Anniversary World University Service!

Academic Freedom publications series – WUS concern is our concern

Jakob Horstmann



Zed Books was a publisher with a mission. Since its foundation in 1977 we have been publishing cutting-edge academic books from an international perspective. The goal was to give voice to people, places, issues and ideas at the margins.

When in 1989 World University Service (WUS) approached us about a book series on global academic freedom, we did not have to think twice. Based on the WUS's Lima Declaration on Academic Freedom one year prior, the series set out to "promote and protect the right to education, the freedom to teach, and the freedom to pursue, develop and transmit

knowledge". No less than four successful volumes, focused on different areas of the global South, sprang from our collaboration over the following five years.

Giving people a voice

The lists on Development Studies, Africa and Gender Studies – to name just a few – stand unrivalled for their originality and impact. In 2008, Zed won the prestigious 'Women in Publishing Pandora Award' – www.zedbooks.co.uk.

Thanks to our commitment to publish innovative and high-quality research only, Zed has gained a unique reputation among academics, activists and interested general readers across a wide range of topics including Economics, Latin America, the Environment, the Middle East, Asia, and many more. Run as an employee-owned co-operation, Zed is actively participating in global distribution programs to make sure our books are being read where they are most needed.

Joint efforts for a common cause

With the support of WUS, hundreds of copies of the Academic Freedom series were shipped to libraries and universities all throughout the global South. The partnership of WUS and Zed is a prime example of how powerful and meaningful co-publishing can be.

WUS Germany in the context of the international movement

Kambiz Ghawami

After its foundation in Germany in 1950, WUS enabled German students to establish international contacts after years of isolation due to the Nazi era and to be accepted and recognised again in the international academic world community. Already in the early 1950s, it promoted study for students from Africa, Asia and Latin America at German universities. WUS developed proposals for better advising and study support for foreign students and promoted the self-organisation of foreign students, for example, the nationwide organisations of students from Ethiopia, Chile, China, Eritrea, Ghana, Greece, Indonesia, Cameroon, Morocco, Palestine, Peru, Turkey, among others.

Especially when students and scientists had to flee to Germany as exiles, WUS supported them in organising associations and contributed to the "democratic intelligentsia" of these countries finding protection and reception in Germany. After the end of the dictatorships in their countries "refugees became development workers for re-democratisation and building of social and just structures" in their home countries, supported by WUS.

Therefore, we are particularly proud and consider it an honour that the former President of the Republic of Chile, H.E. Ricardo Lagos, has written the foreword to this anniversary publication and, using Chile as an example, pays tribute to the work of WUS for thousands of people worldwide, for whom WUS offered a platform, an opportunity to contribute to the strengthening of democratic societies, to the safeguarding of the human right to education.



We are also very proud that the former Foreign Minister of Norway, Thorvald Stoltenberg, who as a WUS staff member in Vienna in 1956 actively helped with the reception and care of refugees from Hungary, honours this anniversary publication with a contribution.

Together with the Swedish Prime Minister Olaf Palme, Thorvald Stoltenberg has supported the work of WUS over the years. In 1948, Olaf Palme was commissioned by International WUS to determine, within the framework of a fact-finding mission to Germany, whether WUS should resume its work in Germany. The test result of Olaf Palme was differentially positive, so that in 1950 the foundation of the German WUS Committee took place. In the years of apartheid in Southern Africa and the years of dictatorships in Latin America, it was mainly the Scandinavian countries that supported the work of WUS financially and used the contacts of WUS to contribute to overcoming apartheid and dictatorships.



Minister of Education Hans Schwier, Kambiz Ghawami, Paulo Freire

Refugee support and the work for decolonisation and democratisation

Throughout the years, WUS has been able to contribute to de-colonisation and the building of democratic structures, whether this was in Namibia or South Africa. The former Pakistani ambassador to the United Nations in Geneva wrote his resignation letter as ambassador on the typewriter in the WUS General Secretariat and declared his support for the founding of the state of Bangladesh.

Alleged "terrorists" who work to democratise their countries, such as Peter H. Katjavivi, worked closely with WUS before Namibia's independence and is now Speaker of the National Assembly of Namibia. Likewise, WUS has assisted "terrorists" in South Africa such as Nelson Mandela, later President of the Republic of South Africa and many others with distance learning materials in South African prisons. Just two examples of what it means for the international community to enable and defend the human right to education.

Because of the barbarism of the Nazi regime in Germany and the bitter experiences of many Germans who had to flee into exile from that regime but were turned away at the borders of Europe because of the closure of the borders around the "Reich", 70 years

ago, in 1951, the Magna Charta of refugee law, the Geneva Refugee Convention was solemnly adopted at a special UN conference in Geneva. And what does the reality look like today? Everywhere, walls are being erected, deadly border security systems are being expanded, in some cases even financed from development budgets and proudly included in the annual balance sheets of states as ODA payments, and a solidarity-based asylum system is being repeatedly denied.

In October 1999, under the Finnish presidency in Tampere, the EU states had solemnly committed themselves to building a "common asylum system based on the full and inclusive application of the Geneva Convention on Refugees" and to guaranteeing "absolute respect for the right to seek asylum". This finally became a farce in Europe in 2015.

Currently, more than 82.4 million people are registered as refugees worldwide – up 4 percent from a year earlier. 2021 will be the tenth consecutive year in which this number of people fleeing will increase. In addition to the basic necessities of life, food, water, medicine, access to education is elementary for people on the run. WUS, together with many other organisations, is working for this every day, as well as for people who are fighting against dictatorial regimes in their countries, such as in Myanmar or in supposedly democratic states, such as Turkey.

WUS support for democratisation

The de-colonisation of the last colony on the African continent, the Western Sahara with hundreds of thousands of Sahrawi refugees in the Algerian border region of Tindouf and the legitimate claim of the Sahrawi Arab Democratic Republic is supported by WUS.

In addition to the commitment to supporting democratic processes in many parts of the world, the education situation in many countries is still a cause

for concern. In addition to the trend to privatise and commercialise education and thus to declare education as a commodity, we observe with concern the considerable underfunding of the education sector.

Instead of allocating at least 20 percent of the national budget to the education sector, as is necessary, many countries allocate only a small percentage. At the Global Education Summit at the end of July 2020 in London, the international community only made available just under 3.37 billion euros for the Global Partnership for Education (GPE) - for the worldwide education of 175 million children - instead of the requested 5 billion euros. Together with the international civil society alliance, the "Global Campaign for Education", we have criticised this as insufficient, as the Corona pandemic has worsened the international education crisis. In many countries, schools had to be closed temporarily, and in some parts of the world, children are still unable to return to school.

WUS and development policy

For WUS, development policy was and is always part of domestic policy. WUS understands that it is necessary for the promotion of the so-called developing countries, in particular to promote the acceptance in Germany for change processes in the German socie-



Heiner Stöcker, Kambiz Ghawami, Manfred Gohl, Prof. Dr. Binh, Dr. Bui Cong Tho

ty, i.e., to promote change processes in the "North", so that the "South" has a chance for survival and development.

Therefore, WUS is actively engaged in the implementation of the 17 United Nations Sustainable Development Goals (SDGs) within the framework of UNESCO's Education for Sustainable Development and, in this context, is particularly committed to revising the relevant curricula at all levels of education, from Kindergarten to Universities.

WUS promotion of fair trade

WUS has been working for this for more than seven



School Environmental Camp Dier El Bala, Palestine 1998



10 Year Celebration Returnee Association Eritrea with Uschi Eid, Kambiz Ghawami, Woldegaber Tesfemariam, Semainesh Beyene and Dragon Hailemeleket

decades, e.g., with its commitment to fair trade relations.

FAIR TRADE, today a common good in society, was already an issue for WUS in the 1950s. The WUS project "Bazaar of Foreign Nations" (Basar Fremder Völker), a forerunner of today's "One/Third World Shops", offered products from Africa, Asia and Latin America at FAIR prices more than 70 years ago and thus promoted the basic concern of many people and states from Africa, Asia and Latin America for a fair world trade order. Within the framework of its educational and lobbying work, WUS supports the shaping of fair international trade conditions and the accompanying structural changes.

While in the 1950s it was the "Bazaar of Foreign Nations", today it is e.g. FAIRtraded soccer balls that are distributed to schools and youth clubs in Africa, Asia and Latin America. This has contributed to the German Ministry of Foreign Affairs switching its procurement from ten thousand balls a year to FAIRtraded balls, and at the same time doing a piece of development education work.

WUS: a unique co-operative network for human rights and social responsibility

The unique international network of WUS is its

strength, a strength that is nourished by the basic conviction that people have a basic right to education, a human right to education. This basic understanding ranges from humanitarian care and reconstruction aid after wars to disaster relief after earthquakes, tsunamis and floods, and support for educational development projects in Africa, Asia and Latin America.

WUS members always understand their commitment to social responsibility and therefore WUS has been working for decades in close co-operation, not only with trade unions, but also with student and university organisations, human rights organisations, development policy organisations and their umbrella organisations and has also co-founded a whole series of these organisations. This was done with the aim of promoting civic engagement and strengthening civil society structures.

The present commemorative publication with its manifold contributions gives an insight into the multifaceted history of WUS, and into the world of thought of the people who have shaped WUS and whom WUS has shaped in turn. The Festschrift is a proof of a tradition-conscious young and innovative organisation, certainly also very often uncomfortable for the establishment.

WUS: a lasting legacy

It is fascinating to see again and again that all over the world you can meet students who were formerly supported by WUS and who are now working as scientists, politicians, teachers or as entrepreneurs and who are volunteering for the human right to education. They are now passing on the solidarity they received to a new generation of young people in times of need.

Be it the former student activist in Sri Lanka who, due to the political circumstances in Sri Lanka in the mid-1980s, came to Germany to continue his studies

“ *The Festschrift is a proof of a tradition-conscious young and innovative organisation, certainly also very often uncomfortable for the establishment.* ”

and now, as a leading scientist in his field of research in Australia, supports young scientists in Sri Lanka and many other countries, or as President of the Republic in El Salvador after studying as an exile with a WUS scholarship in Brazil, helping to expand the rule of law in El Salvador, despite great political tensions. Tens of thousands of former WUS scholarship holders form an international network of civil society engagement and meeting these personalities is always inspiring and encouraging that the commitment to the human right to education pays off in many ways for the promotion of a more just world and a world of solidarity.

A history of dedication

All this would not be and is not possible without a dedicated team of WUS office staff and therefore all these colleagues of the last 101 years deserve our thanks for their competent work and for their commitment to the goals of WUS which goes beyond

the usual. Many started their careers at WUS at a young age, such as Thorvald Stoltenberg, later Foreign Minister of Norway and High Commissioner for Refugees (UNHCR), who helped refugees from Hungary to continue their studies at universities in Europe in 1956 at the WUS office in Vienna. Many other former WUS staff members have gone on to work in academia, politics, public administration, in associations or in the private sector and continue to form a network of "alumni" who are still important contacts and advisors for the work of WUS today.



Issa Salim and Kambiz Ghawami with Jassir Arafat in Palastine, 1989

My WUS journey working as international treasurer, 1979 to 1998

Caleb Fundanga

My first encounter with World University Service (WUS) occurred around 1979 in Manchester, UK, when I met George Mayatsa, a Ugandan refugee who had joined Manchester University to pursue studies leading to the award of a PhD. I was then just completing my Masters degree at the same university. George told me that World University Service had provided him with a scholarship for his studies at Manchester University.

Upon my departure from Manchester, I kept contact with George Mayatsa. I left Manchester in 1980 but by 1981 I was back in Europe. This time I went to Konstanz University in Germany to pursue my PhD studies in Economics. While at Konstanz I was lucky to participate in one of the World University Service Germany summer activities. This is how I came to know Dr Kambiz Ghawami and also got to know more about World University Service. By this time my colleague George had completed his studies at Manchester and had become employed as Associate Secretary for Africa at the World University Service Headquarters in Geneva, Switzerland. Upon completion of my studies in Germany, I visited George in Geneva before flying back to Zambia to take up an appointment as lecturer in Economics at the University of Zambia.

The South Africa Namibia Scholarship Program (SAN)

Given my contacts with WUS I was determined to contact WUS in Zambia and participate in its activities. This proved a bit difficult because as I and other colleagues interested in getting involved discovered, WUS Zambia at that time was going through a very trying period. Around 1985, WUS Zambia was es-



entially involved in administering the South Africa Namibia (SAN) Scholarship program. Students from South Africa and Namibia (two countries still under undemocratic rule), were offered scholarships to study in Zambian institutions to complete secondary school level education as well as to pursue post-secondary school training either in colleges or in the University of Zambia. In earlier years WUS Zambia had also supported students from other Southern African countries still under colonial rule such as Mozambique, Angola and Zimbabwe, but by 1985 South Africa and Namibia were the two remaining 'un-independent' countries in the sub-region. At the same time, the United Nations (UN) had established the Institute for Namibia in Lusaka at which Namibians were being prepared for the task of running the affairs of their country in the near future. Many of the students at the UN Institute for Namibia were also accorded practical training in some of Zambia's ministries especially at the National Commission for Development Planning.

In 1985 WUS Zambia was facing problems relating to the maladministration of resources of the SAN Pro-

gram. When we realised the extent of the problem and the negative impact this was having on refugee students, I and some colleagues such as James Matale, Gilbert Mudenda etc. decided to take over the affairs of WUS Zambia from a Mr Simapungula led administration. This is how I became chairperson of WUS Zambia in 1986. Mr Ngande Mwanajiti from the previous administration became a critical collaborator in sorting out the mess. Furthermore, Trevor Abrahams was put in charge by the international office of WUS to sort out the Zambian mess. He was later employed as Associate Secretary for Africa in Geneva after George Mayatsa left WUS.

The SAN program was very important to WUS as it was the largest internationally administered program in WUS and its budget was over SFr 10 million at its height. The administrative component of the SAN program provided the bulk of administration resources for the international secretariat in Geneva.

Joining WUS International

By 1988, possibly as a result of my active participation on the finance committee of the General Assembly in a bid to resolve our WUS Zambia problems, I was elected as Treasurer of WUS (International) Executive Committee (EXCO). Some of the members of EXCO at that time were Hugo Miranda (President), Prof. Randhwa (Vice President), Nigel Hartley (Secretary General), Dr Kambiz Ghawami (WUS Germany) and Mr Seao Santho. In 1991, at the General Assembly held in New Delhi, India, I was nominated by the African group and eventually elected President of WUS International. By this time there were also a lot of developments in our operational environment. On a personal note, I had left academia in 1987 and was now working in the Zambian Government administration as Permanent Secretary, initially at the Ministry of Finance (1987) and later at the Cabinet Office (1987-1993). Operationally, Namibia became independent in 1991 and South Africa was heading towards independ-

ence. Regarding South Africa, the apartheid laws were being dismantled and it was now possible for an organisation like WUS to open an office there. When our office was opened in Cape Town our first head of that office was Mrs Phumzile Ngcuka, who was later to become Vice President of the Republic of South Africa. Other prominent South Africans associated with WUS at the time included Mr Smuts Ngonyama who was prominent in the ANC in Cape Town and was President of WUS South Africa. He later worked as a close aide to President Thabo Mbeki. Later when I became Governor of the Bank of Zambia, I got to learn that my counterpart at the Reserve Bank of South Africa, Mr Tito Mboweni, had been sponsored by WUS when he was doing his first degree at the University of Lesotho at Roma and Mr Seao Santho a long serving member of EXCO and a great WUS colleague of mine had been his lecturer at the University of Lesotho. With the independence of South Africa in 1994 the SAN Programme effectively came to an end as the donors now channelled their resources directly to South Africa. With this end also began serious financial problems for WUS International.

The 1990s and the wind of change

In recognition of the imminent end of SAN financing, WUS (International) had started a restructuring



1991 at the General Assembly in New Dehli, India.

program which saw a very drastic reduction in staff levels. From levels of almost thirty (30) members of staff, less than 10 remained in place by 1994 when South Africa became independent. The Secretary General, Nigel Hartley, who was at the centre of this process, unfortunately became ill and eventually died in 1995. I immediately appointed Mrs Ximena, the Associate Secretary for Latin America and longest serving member of the International Secretariat who was based in Chile at the time, to act as Secretary General. The biggest problem for us at that time was the failure to develop new programs that could generate adequate funding to sustain the international network that had been built over the years. The more successful national committees such as WUS Germany and WUS UK had strong national activities but their funding was domestic and could

“ *The Sharjah meeting agreed that in future more innovative ways of holding the international network together would have to be explored.* ”

not contribute to the support of the international secretariat. To sustain the skeleton staffing at the international secretariat the organisation resorted to bank borrowing collateralised by the only asset of the organisation, the villa in Geneva. This process could not continue beyond the value of the villa. At some point we were forced to sell the villa to pay back the bank loans. This was one of the most difficult decisions I had to make in my entire association with WUS because to a number of people the villa represented WUS itself. For me the decision made sense as it enabled the organisation to wind down its activities in Geneva while remaining in good standing financially. Upon closing down in Geneva, the organisation maintained a skeleton presence and staffing in Copenhagen while awaiting the next

General Assembly, which would determine the future of the institution. At this time, I had moved from Zambia to Cote d'Ivoire where I had taken employment as Executive Director at the African Development Bank (1995-1998) and later as Senior Advisor to the President of the African Development Bank (1998-2002).

Sheikh Qasimi's support for WUS

This issue of financing of the General Assembly was finally resolved in 1998 when through some contacts in November 1998 I met Sheikh Qasimi, the ruler of Sharjah, United Arab Emirates. The Sheikh agreed to meet in full the cost of holding the General Assembly. The Sharjah meeting agreed that in future more innovative ways of holding the international network together would have to be explored. I ceased to have an effective role in WUS with the end of the Sharjah General Assembly. I strongly felt that this was necessary in order to enable the organisation to find its new direction under new leadership. I returned to Zambia in 2002 to assume the position of Governor of the Bank of Zambia where I have been to date. WUS Zambia long ceased its operations. During this period, I have met some former sponsors of WUS such as Mr Tito Mboweni who have expressed interest in establishing some form of WUS Alumni Association in the region. To me this appears to be a very good idea given the large number of people that benefitted from WUS programs and who could currently be in very senior and influential positions in the region. This is probably the best way by which we can honour the great work undertaken by WUS in the African Region over a long period of time. This could also enable those who benefitted from WUS to give something back to the disadvantaged members of our society.

Brazil, WUS and the Paulo Freire Institute

Moacir Gadotti



Paulo Freire was my colleague and friend during 23 years. During the last decade of his life, we had the opportunity to develop some joint projects such as the Adult Literacy Project in Diadema (1982-1986), São Paulo state, and later in other countries. Between 1989 and 1991 he was the Secretary of Education in São Paulo, while I was his head officer. During that period, we created an important program that had an intercultural and interdisciplinary curriculum, which established the basis of democracy-based-education.

WUS Brazil and the Paulo Freire Institute

The first contact with WUS, in the 1970s and in the beginning of the 1980s was established through the regional office of Santiago, Chile. Later my contacts expanded to the Secretariat of WUS, and the German Committee of WUS. During that time, Nigel Hartley, General Secretary of WUS, gave us important support in Geneva, establishing links between us and several other WUS committees. A good example of his support was Kambiz Ghawami, whom I met in Germany, and who became a long-lasting friend. These contacts came along during international

WUS meetings, such as the one in New Delhi. At that moment these meetings were very important to me, and for my region and our WUS Committee. Especially during the years of dictatorships in Latin America, WUS played a very important role in various campaigns of solidarity (Nicaragua, Chile, Brazil and El Salvador). Our main subject was human rights issues. As students and teachers, we supported the victims of dictatorships and the return of the exiled ones.

Many personal stories

There are quite a few personal stories that I remember from that time. I remember a Chilean friend of mine exiled in Sweden, who married a Swedish woman, who faced many difficulties when he tried to return home with their children, who were born in Stockholm. There were two different nationalities and cultures involved, and that made things even harder for them.

Dictatorship is not something of a moment. It continues to impact on the lives of the victims, especially the exiled ones. Marriages broke apart, life was hard and many did not cope well with their return. WUS was very important to a lot of victims, it was a platform for all these discussions about dictatorship, human rights, the return home of the exiled people and their personal lives, engagement in voluntary work, and learning and teaching solidarity.

At the beginning, the Church was pro dictatorship, but with the “theology of liberation” the Church became a space of resistance where people were able to meet and work in opposition to the dictatorship. Many campaigns of solidarity emerged that way.



Moacir Gadotti together with Paulo Freire

Through the Brazilian WUS committee, we helped many people in political difficulties. As a student, my colleagues and I, were active in CJC (Comunidade de Jovens Cristãos), a Christian association. I remember that during that time WUS Brazil was engaged in a campaign on human rights in El Salvador. The co-ordinator of WUS Brazil, Vanda Pignato, was a law student, and was engaged in a Brazilian committee supporting the Frente Farabundo Marti from El Salvador. In this committee she met and married Mauricio Funes, an El Salvadorian student exiled in Brazil who became the president of El Salvador in 2009. This is history being created, and it amazes me.

I went to Geneva in 1973, and there I met Paulo Freire, who spent 16 years in exile. He was then director of the Department of Education of the

World Council of Churches in Geneva. We worked together supporting exiled people in many solidarity campaigns. We returned to Brazil at the end of the 1970s.

1991 founding the Paulo Freire Institute

Later, in 1991, with the strong support of Paulo Freire, who passed away in 1997, we founded the Paulo Freire Institute, a Non-Governmental-Organisation (NGO) based in São Paulo. It has a network of member organisations spread over more than 80 countries as well as institutions related to Paulo Freire's work in more than 28 countries. The main goal of this network is to continue Paulo Freire's legacy that has influenced critical pedagogy theories worldwide. Therefore, the institution's main office in São Paulo holds the original manuscripts, the library, and memoirs of Paulo Freire. Students all over the world come and have direct access to the original documents, books and articles of Paulo Freire so they can study his work, and undertake research.

In 1990 Paulo Freire was invited by WUS Germany to the conference "Nord-Süd-Konflikt – Bildungsauftrag für die Zukunft" (North-South Conflict – Educational needs for the Future), in Cologne. The aim was to discuss the role of education in development, and the role of international solidarity work.

During the 1980s and 90s, we developed a number of important programs with WUS. One of them, titled "University and Society", included grants and scholarships to discuss the role of universities in the re-democratisation process of the Latin American countries. This program was important to promote and strengthen democracy in our countries.

1992 Global Summit in Rio und Sustainable Societies

An important activity of WUS Brazil was the participation in the process of the creation of the "Treaty of

Environmental Education for Sustainable Societies”. It was in Rio de Janeiro, at the Global Summit in 1992, where the collaboration of three NGOs: WUS, ICEA (International Community Education Association), and ICAE (International Council for Adult Education), made a major impact. These three entities prepared and discussed in many countries around the world the draft document which was discussed in the first International Journey of Environment Education. We also prepared the second event for 2012, hoping that once again WUS would take part in the discussions.

The debates and activities of WUS were crucial in another important issue, the topic of gender. WUS was part of the gender movement in the 1990s, with the World Women Conference in Beijing (1995).

In 2009, at the UN Conference Decade on Education for Sustainable Development of UNESCO (2005-2014) in Bonn, I was attending the NGO Conference on Education for Sustainable Development, organised by WUS, and had the chance to experience, once again, the vitality of the NGO network in Germany, and internationally. I could clearly see the work of Paulo Freire striving for a planetarian citizenship, transcending national boundaries, gender differences and inequality. We need global learning. I was impressed with the power and potential of this concept.

The concept of education for a sustainable development did not emerge in the university; it emerged in grassroots movements, in NGOs and in civil society.

“ I could clearly see the work of Paulo Freire striving for a planetarian citizenship, transcending national boundaries, gender differences and inequality. ”

Combining sustainable development and voluntary service is an important issue for the years to come. We will never be in a world without dictatorship. Therefore, it is important that the young people, who do not have these memories from those difficult years, and lack information about them, learn and do not forget it.

WUS Austria and WUS Uganda for women's human rights in Africa, 1993 to 1999

Gerd Oberleitner



During the 1990s, WUS Austria – in close co-operation with WUS Uganda – contributed to strengthening women's human rights in Africa through a unique training program. These annual postgraduate courses on human rights of women for African academics, scholars, students, teachers and activists ran from 1993 to 1999 with the financial assistance of the Austrian Development Cooperation, the Austrian Academy of Sciences and the Austrian Ministry of Foreign Affairs. The program paved the way for new knowledge networks, joint academic and civil society activities, novel learning pathways, institutional developments and sustainable global co-operation in the true WUS spirit and remains a cherished memory for all those involved. As a young university lecturer, I had the privilege to organise the courses together with many colleagues and friends within and beyond the WUS family.

Initiated by Dorota Gierycz (UN Division for the Advancement of Women), Dorothea Gaudart (University of Vienna and Austrian UNESCO Commission) and Wolfgang Benedek (as Professor at the University of Graz and Chairman of WUS Austria), the courses

were open for men and women in Anglophone African countries to provide knowledge and expertise on international women's human rights to foster societal change, empower women and strengthen gender equality. It was a true WUS initiative, stemming from the conviction that cross-border academic co-operation to support quality education, ensure academic freedom and empower learners leads to change and progress in the spirit of human rights and equality. Over the years, more than 150 participants from 28 states in Africa and beyond – young students, established parliamentarians, women's rights activists, practising lawyers, school teachers, NGO staff, scholars and researchers – demonstrated the diversity and breadth of women's human rights issues in Africa.

The courses

The postgraduate courses were meant to translate abstract international norms, standards and principles on women's human rights into meaningful tools for change on the African continent. Teaching and learning about international human rights law, gender equality and women's agency were conceived as means for empowerment and participation in support of African local activists, researchers, academics, teachers, scholars, politicians and decision-makers in light of their own experiences, expectations and needs. The courses provided legal literacy for those active in strengthening women's participation and achieving gender equality in the Global South by connecting international human rights law and its institutions with African realities. The syllabi comprised theoretical knowledge and practical experiences and connected research with activism. Participants learned about internation-

al human rights law, the United Nations, regional human rights systems, socio-economic, civil-political and cultural rights of women, strategies for empowerment, countering discrimination and ensuring equality. Lectures, workshops and study visits allowed for discussions about issues such as women's rights in Islam, the situation of women in prisons, female genital mutilation, women in armed conflict or the plight of female refugees. The course participants brought with them experiences, knowledge, questions and demands which they wove into the fabric of the international human rights movement and connected their work, teaching, research and activism with like-minded colleagues.

Austria and Uganda

The first two courses were held at the premises of the Austrian Study Centre for Peace and Conflict Resolution in Stadtschlaining. At the old "peace castle" (a mediaeval castle converted into a unique teaching facility in the rolling hills of Austria's easternmost province, Burgenland, close to the Hungarian border) the course participants found the time and tranquility to immerse themselves in human rights learning and research, guided by a faculty of internationally renowned experts from all over the world. Stadtschlaining's "International House" provided the home for colleagues from Madagascar to Togo and from South Africa to Egypt. The subsequent courses from 1995-1999 took place in Kampala, facilitated by Uganda's Makerere University (more specifically, the University's Human Rights and Peace Centre) and supported by the regional office of the Austrian Development Agency (in the person of Ambassador Toni Maier). But it was first and foremost Irene Kisuule from WUS Uganda who soon became the heart and soul of the whole enterprise. Her determination, resourcefulness and never-ending optimism were crucial for the success of the courses. The close and faithful co-operation between WUS Austria and WUS Uganda (and between myself and Irene) during these years wove a

“ Lectures, workshops and study visits allowed for discussions about issues such as women's rights in Islam, the situation of women in prisons, female genital mutilation, ... ”

strong Euro-African bond which stands as testimony to the values of WUS: crossing borders and connecting minds.

The impact of the courses and the collaboration

Today, such human rights courses and learning opportunities are widespread. In the early 1990s, few comparable learning pathways existed and hardly any of them connected African experiences with the global human rights movement and academia. All of us who had the chance to contribute remain proud to have used our global WUS network for creating such a cutting-edge, multi-disciplinary and interconnected learning opportunity. Many renowned colleagues have contributed to the courses, some have made their first appearance as emerging voices, and everyone involved has learned a lot about African realities, challenges and obstacles in realising human rights and experiencing the formative role of human rights education in society. Together with our partners, WUS Austria and WUS Uganda have jointly paved the way for subsequent learning activities as similar courses were developed out of this experience, reaching into francophone Africa, dealing with new topics and involving new target groups. WUS can claim to have been at the forefront of this kind of academic co-operation. Alumni went on to use the knowledge and skills in their work, changed jobs, established legal and policy initiatives, lobbied in parliament, founded NGOs, organised conferences and created training programs. All of them became ambassadors for WUS and its values. The courses



Irene Kisuule and Gerd Oberleitner in Stadtschläining, Austria, 1994

can also claim to have contributed to better understand the link between sustainable development in Africa and human rights, clarify the human rights-based approach to development, connect the law and politics of human rights, and give a voice to African experiences. The co-operation with so many partners from Kampala to Hong Kong, from New York to Strasbourg and from London to Antananarivo established a lasting net of academic co-operation and personal friendships.

Even though the aim of establishing the courses at Makerere University were unsuccessful, the collaborative efforts of teachers and participants in the seven years the courses were run led to a rich output of new knowledge. A collection of texts emerging from the courses became a popular book: Wolfgang Benedek, Esther M. Kisaakye and Gerd Oberleitner (eds), *The Human Rights of Women – International Instruments and African Experiences* (ZED Books 2002). The courses also allowed important insights into the potential and pitfalls of human rights education in a global, interconnected and interdisciplinary perspective and were instructive for the way they improved human rights teaching and learning critically, constructively and reflectively in a global setting and clarified goals, mechanisms and methods for human rights learning.

WUS Austria responses to educational emergencies in the Balkans, 1992 to 2002

Wolfgang Benedek



Wolfgang Benedek, former chairperson, WUS Austria

Since 1992, the outbreak of the violent conflict related to the dissolution of the former Yugoslavia created a large number of refugee students and severe destruction of academic institutions in the Austrian proximity – the Slovenian border is only some 50 km south of Graz – which demanded our priority attention. The first challenge was the quickly increasing influx into Austria of students from the war areas for whom WUS Austria successfully raised funds for scholarships to continue their studies.

Support to refugee students from the Balkans

WUS also supported the establishment of clubs of students from Bosnia-Herzegovina and from Kosovo, which were provided with a space and some funds to organise self-help activities. It raised international awareness of the situation of these students with the Council of Europe and other actors by a meeting in Graz in 1993, which led to several international activities. Of crucial importance was the “Supplementary Grants Programme for Students from the Former Yugoslavia” started by the

Open Society Institute/Soros Foundation in 1994, which provided hundreds of refugee students with scholarships, some 250 in Austria alone to which some 100 Austrian scholarships could be added. The announcement, selection and counselling were done by WUS Austria, which also organised orientation meetings and regular summer schools for Soros grantees in German-speaking countries. The feelings of the students and the whole process is best described in a book published in 1995 by the Central European University: *Children of Atlantis, Voices from the Former Yugoslavia*. Furthermore, an emergency fund for students was established to address specific needs, to which also WUS UK which joined the academic lifeline raised a contribution. The university of Graz showed its welcoming attitude by providing its magna aula for an annual welcome party for the refugee students who showed their rich cultural heritage. There was broad public support in Austria for refugees from the Balkans as people were closely following the war through the media. In September 1995 WUS Austria organised an International Congress of Students from Bosnia-Herzegovina studying abroad to jointly explore “Perspectives of the Future”.

With the end of the war in Croatia and the establishment of the new state in 1992 some 600 mainly Muslim students from Bosnia-Herzegovina became foreigners and lost their student benefits. While the ethnically Croatian students from Bosnia-Herzegovina were treated like domestic students, the others were asked to pay high study fees. With the help of the European Union, Dutch and German funds, WUS Austria in 1993 opened an Information and Counselling Centre in Zagreb and raised funds to help these

students to continue their studies. WUS also raised awareness at the Council of Europe in Strasbourg on the situation of these students which helped improve their legal situation. It also closely co-operated with the US-based Fellowship of Reconciliation, which organised study places for many students at US universities.

Academic lifeline for Bosnia and Herzegovina

The students from the Balkan war areas also brought information on the dramatic situation of their colleagues left behind, for example in besieged Sarajevo where students and teachers were studying and teaching under the shelling with many facilities inaccessible or destroyed. In addition, the former rector of University of Sarajevo visited in 1993 bringing detailed information on the situation of his university characterised by scarcity of everything, from food to books, from shoes to equipment. WUS Austria together with the student clubs initiated a collection at the Graz universities and a solidarity fund, which resulted in a truck-load of goods delivered to the university in early 1994, the first of its kind. It also started a national and international mobilisation under the slogan “Academic Lifeline for Sarajevo”, which soon was also extended to other universities in Bosnia and Herzegovina. Direct contacts were established with the university to identify priority needs.

In summer 1994, when it became possible to leave Sarajevo for a short period of time a group of students from the Faculty of Electrical Engineering in Sarajevo were hosted with their teachers from the respective faculty of the Technical University of Graz to allow them to organise their laboratory work as they had no access to their laboratories in Sarajevo, which were in the Serb-controlled part of the city. When they returned with many donated materials, they had to use the tunnel under the airport as the roads were closed again.



Wolfgang Benedek, second from left with the rector of the University of Sarajevo, second from right and his collaborators, 1994

In August 1994, when there was a temporary cease-fire, together with Adi Kovacevic originating from Sarajevo I undertook a first fact-finding mission to Sarajevo using the so-called “Maybe Airline” operated by UNHCR, “maybe” because one could never be sure whether it would be able to fly. We had to carry bullet-proof vests and were brought into the city from the airport in armoured vehicles. It was very moving to meet the university and student representatives, who had endured so many hardships, but still were carrying on with their work under most difficult conditions. The report on their situation and needs led to a new appeal to national and international partners and further stimulated the support action, which was discussed at an “International Coordination Meeting to Support B-H Universities” in December 1994 in Graz. In November 1994 WUS Austria established an office in Sarajevo to better co-ordinate the support activities for Bosnia-Herzegovina through a “Clearing House” for potential supporters of all kinds and to operate an “Information and Counselling Centre” for students and academics. The first head of office was Vesna Besirevic, whose family also provided the first office space.

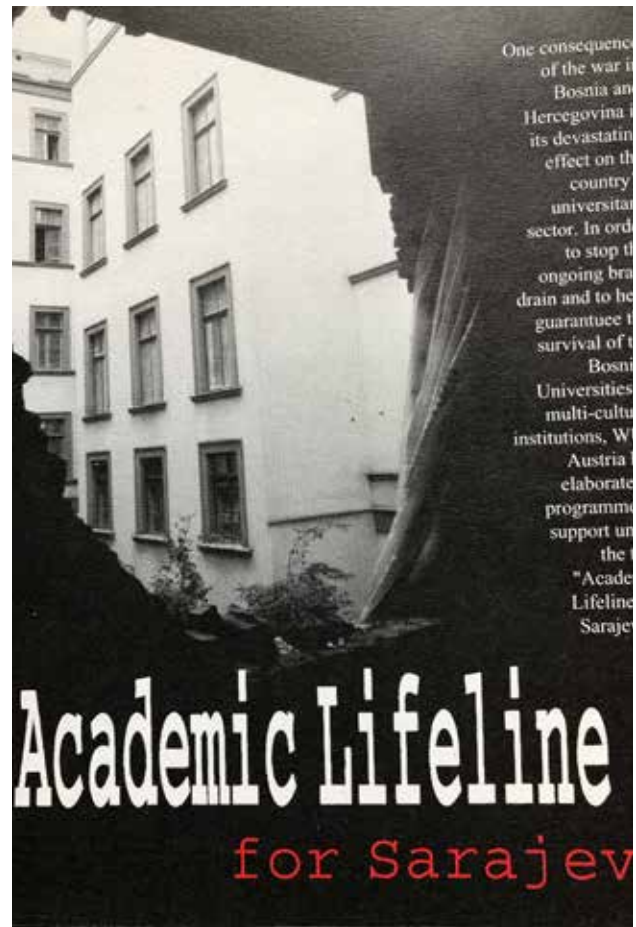
In March 1995, Vesna’s daughter Nina Besirevic produced a video on “How to be a Student in Sarajevo”, which she and Vesna showed to various audiences

in Austria, Germany and France to draw attention to the needs of Sarajevo students. The office was moved to the law faculty at the University of Sarajevo, where it soon received the first volunteers from the Austrian Peace Services (Österreichische Friedensdienste), which played an important role in the assistance activities. The main elements of the “academic lifeline” were establishing links for the reintegration of B-H universities in the international academic network, short-term upgradings for teachers at European universities, visiting lecturers for B-H universities, provision and printing of textbooks, office material, all kinds of equipment, assistance to curriculum reform, support to university staff to reduce the brain drain, scholarships for students and repairs of devastated university buildings, heating systems and so on.

From 1994 till 2002, WUS Austria issued a quarterly newsletter in English on its activities, in particular the academic lifeline called “WUS News”. When in the end of the war in autumn of 1995 it became possible to leave Sarajevo again, there was a high risk that many remaining staff members in view of the insufficient salaries would feel forced to leave, to which WUS Austria responded with funds from Austria, Germany and the Netherlands by providing the whole staff of the universities of Sarajevo, Tuzla and Mostar-East with salary support for a period of several months to prevent the brain drain. This was continued as the “Teaching Support Programme” providing some extra remuneration for teachers based on courses given.

Re-establishment and intensification of support of universities in Bosnia-Herzegovina

In March 1996, WUS Austria together with the Austrian Academic Exchange Service (ÖAD) organised the first meeting of Austrian and B-H universities to discuss the re-establishment and intensification of contacts and co-operation with B-H universities un-



Folder produced in 1995 to mobilise help for University of Sarajevo

der the title of “bridge-building”. For this purpose, manuals were produced to facilitate co-operation with these universities. Following this, more than 60 professors were hosted at Austrian universities for research visits. Still in 1995, the University of Graz signed a partnership agreement with the University of Sarajevo at the occasion of a visit of the Graz rector Helmut Konrad. In 1996, when the Graz law faculty moved to its new building a large quantity of furniture became available which was transported

“ Still in 1995, the University of Graz signed a partnership agreement with the University of Sarajevo at the occasion of a visit of the Graz rector Helmut Konrad. ”

with the help of Austrian IFOR/SFOR to Sarajevo. Later SFOR also transported various equipment like computers and copy machines for universities in the whole of B-H, for example 60 copy machines in one transport alone in December 1998. WUS Austria also established a “Brain Gain Programme” to assist the return of teachers to their former universities starting with giving lectures as visiting professors. There was also a return program for students who had graduated in Austria, but many decided to stay in Austria after their studies as jobs in B-H were very difficult to obtain. The Austrian University Teachers Social Assistance Association provided valuable support to Bosnian professors with health problems, until long after the war. A Centre of Excellence-project assisted the efforts of faculties to establish innovative teaching and research activities. For the academic year 1997/98, the support to the University of Sarajevo alone amounted to one million German marks.

For the support of students, the program “Ideas for Action” provided scholarships to some 1500 students, who usually worked in teams. Special scholarships assisted some 350 students particularly affected by the war. Counselling services, seminars and summer schools were offered and activities of the student unions like a “Network on managing a sustainable student union in B-H” supported. There were also language and computer courses offered and because of the lack of equipment Walk-in Internet Centres opened. Special support was offered for post-graduate studies. New programs were started like the “Inter-Community Relations Programme”, which helped teachers and students to restore contacts existing before the war through common projects and thus contributed to confidence-building in the divided university landscape of B-H. Academic co-operation was supported by workshops on opportunities and project management organised at all B-H universities, by the travel support and the Visiting Professors Programme as well as by the Clear-

“ One highlight was the regular Summer University in Tuzla, supported together with Dutch and German partners. ”

ing House. One highlight was the regular Summer University in Tuzla, supported together with Dutch and German partners. However, as a WUS appeal to the donor’s community of 1997 shows there was a constant struggle for attention to the educational needs as security, economic and other interests were often given priority.

After several fact-finding visits since May 1996, WUS Austria in 1998 opened another office at the University of Banja Luka, capital of the Republika Srpska, where a local team provided various services like two Walk-In Internet Centres (“Unilink”), an Information and Counselling Centre and access to the other WUS programs for B-H including the “Networking Infrastructure Projects” designed to improve the Internet infrastructure at the universities.

WUS Austria also contributed to the revitalisation of the Rector’s Conference of B-H as well as the introduction of quality assurance at B-H universities. It further assisted the establishment and networking of student’s unions, bringing all unions from B-H together by a seminar in 2000 for the first time. A workshop in co-operation with the newly created EU-Stability Pact with its Task Force Education and Youth in Neum in 2000 explored “Strategies for Higher Education in South-East-Europe”. WUS Austria was able to realise several “quick start projects” in this new framework.

Regional projects

A regional flagship project was the “Balkan Case Challenge”, a case study competition for students from the whole Balkans divided into a law challenge and a business challenge, first organised in 2000

in Sarajevo, where from 2001 also a Model United Nations competition was added. Later the finals were transferred to Vienna, where students also benefitted from a job fair. The project also helped to strengthen the reintegration of the Balkan region, suffering from the divisions brought by the wars.

A major project was the reconstruction of one devastated building in the Tito barracks, a large area which had been given to the university, as an “Academic Cooperation Centre for Students in Sarajevo (ACCESS)”. The project was implemented under the responsibility of WUS collaborator and architect Nihad Cengiz, who created a perfect environment for working and meeting in the multi-purpose centre. It was opened by the High Representative for B-H at the time, Wolfgang Petritsch in November 2000. It hosted WUS B-H and WUS Austria as well as the Human Rights Centre, a library and the Student Radio. It provided multi-purpose spaces for seminars and workshops as well as cultural events serving also as an Internet Café to gain some income. The building which the university provided for ten years soon became a centre for activities of all kinds.

From emergency support to rehabilitation and capacity-building

Over time, the emphasis shifted from emergen-

cy to rehabilitation and to capacity-building and reform programs. One-Month Grants, mobility and post-graduate and doctoral support programs helped to gain access to European universities which often resulted in new partnerships and co-operation. The Brain Gain Programme brought professors who had established themselves abroad back to share their experiences. The Curriculum and Course Development Programmes supported new creative curricula and courses to improve the teaching, while other projects also supported the neglected research. Several of these programs were implemented on the basis of TEMPUS-projects of the European Union. These efforts were also necessary to counter the increasing brain drain of students who left the region for better study opportunities abroad.

For a number of years, WUS became a main actor in support to the universities in B-H. In 1995, WUS Austria received the renowned Bruno-Kreisky prize for its role in support to the academic community in B-H. However, this would not have been possible without the co-operation of a number of institutions and organisations as partners like the Council of Europe, European Union, UNESCO, IOM, the Academic Task Force of the Association of European Universities (CRE), European and Austrian Rector’s Conferences and individual universities, Austrian government, Province of Styria, City of Graz, Austrian Federal Chancellery and Ministries of Science and Foreign Affairs, Austrian Development Cooperation and Foreign Affairs, Austrian Development Cooperation, German Technical Cooperation (GTZ), Austrian and German Academic Exchange Service, CEEPUS, Open Society Institute/Soros Foundation, Austrian Student’s Union, HOPE 87, Caritas, German student organisation Pro Humanitate, Dutch University Assistance Fund, YSY Netherlands, British Council, and others. The Tyrolian government provided several cars for WUS Austria to be used for transporting equipment and other supplies, but also for the universities of Sarajevo and Pristina, which were very much needed after the war.



Van of WUS Austria in front of war-affected buildings in Mostar, 1995



Meeting with rector Kelmendi of University of Pristina (centre)

Co-operation and support came also from the WUS family, like the Secretariat of WUS International, WUS Germany, WUS UK and WUS Canada. There were many good efforts and intentions. However, WUS International was being confronted with an existential crisis itself so could only assist in a limited way.

Experts from the University of Vienna helped establish satellite links to the Universities of Sarajevo and Podgorica to improve their access to the Internet. WUS benefitted from an excellent co-operation with the Austrian ambassadors in Sarajevo starting from Valentin Inzko who later became the long-time High Representative for Bosnia and Herzegovina. But its success was largely due to its committed staff, both in Graz and its offices in the Balkans. For example, Enisa Seleskovic, wife of former rector of the University of Sarajevo organised private accommodations for the visiting professors who thus also got unforgettable personal impressions of the situation. Adi Kovacevic, who came to Graz as a refugee student was in charge of all the transport while later becoming the Director of WUS Austria. The present Managing Director, Veronika Nitsche, started as a peace volunteer in B-H. Generally, the volunteers of the Austrian Peace Service had a major role in all its activities. Some need particular mentioning like Gerald Knaus, Gerd Wochein, Peter Wolf, Martin

Botta, Christoph Bender, Borna Krempler, Michael Jandl, Phillip Dietachmaier, Stefan Ratschan, Günther Schönberger, Heidi Bassin, Thomas Klein, Benedikt Gamharter, Michael Weiner, Christopher Opancar, Gerhard Salzer, Maximilian Hartmuth, David Knapp, Christoph Hinterreiter, Michaela Günther and Florian Gruber. Some of them today have become top experts on the region. The local heads of office like Dino Mujkic in Sarajevo ensured the good co-operation with the universities where WUS offices used to be hosted.

WUS Austria support to the University of Pristina in Kosovo

Kosovo-Albanian students in Graz made WUS aware of the difficult situation of their compatriots at the University of Pristina, where the discriminatory measures of the Milosevic government had forced large parts of the university to operate in private homes as a parallel system. In 1997, the situation further deteriorated. In 1998 WUS Austria undertook two fact-finding missions and also had the visit of the rector of the Kosovo-Albanian university, Prof. Zenel Kelmendi. On his encouragement WUS Austria in October 1998 started a program in Pristina with funds from the Austrian Federal Chancellery with the objective to support the Albanian educational efforts, but also to build bridges to the Serb side overcoming segregation. It started a Walk-in Computer Centre, offered language courses as well as academic travel support and operated a Counseling and Information Centre.

The office started by WUS collaborator Borna Krempler was first set up in a private house. However, when NATO started its bombing campaign after the refusal of the Rambouillet agreement by Milosevic in March 1999 the WUS office needed to be evacuated in a hurry leaving everything behind, which was then ransacked as part of the ethnic cleansing which followed. Hundreds of thousands of Albanian Kosovars were driven abroad threatened by Serb forces seeking revenge and looking for safety in

neighbouring countries. Therefore, WUS Austria started assistance activities in all its offices in the region and in Graz, but also followed the academic refugees to Macedonia.

Most members of the university fled to Tetovo in the North of Macedonia, where teachers and students were hosted by the Albanian university. WUS Austria quickly reacted by relocating its office to Tetovo and started an Academic Lifeline for Kosovo switching the funds available to support programs for the university members in exile. For some time, it was the only organisation on the ground besides the Soros Foundation. The objective was to help students and staff to stay close to Kosovo and to prepare for the time after the return. For this purpose, it offered “Active Students Projects” and “Active Academics Projects” to activate the creative potential with a view to future needs. It also organised language and computer courses. In Austria, it started an emergency assistance fund to help Kosovar students in need. It

“ ... WUS first supported the “Alternative Academic Network” set up by these teachers. ”

also had a key role in supporting academic co-operation, which included assistance to obtain visas. Already in June, rector Kelmendi, who luckily escaped the persecutions, visited Graz and a major support program for the University of Pristina was developed based on generous funding from the Austrian Ministry of Science and Traffic. After the withdrawal of the Serb forces the Albanian teachers and students quickly returned to Pristina and with them also WUS Austria, which reopened its office already at the end of June 1999. With funds hand-carried by WUS Austria to Pristina as there was no bank transfer possible, the university financed its restart providing the first salaries to its staff. A small car provided by WUS Austria was the first vehicle of

the rectorate. Consequently, WUS Austria played a major role in the rehabilitation and development of the University of Pristina and until today with funds from the Austrian Development Agency is running programs in support of higher education there as described in a contribution by Veronika Nitsche. Among the personalities heading the office of WUS Austria in this pioneer time was also Elmar Pichl who later became director of the department in charge of universities in the Austrian Ministry of Education, Science and Research as well as Enver Hoxhaj, who later became Minister of Education and Minister of Foreign Affairs in Kosovo.

WUS Austria support to higher education in Montenegro, North Macedonia and Serbia

In the spirit of helping to overcome the divisions in the former Yugoslavia created by its dissolution and wars, WUS Austria also established programs to support higher education in Montenegro, North Macedonia and in Serbia. Already in autumn of 1998, it set up an office in Montenegro at the University of Podgorica, which operated an Information and Counselling Centre with Clearing House function, a Walk-in Computer Centre providing free Internet access, computer and English courses, small scale projects and travel support. All measures were to assist the university and its students to re-establish and participate in international academic co-operation. In North Macedonia, WUS did not find the funds to open an office, but it assisted several projects, for example with the faculty of arts of the University of Skopje.

In Serbia, where the Milosevic government had forced critical teachers to leave the university of Belgrade, WUS first supported the “Alternative Academic Network” set up by these teachers. After the democratic turn WUS Austria was invited to establish an office at the University of Belgrade, from which a large assistance program to all Serbian universities was co-ordinated. Overcoming the isola-

tion and re-establishing academic co-operation and assisting the reform process were among the main objectives, for which purpose many Serbian teachers took advantage of the respective WUS programs, in particular its One-Month Visits scheme. Of special nature was the so-called “Dzindzic programme” for young Serbs which was to break the isolation of the Serbian youth that had no chance to obtain travel visas by providing them with internships and travel opportunities in EU countries. The issue of visas remained an important barrier for academic co-operation and exchange for a long time and an important role of the offices of WUS Austria was to assist in overcoming this problem.

Efforts to develop new national committees

WUS Austria also had the ambition to help establish national committees in the region which eventually would take over its work. For this purpose, “WUS Bosnia and Herzegovina (SUS BiH)” was established in February 1999 with an impressive founding ceremony bringing together representatives from all universities in B-H in Sarajevo. It was provided with an excellent office space in the newly reconstructed ACCESS Centre, and assisted with securing the first projects.

However, after a successful start, problems emerged with local ambitions and attitudes, which gave preference to personal interests rather than the common objectives. This also led to frictions with the university authorities. As a result, WUS Austria had to withdraw its support.

In Kosovo a spin-off of WUS named “WUS Kosova” was established by former local staff. However, it never met the conditions for recognition as part of WUS International. Accordingly, both committees were not sustainable. That it was not possible to help establish self-sustainable local WUS committees was perhaps the largest disappointment in the whole support process to higher education in the Balkans.

Inspired by WUS Austria a national WUS committee was also established in Romania by German and Romanian founders and with the assistance of WUS Austria. This committee is still active although on a low scale

Contribution of WUS Austria to education on human rights and democracy

From early on WUS Austria developed a strong human rights focus, first because the right to education was the main concern in all activities, then by contributing to the Lima Declaration on Academic Freedom and WUS solidarity and co-operation programs. In 1993, at the World Conference on Human Rights Education in Vienna, the Bosnian students supported by WUS Austria protested against the massive human rights violations during the war in their country. In the years 1993 till 1997 WUS Austria organised five 4 -6 weeks postgraduate courses on Human Rights of Women for participants from developing countries, mainly Africa, first in Austria and then at the Makerere University in Kampala, Uganda, in co-operation with WUS Uganda. These courses presented by Gerd Oberleitner in this publication were also a contribution to the Women’s Action Plan and Programme adopted by the WUS General Assembly in New Delhi in 1992.



Bosnian students in Budapest with Wolfgang Benedek and Kambiz Ghawami, ca. 2000

After the end of the war in Bosnia-Herzegovina in 1995, the question was how to contribute to the necessary reconciliation and to build local capacities in human rights for the future. For this purpose, WUS Austria initiated the Human Rights Centre of the University of Sarajevo. In December 1996, the Centre was formally opened with its inaugural human rights conference on “Human Rights in Bosnia and Herzegovina after Dayton: From Theory to Practice” published in 1998 under this title, with strong international participation. Another major conference organised at the University of Graz on “Human Rights in B-H: Theory and Practice” was held at the occasion of awarding the human rights prize of the University of Graz to the three ombudsmen of B-H in December 1997. Austria also assisted in the foundation of Human Rights Centres in the divided city of Mostar and in Banja Luka established in October 1999. The Council of Europe provided support to the centres in Sarajevo and Mostar, where it established a human rights library, which for some time also served a WUS presence in Mostar. The centres co-operated for example in the production of a Reader on Human Rights, called *Citanka Ljudskih Prava*, published in 2001, which helped to fill the gap of material for human rights education. Based on the B-H experience, WUS Austria assisted the establishment of Human Rights Centres at the University of Pristina in Kosovo in 1999 and at the University of Podgorica in Montenegro in 2000 as well as a Human Rights focal point at the South-East-European University in Tetovo, North Macedonia.

These activities also benefitted from my experience as a consultant to the African Commission on Human and Peoples’ Rights in Banjul, The Gambia in the early 90s, when I assisted the new Commission with fund-raising and other activities which created good contacts with the Council of Europe and the UN Centre for Human Rights in Geneva, which then proved useful also in the Balkans. Based on this experience together with colleagues I established

the European Training and Research Centre for Human Rights and Democracy (ETC) in Graz, which took over most of the human rights agenda from WUS Austria. For several years based on funding from the European Initiative for Democracy and Human Rights (EIDHR) WUS and ETC co-ordinated a “Network of Human Rights Centers in South-East-Europe”, which also included the Belgrade Centre for Human Rights as well as the Human Rights Centre at the University of Zagreb, again established with support from WUS Austria. This resulted in a number of joint seminars, summer schools and publications on various human rights concerns across ethnic lines. Details can be found in the eight newsletters of the SEE HRC Network issued between 2001 and 2003. The network was a showcase for the re-establishment of co-operation overcoming ethnic divisions after the wars and helped building the basis for a common future based on human rights and democracy.

Some conclusions

In a war and post-war situation, the right to education is under particular pressure and therefore needs special attention ranging from emergency support and assistance to post-war reconstruction. The rehabilitation and development of higher education can gain enormously from international co-operation and solidarity as can be seen from the example of the Balkan region. WUS Austria benefitting from experiences and linkages built as a member of the global WUS community realised the challenge at its doorstep and quickly reacted by mobilising many partners in the academic community and beyond which could not remain silent to the major violations of the right to education and other human rights in the region.

In this process there were several phases, starting from the emergency to the rehabilitation and development phase and from national programs to a regional approach. Important principles were ca-

capacity-building, ownership and sustainability, which meant employing mainly local staff and building human resources as well as institution-building like the case of the human rights centres. Not all survived as some universities still consider human rights as an area which should fund itself from external sources. In the context of the inter-ethnic conflicts in the region inter-community and anti-discrimination programs have a particular relevance and therefore should be part of academic co-operation. Aiming at international, in particular European, standards is necessary in order to overcome vested interests and offer quality education, which keeps students in the country.

In following this approach WUS Austria has also experienced difficulties related to local and political interests. After the emergency phase focused on humanitarian assistance and the post-conflict reconstruction phase, it became increasingly more difficult to raise funds for the much-needed continuation of programs developing the sector of education, while the development of human resources and quality education remained key to the sustainable economic and societal development and the attainment of European standards. Therefore, the period described stands out for the strong communality of interest meeting the challenge to secure the right to education in a war and post-war situation.

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Working with WUS Germany for student reintegration in Indonesia, 1998 to 2008

Suchjar Effendi



In the summer of 1987, my wife at that time, Titi Soentoro, opened two messages to me from Germany: "Ah, you get good news and bad news from Germany. The good news is: you get an invitation from WUS-Germany to be a speaker at the seminar for Indonesian students in Germany; and the bad news is: you don't have time to fly there. You have to finish your research paper and present the research result to the client in Jakarta next month." "I see the invitation as very positive for our research work", I replied "We can still explore a lot of literature in Germany to consolidate our analysis, and we can immediately tell our principal about this and ask him to extend the deadline". The latter had then agreed. We were pleased. After a year of returning to Indonesia, we had had the opportunity to fly back to Germany.

WUS commitment to Indonesia

In the study support program STUBE Baden-Württemberg we had met Dr. Eleni Konstantinidou for the first time. She was an active member of WUS, and organised and led a reintegration seminar for Indonesian students in different cities in Germany.

She was also able to speak Indonesian. In STUBE we had discussed a lot about the problems of developing countries and together we asked the important question: "How can we as graduates of German universities contribute to the development of our country?"

After some seminars in Germany, we met Kambiz Ghawami. He had given a lecture on the reintegration program for foreign students who wanted to return to their home country after completing their studies in Germany. This was a concrete answer to our question. In 1996, WUS had commissioned us to conduct a study on "The job opportunities of Germany graduate in Indonesia." A year later, WUS asked us to set up a contact point for returnees in Indonesia. In September 1998, we founded a WUS Committee-Indonesia in Bogor. A few months later Eleni Konstantinidou and Petra Loch from the WUS office in Wiesbaden came to Indonesia to organise a first seminar for returnees in the German Centre in Jakarta. That was our first contact with Petra Loch.



Staff of WUS Indonesia, 2010

A dream comes true

The co-operation between WUS-Germany and WUS-Indonesia (WUSKI) within the reintegration program had many positive effects not only for the returnees but also for universities, companies, development co-operation organisations, the Chamber of Commerce and government institutions in Indonesia. Through intensive contacts with the above-mentioned agencies, we collected information for the returnees and forwarded it to WUS Germany and ZAV (Zentralstelle für Arbeitsvermittlung), so that the Indonesians can surely get a job when they return to their home country. Through these activities, we established and further developed contacts with the German Embassy, EKONID (German-Indonesian Chamber of Commerce), German companies, development co-operation (DC) organisations and political foundations in Jakarta. In the meantime, a good and continuous co-operation has developed from this.

Now, after more than ten years of active work in the reintegration program, we have been able to steadily expand our activities. We can demonstrate some

come reality: Indonesian graduates from Germany are making an important contribution to the development of our country. The reintegration program of the German government with the implementing organisations ZAV/CIM and the tireless commitment of the WUS staff is a success story. We are glad to have received this support even in difficult times. Without idealism, trust, openness and solidarity as the basis of co-operation, we believe, this great and good achievement could not have been realised in a sustainable way. We have learned a lot from working closely with WUS and look forward to further joint ventures.

"Congratulations on 100 years of WUS" wishes the WUSKI team in Jakarta.

“ Now, after more than ten years of active work in the reintegration program, we have been able to steadily expand our activities. ”

successes. Returnees work as experts in district administrations, companies and as lecturers in universities in Aceh, Medan, Bandung, Bogor, Semarang, Yogyakarta, Surabaya, Malang, Bali, Makassar, Balikpapan, Samarinda, Tenggara, Sangatta. Eleven returnees work as experts in the General Secretariat of the Indonesian Parliament in Jakarta. Their good work performance and expertise is generally praised and opens up the possibility of being taken on as civil servants after two years of employment. Time has passed quickly. Our dream has now be-

Assistance for students returning to Cameroon from abroad, 1996 to 2010

Daniel Ayuk Mbi Egbe

After graduating with a Bachelor's degree in Physics and Chemistry from the University of Yaoundé, Cameroon, I came to Germany in October 1992 to continue my studies at the Friedrich Schiller University of Jena (FSU). In the spring of 1994, through the FSU Jena International Office, I received an invitation from German WUS to attend a seminar specifically for Cameroonian students on return and career entry. Through this seminar I got to know WUS and decided to become a member of this association. At the general meeting in 1996, I was elected to the board of WUS. As a consequence of this election, in the same year I received the DAAD (German Academic Exchange Service) award of 2,000 DM for outstanding achievements by foreign students.

Active in the WUS Board

With only one interruption of 2 years (1998-2000), I have always been confirmed by the members as a WUS board member since 1996. Thanks to this office, for the first time a local committee could be founded in East Germany, namely the WUS-Jena, which existed from 1998 to 2008. In addition, I have accompanied the activities of WUS in Cameroon from the very beginning.

The focus was mainly on two projects:

- The PARIC program
- The Cameroon-Germany Co-ordination Office (KBK).

With the Cameroonian program PARIC (Programme d'Appui pour le Retour et la Reinsertion des Immigrés Camerounais), a partnership with the National Employment Fund of Cameroon was established on October 18, 1998. This sealed an agreement (Pro-



to-colle d'accord) between the Fonds National de l'Emploi (FNE) and the Zentralstelle für Arbeitsvermittlung (ZAV) and the World University Service – German Committee. PARIC aimed to facilitate the return and the professional as well as social reintegration of Cameroonian graduates from Germany in Cameroon. This was done through the following measures in the program "Returning Professionals", financed by the Federal Ministry for Economic Cooperation and Development:

- Allowance for transportation costs
- Salary allowance
- Workplace equipment

The program was managed in Cameroon, by a consultant for returning professionals. The advisor was selected from among the graduates. The advisors also had good career prospects after their work with FNE. Most of them were afterwards employed by FNE, while others joined the financial sector or the textile industry.



Daniel Ayuk Mbi Egbe with participants during the returnees' seminar at the Goethe Institute in Yaounde in Cameroon, 16.11.2007

More than 6000 Cameroonians at German universities

Job placement and career entry information are important for the many Cameroonians (more than 6000) currently studying at German universities. While few of these Cameroonians prefer to stay in Germany through naturalisation or continue their "pilgrimage" to another Western (or wealthy) country, such as Canada, the US, or the UK, the majority of these Cameroonians have chosen to stay in Germany. The few who have decided to return need, above all, information about the industries in which they have professional opportunities. This has been provided by WUS in weekend seminars in co-operation with the Cameroonian partner organisations and the Center for International Migration and Development (CIM).

Several returnees were able to find a job directly thanks to the information package offered during these seminars. My role in these seminars was that of an advisor: Since I had a wealth of knowledge in this regard from my time in Germany, and since I also always remained in close contact with my country, I was able to identify potential opportunities for the seminar participants at an early stage – and to encourage them to believe in themselves personally and to follow their path, wherever it might lead.

I was able to admire the courage that is required to master this personal path time and again in my compatriots on the business trips to Cameroon. In joint work with the program staff, the numerous successful returnees were visited at their workplaces. Even if some have not yet been able to follow their path as they had hoped, the majority of those visited are largely satisfied with their jobs in their home country of Cameroon.

Cameroon Co-ordination Office (KBK)

A central part of these on-site visits was, among other things, to bring the returnee associations in Douala and Yaoundé into conversation with each other. Although they knew each other in the past, a consensus structure was lacking. This was finally implemented in 2007, after years of preparatory work and thanks to the support of the German Embassy in Cameroon, namely Mr. Volker Seitz, and reinforced by a BMZ evaluation study from 2005: Time, place and the people were simply right, on that day when the Cameroon Co-ordination Office (KBK) was launched. KBK an institution created by returnees for returnees worked at the beginning with the PARIC program of FNE and received initially financial support from the German government. The German support ended around 2010 and the KBK became an independent civil society organisation very active in the financial sector.

African Network for Solar Energy (ANSOLE)

My ability to bridge people moved from the country-level to the Continental level by initiating in November 2010 in Sousse Tunisia and co-launching in February 2011 in Linz Austria the African Network for Solar Energy (ANSOLE) (www.ansole.org). With the support of WUS Germany members such as Helmut Becker and Bettina Schmidt, I was able to transform ANSOLE in January 2012 into a non-governmental organisation registered in Jena Germany as ANSOLE e.V.



The African Network for Solar Energy (ANSOLE) promotes research, education and training in the field of renewable energy among Africans as well as non-Africans with a special focus on - and relationships with - Africa.

As outlined in its by-laws, ANSOLE supports non-profit activities in the field of development aid and cultural exchange with the aim of strengthening the dialogue between the North and African countries (North-South) and among African countries (South-South) on renewable energy.

It endorses the use of renewable energy for the benefit of the social and economic development of Africa as well as environmental protection through:

- Education and training of African scientists, experts and students
- Exchange of students and visiting scientists
- Workshops, conferences and meetings in Africa
- Organising and implementing projects and programs on renewable energy
- Promoting capacity building in the use of renewable energy in Africa for all

In addition, ANSOLE is involved in facilitating the integration and acceptance of migrants of African origin within the local German society in Jena through the AMAH project (Anlaufstelle für Menschen afrika-

nischer Herkunft – Focal Point for People of African Origin).

ANSOLE is now present in 45 African countries and 30 non-African countries. It has more than 1200 members, 90% of whom belong to more than 300 institutions of higher learning.

Bridging Africa, Latin America and Europe on Water and Renewable Energies Applications (BALEWARE)

My bridging ability was demonstrated further by initiating in May 2015 in Curitiba Brazil and co-launching in December 2016 in Arusha Tanzania of the scientific intercontinental platform with the acronym BALEWARE (Bridging Africa, Latin America and Europe on Water and Renewable Energies Applications) (www.baleware.org). BALEWARE's main focus is to organise joint scientific events and summer schools bringing together stakeholders from the 3 continents. The platform received the support of WUS Germany from its inception.



From China to Germany: WUS helps to re-shape a life, 1987 to 2010

Weiping Huang



Weiping Huang, 2019 in Berlin

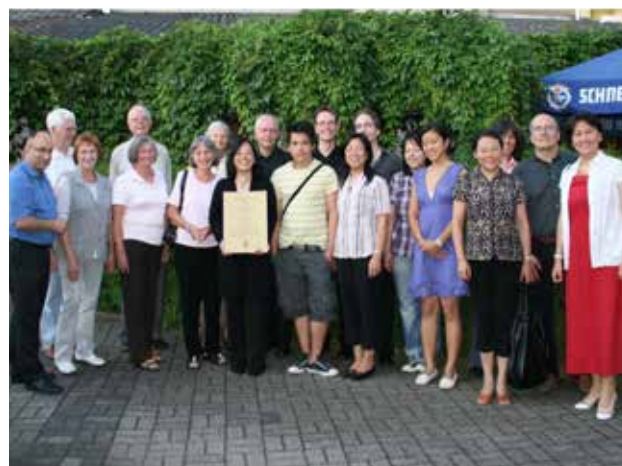
In 1985, I came to Germany on a one-year scholarship from the Chinese Ministry of Forestry and Agriculture to complete an advanced training course in librarianship. But that turned into a stay of 25 years. Contrary to my original plan to take over the management of the German-language department of the university library in Yangling after my return, I started to study German language and literature in Kassel in 1987 – made possible by a scholarship from WUS. This fulfilled a dream of mine to study foreign language literature.

From library work to university

All this started with a seminar for foreign students in Falkenstein, which was conceived and organised by WUS. Very good speakers were invited to give lectures on developmental and educational topics. The participants came from a wide variety of countries of origin and many of them spoke only a broken German at that time. The fact that I participated was rather an exception, since I was not yet a student at the time. In a way, my effort to participate in the event was more of an act of defiance against the

then deputy director of the library where I was doing my advanced training: He had always made it clear to me during conflicts that he could send me home at any time if I did not behave according to his ideas. A premature return would have been the end of my career and he was aware of that. It was a real fight between us. I won it (even his attempt to put stumbling blocks in my way afterwards failed) and it was off to Falkenstein.

In Falkenstein everything was so interesting, everything was so new to me! Before that, socio-political discussions in Germany had been largely foreign to me. We discussed and exchanged a lot with each other during the lunch break and in the evening. For the first time, I felt free and understood by others. For the first time, I expressed my desire to study in Germany without hesitation. Contrary to my fear of being laughed at by others, I received a lot of encouragement from the participants and from Kambiz Ghawami. The latter was our seminar leader, a person with ideas, creativity and passion for his



The Habilitation celebration with WUS, 2009 in Cologne.
On the left: Kambiz Ghawami, third from the right: Petra Loch.

“ *In a miraculous way,
we overcame our fears and
inhibitions, and began to
fly like birds in this linguistically
and culturally foreign world.* ”

work. He always accompanied the group events with attention, interest and sparkling ideas.

At that time, despite the group's encouragement regarding my studies, I initially did nothing until I met Kambiz Ghawami again at the next seminar and he approached me about it. This gave me the impetus to shape my life with a completely new perspective and to realise this with the active support of WUS, despite many initial obstacles.

Ms. Professor "Made in Germany"

After graduation, I completed my doctorate with a thesis in literary studies and habilitated in 2009. I was so happy that Petra Loch and Kambiz Ghawami came to my inaugural lecture. When I told my guests how it came about that I studied in Germany, I remembered where it all started, in Falkenstein.

I remember how well-behaved and silent we sat in the discussion groups at the beginning, because we were not yet ready linguistically and because we were generally inhibited by our culture to express ourselves in public. Everything took a turn when we received notes from Kambiz Ghawami during a discussion round in the following days, on which questions were written out, which we should ask the speakers, an ingenious training idea and an effective support for us. In a miraculous way, we overcame our fears and inhibitions, and began to fly like birds in this linguistically and culturally foreign world.

I am not the only one who often longs for the time when it all began. WUS is and remains a piece of home for us students. We are all very grateful for that.

Working with WUS Germany for human rights and education in Vietnam, 1989 to 2010

Bui Cong Tho

It is with great pleasure that we can welcome an unforgettable event: World University Service had its 100th anniversary in the year 2020. Ten decades are not long compared to the developments in a country and also in the world. However, it is a long development in terms of the goal and ideal of a dedicated group of people. This goal and ideals are directed towards helping and supporting people to achieve and improve their human right to comprehensive education. This includes the qualification, knowledge and awareness of all fellow human beings. Therefore, it should be demanded that all people have a chance to receive the widest possible education.

Vietnam in the 1950s

At the time of the founding of German WUS, Vietnam was still in the smoke and fire of the bitter Indochina war. The country and its people were still facing many hardships and difficulties. In many regions there was not enough food and clothing. However,

with the will of the entire population to resolutely fight for resistance to liberate the country and the people, and also with the spirit of the "human right to education", the Communist Party and the State of Vietnam made great efforts to build the country and sent the first delegations of students to study in China, the Soviet Union and Germany (the GDR) so that they could return home to contribute to its construction after the liberation of the country. It was at this time that staff from the German Committee of WUS first came to Vietnam and WUS has been consistently active in Vietnam ever since.

Unfortunately, this article must not be too long, but there would be much to talk about the development of the work of WUS in Vietnam, including many examples from which the WUS committees in many other countries can still learn. The whole international co-operation of the German Committee of WUS was and is a great success. The co-operation with Vietnam is a good example here.



WUS Sur-Place Scholarship Award 09.09. 2018 at the Reunification Palace in Ho Chi Minh City with Prof. Dr. Ngyuen Thien Nhan, Member of Politburo, Minister of Science, State of Hessen Boris Rhein, Dr. Bui Cong Tho, former Prime Minister of Hessen State Roland Koch, Truong My Hoa, former Vice President of the Socialist Republic of Vietnam, Kambiz Ghawami, Klaus Peter Willsch, Member of the Bundestag (German Parliament), former Science Minister Udo Corts, Vice Minister of Education and Training, Prof. Dr. Nguyen Van Phuc and students

The turning point in Vietnam in 1975

Since the country of Vietnam was fully liberated in 1975 with the end of the war and the North and South were unified, Vietnam has built a common people's education system. An educational reform was started. Vietnam opened its door to the world and strengthened its international co-operation with very many countries. In the first era of education reform, a delegation consisting of members of the Vietnamese Ministry of Education and Training visited the Federal Republic of Germany, and in 1989, the German Committee of WUS in Wiesbaden. With the advice and support of the German Committee of WUS, led by Kambiz Ghawami, Helmut Becker and by Petra Loch and others, WUS-Vietnam was re-established, as WUS had been active in Vietnam since 1956. This was the beginning of the period of mutual development co-operation. WUS-Vietnam and German WUS were the bridge between the Vietnamese Ministry of Education and Training and the Ministry of Science and Art of the State of Hesse. Many ministries, public agencies, colleges/universities and many institutes as well as enterprises in both countries have been working closely together to continuously support education and training in Vietnam. This spirit of co-operation not only developed within Vietnam and Germany, but also spread to countries throughout the Southeast Asia region and even worldwide.

With the support of the German Committee of WUS, a specialised conference of WUS committees from many countries of the world was organised in Hanoi/Vietnam in 1992. Delegates from South America, Europe and Asia participated in this conference, including many delegates from developing countries such as Vietnam, Laos, India, Sri Lanka, Chile, and so on. At it, a joint resolution was drafted with an appeal to the WUS committees of all countries to contribute to the further development and strengthening of their support work in education, training and international co-operation.

“ It was at this time that staff from the German Committee of WUS first came to Vietnam and WUS has been consistently active in Vietnam ever since. ”

Germany and Vietnam united

Vietnam and Germany have similar populations, area and also a similar long history of country division. Many Vietnamese had the opportunity to come to Germany for work or study or other education. Vietnam is an Asian country with more than a hundred thousand people who understand and speak the German language. Therefore, German WUS can always maintain a close relationship with the Vietnamese education and training system. The idea of "human right to education" is very strong in Vietnam. Among the co-operation of the German Committee of WUS with Vietnam are the following activities:

Within the framework of its Vietnam-work, the German Committee of WUS has been supporting Vietnamese educational institutions in co-operation with WUS-Vietnam since 1989 and supports the education and studies of 150 scholarship holders annually through a sur-place scholarship program with funds from the Hessian Ministry of Science and Art (HMWK), in some years there were even up to 300 scholarships.

In addition, since 1990, the German Committee of WUS has been promoting the exchange of experience between German-speaking Vietnamese professionals and academics in Germany and in Vietnam within the framework of the ZAV/CIM program "Returning professionals to promote the return and professional integration of graduates and professionals", among others through seminars in Germany: "Return and professional integration of



Presentation of the Vietnamese German University (VGU) to General Vo Nguyen Giap by Minister of State Udo Corts together with Mr. Cao Huu Ngan, Ambassador Rolf Schulze, Michael Siebel (MdL), Dr. Bui Cong Tho, Dr. Kambiz Ghawami, Prof. Dr. Wolf Rieck, Dr. Alexander Viethen, February 2008 in Hanoi (photo: Hessen Office of Vietnam)

Vietnamese graduates in Vietnam" (representatives of the Vietnamese Ministry of Education and Training, the Ministry of Labor, Invalids and Social Affairs (Return Program) and Vietnamese graduates are invited to participate in this seminar), and through 10 seminars in Vietnam in the following areas:

- Technology transfer and adapted technology
- Central administration economy – market economy
- Computer applications in civil engineering in co-operation with TU Darmstadt
- University and science management in co-operation with DSE
- Primary Health Care in co-operation with the Institute for Tropical Hygiene and Public Health, Heidelberg University
- Geological environmental protection in Vietnam
- Utilisation of small hydropower plants in Vietnam
- Job opportunities for returning Vietnamese scientists in the field of education
- Vocational training promotion in Vietnam
- The new Vietnamese education law – implications for the higher education sector.

These activities aroused the interest and caused the participation of hundreds of young scientists and executives as well as heads of ministries and public institutions in Vietnam and in the Federal Republic of Germany.

Co-operation with German universities

The German Committee of WUS also promotes co-operation between Vietnamese and German universities (TU Darmstadt, University of Trier, FH Frankfurt). Furthermore, internship stays of students from Germany (not only German students) in Vietnam are arranged.

Returning Vietnamese professionals could and can receive a grant of up to € 10,000 from BMZ funds on behalf of ZAV/CIM via German WUS to equip their workplace in Vietnam. So far, more than 150 workplaces have been equipped with an equivalent value of approximately € 1 million. In addition, technical literature can be provided to the returning professionals.

Establishment of the Vietnamese German University

The establishment of the Vietnamese German Uni-



Inauguration of the Vietnamese German University by the Vice Prime Minister and Minister of Education, Prof. Dr. Nhan, Prof. Dr. Wolf Rieck, President of the VGU and Prime Minister Roland Koch, September 2008 (photo: Hessen Office of Vietnam)

versity (VGU) in Ho Chi Minh City is supported by the German Committee of WUS, the Hessian Ministry of Science and Art as well as other state and federal institutions and numerous German universities and the Vietnamese Ministry of Education and Training. The Chairman of the German Committee of WUS, Dr. Kambiz Ghawami, was appointed by the Vietnamese Minister of Education and Training and the Hessian Minister of Science and Art as a member of the University Council of the Vietnamese-German University.

The ball is rolling

Within the framework of sports promotion, in 2008, in co-operation with the German Embassy in Hanoi, Vietnamese schools and youth clubs were equipped with a total of 1,000 "FAIR traded" soccer balls. In May 2010, with the support of German WUS, two friendly matches were organised between the soccer team of Eintracht Frankfurt and the Vietnamese national team in Hanoi and the team of Dong Tam Long An in Ho Chi Minh City. For the first time, Vietnamese fans were able to directly see soccer players of a Bundesliga team in Vietnam. With the advice and support of the German Committee of WUS, the German Language and Culture Center was established in Hanoi University with a grant of € 50,000 from HMWK.

WUS, who else?

Looking at 100 years of the successful existence and work of WUS International and WUS Germany against the background of the many changes in world history, is a good example of the interaction of non-governmental and international organisations.

We congratulate the German WUS that it could look back on 70 years of its existence with a great variety of successes. During these years, the German Committee of WUS gained many friends and co-operation partners who share common goals with WUS. German WUS is highly appreciated by many



Handover of FAIR-traded balls to Deputy Prime Minister Prof. Dr. Nguyen Thien Nhan for distribution to schools in Vietnam before the friendly match between Eintracht Frankfurt and the Vietnamese national team on May 12, 2010 in the Hanoi National Stadium by State Secretary Nicola Beer and Dr. Kambiz Ghawami (WUS) (photo: Hessen Office of Vietnam)

domestic and foreign organisations and functions as a "transformation belt" between governmental and non-governmental organisations. On the occasion of the great anniversary – 60 years of the development of the WUS, German Committee – we wished German WUS and its staff continued success in making their important contribution to the movement "Education for All" and "Human Right to Education" in many countries of the world. [most of this article was written in 2010. Ed.]

And now:

- 100 years of WUS
- 100 years of holding up the flag "Human Right to Education"
- 100 years of successful international co-operation.

WUS Germany and the Vietnam German University in Vietnam (1991-2010)

Wolf Rieck



Günter Kleinkauf and Wolf Rieck (left) at the WUS Germany annual general meeting in Wiesbaden, 2019

From 2008 to 2011 I had the honour to work as First President of the Vietnamese-German University (VGU) in Ho Chi Minh City, a joint project of Vietnam and Germany. My Vietnamese colleagues sometimes mentioned, almost reverently, that I was the first foreigner to be appointed president of a Vietnamese State University. That's true, I never forget that either, and in fact it was something very special. The whole university is something special, a "reform and model university", we would say in Germany. A few more words about that below.

1991 – how it all began

First, however, I would like to tell how foundations were laid for my later work in Vietnam. Spring 1991: In a few weeks I was to start a new job. Helmut Becker, member of the WUS board and friend for many years, called me and asked me if I would like to do a seminar on Market Economy. "Oh God, teacher training," I answered, and was immediately very sniffy and hesitant. "I can understand that," Helmut said, "and then there's the fact that the

educational institution is not so easy to get to." "It's probably some kind of worn-out union building," I continued to speculate, but of course I was curious and wanted to know where and when. "When – is in two weeks, and where – is in Hanau" was the answer. "Hanau, that's right next to us in Frankfurt, half an hour by S-Bahn, and how far from there?" I wanted to know. Slightly annoyed and with emphasis from the receiver: "Ha-Noi, not Ha-Nau" Helmut Becker answered. "What – Hanoi you say, Hanoi in Vietnam?" And then we both had to laugh for a long time before I learned the details: seminars on "Free Market Economy", financed with German funds, were to be held at several Vietnamese universities for university teachers. At that time, "Doi Moi", the turnaround in Vietnamese economic policy, was still dewy-eyed and highly controversial. "Market Economy" was definitely a hot potato there and – depending on your point of view – a red rag or the symbol for better living conditions.

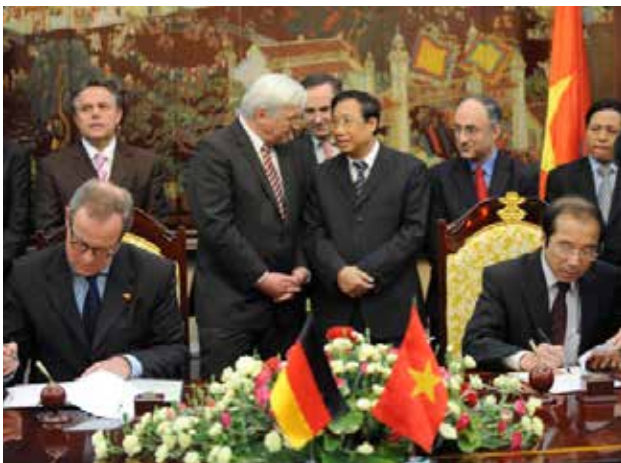
Of course, I wanted to get involved, and so a small group of three lecturers were on a plane at the beginning of May 1991, first to Bangkok, which was still an 11-hour flight at the time, with a long layover there, and then another two hours to Hanoi/Vietnam. The journey was not only long, but also uncomfortable, especially because each of us wore a thick money belt around our bellies, heavily padded with US dollars "in small, used bills." This was the money that would be used to pay for the seminar costs, because bank transfers to Vietnam were expensive and very difficult.

At some point we arrived at HaNoi's Noi Bai Airport, where we were welcomed with much fanfare with bouquets of flowers and pretty girls. A small bus

brought us to our hotel near the Opera House. In the meantime, we had been on the road for about 20 hours and were exhausted and wanted to take a shower first, because it was very hot and humid. But Dr. Bui Cong Tho, then Deputy Head of the International Department at MOET (Ministry of Education and Training), was merciless: "No, we can't do that yet, we have to take care of the money first." Ah yes, the money, we had almost come to terms with our strong artificial belly made of money after long endurance in the narrow airplane seats, but of course the belts could not be taken into the shower.

So, a few minutes after arrival, three sweaty lecturers from Germany sat in a large room in the "Democracy Hotel" in Hanoi, on one side of a two-by-two meter bed, and we leafed through and counted out 25,000 US \$ in cash on the bedspread for our three Vietnamese counterparts.

Bill by bill – all at once, overtired as I was, the 'once-in-a-lifetime' nature of the situation jumped out at me: Being a money messenger from Germany to Hanoi – handing over US Dollars – memories of the Vietnam War and our protest marches against



Signing of the foundation charter of the Vietnamese-German University (VGU) on 29.02.2018 by Minister of Science Udo Corts (State of Hesse) with Vice Minister of Education and Training Prof. Dr. Banh Tien Long and Foreign Minister Dr. Frank-Walter Steinmeier and Minister of Foreign Affairs Pham Gia Khiem and Kambiz Ghawami

“ *The Vietnamese German University (VGU) is the first of four planned Vietnamese Model Universities, each to be established with the help of a foreign partner.* ”

it came to mind – the often heard formula from the radio news flashed back to me: '*Heavy fighting in the Da Nang Area*'. Additionally sometimes flickering neon light above the bed also fitted the picture – the Vietnamese recounting the money with no visible affection – all at once the adrenaline ran through my veins and I was wide awake again.

So it happened that I cannot forget this first evening in Vietnam in May 1991 my whole life long.

But now to VGU, which perhaps wouldn't exist at all without those 25,000 dollars.

The Vietnamese German University (VGU) in Ho Chi Minh City

The Vietnamese German University (VGU) is the first of four planned Vietnamese Model Universities, each to be established with the help of a foreign partner. VGU has its origins in the long-standing co-operation between the German state of Hesse and Vietnam and is now a project whose financing also involves the BMBF (German Federal Ministry of Education and Research) and the Ministry of Science, Research and the Arts (MWK) of the German state of Baden-Württemberg. Expert support comes from a consortium of 34 German universities and the DAAD.

VGU is based on the principles of the German Higher Education System with its concept of autonomy and academic self-government. VGU is the first Vietnamese university ever to be controlled not by a ministry, but by a University Council and a Presidential Board, both of which have considerable decision-making powers under the VGU statutes.



Speech at the Presidential Palace in Hanoi by Federal President Prof. Dr. Horst Köhler on the occasion of the signing of the declaration of intent to establish the Vietnamese German University (VGU) on May 21, 2017 with Prof. Dr. Rieck, Minister of Science Udo Corts and Kambiz Ghawami.

VGU will combine research and teaching in one institution to a much greater extent than has been customary in Vietnam to date. [most of this article was written in 2010: Ed.] By 2035, it is to be developed into a leading research university with international visibility. The planned student numbers are 5,000 by 2020 and 12,000 by 2030. After just one year, a total of four-degree programs could be offered, and more followed in fall 2010. According to German terminology, VGU is a 'University of Technology' focusing on a wide range of technology and science.

The German contribution to VGU lies in the adaptation of the German Higher Education Model to the framework conditions in Vietnam, academically in the provision of suitable study and research programs, and financially in the establishment and operation of these programs. To this end (as of 2021), the Federal State of Hesse and Germany's Federal

“ VGU would not exist without the remarkable contribution of WUS to build strong links between Germany and Vietnam. ”

Government reimburse VGU's German partner universities for their expenses in implementing degree and research programs at VGU. In addition, Germany's financial support is used to develop structures and procedures for the governance and management of the university.

2021/22 VGU will move to its new 50 ha campus. This will be the most modern and efficient campus in Vietnam, which will provide the best working and learning conditions for all members of the university.

Two words of thanks

I would like to say two words of thanks to WUS: In my opinion, VGU would not exist without the remarkable contribution of WUS to build strong links between Germany and Vietnam. WUS has been active in Vietnam for many years and has helped to build the trust that made VGU possible.

And from my personal perspective, I say: who is given the opportunity to help build a university from the very first stone? Not many do.

So, to the WUS centenary, *"Well done, WUS, keep up the good work, and thank you!"*

Obituary for Nelson Mandela

Bettina Schmidt

At a joint gathering in Frankfurt/Main and in memory of his life and work in South Africa and around the world, we bid farewell to Nelson Rolihlahla Mandela, born on July 18, 1918 and passed away on December 5, 2013.

We are very happy and proud that World University Service was able to have Nelson Mandela as a scholar in its ranks. Nelson Mandela is the most prominent WUS scholar to date.

With the commitment and mandate to work for "education as a human right", World University Service (WUS) has campaigned against apartheid and in particular against "Bantu Education", an inferior education for all non-whites in South Africa.

"I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons will live together in harmony and with equal opportunities. It is an ideal for which I hope to live for and to see realised. But my lord, if it needs be, it is an ideal for which I am prepared to die."
(Nelson Mandela, from his defence speech in 1964 at the Rivonia Trial)

During his 27 years of imprisonment, Nelson Mandela, together with other fellow prisoners on Robben Island, created what must have been a unique institution, Robben Island University. While the pictures of Mandela and the fellow prisoners went around the world, who had to crush stones in the quarry under the open sky and in all weathers, a hard physical work aimed at breaking people, they studied under extremely difficult conditions and invisible from the

“ During his 27 years of imprisonment, Nelson Mandela, together with other fellow prisoners on Robben Island, created what must have been a unique institution, Robben Island University. ”

outside as WUS scholars in their prison cells. The results of this intellectual work became visible when the prison gates opened in 1990, the bans against political opposition were lifted and Mandela, together with other companions, laid the foundations for a new South Africa.

A look back at the beginnings of solidarity work with southern Africa

During the Apartheid era, politicians in countries whose governments were actively opposing apartheid and colonialism considered the best way to strengthen the opposition in South Africa and its neighbouring countries. The idea was not to wait until there was a change in policy, but to support processes of change here and now by building parallel structures. Likewise, people were to be trained so that, in the event of a change of policy, they would have the necessary skills that "Bantu Education" and apartheid policies denied them, but which were needed in order to become actively involved in the transformation of society and the corresponding institutions.

Another question arose: How and by whom should the support projects for the opposition in the countries and for the liberation movements in exile be



Nelson Mandela visited Genadendal, South Africa on 10.10.1995

implemented? Two options were discussed: should the programs be implemented by state institutions or by non-governmental organisations (NGOs)?

Leading this discussion were the Scandinavian countries, and especially their political figures such as then-Minister Thorvald Stoltenberg of Norway and Prime Minister Olaf Palme of Sweden. As early as 1968, Sweden began programs of direct humanitarian support to liberation movements – first to those fighting against Portuguese colonialism in Mozambique and Angola – Frelimo and MPLA - and later to the liberation movements ZANU (Zimbabwean African National Union) and ZAPU (Zimbabwean African People's Union) in what was then Rhodesia, now Zimbabwe, SWAPO (South West African People's Organization) in Namibia, and the African National Congress (ANC) in South Africa. This approach was rejected as unacceptable by the political leadership of the 'Western world' at the time.

Both Stoltenberg and Palme knew firsthand the work and importance of non-governmental organisations. For example, both had been actively involved in World University Service (WUS) during their political careers. The decision to entrust NGOs with the implementation of support programs was thus obvious to them and led to educational programs on the ground in South Africa and in support of people

in exile being implemented by WUS and its diverse network partners in the education sector – especially at universities – and in politics.

South Africa work of WUS in the Federal Republic of Germany (FRG)

Since the end of the 1960s and increasingly in the 1970s and 1980s, organisations that publicly supported the liberation movements in Southern Africa – including WUS – were often all too quickly defamed as anti-state and communist, since they did not conform to the official policies of the Federal Government, the USA and NATO.

The activities of WUS International, its country committees in southern Africa, and above all Canada, Great Britain and the Federal Republic of Germany with regard to South Africa continued to emanate decisively from the Scandinavian countries in the following years.

With regard to support programs for refugees, this was done in close co-operation with the UNHCR (United Nations High Commission for Refugees) and the WUS committees on the ground in African countries that had taken in refugees from South Africa.

For the German committee of WUS, this meant that they implemented scholarship programs in the Federal Republic of Germany for exiles from South Africa and its neighbouring countries. This was quite a comprehensive undertaking, ranging from clarifying residence permits, arranging a place in a language college to learn German, to selecting the appropriate field of study and admission requirements, and registering at universities. Furthermore, they were helped with personal and family concerns. An important meeting point and opportunity for exchange were the weekend seminars regularly organised by WUS.

The scholarship program faced three major challenges and had three goals:

1. to facilitate individual, group and community liberation struggle through the alternative means of the book and the pen rather than the bullet and the gun
2. to help victims of repressive and oppressive regimes attain self-reliance through gaining access to the education and training they have been denied access to, or deprived of
3. to assist in preparing the manpower required by countries when liberated.

WUS held conferences on the situation in South Africa and southern Africa together with trade unions, universities, NGOs, as well as with government agencies, and supported initiatives at universities – including the Technical University and the Free University in Berlin, the universities of Frankfurt, Mainz and Cologne. This was done in close co-operation with the anti-apartheid movement, the trade unions, especially the GEW (Union for Education and Science), as well as with scientific associations and individual professors, such as the pedagogue Professor Dr. Patrick Diaz from the University of Frankfurt.

One example is the conference on "Education in Transition" in November 1991, where representatives from Southern Africa, Latin America and European countries discussed the transformation of education in South Africa.

While researching and writing this report, I naturally asked myself how these international projects could have been implemented without the Internet and the "world-wide-web" – unimaginable for us today. I'll try to answer this question by saying that these projects were possible because people with enormous commitment and organisational skills, with an immense amount of trust and openness, and with innovative thinking that went beyond what already existed, came together and organised themselves in WUS. They were highly motivated – up to their necks



After his release, Nelson Mandela was invited to Bonn by former German Chancellor Willy Brandt (SPD), 11.06.1990

I would guess – to break new ground, but with very clear goals and values: to work FOR human rights and AGAINST discrimination and racism.

To mention the many names of the people who successfully participated in the projects is immensely long. Therefore, our thanks are due to all those who initiated and implemented such projects before 1994. Thanks are also due to those who were able to use the projects, such as the scholarship programs, to assume social responsibility in their countries.

Two persons, representatives for many

Two persons are mentioned here with some biographical key points, Neville Alexander and Henning Melber. This is because they worked closely with the German Committee of WUS in Germany as well as in South Africa and Namibia and made an important contribution to the transformation, especially in the field of education, after the change of policy in their countries.

Neville Alexander (1936-2012) was an academic and activist against apartheid in Cape Town in the 1950s. He was awarded an Alexander von Humboldt Fellowship and received his PhD from the University of Tübingen in 1961. After returning to South Africa, he was imprisoned on Robben Island from 1964 to 1974 for his activism against apartheid. Over



Sculpture at the capture site of Nelson Mandela, 05.08.1962 in Howick, KwaZulu-Natal

the years, WUS has worked with Neville Alexander in many ways precisely because of his expertise in "education" and "transformation." He is well known in Germany and in South Africa for his contributions to the transformation of education in South Africa and as an advocate of a multilingual South Africa. He was director of the South African "Committee for Higher Education" and made important contributions in legislation for the development of languages. Internationally, Neville Alexander's expertise was in demand, including his participation in the 2009 "World Conference of African Linguistics" in Cologne, Germany.

Henning Melber joined SWAPO in Namibia in 1974 as the son of German immigrants. He completed his doctorate and habilitation in Germany. During

this time, he worked with WUS to implement conferences and a variety of projects to support change in Namibia. A major concern was to criticise apartheid education in Namibia. In the late 1980s, he became involved with WUS in raising and deepening public awareness of Namibia's history. A variety of educational materials was produced in collaboration with the Namibia Project of the University of Bremen. In 1992, he returned to Namibia as Director of the Namibian Economic Policy Research Unit (NEPRU) and since 2006 has been Executive Director of the Dag Hammarskjöld Foundation and has recently held professorships in South Africa at the Universities of Pretoria and Bloemfontein.

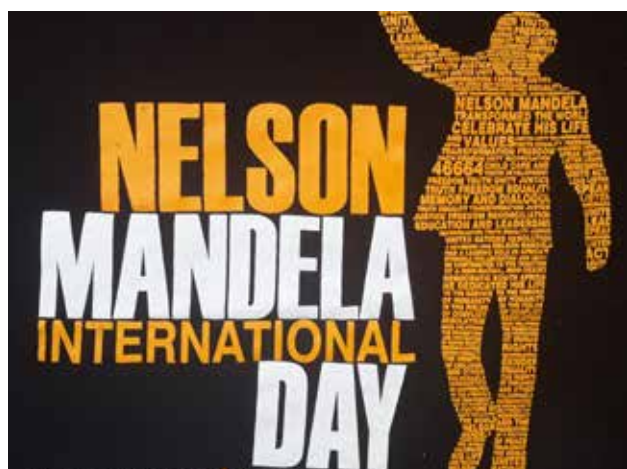
Education in transition

Under the heading "Education in transition", WUS worked with representatives from southern Africa and education experts from local universities to develop strategies and concepts for transforming the education system in South Africa in terms of content, organisation and institutions so that it can be democratically constituted and provide access for all.

What all WUS-funded education projects in South Africa had in common was that they aimed to provide financial support to civil society anti-apartheid organisations in planning and implementing their projects. A crucial criterion was that the responsibility for the project lay with the South Africans on the ground: they knew the political conditions under which the opposition was working, were most familiar with the concrete needs of the relevant target groups, and had the skills and technical expertise to implement the projects successfully. What was missing were the financial resources and an international network to support their efforts. In the list of well over 100 funded projects, three are mentioned as examples:

- The distance learning program, among others, also for political prisoners on Robben Island, conducted together with the SACHED Trust. Nelson Mandela was one of the students and WUS scholarship holders.
- Independent school projects such as the "Open School" under the leadership of Colin Smuts, David Adler and Clive Nettleton in Johannesburg aimed to teach skills such as self-confidence and self-reliance, something the government did not provide for in the context of "Bantu Education". Colin Smuts went on to become the executive director of the Community Based Development Programme in Johannesburg.
- In 1991, WUS, under the leadership of Phumzile Mlambo-Ngcuka, opened the WUS South Africa office in Cape Town, which, among other things, initiated and implemented programs for the reintegration of former political prisoners and returnees from exile. Since 2013, Phumzile Mlambo Ngcuka has headed the UN Women organisation, and from 2005 to 2008, she served as Deputy President of South Africa.
- First, the people who implemented the projects on the ground at the time, or who were grantees, made and continue to make a significant contribution to the transformation process in their country as decision-makers.
- Secondly, organisations that were supported at that time no longer exist today, fortunately, because they have achieved their purpose of helping to bring about political change in their countries. Their merit is that they laid the foundation for subsequent civil society organisations in the new South Africa, with Nelson Mandela as its first president elected by all South Africans.

In retrospect, it can be said that WUS achieved two very important goals with its strategy for implementing the programs:



Mandela Day is marked every year on Nelson Mandela's 18 July birthday

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"The foreigner is only a foreigner in a foreign land"

Mahnaz Rashidi



Due to the changed socio-political atmosphere in Iran after the revolution of 1979 and my own attitude or manner, I had great difficulties in assimilation to the new system. Therefore, I decided to leave my country for Europe and I came to Germany on my own in 1987.

Very soon I realised that I could not simply stay here. It was a big shock and I lost my hope at first. During my desperate search for a solution, a countryman suggested that I talk to Kambiz Ghawami. At that time, Kambiz was working as a student advisor at the University of Applied Sciences in Wiesbaden. I visited him and after a 30-minute conversation, he recommended to study either economics or business administration, gave me forms, and explained to me very precisely and calmly how and where I should apply. It was like a miracle. I had hope again and this conversation brought the so urgently sought redemption.

That's how I got to know WUS. I became an active member and since 1989 I regularly participated in various seminars, wrote several articles, for exam-

ple on the 45-year history of the German Committee of the WUS. In the election period 1995 I was then elected to the Executive Board and for the election period 1996 to the Council of Delegates of WUS. I wanted to be an active member and to pass on all my experience. Finally, I stood for election to the Board again in the 2016 election period. Since then, I am pleased to say, I am back as a board member.

When I look back, the WUS philosophy and the commitment to social issues, run like a red thread through my life. The challenges always change, but my aim to find solutions together in solidarity, to get involved and thereby meet new people and experience beautiful encounters, to contribute with my own knowledge and skills and to stand up for people and their rights have remained the same aims for me over the years. I would like to remain true to this philosophy.

I would like to explain some experiences and adventures from my life, my work and from my engagement, highlighting the relation to the goals and values of WUS.

A Lifelong challenge: migration, working, finding home in Germany

Full of confidence and energy, I started as a portfolio manager at a bank in Austria in 2010. Embedded in a panorama of the beautiful Alps, the drive takes me through urban Bavarian villages, where time seems to have stood still for years, to my new work: a town in Austria with a population of around 2.000, ten banks and a casino. The special advantages of investing money in the so-called "customs union area" in the Alps were described by the customer advisors

as "absolute discretion and confidentiality". This was also the unique selling point of investing money in the Alpine state. Questions about the origin of the money were not asked. Discretion was considered a point of honour.

During my two-year stay in this place, I was able to gain very interesting experiences. I was in a beautiful but at the same time conservative environment and in a tax haven. From both a social and a business perspective, I gathered many interesting impressions. I remember a phone call, put through by the head office, that the gentleman on the other side of the line was looking for a Mr. Rashidi. I corrected the title "Mr." and wanted to take the call. The gentleman on the other side insisted on speaking to Mr. Rashidi. To him, a woman with a foreign name and in the position of portfolio manager did not seem right!!! When I offered that he could talk to my father if he really wanted to talk to Mr. Rashidi, he finally accepted that he could talk to me about his matter regarding a capital market issue.

I didn't like the life in the small alpine village. I was ready to take on new challenges. After two years, the opportunity for change came: I received an interesting offer from a well-known company. Although the position as portfolio manager was not in Frankfurt, my preferred city, but in Munich, I accepted the offer, so I could at least return to Germany and work there again in 2012.

My life in southern Germany has enriched me with many new experiences. After more than 20 years of living in the northern part of Germany, I was once again a "foreigner" in Bavaria in a double sense: once as a German with a migration background and once as an immigrant. Very appropriate is the sentence of Karl Valentin "Foreigner is the foreigner only in the foreign land". The Bavarian language alone is very special. Despite many swear words and curses, people here can be very polite, as the

Bavarian subjunctive shows. For example, if a Bavarian shows up for an appointment, he says "I waar jetz do!" when entering the room. ("I would be there now!"). In this way, he does not express doubts about his own existence, but rather wants to use the subjunctive to politely let people know: "There I am, if it would be all right with you."

I did not come to Germany as a refugee, but I often feel as a refugee. In this respect, the events in 2015 and 2016 in Germany with regard to the "refugee crisis" have moved me. I could not only sit and follow the events through media and so I decided to be there in person.

Because of my language knowledge, I was able to be active as a volunteer around Munich's main train station. I also helped in a refugee reception centre,

“ I did not come to Germany as a refugee, but I often feel as a refugee. ”

where together with other volunteers we sometimes had to take in more than 20,000 refugees in a day. It was impossible to continue working at the refugee reception centre every night after work. In addition, there was the emotional pressure of seeing the misery in front of one's own eyes and also the hope of the refugees to somehow be able to stay in Germany or in Europe. This was familiar to me. I therefore had to take a vacation from work a few times to cope with everything physically and mentally. Without any official training, I helped together with other volunteers many helpless refugees. I recognised some of them on the street and talked to them. The term "street worker" fits well here. My "territory" was the bus and main train stations as well as the refugee reception centre near the central train station. My voluntary services included talking to the refugees and, depending on their personal situation, taking



At the Ministry of Finance in Teheran, 2016

them to the bus, train station or to the reception centre. I sometimes also bought a ticket for a bus or a train. I was happy to do it and glad that I could. It was a very depressing, and at the same time a beautiful and unforgettable experience.

Gradually, everything was settled more and more by the official relief organisations and the city. I was allowed to accompany refugees to appointments with the authorities, doctors or lawyers, if I wanted to help out further. However, the volunteers were no longer allowed by the authorities to simply approach the refugees directly. I couldn't cope with the new rules and help system. It was not voluntary and spontaneous help, but increasingly consisted of following rules and writing reports. Everything was structured and regulated down to the last conceivable detail. Nothing for me!

Human Rights

Due to my years of professional experience and overcoming professional challenges as a migrant and a woman in the still male-dominated world of work and finance, I am attentive to problems of colleagues. In the new job, I was often asked for advice and was able to give useful advice. I was finally elected as a works councillor in 2014 with a very good result. After that, I was a member of some very interesting committees, such as the operation com-

mittee, the economic committee and the personnel committee.

Working as a works council member is a challenge, but at the same time it is a confirmation for me. Here I can stand up for my colleagues and actively work for fair working conditions and a better working world. After four years of regular term, I ran for the second time and was again allowed to return with a very good result. The second period has so far been accompanied by some restructuring, a period with more personnel law/legal issues and new insights.

Building bridges and enabling encounters between Germany and Iran

I want to be in solidarity with the people in Iran and connected to the country, even if I cannot identify with the country's politics.

Negotiations took twelve years until the international agreement on Iran's nuclear program was agreed in July 2015 (the Joint Comprehensive Plan of Action, JCPOA). It was a great success: In return for Iran's controlled shutdown of its nuclear activities, the United Nations (UN), the European Union (EU) and the USA gradually lifted their economic sanctions. International monitoring in exchange for more



Refugee Reception Centre at the main train station in Munich, 2015

trade - that was the "deal" that was supposed to ban the danger of an Iranian bomb.

Finally, on July 14, 2015, the negotiating parties reached a comprehensive compromise and agreed on the nuclear deal in Vienna. The agreement was a major diplomatic success because it prevented an impending war using the tools of diplomacy (including economic sanctions). Moreover, it has since strengthened the international nonproliferation rulebook in that Iran is now subject to strong controls after past lapses. And even though the agreement itself is not a treaty under international law between the eight parties involved, it became binding worldwide when it was adopted by the UN Security Council in Resolution 2231. Following the finalisation of the nuclear agreement, the United Nations, the US and the EU lifted their sanctions as agreed.

Through WUS, I found out about a delegation trip to Tehran led by the former Minister of Economy Sigmar Gabriel in early October 2016. Gabriel had chaired the 5th meeting of the German-Iranian Economic Commission together with the former Iranian Minister of Economy and Finance Tayebnia. It was the first meeting after 15 years. Gabriel also opened a German-Iranian business forum. Finally, I was able to travel with the delegation to Tehran. It was a very informative and unforgettable trip with many valuable experiences. Through the appointments with various Iranian authorities, I was able to get information, ask questions and have conversations in the front row as an Iranian within the German business delegation.

How politics in the USA influence the world

With the election of US President Donald Trump in November 2016, concerns about a change in policy in Washington deterred companies and potential investors from doing further business in and with Iran. This was particularly fatal from an Iranian perspec-



Refugee Demonstration in Munich, 2016

tive. For while Tehran – as confirmed by the IAEA – had complied with all the conditions of the agreement, the promised economic upturn remained short-lived. Despite the new US administration beginning to dismantle the agreement, President Hassan Rouhani, who was considered a moderate, succeeded in being re-elected in May 2017. While conservatives and hardliners in the country railed against the lack of trade and growth, he was able to rally moderates and reformers around the argument that he alone could still save the agreement. In 2018, US President Donald Trump withdrew from the international nuclear agreement with Iran and imposed draconian sanctions on the Islamic Republic.

Since then, the oil-rich country has been mired in an acute economic crisis, which has been exacerbated by the Corona pandemic since February 2020. Following Joe Biden's victory in the US presidential election, there is now renewed hope that the United States will return to the Vienna nuclear agreement and lift its sanctions against Iran. This would allow Europeans to trade with Iran again.

The course “Design and Crisis” as a political, social and cultural regenerator, 2016 to 2019

Irfan Hošić

“Design and Crisis” is a teaching course at the Department of Textile Design of the University of Bihać, that won the PATTERNS Lectures Award in 2016 and had its official premiere in the summer semester 2017. With more than twenty guest lectures, several roundtables, symposiums, public presentations, exhibitions, design open calls and diverse public actions, Design and Crisis was able to transform the academic and cultural landscape in the city of Bihać, involving public institutions, artists, designers, educators, activists, and others. From the recent point of view, Design and Crisis overfulfilled its own expectations by several involved actors and articulated impact in the academy and society. Several publications and videos were published, and a pledge for the booming and comprehensive approach Design and Crisis could have at the local and regional level.

How the course began

The trigger for designing the syllabus for Design and Crisis emerged out of necessity to critically reflect

upon the dynamic industrial past and out of the practical reason, when back in the 1970s the Department of Textile Design was founded for the sake of local textile industrial production. The fact that the Department of Textile Design still exists, while the textile industry completely vanished several decades ago, is an intriguing moment for discursive reflection upon the subject. The Department of Textile Design was established in the year 1978 with a mission to train and produce a professional workforce for the local textile industry giant “Kombiteks”. “Kombiteks” employed over 2,000 people and was one of the largest textiles and clothing producers in this part of the Balkans, exporting its products worldwide from USA to Asia. Over the years, the Department of Textile Design grew into a mini-institution, the only one of its kind in Bosnia and Herzegovina, while “Kombiteks” – along with many other state-owned companies from the socialist period – gradually dissolved in the new economic climate of privatisation schemes, which ensued quickly after



Symposium “Industrial Heritage in Bihać between Reality and Vision”, the Kombiteks cotton-mill, 22 March 2017
(photo: Džemaludin Catic)



Opening of the exhibition “Artefacts of a Future Past”, Kombiteks Workers’ Club, 22 March 2017
(photo: Almir Budimlic)



Workshop "Body Extensions" led by Professor Endi Poskovic (University of Michigan), May 2017 (photo: Almir Budimlic)

the 1990s war. The agency that gave birth to the department and motivated its growth, disappeared along with its production capacities. At the moment there is a gap between the existence of the institute and the non-existence of its founder. Many open questions loom in this new landscape and there is a visible lack of critical approaches focused on this fragment of the industrial and design past of the country. Today, the Department of Textile Design is a multidisciplinary educational program for textile designers and unique in the whole country. The content of its curriculum implies technical and engineering knowledge, artistic and design creativity, and critical approach from the perspective of human and social sciences. The course Design and Crisis attempts to cover all mentioned fields.

The updated curriculum

In the last few decades, since an important update of the institute's curriculum, a strong impact of social and human sciences has been present. Courses such as Art History, Modern Art and Design History, Design and Form Theory, and History of Textiles, are core of the critical studies of the Institute. Similar topics such as the proposed course Design and Crisis has been held within the curriculum of the Institute but were fragmented and spread through mentioned courses. Moreover, some research

projects held by the Institute were partially bound to the content of the course Design and Crisis, such as a project realised at the University of Michigan (USA) in 2015, called "Image of Crisis" (lecturer Irfan Hošić) focusing at the artistic, design and cultural strategies in the postindustrial landscape of the city of Detroit (Michigan, USA). The relation to the profile of the city of Detroit was inspired by its kinship and postindustrial flows that took place from the late 1960s.

The course "Image of Crisis" showed its potential to perform as a most dynamic course at the Department of Textile Design, acting as the basis to present the core of the Institute's curriculum which affirms inter- and multidisciplinary aspects of the Institute. The diversity of topics and the variety of visiting lecturers gave a big opportunity to implement new teaching strategies and modern, critically accented teaching methods. The course acted as a binding media between different scientific and artistic fields such as technical sciences and engineering, design and arts, and critical studies and humanities.

The main aim of the course was to detect, analyse and catalogue design practices in the late socialist, post-socialist and post-industrial landscape of ex-Yugoslav countries with particular focus on Bosnia and Herzegovina and the region of the city of Bihac. By developing awareness about the regional design history and taking the point for critical questions on the local social and cultural context, the course pays attention to the inventive and successful design projects from 1989 onward, emphasising the difficult and failed transition from an industrial to a crisis-shaped environment of most Yugoslav countries. The course attempted to provide initiatives within creative cultural and art industries and to prepare students to think in the new ways, to educate them to become active citizens, and to equip them with the skills and knowledge needed in the new economic climate. This course also tried to



Design and Crisis, Buybook, Sarajevo 2020
(photo: Adnan Suljkanovic)

discuss critical issues on regional design education and questions of how educational institutions can re-define their role in the post-industrial landscapes and without substantial industrial support. The agencies that gave birth to the most of design teaching institutes across the ex-country, such as the Department of Textile Design in Bihac, and that motivated their growth, disappeared along with its production capacities. At the moment there is a gap between the existence of the design institutes and the non-existence of their founders. Rethinking design between its pragmatic value and arts, could serve the possibility of developing various types of new, socially responsible, sustainable, and eco-friendly local design practices.

The purpose of the course was to reflect recent design production and strategies in Bosnia and Herzegovina and its neighbouring countries with the design production of the industrial society of socialist Yugoslavia. It tried to address a set of questions linked to the historical perspective related to design and crisis in a wider social context.

Some course outcomes

In the aftermath of the first iteration of the course in spring 2017, several important steps toward documentation of its content had been done. Besides



Artifact of a Future Past, Revizor, Bihac 2020
(photo: Adnan Suljkanovic)

keeping virtually archived almost all guest lectures in the form of video recordings, the video-reportage Design and Crisis was released in January 2019, covering the project in-depth. Also, two books were published – *Design and Crisis* (ISBN 978-9958-30-475-0) containing research papers of ten authors from Bosnia and Herzegovina, Croatia, Italy and Slovenia; and *Artefacts of a Future Past* (ISBN 978-9926-8381-2-6) as a catalogue of the same-named exhibition from 2017. The publication *Design and Crisis* is a compilation of papers that outline the position, role, and significance of industrial design in specific circumstances accompanied by social breakups, social discontinuities and political disruptions. A focus is on the volatile region of the Western Balkans, which has been, in the last several decades, the scene of different mutually opposed and conceptually disharmonious economic developments – from a self-government type of socialism in the second half of the 20th century, through the war-related profiteering and humanitarianism during the 1990s, to the liberal capitalism today. On the other hand, the exhibition catalogue *Artefacts of a Future Past* was produced three years after the realisation of the eponymous exhibition and at a moment when the space where the exhibition was held, the Kombiteks Workers' Club, experienced a completely different destiny. After years of neglect

and after several prompt discursive actions organised in this space in recent years, the Council of the City of Bihac handed the premises of the Club to the Revizor Foundation to open the Center for Contemporary Culture called KRAK. This course of events is exceptionally interesting and, in addition to its catalogue and documentation dimensions, it has granted the publication the character of a manifesto for the future Center. It is the best way for interpreting the works that were exhibited there in March 2017. What was on the horizon of expectation in the process of conceptualising the organisation and set-up of the exhibition has become today, three years later, an integral part of immediate experience, because the most important impact the PATTERNS Lectures course Design and Crisis made out of the classroom is the transformation of the aforementioned Club into the Center for Contemporary Culture.

Contemporary Culture KRAK.

- PATTERNS Lectures was a program running from 2008 to 2017 to support the development of new university courses in the fields of artistic research, art history, cultural theory, and cultural studies. Its focus was on new artistic and activist practices, new social movements, and their significance for recent cultural history in Central and South Eastern Europe (CEE). The

program stressed critical methodology as well as innovative and interactive teaching practices. It encouraged international academic exchange by enabling lecturers to go on study visits and offered guest lectures by international colleagues.

- PATTERNS Lectures supported courses that critically analysed the period from the 1960s to the present day, dealt with cultural phenomena including aspects of popular, marginal and counterculture, or examined interdisciplinary and cross-cultural history in Central and South Eastern Europe.
- PATTERNS Lectures was initiated by ERSTE Foundation and implemented by World University Service (WUS) Austria. The course described above was one of 12 selected by WUS Austria for funding in the year 2016-2017. WUS Austria was in charge of the organisation and implementation of the course which was delivered by Dr Hošic. www.patternslectures.org



Center for Contemporary Culture, KRAK, September 2020
(photo: Sead Okic)

A brief history of World University Service in Canada

Stephanie Leclair



The participants of the first International Seminar in Ploen, Germany in 1948. The Seminar has since been held in over 40 countries.

While considerable sums of money were raised in Canada to support WUS International's early initiatives in the 1920s and 1930s, the first official local committee of World University Service (then called International Student Services) in Canada formed at the University of Toronto in 1939 by a group of students and professors. Throughout the following decade, additional committees formed on dozens of university campuses across the country.

By 1957, World University Service of Canada was incorporated, becoming one of Canada's first non-governmental, non-profit organisations working in the field of global development.

Early activities in Canada, many of which continue today, focused on raising awareness and funds for, initially, WUS International's Program of Action and, later, WUSC's own global development initiatives. This included the "Caravan", an international craft sale that travelled across the country, and the "International Seminar".

The first International Seminar was spearheaded by WUSC and held in Ploen, Germany in 1948. It has since been held in over 40 countries, providing opportunities for students around the world to collaborate on research for global development while expanding their cross-cultural understanding and appreciation. Also, during this time, WUSC and its network of local committees supported students from Europe's war-devastated countries who had received International Student Services' scholarships to study in Canadian universities. The network undertook significant mobilisation in the mid-1950s to support Hungarian and Czechoslovakian refugee students who were resettled to Canada, and again in the 1960s and 1970s to support many refugee students to resettle in Canada from countries across Africa.

In the 1970s, WUS Canada quickened its evolution into an independent global development and refugee resettlement organisation. It engaged university campuses across the country to discuss Canada's role in international development. Soon after, the

organisation began to lead its own initiatives, sometimes in partnership with WUS International.

Three notable events took place in the 1970s that helped shape the course of the organisation and its focus on global development, refugee resettlement, and international volunteering, all of which continue today.

In 1974, WUSC assumed responsibility in Canada for recruiting for the United Nations Volunteers program, placing its first volunteer in the Jamaican educational system as an audio-visual specialist. The organisation continued to engage Canadians as international volunteers in the decades that followed through several other programs, sending the first group of WUSC volunteers – all of whom were teachers – to the Comoros Islands in 1977 at the request of the Comoros Islands government.

In 1975, WUSC began the implementation of one of the country's first bilateral development projects, a rural water project in Swaziland. The organisation continued to partner with the Government of Canada and other development funders in the years that followed, implementing several projects that addressed global issues related to education and training, water and sanitation, and health in countries such as Bangladesh, Botswana, China, Malawi, Nepal, Ivory Coast, Peru, Sri Lanka, and Tunisia.

In 1978, Canada created its unique Private Sponsorship of Refugees Program which enables Canadian individuals and organisations to resettle refugees to Canada through community-based sponsorship. In its first year, WUSC became an official Sponsorship Agreement Holder, formalising its support to displaced students through the creation of its long-standing Student Refugee Program. The first student supported through the program arrived in Canada to study at Carleton University later that year.

While primarily a development-focused organisation, WUSC did also respond to humanitarian crises in countries and contexts where it already had an established presence. In 1984, WUSC partnered with UNHCR and the World Food Programme to provide food relief to people affected by the famine in Ethiopia. In 2004, WUSC provided humanitarian relief to those affected by the tsunami in Sri Lanka, and again in 2019 to those affected by Hurricane Maria in Dominica.

Today, WUSC operates in over 25 countries in Asia, Africa, the Middle East, and the Americas to improve education, economic, and empowerment opportunities for young people. While its programming portfolio evolves each year, there are many notable current initiatives that contribute toward a better world for all youth.

In Kenya, South Sudan, Syria, and Uganda, WUSC is improving access to quality education for girls living in refugee contexts and surrounding host communities. In Iraq, Jordan and Ghana, WUSC is improving employment opportunities for young people through the strengthening of vocational training programs and the fostering of more inclusive work environments. In West Africa, WUSC engages communities in the effective management of extractive resource investment and the leadership of young people in local development planning. In the Caribbean, WUSC promotes climate resilient agriculture to increase economic opportunities for youth in sustainable agriculture. WUSC receives funding for these initiatives

“ Today, WUSC operates in over 25 countries in Asia, Africa, the Middle East, and the Americas to improve education, economic, and empowerment opportunities for young people. ”



A student takes notes during class in the Kakuma Refugee Camp in Kenya. WUSC has been supporting girls' access to upper primary and secondary education for more than two decades.

from Global Affairs Canada and UK Aid, and through the generous support of individual Canadians.

WUSC also administers Canada's "Programme Canadien de bourses de la Francophonie (PCBF)" in partnership with CBIE which builds institutional capacities by training students from developing countries of La Francophonie. And around the world, WUSC engages in research to advance global understanding of issues like forced migration, climate change, young women's leadership, and social finance.

WUSC also remains a leader in the engagement of Canadians as international volunteers for global development. In 2004, WUSC partnered with another Canadian non-profit organisation, CECL, to launch the country's largest international volunteer cooperation program funded by the Government of Canada. This program ran for 15 years, mobilising more than 5,000 Canadians to help strengthen the capacity of hundreds of organisations around the world so that they could improve their support and services in their communities. Since 2020, WUSC has been implementing its own international volunteer program, IGNI+E, demonstrating creativity and commitment to continue its support of its volunteer partner organ-

isations during the global pandemic and the suspension of most international travel through a new e-volunteer program and other capacity-building digital activities.

WUSC Canada's work providing pathways to durable solutions for young refugees also remains central to its work today. More than 100 university, college, and CEGEP campuses are now part of the Student Refugee Program, which continues to resettle approximately 150 young refugees every year. Since the 2015 Syrian refugee crisis put a spotlight back on the global refugee crisis, WUSC has been engaged in many conversations with other countries interested in adopting similar community-based sponsorship and education pathways to resettlement, even helping to create a similar initiative in Mexico. In Canada, WUSC has continued to innovate in its own model, piloting new employment-linked and athletic pathways to resettlement for refugees in recent years. Since 2020, WUSC has partnered with the Mastercard Foundation to build more inclusive institutions and systems for refugee and displaced youth across sub-Saharan Africa.

One thing that has never changed is WUSC's determination to mobilise young people toward the



A student supported by WUSC's Student Refugee Program at his graduation ceremony. Over 2,000 young refugees have been resettled to Canada through the program where they can continue their post-secondary education in safe and secure environments.

“ One thing that has never changed is WUSC’s determination to mobilise young people toward the creation of a better world for all youth. ”

creation of a better world for all youth. There are more than 1.8 billion people – approximately 24% of the global population – who are between the ages of 10 and 24. Youth are coming of age in a world that is ripe with opportunity and disruption. Yet they also face incredible obstacles to realising their full potential.

WUSC believes that working with and for youth is the most efficient, sustainable, and cost-effective way to tackle the roots of poverty, presently and in the years to come, for youth themselves, their families, and their communities. Young people’s ideas, ideals, innovations, and power can transform the world.

In its 100 years of history, WUSC has had the immense pleasure of witnessing first-hand the power young people hold to create lasting positive change. It has also had the privilege to follow the journeys of thousands of young people who first became involved in global development through the organisation.

Many of these youth have gone on to become researchers who shape public understanding of the world, inventors of incredible new solutions, leaders of business and non-profit organisations, human rights lawyers and even Supreme Court Chief Justices and Prime Ministers.

There is no doubt that youth today face incredible challenges in the form of inequalities, climate change, and forced migration. But if WUSC’s 100-year history has proven anything, it is that young people are up for the challenge. We are honoured to continue this journey with them.

WUS Germany broadening its area of work, 1990 to 2020

Wolfgang Nies

Scholarship programs

On behalf of the Hessian Ministry of Science and Art, WUS Germany has been managing an international scholarship program for over 30 years as part of the development co-operation of the State of Hesse. Applicants from Vietnam are placed with priority at Hessian universities. Only if the desired course of study is not available in Hesse, they are also placed at universities throughout Germany.

“ WUS is responsible for accepting applications, pre-screening them and forwarding them to the appropriate university offices. ”

WUS is responsible for accepting applications, pre-screening them and forwarding them to the appropriate university offices. If the placement is successful, support follows with visa issues, travel arrangements and finding accommodation. During their studies, WUS maintains close contact with the students, is updated on the current status of their studies at the end of each semester, is the contact person for all questions concerning their studies and invites the students to participate in the seminars of the study support program. The students' academic achievements are convincing, and their extracurricular achievements and political commitment are exemplary. In the course of the programs, WUS has supported its partner organisations in necessary and meaningful restructuring. It advises and advocates for increased co-operation between universities in Hesse and universities in the part-

ner countries, so that the curricula of the study programs can be better co-ordinated and there is a lively academic exchange between the partner universities.

Sur-Place Scholarships

Sur-place scholarships are special as on-site support and are also funded by the state of Hesse in co-operation with WUS.

They are:

- **Albania:** By supporting the educational elite in Albania and their qualification as start-ups during their studies, the project contributes to the strengthening of the next generation of skilled workers in Albania and the promotion of start-ups for innovative products. This is intended to counteract the emigration of young people and to strengthen the private sector through business start-ups. Extensive public relations work was carried out on the scholarship program, in part via the Albanian media.

Preference is given to applicants from low-income families with good academic records. The students are already in the final stages of their studies and are preparing to enter the workforce. The scholarship holders receive financial support for an approx. 6-month internship in various companies and organisations. In the area of personal consulting coaching, other students or young professionals can apply with specific requirements (application coaching, business start-up).

In 2019, the last funding round started and in 2020, an extensive evaluation and survey of the scholarship holders involved so far took place.

- **Mali:** The Sur-Place Scholarship Program Mali has been maintained in close co-operation with the German Embassy since about 2005. So far, 20 scholarships amounting to € 60.00 per month have been awarded annually. The students in Mali urgently need the financial support to buy books and study material, to pay the travel costs to the internship location, to pay research costs for the final thesis, to take additional courses with costs, to upgrade a laptop or simply to secure daily life.
- **Russia:** In 2012/13, a sur-place scholarship program was awarded to 78 journalism students with German language skills at the "Free Russian-German Institute of Journalism" (FRDIP) at Moscow's Lomonosov University and the "Independent Russian-German Institute of Journalism" (URDIJ) at the Southern Federal University of Rostov-on-Don. The goal was to provide Russian journalism students with German language skills with additional training that would give them the basics of a modern European understanding of journalism. At FRDIP and URDIJ, the focus is on professional standards (research, separation of news and opinion, source transparency), on editorial and media management, and on teaching basic economic knowledge.
- **Vietnam:** Hesse has been supporting Vietnamese students at 34 universities in Vietnam for more than 25 years. To date, the program has supported more than 4,000 students. Former scholarship holders are already employed today and some of them work in key positions in Vietnam. In this way, a network of German-Vietnamese relations is being formed.
- **Eritrea:** The focus of co-operation was on humanitarian aid. The "Eritrean-German Management and Cultural Center Asmara," founded in 1994 by Eritrean and German experts, was supported. The centre aims to promote Eritrean-German relations and serve as a lobby for Eritrean professionals returning from Germany.



Ali Fouad Ibrahim Al-Bayati, Simona Schurig, Daniel Ayuk Mbi Egbe, Mahdi Jafari Gorzini, Hisham Salim and Helmut Becker at the annual meeting of WUS Germany in Dresden, 2009

A sponsored business and cultural centre include office and seminar space, a library, an auditorium, a kindergarten and a cafeteria, the construction costs of which were financed by World University Service with funds from the German states of Baden-Württemberg, Hesse and Bremen. In recent years, financial support from the Neckartenzlingen High School has also enabled students from the St. George School in Mendefera to receive a Sur-Place scholarship.

Furthermore, the "*Sur-Place Scholarship Program*" arranges scholarships in Africa, Asia and Latin America and supports educational projects there. Among others, it has served students from Namibia, South Africa, Sri Lanka, Iraq, Cameroon, Croatia, Malaysia, Palestine and Peru.

A "new, old" model of scholarship support offered by WUS again from 1989 – the so-called "**partnership scholarship**" – was expanded. Through binding standing orders, personal donations are made to WUS on a "private basis", which are then passed on in full to scientists and scholars or students as monthly scholarships.

Herder Club

Increasing racist attacks on students from Africa



Wolfgang Nies and Kambiz Ghawami, 2010

and Asia in the GDR accompanied preliminary discussions on the establishment of WUS structures and local WUS committees at East German universities. Through personal contacts with foreign students and through seminar events and the exchange of ideas, WUS provided assistance after the "Wende" and the reunification of the two German states in the use of legal means and the establishment of interest groups. The focus was also on co-operation between foreign students at East and West German universities.

In the exchange of ideas and experiences with those interested in the topic of "foreign studies" in the "new" German states, WUS was able to secure the co-operation of the Herder Club, which was the meeting centre for foreign graduates of educational institutions in the GDR. With its work for the interests of foreign students in the scientific, cultural and social fields, the Herder Club pursued goals similar to those of German WUS. This institution was dissolved in 1991 after the reunification of the two German states. However, its work was continued on a regional level, for example in the Herder-Club Dresden e. V., which worked closely with the then local WUS committee in Dresden and also with the German WUS committee in Wiesbaden until its dissolution in 1996.

Information Office Education Mission North-South

The Information Office Education Mission North-South of World University Service has existed since 1991, at that time still under the name "Coordination Office North-South in Education", which was a successor of the education congress "The North-South Conflict, Education Mission for the Future" held in 1990 in Cologne. The development education landscape is a densely interwoven network of local, regional, national and international organisations – governmental as well as non-governmental. Many different actors inform, communicate, discuss and engage in this field. It is difficult for both interested parties and the actors themselves to gain an overview of this diversity. The Informationsstelle Bildungsauftrag Nord-Süd thus works for greater transparency and visibility of activities in the field of education policy.

The Observatory operates as a joint project of the German states and the German Federal Ministry for Economic Cooperation and Development (BMZ). According to its self-conception, it forms an interface for the joint efforts of the federal government, the federal states, the European Union and non-governmental organisations to promote both school-based and out-of-school development-related educational work.

The core of its work is the networking of actors in the field of development education and the dissemination of information from the fields of development-related information work and global learning. This enables synergies and expands the dissemination of relevant information, which is also relevant for companies and organisations from industry and finance. The Observatory pursues networking by participating in state, national and European-wide networks, among which are governmental, non-governmental and cross-sectoral working groups. On the European level, there has been co-operation

with the North-South Center of the Council of Europe in Lisbon since 1998 within the framework of the "Global Education Week". This Europe-wide campaign on global learning takes place annually in the third week of November. It is co-ordinated at the federal level by the Observatory.

The Observatory supports the annual implementation of the Perspective Conference of the Federal States on Development Policy, as well as the Bund-Länder-AG Entwicklungspolitische Informations- und Bildungsarbeit. It participates in numerous other events, such as a booth at the annual "Day of German Unity" held in the capitals of the German states.

In December 2001, the German UNESCO Commission honored the "WUS-Informationsstelle Nord-Süd im Bildungsbereich" with a special award for its exemplary commitment to promoting international understanding and the worldwide exchange of information.

The monthly online newsletter Bildungsauftrag Nord-Süd informs about global learning and development policy in the 16 German states. The print magazine "Rundbrief Bildungsauftrag Nord-Süd" on the Sustainable Development Goals of the UN Agen-

da 2030 is published quarterly. With its public relations work, the information centre works towards the broadest possible participation and involvement of all in democratic processes and measures for sustainable development, also with a view to youth engagement.

Return and reintegration – APA

University graduates and skilled workers experience again and again that they cannot economically optimally implement their acquired knowledge "made in Germany" at their workplaces in Africa, Asia and Latin America due to a lack of sufficient equipment. Often, the workplaces are technically poorly equipped, the pay is poor and, moreover, the jobs are insecure. For this reason, WUS was commissioned by the BMZ in 1993 with the technical implementation of a financial grant program to improve the quality of workplace equipment. Modern technical equipment, laboratory equipment, computers as well as accessories and non-fiction books were provided at the workplace. With the program "Grants for workplace equipment for specialists from developing countries (APA) within the framework of the Returning Specialists Program", WUS has since the introduction of the project opened up the possibility for foreign academics from so-called "third world countries" to return to their home



Calendar produced by WUS and its co-operating partners

country, to reintegrate professionally and socially into society and thus to participate in the building of their country and in economic development, i.e. the opposite of "brain drain".

In implementing the program, a network of "skilled worker organisations" in Ethiopia, Bolivia, Brazil, Chile, Eritrea, Ghana, Indonesia, Iran, Cameroon, Morocco, Nicaragua, Palestine, Peru and Vietnam served as a point of contact for future returnees. The main aim was to help people find suitable jobs and to offer advice for potential business start-ups. In addition, there was a "Horn of Africa Skilled Workers Program" with funds for the qualification and reintegration of Ethiopian and Eritrean refugees living in Hesse.

It was significant that the targeted reintegration counselling and support was already used by many interested parties during their studies at German universities. The professional organisations held seminars and workshops for future returnees and posted up-to-date information on the labour market on their websites. This is real "development co-operation" or better "business with win-win significance".

The final internal evaluation of WUS after the end of the program in 2016 shows that the goal of the APA funding to facilitate the professional return to the domestic labour market of professionals from Africa, Asia, Latin America and the Middle East was successfully achieved. In many cases, this was the first step that enabled the professionals to start their careers, thus enabling them to make sustainable use of their expertise and contribute to the development of their countries. According to their own statements, the assisted returnees also achieved their goals as planned.

Additionally, because the funded equipment became the property of the employer after two years of use,

the APA provided an incentive for local employers to hire the skilled workers who returned from Germany and employ them for a period of at least two years. The majority of the supported professionals gained a foothold in the field of teaching, one-third each worked in public administration and the private sector, and just under 10% were employed in development co-operation, mostly with local nongovernmental organisations (NGOs), which usually provide little professional security, often pay very poorly, and are poorly resourced.

The evaluation shows that the professional reintegration of APA-supported women into their home countries was as fast and successful as that of male returnees. The lower number of returning women compared to men was related to the fact that far fewer women from the aforementioned countries go abroad to study, to advance gender equality in APA funding, and especially to support women in their professional return.

Despite the very successful results of the program, the BMZ fundamentally changed the design and target group of the program and contracted the Gesellschaft für internationale Zusammenarbeit to implement the program, which now runs the program on its own. Over all these years, WUS has been



Summer academy of STUBE Hessen during the Soccer World Cup 2006 in Marburg



Participants of the course "Tourguide in Hessen" in Frankfurt am Main, 2004

able to support thousands of returning professionals from Germany to Africa, Asia and Latin America, thus contributing to the reversal of the brain drain. It remains important for WUS to ensure that the recruitment efforts of European and North American countries in Africa, Asia and Latin America are not detrimental to the economies there.

Even after the funding program has come to an end, WUS continues to maintain, via a specialist book service, a nationwide unique file of around 3,000 specialists for their placement with development co-operation institutions and foreign trade-oriented companies. In addition to addresses, there is also information on fields of study, specialisations and activities. These specialists are also available to future returnees as contact persons and helpers with advice and information.

Internet presence: Hessian universities in the North-South context

On behalf of the Hessian Ministry of Science and the Arts (HMWK), WUS has been offering the Internet site "Hessian Universities in the North-South Context" since 1999. This portal, which is unique in Germany so far, provides information on the relations of Hessian universities with partner universities and co-operating institutions in the Global South as well as on current research projects and scien-

tific findings on topics related to the UN Sustainable Development Goals of Agenda 2030. This makes the international orientation of science and research policy in Hessen visible, with a special focus on Africa, Asia and Latin America. German and foreign students, employees in higher education, those working in business and other interested parties can use the homepage to access targeted information and activities related to developing countries offered by Hessen's universities. The variety of North-South offerings in Hessen varies depending on the university and department.

Especially for the target group of international students, the site offers important information about studying in Germany or Hessen, about the recognition of foreign educational and university degrees, about working in Germany and internships, about scholarships as well as competition announcements. The English translation makes it possible for interested parties worldwide to access the desired information. Students who would like to get involved in development policy during their studies in Germany will find an extensive collection of institutions, associations and foundations in which they can become active on a voluntary basis and through internships in the "Hessen-wide links" section.



Professor Dr. David Simo speaking at the WUS Conference on Education in Cologne, 1990 (seated: Gunther Hilliges, Gisela Führung and Dr. Dieter Danckwortt)

Hessen's universities are highly committed to integrating refugees and asylum seekers into the German education and higher education system and thus into society. In order to make this commitment visible and to make better use of the potential of highly qualified refugees, the new section "Universities/Refugees" was set up in 2015. It provides an overview of the various offers and projects of the universities. In addition, press releases and events on this topic as well as initiatives by students and civil society organisations at the university locations are publicised.

WUS internships worldwide

The placement of interns with project partners in Chile, China, Eritrea, Ghana, Indonesia, Cameroon, Nicaragua, Palestine, Vietnam and especially to the WUS office in Wiesbaden has been established since about 1999 and is in great demand. The internship places are set up at co-operation partners of WUS and thus guarantee a direct involvement of the interns. The internships cannot be remunerated, so a lot of personal commitment is required. Therefore, the places are more suitable for more experienced students. Special attention is drawn to the exciting challenges as interns at the VGU – Vietnamese-German University – in many areas (human resources,

legal department, German conversation circles) and at the German department of Hanoi University (participation in teaching, office hours and working group offers) in the "Hesse Room".

EWIK - Portal Global Learning

The Internet platform "EWIK - One World Internet Conference" has been offering a comprehensive service for development-related education on the Internet since 2000. From the very beginning, its editorial office has been with WUS. The portal Global Learning – the central German-language Internet offer for education for sustainable development – is supported by EWIK, an association of more than 110 organisations and institutions, all of which offer a variety of services for development-related education via the Internet.

The Internet platform is funded by the German Federal Ministry for Economic Cooperation and Development (BMZ), which in 2007, in consultation with the members of EWIK, commissioned WUS to completely redesign this Internet portal. Both the internal (with the member organisations of EWIK) and the external networking as well as the public relations work for the portal is also largely done by WUS.



WUS presenting the different development policies of the 16 German federal states during the annual public event at the day of German Unity of 3rd October



A visitor together with Petra Loch and Wolfgang Nies at the WUS booth during the day of German Unity

It is the central website for teachers, those who want to inform themselves about Global Learning offers or want to integrate them into their concrete work. This internet platform thus made an important development-related contribution to the UN Decade of Education for Sustainable Development [2005-2015. Ed.].

The portal contains a variety of different sections, which also refer to further databases, address directories and information collections. One section, for example, contains the most important theoretical texts on global learning, which can also be accessed online, and information, educational materials, contacts and publication opportunities on life in "One World" and on issues of development and globalisation.

In addition, there are selected One World teaching materials for download and research options for over 80 keywords in the thematic field of global learning, current events, campaigns, actions and competitions, basic texts and central resolutions on global learning, links to educational servers, databases, libraries and method manuals. Furthermore, it offers an overview of important development actors and networks, information on project funding, referrals to speakers and North-South partnerships. The entire range of information and material is con-

tinuously supplemented and updated, also through contributions from member organisations.

Recently, the portal dealt with the current topics "food waste" and "waste and waste exports worldwide" as well as with "flight and asylum" and since 2019, the Global Learning Portal has, among other things, expanded the section on the Sustainable Development Goals – the SDGs – and sent the topic cards developed for this in large numbers to teachers and others. Furthermore, the portal responded to current developments such as the global climate protection movement with the focus on "Fridays for Future" in order to facilitate the treatment of the topic in schools and lessons. A new section on "Global learning in daycare centres" was also set up, followed in 2020 by a section on "Global learning in vocational education and training."

A monthly newsletter on different topics informs interested parties free of charge, compactly and clearly about "Global Learning Online". The portal also disseminates up-to-date information on educational materials, activities and events via social media.

EineWeltBlaBla" blog

In addition to the Global Learning portal, an additional offer was designed at the end of 2016 with the blog "EineWeltBlaBla" (OneWorldBlaBla). It gives youth and young adults the opportunity to engage with Global Learning topics. In order to achieve this, contributions on "Economy & Critical Consumption", "Politics & Current Affairs", "Climate & Environment" as well as "Intercultural" provide information tailored to the target group. The blog's contributions aim to arouse interest through adapted language, entertainment and aesthetics.

In addition, close co-operation with students, activists and teachers is sought in order to give students the opportunity to present their projects themselves authentically on the blog. The type of contribution

is irrelevant. These can be image, sound or video recordings, text contributions as essays, interviews, in diary form or, for example, as a poem. There are no limits to the imagination.

EineWeltBlabla wants to use a little self-irony to convince young people that One World is worth campaigning for.

Grenzenlos (Borderless) global

The project "Grenzenlos – Global Learning in Vocational Education" was established by WUS with financial support from the German Federal Ministry for Economic Cooperation and Development (BMZ) and the EU in 2003. It arranges teaching co-operation in all subject disciplines and in foreign language teaching between students and teachers at vocational schools as well as specially trained and qualified students from countries in Africa, Asia and Latin America as speakers.

In 2005, the project of this teaching co-operation was aligned as a UN Decade Project for the period 2005 to 2006 within the framework of the UN Agenda 2030 "Education for Sustainable Development". In 2017, it received the sustainability award "ZeitzeichenN" and the international innovation award of the European Network for Global Education



WUS Germany presenting its publications and projects, 2000

(GENE), and in 2018 it was recognised as an outstanding network with the highest award level by the German UNESCO Commission.

This WUS project targets vocational schools in Baden-Württemberg, Bavaria, Brandenburg, Hesse, Rhineland-Palatinate and Saarland. Students from Africa, Asia and Latin America act as lecturers to teach sustainability topics and global learning in the classroom. The teaching co-operation served to implement the 2030 Agenda for Education for Sustainable Development in vocational education. They are free of charge for the vocational schools and particularly committed schools can apply for the "Borderless School" award.

The aim of the project is to share the expert knowledge of foreign students on the cultural, social and economic situation in their countries of origin. In return for an honorarium, these students - recently around 8,355 with 426 teacher co-operations at 83 different vocational schools in the above-mentioned federal states - teach the topics of sustainability and global learning in their lessons. The aim is to show how trade and economic relations between countries of the "One World" can be concluded fairly and how the production of goods and commodities can be made sustainable. The direct exchange of experiences not only expands the students' specialist knowledge, but above all their intercultural skills.

Under the motto "Learning for life," the project also offers foreign students the opportunity to prepare for their future role as mediators of knowledge in professional life during their studies, i.e., to gain practical experience. After passing a final oral examination, they receive a multilingual certificate as "Facilitator for Global and Intercultural Education". In 2020, a new format was established, namely the information event "Vocational Schools in the World". Here, Grenzenlos activists have their say and present vocational schools from their countries of origin



Professor Dr. David Simo 2009 in Bonn at the conference on Global Learning

to interested teachers. The aim of this format is to deepen already existing school partnerships in the "Grenzenlos School" network or to arouse interest in such a sponsorship.

FORUM Human Rights

In the first years of the 21st century, WUS actively participated in the FORUM Menschenrechte, an association of 50 German human rights non-governmental organisations, of which WUS was a founding member. WUS initiated a working group on "Human Rights Education". The focus was on anchoring human rights education in the formal and non-formal education landscape. Thus, on the initiative of WUS, the decision of the general meeting to establish a working group on human rights education in the FORUM Menschenrechte was implemented in 2001.

At the United Nations World Conference against Racism, Racist Discrimination, Xenophobia and Intolerance in September 2001 in Durban/South Africa, this working group represented the implementation of demands in the areas of refugee rights and integration, exercise of human rights regardless of residence status, human rights education, data protection, observation of neo-fascist parties and groups. WUS also succeeded in anchoring human rights education as one of the main topics of re-



Wolfgang Nies and Bettina Schmidt handing over the book on 60 years WUS Germany to Helmut Becker and Kambiz Ghawami at the annual meeting of WUS Germany in Mainz 2010

search and practice in the newly founded German Institute for Human Rights. The focal points continued to be the demand for an anti-discrimination law that conforms to human rights, the implementation of the results of the World Conference against Racism, Racist Discrimination, Xenophobia and Intolerance in the form of a National Action Plan, and the anchoring of human rights education in the formal and non-formal education landscape.

In this context, the "Forum against Racism" has succeeded in establishing a working group to develop the National Action Plan for the implementation of the Durban Final Document. Together with other members of the FORUM Menschenrechte, WUS has actively campaigned for the simultaneous implementation of the demands of the World Conference as part of the legislative initiative for an anti-discrimination law.

In addition to the focus on "human rights education", the impact of poverty and social exclusion on educational opportunities for children from migrant families in Germany was addressed as a human rights issue.



Wolfgang Nies at the annual meeting of WUS Germany 2018 with Hans Metzger

On behalf of the Forum Menschenrechte, WUS represented the Forum on the National Committee of the European Youth Campaign for Diversity, Human Rights and Participation at the German National Committee for International Youth Work, which successfully completed its work at the end of 2007.

In 2009, WUS also played a decisive role in the preparation and implementation of the forum conference "Promised and Violated – 50 Years of the Universal Declaration of Human Rights". In a new series of co-operative seminars with the Friedrich Naumann Foundation, a seminar series on the topic of "Human Rights as a Field of Work" was launched on the conceptual basis developed by WUS member Karl Richter.

Emergency fund for foreign students at Hessian universities

Since 2003, the Hessian Ministry of Science and Art has commissioned WUS to implement a Hessian Emergency Fund for foreign students. If these students get into an economic emergency situation through no fault of their own due to extraordinary circumstances or events in their respective home countries or due to illness and strokes of fate, they receive state support from the resources of this emergency fund. This is intended to enable them

to cover their living expenses for a short period of time. The emergency fund supports them if, after initially financing their studies themselves, it is feared that they will have to abandon their studies due to the emergency situation from which they cannot extricate themselves by their own efforts. In particular, students from crisis regions, from which it is difficult to obtain financial resources and who suffer particularly from the lack of financial support from their home countries, are to be helped. Assistance from the emergency fund allows them to continue their studies despite financial hardship. Priority support is given to those foreign students who are demonstrably close to or in the mid-term or final examinations.

The selection and support of foreign students in need through no fault of their own is based on criteria set by the Protestant and Catholic university communities in Hesse. In return for this support, they offer to give lectures about their country, to take part in discussions on questions of intercultural communication and in seminars on interreligious dialogue or reintegration seminars, and to help with the preparation.

In this context, it is also worth mentioning the commitment of WUS to foreign students who are in need in various ways due to the Covid 19 pandemic in 2020. These students' applications for bridging assistance are fraught with red tape and unrealistic measures that make it difficult for students to submit these applications, which are essential for them to continue their studies. WUS appealed with publicity to the grant providers at the federal and state levels to help students in need quickly and unbureaucratically. Another semester without aid and with additional debt would force a great many foreign students to drop out of their studies and return to their home countries without a degree – with damage to the image of Germany as a country of education.

“ In the meantime, many HessenFonds scholarship holders have been able to successfully complete their studies and take up a career.”

The following HessenFonds should also be seen in this context.

Portal "Refugees and universities"

Since 2016, the portal "Geflüchtete und Hochschulen" (Refugees and Universities) has been under the motto "Making the Commitment of Universities Visible". It aims to support and network refugees and active people at German universities and educational institutions. In this way, what is on offer for better educational conditions is made more visible. The portal includes ongoing entries from German colleges and universities, foundations, and state government programs. Some offerings that were created specifically for refugees, especially since 2015, no longer exist or have been integrated into the universities' international program for foreign students. The focus of funding has now shifted from preparing students for their studies to ensuring their success in their studies and preparing them for the labour market.

HessenFonds for highly qualified refugees

The Hessian Ministry of Science and the Arts (HMWK) launched the special program "HessenFonds für Flüchtlinge - hochqualifizierte Studierende/-innen" (Hessen Fund for Refugees - Highly Qualified Students and Scientists) in April 2016, among other things at the suggestion of WUS, in order to contribute to study and research opportunities for refugees at Hessian universities. WUS is entrusted with the implementation and administration of the scholarship program.

The HessenFonds scholarships are aimed at particularly talented and high-performing refugee students, doctoral candidates and scientists at Hessen's state universities. The funding serves the target group to continue their studies, or academic career. The scholarship recipients report that they are finding their way around their university more and more and that their knowledge of technical language is also improving. This motivates them all the more to make rapid progress in their studies and scientific careers. In the meantime, many HessenFonds scholarship holders have been able to successfully complete their studies and take up a career.

Vietnam: Youth exchange and VGU

At the request of Vietnamese universities and the Vietnamese Student Union (VSW), the German Committee of WUS developed a program in the mid-1980s to support Vietnamese universities and students. The program was designed to help Vietnamese students overcome their years of international isolation and rejoin the international higher education community. The program has been accompanied by the awarding of sur-place scholarships since 1988.

The youth exchange "Hessen meets Vietnam – Vietnam meets Hessen" is particularly worth mentioning. In 2010, 50 young people from Hesse and Vietnam each received insights into a foreign country, its economy and its culture through encounter trips. Topics included an examination of global economic processes and concepts of fair trade, environmental education work and sustainability in tourism. This project was recognised as exemplary by the German UNESCO Commission in 2010 as part of the UN Decade of Education for Sustainable Development, as it imparts knowledge and skills for sustainable development of society.

The multifaceted commitment of WUS in Vietnam resulted in the establishment of the Vietnam-

ese-German University (VGU) in Ho Chi Minh City, Vietnam. With its unity of research and teaching, the state university corresponds to the German model through the Federal State of Hesse and the Vietnamese Ministry of Education and Training, both of which had used the services of the WUS Committee in their co-operation since 1992. The founding documents were signed on February 29, 2008 in the presence of Frank-Walter Steinmeier, then Foreign Minister and Vice Chancellor of the Federal Republic of Germany, and Phan Gia Khiem, Foreign Minister and Vice Prime Minister of the Socialist Republic of Vietnam. The university was officially opened on September 10, 2008 in the presence of Roland Koch, Prime Minister of the State of Hesse, representatives of German WUS and Vietnamese statesmen.

The VGU has also been developed into a centre of excellence for co-operation in education and science between Germany, especially the State of Hesse, and the Socialist Republic of Vietnam with joint study programs at German, especially Hessian, and Vietnamese universities. Subjects are also taught in German and degrees in VGU are recognised equally in Vietnam and Germany, so that students interested in postgraduate studies can subsequently study at universities in Germany. This also serves to promote the German language and culture in Vietnam.



Award of the Walter Mertineit Prize of the German UNESCO Commission to WUS Germany, Heike Jäger and Hemit Becker, 2001

The VGU will also consolidate existing co-operation between Hessian universities and Vietnamese partners, establish new ones, and consolidate and institutionalise overall Hessian-Vietnamese study and research opportunities. Furthermore, the already existing exchange of students, teachers and researchers will be promoted even more strongly and in a more targeted manner.

In Germany, WUS was entrusted with the implementation of the Hessian-Vietnamese scholarship program of the Ministry of Education and Training (MOET) in Vietnam and the Hessian Ministry of Science and Art in 2008, which is related to VGU. The program is an example of the close co-operation between Hesse and Vietnam that has developed over decades and makes a decisive contribution to the promotion of young scientists in Vietnam. The scholarship holders are selected in advance by the Ministry of Education in Vietnam, which also provides the funding for the scholarships. WUS is primarily responsible for finding suitable doctoral supervision, courses of study or preparatory courses and, as a contact partner, supports the scholarship holders in the necessary organisational measures in their studies and generally during their stay and invites the students to participate in the seminars of the Study Support Program (STUBE).

Portal "German Countries in Development Policy"

This internet portal, which was set up by WUS in 2012 and has been maintained since then, offers cross-national information on development policy by means of thematic rubrics. It serves to network the 16 German states with each other and ensures a better public perception of the states and their diverse activities in development policy. It reports on the development policy commitment of the states to "One World", on their guidelines, resolutions, events and focal points of work, joint activities as well as funding opportunities and contact persons,

and on their commitment to sustainable production and consumption methods, renewable energies and global partnerships, also in relation to the UN Sustainable Development Goals Agenda 2030.

The sections Press Releases and Events in the portal thus offer the possibility of a collective overview of the news on the development policy of the states. Furthermore, contact details and country information are regularly updated. An interactive world map illustrates the states' commitment to partnership and can be used by a wide range of interested parties for further research.

Each year, on the occasion of the "Day of German Unity", the portal is represented with an information stand, where the different development policy commitments of the states are presented.

The portal is in the tradition of a development policy that has been active in the states for over 50 years. The former Hessian Prime Minister Georg August Zinn, the Governing Mayor of Berlin, Willy Brandt, or the Prime Ministers Johannes Rau, Lothar Späth and Bernhard Vogel, as well as the Mayors of Bremen, Hans Koschnik and Henning Scherf have repeatedly given new impetus to the development policy of the states.

WUS was commissioned by the 16 German states to edit the portal site.

PAUL: Water is life

The acronym PAUL stands for "Portable Aqua Unit for Livesaving" and is a water backpack that the Department of Urban Water Management at the University of Kassel developed and built around 2015 as a prototype for the treatment of potable water from contaminated surface water for the basic supply of small groups of 200 to 500 people. The water backpack's filter achieves complete retention of particles and bacteria and the most extensive retention of viruses. The maintenance-free design can be used for ten years and can be used on foot

in remote areas due to its low dead weight of only 20 kg. The great performance potential of PAUL is demonstrated by the fact that a total of 1,200 liters of water can be filtered and made drinkable for up to 400 people in one day.

The system is characterised by absolute drinking water purity, easy transportability, robustness, simple, maintenance-free handling and use without external energy. These features make the backpack a reliable tool for self-help in the event of a disaster. Through personal relationships with the field, WUS initially handled the marketing and initial deliveries of PAUL for drinking water supplies in Haiti, Pakistan and Vietnam.

PAUL is now being used by the thousands in countries affected by increasing natural disasters worldwide, such as floods or earthquakes, landslides, tsunamis, etc. There are currently nearly 3,000 water backpacks in use in 80 countries worldwide. PAUL is increasingly proving its worth in countries such as Ghana, India, Vietnam, Myanmar and many more, not only to provide water after disasters but also to ensure long-term permanent water supply in under-served regions of the world, thus making a significant contribution to health in these regions.

WUS Sponsorship Award

In 2016, WUS offered for the first time the "WUS Sponsorship Award" for diploma, master, bachelor and state examination theses of students, graduates and graduates at German universities – regardless of the subject – with topics of the Sustainable Development Goals (SDGs) Flight and Migration, Human Right to Education, Global Learning and Education for Sustainable Development. The prize is €1,500 each.

An independent jury will make an appropriate selection from the submitted works. The award is presented at the annual meetings of WUS.



WUS Germany staff. Front row from left: Kambiz Ghawami, Karola Böckly, Ines Nindelt, Anne-Sophie Tramer. Behind from left: Leah Barino, Sebastian Klumb, Julia Boger, Helen Danso, Petra Loch, Eileen Paßlack

The current members of the jury are:

- **Dr. Christina Ayazi** (Sigmund Freud Private University, Berlin)
- **Prof. Dr. Franz B. Frechen** (Head of the Department of Urban Water Management, University of Kassel)
- **Prof. Dr. Wolf Rieck** (former President of the VGU, Ho Chi Minh City, SR Vietnam)
- **Prof. Dr. Ulrich Teichler** (former Director of the International Center for Higher Education Research (INCHER), University of Kassel)
- **Mrs. Katharina Lipowski**
- **Mrs. Nicole Schwabe**
- The co-ordinator of the sponsorship award is **Helmut Becker**, former member of the WUS board and former treasurer.

The winners of the WUS sponsorship award are:

- 2016: **Nicole Schwabe**: "Chilean Student Movement 2011-2015 and the Construction of Counter-Hegemony"
- **Rosa Lynn Grave**: "Motivation and understanding of the world by educational practitioners* in Africa and Asia."
- 2017: **Andreas König**: "Stranded People – Con-

necting the dots. Landscape-spatial perspectives on trans-Saharan migration routes" and

- **Katharina Lipowski**: "Triple Win through Circular Care Migration? – A qualitative study on the perspective of Vietnamese care workers in inpatient geriatric care in Germany."
- 2018: **Miriam Bach** and **John-Martin Preuss**: "Solizentrum Lübeck. A case study of resistance and solidarity in migration support."
- 2019: **Svenja Binz**, **Julia Mira Brennauer** and **Phil-Torben von Lueder**: "Urban agriculture in camp communities: New perspectives – Recommendations for action for community-based projects in the scope of urban agriculture in Palestinian refugee camps in Jordan" and
- **Jennifer-Louise Robinson**: "Alone Together on Tahriib. How Somali people get to Germany off the beaten track with the help of social networks".
- 2020: **Laura Huber**: "Analysis of data collection and data evaluation for compliance with SDG 6".

All students who handed in their theses are published on the website of WUS Germany, a unique archive of academic work.

InterCap

The InterCap project – European CSO Higher Education Networks for Global Learning on Migration, Security and Sustainable Development in an Interdependent World – was established in 2017 because it became apparent that migration and its consequences were widely and increasingly perceived negatively by the European public, reinforcing latent racism.

The project brings together 13 organisations from 12 different EU countries and had an intended duration until 2020. The participating organisations specialise in teacher training, educational reform, sustainable development structure and migration. In addition, over 40 other stakeholders such as regional and



From left: Julia Boger, Petra Loch and Ines Nindelt 2021

local authorities, ministries, universities and civil society organisations are part of the broad network. In Germany, InterCap is represented by WUS and carries out a wide range of activities aimed at building the capacity of education teachers in Germany through teacher training, education reform, sustainable development and migration, and promoting global learning on migration, security and sustainable development in an interdependent world. In 2018, the InterCap training package for online and face-to-face training was designed with the collaboration of all participating partner organisations. It is aimed at teacher trainers, teachers and student teachers to promote their critical understanding and strengthen development education.

The complete package consists of six parts covering Migration, Security and Sustainable Development in an Interdependent World: Theory and Practice, Development Education/Global Learning and Teacher Education, Participatory Education Method to Stimulate Dialogue and Critical Thinking: Philosophy for Children, Participatory Education Method: Open Spaces for Dialogue and Inquiry, Participatory Theatre Methods for Global Learning with reference to Theater for Living, Train the Trainer Pedagogy. WUS authored two learning units on "Development Education and Teacher Training".

In 2019, InterCap sponsored two internships for

student teachers at the WUS office in Wiesbaden. Through the short-term internships, they got the opportunity to gain insights into the work of internationally active non-governmental organisations, to gain practical experience in the field of global learning and to support the work of WUS projects.

In 2020, the project conducted four seminars for teacher trainers and multipliers as well as six workshops for teachers and trainee teachers. The workshops and seminars were dedicated to the topics of migration, sustainable development and global learning and showed how these topics can be anchored at many levels of education using participatory educational methods.

The three-year project was scheduled to end in January 2021.

Public relations

The homepage www.wusgermany.de is an important medium for the public relations of WUS. It offers a comprehensive overview of all WUS activities. For example, under the heading "About us", interested parties can learn more about the board of directors, the projects of WUS activists, how to become a member of WUS and which activities WUS has already carried out in the field of human rights work. Longer past activities can be accessed in the menu "News" under the heading "Archive". In the overview of best practice projects, WUS presents conferences, congresses and projects with a longer duration, which had a model character for subsequent events. In the menu "WUS Publications", in addition to the regular WUS formats, such as the "Auszeit", the quarterly newsletter "Bildungsauftrag Nord-Süd" and the commemorative publication *60 Jahre WUS 1950 - 2010*, other materials such as photo and poster exhibitions can be ordered.

The monthly online newsletter *Bildungsauftrag Nord-Süd* informs about global learning and de-

velopment policy in the 16 German states and the aforementioned print magazine "Rundbrief Bildungsauftrag Nord-Süd" contains reports on the Sustainable Development Goals of the UN Agenda 2030. With its public relations work, the information centre works towards the broadest possible participation and involvement of all in democratic processes and measures for sustainable development, also with a view to youth engagement.

In the area of development co-operation and global learning, the activities of the federal and state governments are presented. One section lists the relevant institutions, their activities and addresses, as well as resolutions and documents, e.g., all resolutions of the minister presidents on development co-operation of the German states since 1962. The section on Europe, which is structured analogously, is also a novelty in this scope and range. Both pan-European news and news from individual countries are included here, in addition to updating the sections on educational materials and book reviews. The One World events calendar can also be found on the homepage. This is sent out monthly with the newsletter and excerpts are published in the newsletter and in the Frankfurter Rundschau.

Since 1997, WUS has been represented in the working group "Lernen und Helfen in Übersee e.V." (Learning and Helping Overseas), in the Association for Development Policy (VENRO), in the Paritätischer Wohlfahrtsverband/Parität International (Parity Welfare Association International), in the NGO Women's Forum and in the Forum Menschenrechte (Human Rights Forum), in the advisory board of the STUBE program in Baden-Württemberg, STUBE in Rhineland-Palatinate/Saarland, in the advisory board of the program "Hospitation und Volontariat" (Internship and Voluntary Service) at Dienste in Übersee (Overseas Services) and in the funding committee of the Zentralstelle für Arbeitsvermittlung für rückkehrende Fachkräfte aus Entwick-

lungsländern (Central Office for the Placement of Returning Experts from Developing Countries) and in the "Entwicklungspolitisches Bildungs- und Informationszentrum e. V." – EPIZ – in Berlin and in the Association of Development Non-Governmental Organizations of Brandenburg – VENROB.

On the European level, there has been co-operation with the North-South Center of the Council of Europe in Lisbon within the framework of the "Global Education Week" for several years. This Europe-wide campaign on global learning takes place annually in the third week of November. The Infostelle is responsible for coordination at the federal level. The WUS newsletter with information and current activities of WUS was included in the public relations work in 2015.

A wealth of diverse tasks

Within the scope of this article, not all activities of WUS can be described in detail. In the publication *60 Years of World University Service* (see Literature, p. 108ff) there are a number of diverse reports on its scope of tasks and activities, and especially on the educational work in the field of development policy as well as concrete projects such as scholarship programs and sur-place scholarships in a number of African, Asian and Latin American countries as well as the WUS anti-apartheid programs, for example in South Africa and Namibia.

WUS has carried out projects in a number of African, Asian and Latin American countries, mostly with similar organisations on the ground, in accordance with its terms of reference.

Without claiming to be exhaustive, these include in

- **Ethiopia:** Placement of vocational school teachers and lecturers for local universities (2010/2011)
- **Chile:** Women's school "Citizens of the 21st Century" in Santiago 1997. Qualification in questions

of career entry and business start-up and in questions of local government,
Supervision of Chilean female and male doctoral candidates and, in 2007, supervision of 50 annual doctoral scholarship holders from Chile at Hessian universities,
Help with the return and reintegration of Chilean exiles,
Fair (soccer) trade to schools and youth clubs,
Placement of interns to WUS project partners (2017).

- **China:** Placement of interns with project partners of WUS.
- **Eritrea:** Qualification programs and promotion of humanitarian projects in Eritrea (1994),
Financing of an economic and cultural center in the city of Asmara with funds from the States of Baden-Wuerttemberg, Hesse and Bremen,
Fair (soccer) trade to schools and youth clubs
- **Indonesia:** Placement of interns to WUS project partners (2017).
- **Iraq:** alleviating the plight of Palestinian refugees in Baghdad (2003),
Helping to rebuild the looted German Studies Library at Baghdad University (2010).
- **Malaysia:** Support for Malay technical college students (2010)
- **Palestine:** Educational projects in the peace process (2011)

Notes

The year names refer to the beginning of the projects or the reference in the respective activity report of WUS DK. e.V. In the above description of the WUS projects, the formulations of the annual reports 1980 to 2018/2019 were partly shortened, reworded, occasionally taken over verbatim.

The WUS secretariat has brochures, leaflets and other information material on the individual areas of activity, which are available on request. Information is also provided by the homepages

www.wusgermany.de, as well as www.facebook.com/wusgermany and twitter.com/wusgermany

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Petra Loch, Wiebke Schindel and Helmut Becker at the annual meeting of WUS Germany, 27.11.2010

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See also bibliography in the article "100 Jahre World University Service: Geschichte – Wirken – Entwicklungen".

Bridging the gap – how WUS Austria promotes quality education

Veronika Nitsche

In 2001 I joined WUS Austria. I still remember the exact date: it was January 4, 2001. To start working for WUS Austria, I had to move from Vienna to Graz. In fact, I even moved from Bosnia and Herzegovina, where I had worked for nearly one year in a local human rights organisation in Zenica. During that time, I got to know WUS Austria and Wolfgang Benedek, back then the chairman of WUS Austria, who eventually asked me to join the WUS team in the head office in Graz. I gladly accepted this offer, not knowing that it would be a decision for the next decades (which I have never ever regretted though).

Since 1991, following the conflict in former Yugoslavia, WUS Austria has developed a regional focus on South-Eastern Europe (SEE) and implemented its activities mainly in Austria, Bosnia and Herzegovina, Kosovo, Montenegro, and Serbia. During that time WUS Austria has set up local offices in Sarajevo (1994), Prishtina (1998), Podgorica (1998) and Belgrade (2001). Some programs have been extended to many other countries, mainly in Central, Eastern and South-Eastern Europe, where WUS Austria has been playing an integral part in the reconstruction and advancement process of higher education.

From the year 2000/2001 onwards, following the emergency aid and reconstruction phases in the 1990s, WUS Austria's efforts concentrated on reforming the higher education system in the target countries with particular emphasis on the Bologna Declaration. During this process, the context of WUS Austria's activities shifted to medium-term EU expansion which up to now forms the framework of co-operation in the field of higher education in South-Eastern Europe.



Student discussion group with Adi Kovacevic (centre)

While higher education and South-Eastern Europe remained at the centre of WUS Austria's work, since 2010 the organisation has extended the scope and geographic focus of its services. This refers particularly to an enhanced knowledge transfer between universities, the business world and society at large, and to WUS Austria's engagement in other regions of the world such as the ACP countries, Russia, Ukraine, Central Asia, and the Caucasus. We also have been increasingly active in Austria again.

From our headquarters in Graz, we are operating more than ten international projects, mainly EU funded. These are mainly in the areas of quality assurance, in linking higher education with the labour market, implementing a human rights-based approach in educational planning, and in supporting the access of marginalised groups to higher education. Also, issues related to migration and sustainable development are in the centre of our work.



Student group discussing PATTERNS lecture

Not only with our activities, but also through our office in Pristina, we are still firmly anchored in South-Eastern Europe. In Kosovo we currently co-ordinate the project “Higher Education Research and Applied Science Plus - HERAS+”. This project aims at a more diversified public higher education and research sector in Kosovo in line with the European Higher Education Area (EHEA), European Research Area (ERA) and the Sustainable Development Goals (SDG). The project with a total budget of € 2.8 mil. is funded by Austrian Development Cooperation and co-financed by the Kosovan Ministry of Education. In addition to WUS Austria, the Center for Social Innovation (ZSI) and the Austrian Exchange Service (OeAD) are involved in the implementation.

“ Even before the introduction of the Sustainable Development Goals (SDG), we as the Austrian Committee of World University Service were committed to the “right to education”. ”

Even before the introduction of the Sustainable Development Goals (SDG), we as the Austrian Committee of World University Service were committed to the “right to education”. We believe that the right



Meeting of WUS committees at the occasion of 30th anniversary of WUS Austria 2008; sitting from the right: Veronika Nitsche (WUS Austria), Ravi Gupta (WUS Canada), Kambiz Ghawami (WUS Germany); standing, centre: Dino Mujkic (WUS office Sarajevo) and Adi Kovacevic (WUS Austria)

to education includes not only the right to access and complete education but also the right to quality education. WUS Austria therefore aims at increasing the quality of higher education in accordance with European and international standards to establish solid and sustainable structures for a strong role of universities in society. The SDG 4, the educational goal, that aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” gives this an additional boost.

I am extremely happy that I have been able to accompany and manage WUS Austria over such a long and exciting period. Since 2019 I have been also able to expand my operating range through my political engagement. As a member of the Styrian Parliament for the Green Party, the quality of (higher) education, the EU integration of the Western Balkans and the improvement of the situation of marginalised groups and refugees remain core to my agenda. As well as to WUS Austria’s.

Looking towards the future: WUS global conference “Human Right to Quality Education” in Vienna 2021

Wolfgang Benedek

The global conference on the human right to quality education to take place in Vienna from 21 to 23 September 2021. It aims at making a contribution to a contemporary understanding of the right to education, a human right to which World University Service has served for 100 years. The conference which had to be postponed twice due to COVID-19 restrictions will explore the main issues related to the present and future of the human right to education in three major areas of inquiry and challenges, i.e., quality education for vulnerable groups, the shrinking civic space and academic freedom and education for sustainable development and global citizenship.

These concerns will already figure prominently in the high-level segment of the conference, where keynotes by Gillian Triggs, Assistant High Commissioner for Protection of UNHCR and thus responsible for the protection of the rights of refugees including their right to education, the representative of Michele Bachelet, the High Commissioner for Human Rights, Cecile Riallant, head of the migration and sustainable development unit of IOM and Sjur Bergan, head of the department of education of the Council of Europe will elaborate on the challenges of the right to education through different institutional perspectives.

The analysis of the challenges will be further developed by an expert panel consisting of Manfred Nowak, WUS Austria, Robert Quinn, Scholars for Risk, New York, Liviu Matei, the provost of the Central European University, which itself was af-



ected by restrictions of its autonomy and status by the Hungarian authorities which forced it to move its main campus to Vienna, Elmar Pichl, head of science and research in the Austrian Ministry of Education, Science and Research and former head of the WUS office in Kosovo, Erhard Busek, former Austrian Vice-Chancellor and minister of education and science and pioneer for educational relations East-West in Europe, Kambiz Ghawami from WUS Germany and Chris Eaton from WUS Canada. One cross-cutting issue will be challenges from COVID-19 and how to cope with global inequalities in addressing them.

The special attention given to this conference co-organised by the World University Service committees of Austria, Germany and Canada together with the University of Vienna and the Central European University will be visible from the welcome and introductory speeches given by the President of Austria, Alexander Van der Bellen, the Austrian Minister of Education, Science and Research, Heinz Faßmann, both professors at Vienna universities, the representative of the University of Vienna, Vice-rector Christa Schnabl and the president and new rector of CEU, Shalini Randeria. Already on the opening evening, the Austrian Minister of Justice, Alma Zadic, who herself came to Austria as a refugee from



the war in Bosnia-Herzegovina, will address the participants. Her educational way may encourage and inspire others in similar situations.

The conference will deepen its analysis of the challenges at hand with the help of three working groups. Working Group A on “Vulnerable Groups and COVID-19” will look into a variety of issues, for example in particular future challenges of refugee education, education of national and ethnic minorities, for example in particular the Roma, the disruptions of the educational systems brought about by the COVID-19 crisis and the efforts various actors like UNHCR, IOM and WUS Committees have undertaken to address those challenges and the opportunities and limitations of digital education for this group of people.

The purpose of Working Group B on “Shrinking Civic Space and Academic Freedom” is to identify and discuss in the context of the shrinking civic space the main obstacles to the human right to quality education resulting currently from the increased restrictions placed by certain governments on the freedom of individuals (students, professors and researchers) in academia and on the autonomy of higher education institutions. After analysing the facts in different countries, the working group will discuss the various countermeasures being taken by international and European institutions and associ-

ations to defend academic freedom, will assess the effectiveness of these measures and identify best practices. The group will also discuss approaches and strategies - how best to counter these worrying restrictions of academic freedoms.

Working Group C on “Education for Sustainable Development and Global Citizenship” addresses holistic approaches to education that emphasise three inter-related dimensions of learning – the cognitive, social and emotional and behavioural. Education systems seldom fully integrate specific transformative approaches, however. As also outlined in the Incheon Declaration and Action for the Implementation of SDG 4, it is therefore vital to give a central place to strengthening education’s contribution to the fulfilment of human rights, peace and responsible citizenship from local to global levels, gender equality, sustainable development and health. The content of such education must be relevant, with a focus on both cognitive and non-cognitive aspects of learning. The knowledge, skills, values and attitudes required by citizens to lead productive lives, make informed decisions and assume active roles locally and globally in facing and resolving global challenges can be acquired through “education for sustainable development (ESD)” and “global citizenship education (GCED)”, which includes peace and human rights education as well as intercultural education and education for international understanding. This working group will explore the status quo of implementation of SDG 4 with focus on SDG 4.7 globally and in different national contexts and will look at possible strategies required to promote ESD and GCE from different perspectives as tools for contributing to the achievement of SDG 4. Finally, a strategy on how best to counter efforts of education for sustainable development and global citizenship will be discussed in order to develop elements for a strategy strengthening these approaches.

“**One important outcome of the conference will be the “Vienna Declaration on the Human Right to Quality Education” ...**”

The Working Groups bring together a large number of experts on the topics under discussion from pertinent international organisations, civil society and academia, who together with the participants which will also include senior university students will provide a critical assessment of the situation and topics at stake in a future-oriented and transformative perspective. The difficult COVID-19 crisis has not only resulted in disruptions of education, it has also stimulated the use of digital means like conferences organised in an online or hybrid way. Therefore, this global conference will also take place in a hybrid way allowing for global participation, which will at least partly balance the fact that because of travel restrictions not everyone interested will be able to attend.

The conference will also provide an opportunity to reflect on one hundred years of WUS history for which purpose former WUS International collaborator and actual president of the Union of international associations Cyril Ritchie will assemble a number of WUS alumni to share their memories and thoughts on WUS now and in the future. A special panel will deal with this period starting with the origins of WUS at the university of Vienna in 1920. It will culminate in the launching and presentation of the WUS Centenary publication so ably prepared by the co-editors Bettina Schmidt and Robin Burns, together with a team of WUS alumni and staff at the WUS Germany office in Wiesbaden as well as a WUS centenary website which can facilitate a better communication between interested (WUS) people in the future. This creates an opportunity to revive the potential of the WUS network, which in the past consisted of

more than fifty national committees and many WUS members, let alone the many beneficiaries of WUS support who until today serve in important positions. Examples in case are Phumuzile Mlambo-Ngcuka, who worked for WUS South Africa and now is UN Under-Secretary General and Executive Director of UN Women, Manfred Nowak, former WUS Executive Committee member from Austria and now Secretary-General of the Global Camus on Human Rights, a network of some 100 universities running seven master programs on human rights and democratisation or Michele Bachelet, who has been supported by WUS in difficult times and now is the UN High Commissioner for Human Rights.

One important outcome of the conference will be the “Vienna Declaration on the Human Right to Quality Education” to which all three working groups will contribute by looking into the pertinent parts of the draft to finalise it for adoption by the conference. This document describes the challenges identified in a historical and future-oriented perspective and provides stimulating suggestions how to achieve a more efficient implementation of the human right to quality education in all the dimensions analyzed by the global conference.

Participate in the engaging Global Conference on the Human Right to Quality Education

 **Bundesministerium**
Bildung, Wissenschaft
und Forschung



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right to education



World University Service

**Global Conference on the
Human Right to Quality Education**

September 21-23, 2021 in Vienna, Austria

Discuss with experts on issues of education for sustainable development, academic freedom and civic space, and access to education for migrants. Be there to become a part of an ambitious agenda that will turn these commitments into action!

The conference will be audio and video recorded and live broadcasted through web streaming. When attending this conference you agree on the publication of the audio and video recordings and web streaming.

The program can be found at the [WUS100 conference website](#)

Please register for the conference at [WUS100_Registration_September2021](#)

in cooperation with

Austrian Federal Ministry of Education, Science and Research

University of Vienna

Central European University

organised by

World University Service

Conference Program

Tuesday, September 21, 2021

16:00 Pre-conference activities: Meetings of organisers, presenters at the University of Vienna

18:30 Reception by the City of Vienna and organisers; networking

Venue: Lanner/Léhar Saal at Wiener Rathauskeller (basement of Vienna City Hall)

Keynote: **Alma Zadic**, Austrian Federal Minister of Justice

Wednesday, September 22, 2021

Live Stream

9:00 Opening of conference at Festsaal of the University of Vienna

Welcome and introductory speeches:

Alexander Van der Bellen, Federal President of the Republic of Austria (video message)

Heinz Faßmann, Austrian Federal Minister of Education, Science and Research (video message)

Christa Schnabl, Vice-Rector of University of Vienna

Shalini Randeria, President and Rector of Central European University

Keynotes:

Gillian Triggs, Assistant High Commissioner for Protection, UNHCR

Peggy Hicks, Director, Thematic, Engagement, Special Procedures and the Right to Development Division (online)

Arbërie Nagavci, Minister of Education, Science and Technology, Kosovo

Cécile Riallant, Head, Migration and Sustainable Development Unit of IOM

Sjur Bergan, Head of Department of Education, Council of Europe

Moderator: **Wolfgang Benedek**, WUS Austria

11:00 Coffee break

Live Stream

11:30 Panel: **Main Challenges of the Right to Quality Education:** Shrinking civic space and academic freedom, education for sustainable development, Covid-19 restrictions

Manfred Nowak, WUS Austria/University of Vienna

Robert Quinn, Scholars at Risk (online)

Liviu Matei, Provost Central European University

Elmar Pichl, Austrian Federal Ministry of Education, Science and Research

Erhard Busek, Former Federal Minister of Education and Vice-Chancellor of Austria

Kambiz Ghawami, WUS Germany

Chris Eaton, WUS Canada
Moderator: **Wolfgang Benedek**

13:00 Lunch buffet

14:00 **First meeting of Working Groups** on sub-topics of the planned Vienna Declaration

Live Stream of WG A

WG A: **Quality Education for Vulnerable Groups and Covid-19**,

Coordinators: WUS Canada and WUS Germany

Speakers: **Annalaura Sacco**, Senior Protection Coordinator, Regional Bureau MENA, UNHCR;

Fernand de Varennes, UN Special Rep. on Minorities (online);

Alison Talkers, IOM, Brussels office;

Angela Kocze, Romani Studies Programme, CEU;

Chris Eaton, Executive Director, WUS Canada;

Kambiz Ghawami, Chair, WUS Germany.

WG B: **Shrinking Civic Space and Academic Freedom**,

Coordinators: CEU and WUS Austria

Speakers: **Sjur Bergan**, Council of Europe;

Cyril Ritchie, President of the Union of International Associations (UIA);

David Crosier, Eurydice/European Commission (online);

Robert Quinn, Scholars at Risk (online);

Katrin Kinzelbach, Friedrich-Alexander-University Erlangen-Nürnberg (online);

Naif Bezwan, University of Innsbruck;

Martina Darmanin, European Students' Union (ESU).

WG C: **Education for Sustainable Development and Global Citizenship**,

Coordinators: WUS Austria

Speakers: **Patrizia Jankovic**, Austrian UNESCO Commission;

Margarita Langthaler, ÖFSE;

Judith Kohlenberger, WU Wien;

Werner Wintersteiner, Master on Global Citizenship, University of Klagenfurt;

Bernhard Kernegger, UniNEtZ/Alliance, Sustainable Universities Austria;

Daniel Ayuk Mbi Egbe, WUS Germany;

Adriano Remiddi, National University of Timor-Leste;

Tobias Schnitzler, WUS Austria.

16:00 Coffee break

Live Stream

- 16:30 Panel: From the origins of WUS at the University of Vienna in 1920 to the present and launching of the WUS Centenary Publication**
Presentations and discussion of WUS history and future perspectives
Moderators: **Cyril Ritchie**, Rep. WUS Alumni and **Kambiz Ghawami**, WUS Germany
Panelists: **Robin Burns**, former WUS Australia and WUS International Executive (online);
Wolfgang Nies, WUS Germany (online);
Klavs Wulff, former Secretary General WUS International;
Adi Kovacevic, Executive Director WUS Austria.
Presentation of WUS Centenary Publication: **Robin Burns** and **Bettina Schmidt**, WUS Germany; and presentation of WUS Centenary website:
Alan Phillips, WUS UK (online)
- 18:30 WUS Jubilee Celebration**, Small Ceremonial Hall at University of Vienna
Jubilee event with WUS alumni and other representatives
Short inputs and personal stories from representatives of WUS community, friends and partners of WUS; Buffet and Music from the Balkans with
Nataša Mirkovic and Duo Devet: Nataša Mirkovic– Vocals,
Nikola Stanošević – Piano, Ljubomir Gospodinov – Saxophon

Thursday, September 23, 2020**Live Stream of WG B**

- 9:30 Second meeting of working groups** at University of Vienna
- 11:00 Coffee break**

Live Stream

- 11:30 Closing Panel: Presentation and discussion of the results of the working groups,** and discussion and adoption of the Vienna Declaration on the Human Right to Quality Education
- 12:30 After-Conference Get-Together** incl. light lunch
- 15:00 Social event at Viennese Heuriger**
All times shown in CET (Austria/Vienna)
Subject to Change

List of Authors – A to Z

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David Adler was Vice-President, International Relations, of the National Union of South African Students (NUSAS) from 1962 into the late 1970s. As a pioneering educationalist in distance education, he together with Theo Derkx, cooperated closely with WUS during the Apartheid-era, especially on the SACHED projects including the Prison Education Scheme. He was also associated as chairperson or committee member of some 20 Anti-Apartheid NGOs some concerned with training the leadership of the Mass Democratic Movement and with preparing leadership for the future Democratic South Africa. He was “banned” in 1978 together with Clive Nettleton and other SACHED/Mass Democratic Movement comrades. In Post-Apartheid South Africa, he served as the Chairperson of SAQA (South African Qualifications Authority) and was Chairperson of the Audit Committee of the National Development Agency (NDA).

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Pauline Alvarez Martin joined WUS UK in 1974 as part of the Chile team, working to find placements for scholarship applicants. She set up a WUS office in Quito, Ecuador, in 1978, moving on to Chile in 1979, in both places working to support Chileans returning to Latin America. After WUS, Pauline undertook a Master’s degree in human rights and education in Chile, and then moved to Oxfam International, Action Aid International and Just Associates. She has been honoured by the Chilean government for her work with refugees.

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Alan Angell was principal organiser of Academics for Chile in the UK, 1973 to 1980, co-operating closely with Alan Phillips and WUS UK. He is now an emeritus fellow of St Antony’s College, Oxford and a former director of the University Latin American Centre, publishing widely on Latin American politics, especially Chile. He has been honoured by the Chilean government on three occasions.

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Prof. Dr. Ignaz Bender studied law at the Universities of Bonn and Freiburg, was Chairperson of the General Student Committee (AStA) at both universities, member of the International Committee of the Association of German Student Bodies (VDS), co-author of the VDS Charter (1962), VDS Vice Chairperson for International Affairs (1963/64), initiator of Aktion 1. July Education in Germany (1965) and initiator of the educational advertising campaign “Student aufs Land” (1965-1967). He did his Second State Examination in Law (1967) and was employee of the Ministry of Education and Cultural Affairs of Baden-Württemberg for the preparation of a study on the Causes of the Student Unrest (1968). He was Chancellor of the University of Trier from 1970 to 2001 and became president of the International Conference on Higher Education (ICHE) in 1989.

BENEDEK, Wolfgang · Graz, AUSTRIA

Wolfgang Benedek is professor emeritus at the University of Graz. He was director of the Institute of International Law and International Relations and of the European Training and Research Centre for Human Rights and Democracy (ETC) of the University of Graz; lecturer at Vienna Diplomatic Academy, University of Ljubljana and at the European Master Programmes on Human Rights and Democracy in Venice and Sarajevo. He was OSCE rapporteur under the Moscow Mechanism on Chechnya (2018) and on Belarus (2019). He holds doctorates h.c. from Universities of Sarajevo and Pristina for leading the assistance to those universities during and after the war. In 1983 he was co-founder of WUS Austria and long-time head residing in Graz. He is at present chair of its supervisory board, leader of many projects in the field of the right to education and human rights in the Balkans and beyond and editor of the Manual on Human Rights Education: Understanding Human Rights, available in 17 languages

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Jose Bengoa was a professor at the University of Chile until his expulsion in 1973 for political reasons. He became president of WUS Chile from 1978 until 1995. His numerous visiting professorships include Cambridge University, and he inaugurated the Salvador Allende Chair there in 2017. He was twice rector of the University Academy of Christian Humanism and worked there as professor of Anthropology. He has been an elected member of the UN Subcommittee on Prevention of Discrimination and Protection of Minorities four times, a member of the UN Advisory Committee and of the UN Minorities Working Group in Geneva, which he chaired. He was a key speaker at the Santiago conference on the WUS UK program in 2016.

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John Bevan began in 1979 working for WUS UK as a caseworker on their Chile scholarship program. In 1980 he became co-Secretary-General of WUS International with Nigel Hartley and Sarah Hayward, job-sharing the position, until 1987 and was made redundant in 1991. He went on to work for the UN in Haiti, Guatemala, El Salvador, East Timor, DR Congo, Nepal and Sri Lanka.

BULL, David · London, UK

David Bull was WUS UK General Secretary from 1987 to 1990. He developed a passion for human rights at WUS, leading to subsequent leadership at Amnesty International and UNICEF UK. He was honoured by the UK government for his international work and was awarded the CBE.

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Dr. Robin Burns was a member of the WUS Australia national committee from 1965 to 1969. She was the Australian delegate to the international general assemblies in 1966, 1968, 1970, 1972, 1974 and 1978 and member of the international executive from 1972 to 1976. Her PhD topic on development education grew

from her WUS involvement and she taught that and related topics in a 27-year academic career in Comparative Education. She then moved on to Women's Studies and Public Health. Her final research project was a field study of scientific work in remote locations: Antarctica, the Namib Desert, Uzbekistan and the Altai Republic.

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Sarah Buxton was a member of the WUS UK Africa Section from 1979 to 1991. Here she developed skills as a caseworker, and as a qualified social worker subsequently worked in refugee fostering in London, and at the Befriending Project of the Medical Foundation for the Care of Victims of Torture. She was employed and also did volunteer work in Sydney in the 2000s, with organisations providing services to newly arrived refugees and asylum seekers. She currently chairs the Trustees of the charity ReConnect, founded by a WUS Award holder. Its main work is to support London-based refugees into teaching.

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Tom Dykes held various positions with WUS UK between 1979 and 1992, the final one as Director of Information and Programmes. Subsequently he was head of Southern Africa at Christian Aid, 1993-2007 and director of Action for Southern African, 2007 to 2018.

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Dr. Suchjar Effendi studied at the Berlin School of Economics and returned to Indonesia in early 1986. He has translated German economic and political books into Indonesian. He has also done economic and social research work for Indonesian NGOs and has been active as a trainer for trade unions, at a legal aid institute in Jakarta, and for the student movement during the Suharto period. For three years he was a market researcher at the AHK German-Indonesian Chamber of Industry and Commerce. He is a co-founder and board member of the National Mandate Party. In 1998, he was co-founded of a new World University Service Indonesia (WUS KI) together with five graduates from Germany. He is currently the Executive Director of WUS KI. In July 2007, he was elected chairperson of the Germany Alumni Association (25,000 members).

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Daniel Egbe received his Bachelor of Sciences in Physics and Chemistry from the University of Yaounde, Cameroon, in 1991, continued his chemistry studies at the University of Jena, graduated in 1995, received his PhD in 1996 and habilitated in 2006 in Organic Chemistry. After scientific stays at the Max Planck Institute for Polymer Research in Mainz (2006), TU Eindhoven (2006-2007) and TU Chemnitz (2007-2008), he joined the Institute for Organic Solar Cells at the University of Linz, Austria, in 2009. Daniel Egbe has been a member of WUS since 1994 and a board member responsible for the program "Return and Career Entry of Foreign Graduates" with a focus on Cameroon since 1996. In this function he initiated in 2006 the Coordination Office

Cameroon-Germany, an umbrella organisation of returnee associations in Cameroon. He is the founder of the African Network for Solar Energy, ANSOLE.

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EGGLESTON, Roger · Warwick, UK

Roger Eggleston began his WUS career as a technical officer in 1965, and from 1968 to 1973 he was Associate Secretary for Latin America. Between 1973 and 1988 he moved to WHO positions in Copenhagen, New Delhi and Geneva. His last position was an elected one at the secretariat which supported the work of the inter-agency coordinating body where he was responsible for introducing policy changes affecting working conditions across the UN system. He is now retired and living in England.

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FENSHAM, Peter · Melbourne, AUSTRALIA

Peter Fensham was emeritus professor of Science Education at Monash University, after 25 years as the first such appointee to that position in Australia. Previously, he was reader in Physical Chemistry at the University of Melbourne. In addition to chairing WUSA, he convened a series of lectures to recognise the 25th anniversary of the Universal Declaration of Human Rights, published as a book titled Rights and Inequalities in Education, that became foundational for the Commonwealth Schools Commission in the 1970s. Involved with science teachers in every state, he became the first nationally appointed president of the Australian Science Teachers Association in 1971. He has been a leader in research into science education, best known for his seminal paper 'Science for All' in 1985. In the early 1970s he was the Australian participant in the UNESCO/ UNEP meetings that established Environmental Education internationally and was, with others, instrumental in establishing the Australian Association for Environmental Education in 1981. He has also worked in many countries overseas, both developed and developing. Sadly, he died in August 2021.

FERNANDO, Laksiri · Sydney, AUSTRALIA / SRI LANKA

Dr Laksiri Fernando was senior lecturer, Political Science, University of Peradeniya before appointment as associate secretary, Asia/Pacific, WUS International from 1984 to 1991. Laksiri studied in Sri Lanka (BA Economics), Canada (MA Political Science) and Australia (PhD Human Rights) and migrated to Australia in 1991. He was deputy director, Human Rights Centre, University of NSW (1991-2); PhD scholar University of Sydney while teaching (1992-1995); executive director of the Diplomacy Training Program at the University of NSW (1995-97); returned to Sri Lanka as professor, Political Science and Public Policy, University of Colombo (1997-2010) where he served as dean, Faculty of Graduate Studies; Director, Centre for the Study of Human Rights, and Director, Peace Building Project, Ministry of Constitutional Affairs. He was also a member of the advisory committee to the president on Constitutional Reforms; director, Sri Lanka Foundation Institute and Television Training Institute; director and Chair, National Centre for Advanced Studies; and a director of the Colombo Stock Exchange. A Japan Foundation scholar (2005-6), and a visiting scholar in several countries, his two major academic publications are: Human Rights, Politics and States: Burma, Cambodia and Sri Lanka and Thomas More's Socialist Utopia and Ceylon (Sri Lanka). Since retirement to Australia to join his family, he has focused on popular writing with many publications, and is now enjoying a focus on art.

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Liz Fraser worked with WUS UK from 1974 to 1978 coordinating work with Academics for Chile. She set up WUS publications, liaised with a number of organisations and was instrumental in establishing a reception centre for Chilean refugees at the University of Southampton. After working for WUS she moved on to the Society for the Protection of Science and Learning (now the Council for At-Risk Academics).

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Dr. Caleb Fundanga has, since July 2014, been the executive director of the Macro Economic and Financial Management Institute (MEFMI) for Eastern and Southern Africa. MEFMI is a regional capacity building institution in the areas of Macro Economic and Financial Management based in Harare, Zimbabwe. Its main clients are central banks and ministries of finance and planning. He was governor of the Bank of Zambia from 2002 to 2011. After having served as senior advisor to the president of the African Development Bank in Abidjan, Cote d'Ivoire from 1998, he further served as an executive director at the African Development Bank, before being appointed as senior advisor. He had served in senior positions in government. He served for six years at Cabinet Office before finally winding up in the Office of the President as permanent secretary in charge of the National Commission for Development Planning. Since July 2014, he has been the executive director of the Macro Economic and Financial Management Institute (MEFMI) for Eastern and Southern Africa. He has served as president of World University Service International. He began his economics career as an academic at the University of Zambia, soon after completing his PhD at Konstanz University in 1985.

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Moacir Gadotti was Director of the Paulo Freire Institute in São Paulo. He is also Professor of Philosophy of Education at the University of São Paulo. He made his PhD in Educational Sciences at the University of Geneva. He is author of many widely read and translated books, among others: "Invitation to Read Paulo Freire" (1988), History of Pedagogical Ideas (1993), Pedagogy of Praxis (1994), Pedagogy of the Earth (2001), The Masters of Rousseau (2004), and Education for sustainability: a contribution to the Decade of Education for Sustainable Development (2009), in which he develops an educational proposal oriented by the paradigm of sustainability.

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Harald Ganns was chairperson of the local WUS committee in Freiburg/Breisgau from 1959 to 1960, employee in the secretariat of WUS Germany in Bonn from 1960 to 1963 and its secretary general from 1962 to 1963. From 1963 to 1965 he represented the Association of German Student Unions (VDS) as overseas representative for West Africa, based in Dakar/Senegal. After joining the German Foreign Service in 1965, he worked at the embassies in Lomé/Togo and Madrid, among others. From 1980 to 1983 he was accredited as ambassador in Niamey in Niger, from 1983 to 1986 in Cameroon and Equatorial Guinea, from 1990 to 1993 in Namibia and from 1998 to 2000 in South Africa and Lesotho. From 2001 to 2007, he represented the Federal Foreign Office at the United Nations in Bonn. Since 2008, he has served as senior advisor at the United Nations in the UN Campus in Bonn.

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Dr. Kambiz Ghawami studied business administration and then received his doctorate in law. Since 1981 he is a board-member of WUS Germany and since 1983 chairperson of the German Committee of WUS. He has published numerous works on global learning, foreign students and development policy.

He is a member of, among others, the University Council of the Vietnamese-German University (VGU), the Board of Trustees of the Deutsche Gesellschaft für internationale Zusammenarbeit (GIZ), the University Section of the National Platform on Education for Sustainable Development of the German Federal Ministry of Education and Research.

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Dr. Esuantsiwa Goldsmith was employed by WUS UK between 1980 and 1988. She became the first women's officer, establishing the WUS women's campaign. As a British-Ghanaian feminist author, campaigner and facilitator, she has worked in the not-for-profit sector for over 40 years with more than 100 organisations on five continents, as leader, chair, director and consultant. In 2015 Leicester University awarded her an Honorary Doctorate for her lifetime's work in Women's Rights. Her most recent book is *The Space between Black and White*.

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After fleeing and being expelled from East Prussia in 1945, Jonathan Grigoleit studied law and political science in Munich, Berlin (FU) and Hamburg from 1952 to 1958, with a year at the University of Cape Town/South Africa in between, afterwards at the Universities of Bonn and Cologne. In 1957/58 he was a member of the board of the Verband Deutscher Studentenschaften (VDS). From 1958 to 1959 he was a member of the board of the WUS German Committee and from 1959 to 1961 its General Secretary. He organised the General Assembly of International WUS in 1960 in the Federal Republic. After two years with the Friedrich-Ebert-Stiftung, Bonn, he became director of the International Office of the University of Kiel, from 1967 with interruptions until 1997. In between were a research stay in West Africa (1971) and the direction of the Aspirant College at the Tongji University Shanghai/PR China (1982/83). He was a member of the board of the German Academic Exchange Service (DAAD) for 16 years from 1976 to 1992 and a member of the board of the Otto Benecke Foundation, Bonn, from 1990 to 2010. Jonathan Grigoleit is a recipient of the Federal Cross of Merit, 1st class.

HALGAMUGE, Saman · Melbourne, AUSTRALIA / SRI LANKA

Professor Dr. Saman Halgamuge studied at the TU Darmstadt from 1985 to 2005 and obtained Dipl.-Ing and a Dr-Ing degree in Electrotechnics. He also studied at the University of Moratuwa, Sri Lanka from 1981 to 1984. From 1987 to 1988 he was a board member of WUS Germany and from 1983-1984 he was the Vice-President of WUS Sri Lanka. He is currently a professor in Engineering at the University of Melbourne. He is a fellow of the Institute of Electrical and Electronic Engineering (IEEE) and also a distinguished lecturer appointed by the IEEE. His research interests include Artificial Intelligence, Sustainable Energy, Green Engineering, Humanitarian Technology and Biomedical Engineering. He was visiting professor of the University of Peradeniya and VKS Samaranyake endowed professor of the University of Colombo in Sri Lanka, ITB in Indonesia, Tong Ji University in China, NTU in Singapore and University of Malaya in Malaysia. He mentored and supervised 20

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With a long history of involvement in radical student and development causes within Australia and internationally, Dr. Helen Hill was involved with WUS Australia in its later period. She became involved with Timor Leste, with a Master's thesis on the independence movement, Fretilin, and with the Pacific through her thesis on Nonformal Education and Development in three countries of the Pacific at the ANU Centre for Continuing Education. As a result of supporting Jose Ramos Horta's Diplomatic Front at the UN for Timorese Self-determination she was banned from going to Timor for 24 years. She spent two years in Fiji at the Commonwealth Youth Program updating the Diploma Course on Youth and Development at the South Pacific Centre. Much of this became the basis for a new course she introduced at Victoria University a new university in Melbourne. During the UN transitional period to independence in Timor-Leste she was able to return there and assisted Timorese activists to establish a Department of Community Development at the National University. After retirement from Victoria University, she was invited by one of her Timorese former students (by then Minister of Education) to work in the Ministry and has been in Timor-Leste since 2014.

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HOSIC, Irfan · Bihac, BOSNIA AND HERZEGOVINA

Irfan Hošić completed his PhD at the Department of Art History at the Faculty of Humanities and Social Sciences, University of Zagreb in 2011. He was Fulbright Visiting Scholar at the College for Creative Studies and Wayne State University in Detroit (2019/2020) and a post-doctoral researcher at the Ghent University (2013-2014). He is founder and artistic director of the Center for Contemporary Culture KRAK in Bihac in 2020. He teaches Art History and Modern Art and Design at the Textile Department at the University of Bihac.

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HORSTMANN, Jakob · Margate, UK

Jakob Horstmann was an editorial assistant and then commissioning editor with the publisher Zed Books in London, UK. After leaving Zed, he turned freelance and continues to work with radical independent publishers and authors from around the globe.

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HUANG, Weiping · Cologne, GERMANY

Dr. Weiping Huang is professor at the University of Cologne. She studied German language and literature, sinology, sociology and German as a foreign language. She has lived in Germany since 1985, has been a WUS member since 1987, and a WUS scholar from 1987 to 1993. She teaches in the field of Chinese literary studies and is also a subject teacher for Chinese.

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KATJAVIVI (née Coles), Jane · Windhoek, NAMIBIA

Jane Katjavivi was born in England. Her Masters from the University of Birmingham was in African Studies. She worked at World University Service (UK) in 1975 as a Scholarship Officer, focusing on Southern Africa and with SWAPO in London as an Information Officer from 1976 till 1978, and then moved into magazine and later book publishing. She married the SWAPO activist and historian Peter Katjavivi and they moved to Namibia shortly before Independence. She published Namibian history, literature, life stories, books on democracy and gender, children's books and science textbooks in her own publishing company, New Namibia Books. She also opened a bookshop Onganda Y'Omambo, and was active in the Association of Namibian Publishers, the Namibia Book Development Council, the African Publishers Network and the African Books Collective. She established a new publishing imprint, Tigereye, and is author of a memoir *Undisciplined Heart* (2010).

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KATJAVIVI, Peter H. · Windhoek, NAMIBIA

Professor Dr. Peter H. Katjavivi is a Government Chief Whip in the Namibian National Assembly (since 2010). He was politically active within the Namibian liberation struggle and was SWAPO Representative for the UK and Western Europe (1968-76) and SWAPO Secretary for Information and Publicity (1976-9). He did his Master's degree at Warwick University (UK) and his DPhil at St Antony's College Oxford, researching and writing about nationalism in Namibia. He was a Member of the Constituent Assembly that drafted the Namibian Constitution in 1989 and the National Assembly inaugurated in March 1990. He was founding Vice-Chancellor of the University of Namibia (1992-2003). He was Namibian ambassador to Belgium, The Netherlands, Luxembourg and the European Union (2003-6); ambassador to Germany (2006-8); and Director General of the National Planning Commission (2008-10).

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KING, John · Warwick, UK

John King worked in WUS UK from 1974 to 1975 as part of the Chile team. After his time in WUS described as a "defining moment" he went on to teach Latin American literature, film and cultural history and is now Emeritus Professor of Latin American Cultural History at the University of Warwick.

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KIØRBOE, Elisabeth · Copenhagen, DENMARK

Elisabeth Kiørboe joined WUS Denmark in 1982 to develop the project portfolio in Latin America. This included expanding support to WUSI scholarship programs in South and Central America, identifying new partners and development projects for indigenous peoples and women in Chile and Bolivia as well as representing WUS DK on the Danish Refugee Council's International Committee. With the opening of a WUS Denmark regional office in Santiago Chile in 1989, she became the first regional coordinator for Chile and Bolivia, 1989-1992. The WUS DK regional office was then moved to La Paz, Bolivia.

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KULESSA, Manfred · Bonn, GERMANY

Dr. Manfred Kulesa was general secretary of the WUS German Committee 1959-60, then a board member. He worked in ecumenical, governmental and international development service, from 1974 to 1988 he was director at the United Nations Development Programme (UNDP). Dr Kulesa worked abroad in the USA, In-

dia, Turkey, Nepal and China. He was Honorary consul of Bhutan, is presently board member of the Deutsche Bhutan Himalaya Gesellschaft e.V. and works as an author and scientific consultant.

LAGOS ESCOBAR, Froilán Ricardo · Santiago di Chile, CHILE

Ricardo Lagos was President of Chile from 2000 to 2006. He studied law at the Universidad de Chile from 1954 to 1960 and received his doctorate from Duke University. After working at the Faculty of Economics, he was appointed Secretary General of the Universidad de Chile in 1969. Augusto Pinochet's coup d'état forced him into exile in 1973. He then worked for the UN until 1978, when he returned to Chile on its behalf to work for the International Monetary Fund. In the same year, he also took on an economics professorship in Santiago and became director of the Latin American Faculty of Social Sciences. In the 1980s, Lagos was among the leaders fighting for the reintroduction of democracy in Chile. He led the Socialist Party, increasingly became the undisputed leader of the opposition to the Pinochet government, and astounded contemporaries by calling out Pinochet on live TV in 1988, vehemently opposing the continuation of the military dictatorship with the "no" campaign. He was elected Chile's second socialist president after Allende in the December 2000 general election. In 2001, Lagos convened a government commission to investigate the situation of political prisoners under the Pinochet dictatorship and their torture. During his term as president from 2000 to 2006, he had a great reputation and popularity among the population. In 2007, the UN appointed him as special envoy for climate change.

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LEHNERT, Dr. Hubertus · Bochum, GERMANY

Dr. med. Lehnert was elected as AStA chairperson in Bonn in 1956. He was part of the silent march with the DGB against the intervention of the Soviet Union in Hungary, founding Hungarian Aid, which was realised together with WUS. On April 21, 1958, he presented a study on urgent reform of student health care and proposals for its reorganisation. In November 1960 he participated in the meeting of the Executive Committee of International WUS in Geneva on behalf of Prof. Elbel. The main topic was "Student Health Facilities in Southeast Asia. In 1961 he joined the International Conference on Student Mental Health in Murten, Switzerland, organised by WHO, WUS, UNESCO; in 1962 he was at the Colombo, Ceylon Conference on Student Health in Southeast Asia and in 1962 at the "Help for Self-Help" international conference in Sooksu near Istanbul/Turkey.

MATALE, James · Lusaka, ZAMBIA

James Matale was president of WUS Zambia from 1987 to 1991. He was active in the South African and Namibian scholarship program. The program placed several young South African and Namibian refugees in Zambian and overseas colleges and universities. James Matale started his career with the government and the Development Bank of Zambia. He later joined the Zambia Consolidated Copper Mines Ltd. and became Deputy Director responsible for non-copper mining operations. Between 1992 and 1994 he was director of the Zambia Privatisation Agency. James Matale holds a Bachelor of Arts degree from the University of Zambia and an MBA from the Institute for International Management Development, now of Lausanne, Swit-

zerland. At present, he works as a consultant in Lusaka on issues of investment, institutional reform, privatisation, project planning and analysis.

MELBER, Henning · Uppsala, SWEDEN

Professor Dr. Henning Melber is the same age as WUS Germany. He grew up in Namibia and joined SWAPO in 1974 as the son of German immigrants. He taught, earned his doctorate and habilitation in Germany, and returned to Namibia ostensibly permanently in 1992 as director of the Namibian Economic Policy Research Unit (NEPRU). As a critic of post-colonial conditions, however, he was sidelined and in 2000 moved to the Nordic Africa Institute in Uppsala, Sweden, as research director. There, he has been executive director of the Dag Hammarskjöld Foundation from 2006 to 2012. He remains affiliated to both institutions as senior advisor, is extraordinary professor at the Department of Political Sciences, University of Pretoria since 2012 and the Centre for Gender and Africa Studies at the University of the Free State in Bloemfontein since 2013, a Senior Research Fellow at the Institute for Commonwealth Studies/University of London since 2015 and since 2017 president of the European Association of Development Research and Training Institutes (EADI).

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MITSUI, Tad · Alberta, CANADA

Before Tad Mitsui's appointment to WUS International as associate secretary for East and Southern Africa, a position he held from 1975 to 1979, Tad taught at the University of Lesotho and chaired WUS Lesotho. He was detained and expelled from South Africa for his work with anti-apartheid organisations. After his WUS years he worked for the Canadian and World Council of Churches to support justice-oriented organisations in Southern Africa and Palestine. An ordained minister of the United Church of Canada, his pre-retirement job was the administrative head of the Synod of the United Church of Canada, Eastern Ontario and Quebec.

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MOLINA VALDIVIESO, Germán · Vitacura, CHILE

Germán Molina Valdivieso was executive secretary of WUS Chile. He was president of the Chilean WUS Centre, director of the International Organization for Adult Education and founder and vice president of the Chilean Human Rights Commission during the Pinochet military dictatorship. One of the founders of the Party for Democracy and holder of various party positions, he was Minister of Transport and Telecommunications during 1992-4, Chilean ambassador to the Netherlands (1994-7) and Minister of Labor and Social Welfare from 1998-2000. He has held several other senior government posts. He is a professional lawyer.

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MOODLEY, Saths · Cape Town, SOUTH AFRICA

Initially a WUS scholarship holder from South Africa, Saths Moodley became the founding executive director of WUS Ireland, 1983 to 1992. In 1992 he became the director for the Centre of Conflict Resolution at Wits University and served a special advisor to the government of South Africa after the first democratic elections there.

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MORRIS, Louise · London, UK

After joining WUS UK in 1979 from the British Council for Aid to Refugees, Louise Morris worked on overseas student issues. From 1980 to 1993 she administered the WUS UK South Africa Scholarship Program, the

Namibia Access Program and the Southern African Campus Scholarship Scheme. From WUS she went to the Nuffield Foundation to run a grant fund for women which she helped extend to refugee women needing to requalify.

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MPHANDE, Charles · Melbourne, AUSTRALIA

Dr. Charles Mphande's contact with WUS has been through WUS Canada's Malawi program, first meeting Canadian volunteer teachers when he was a school principal in Malawi, where he was born. He studied in Malawi, the UK and Australia. While in Malawi, he taught in high schools and rose to Principal class during which time he interacted with Canadian volunteer teachers from Canada to Malawi. He went on to be a teacher trainer before he joined Chancellor College, University of Malawi, then he left for Australia where he is now a Senior Lecturer in Community and International Development Studies at Victoria University, his alma mater. Further, he is a member of the Pan-African Australasian Diaspora Network (PAADN) which has been actively engaged in African Union together with the United Nations' matters pertaining to the International Decade of People of African Descent, and African diaspora engagement with Africa. As a Council member of PAADN, he is working with the African Union towards greater Australia and Africa partnerships among the African diaspora.

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MPHANDE, Godfrey · Malawi, Lilongwe, CANADA

Godfrey Mphande is a development practitioner who has worked in international development for more than 20 years with the Canadian International Development Agency (now Global Affairs Canada) and Amnesty International. Since January 2018 he has been the Country Director for World University Service of Canada (WUSC) in Malawi. Working through a diverse network of partners, WUSC works to improve education, economic, and empowerment opportunities for young people.

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NETTLETON, Clive · London, UK

Originally from South Africa, Clive Nettleton was the vice president of the National Union of South African Students in 1969. In 1972 he founded the Open School with support from WUS, which also supported his next program People's College, an educational supplement written by SACHED for Weekend, a paper with three million black readers. In 1978, the paper was banned and Clive was also banned. In March 1979 Clive left for Britain as a refugee and became Africa Secretary at the WUS International Secretariat in July of that year. After leaving Geneva in 1982 Clive worked as Head of Information for the British Refugee Council. He was Director of Health Unlimited which supported long term programs in areas affected by conflict for 15 years from 1990 and then spent a year as an Honorary Research Fellow at the London School of Tropical Medicine contributing to papers for "The Lancet" and compiling a report on the Social Determinants of Health of Indigenous People for WHO. Finally, he was the Director for Book Aid International until retiring in 2013. In both South Africa and the UK, he has served on the boards of a range of NGOs and in the UK was a school governor for nine years.

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NIES, Wolfgang · Bissen, LUXEMBOURG

Wolfgang Nies joined WUS in 1960 when a student in Heidelberg as a staff member of the local committee there. At the General Assembly in Heidelberg in 1961 he was elected to the Executive Board of the German Committee of WUS, where he served until the General Assembly in Hamburg in 1964. He then moved to the main committee, which at that time was to deal with longer-term aspects of the work and tasks of WUS. Also, during his professional activity as a banker (Deutsche Bank AG, Helaba Luxembourg and Helaba Dublin as Managing Director), he remained connected to WUS as a personal member and took over the task of the internal cash audit of the association for some time.

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NITSCHKE, Veronika · Graz, AUSTRIA

Veronika is managing director of WUS Austria and has been working for the organisation since 2001. She is an expert in international project management, organisational development and fundraising and she has a profound knowledge of trends and developments in higher education. Additionally, through her long experience in the non-profit-sector, she contributes as a member of the Executive Board to the strategic objectives of the organisation. Since 2019 she is also a member of the Styrian Parliament for the Green Party.

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NOWAK, Manfred · Vienna, AUSTRIA

Manfred Nowak leads as Professor of Human Rights the Vienna Master of Arts in Human Rights at Vienna University and is secretary general of the Global Campus of Human Rights, based in Venice. He was one of the founders of WUS Austria in 1983, served on the Executive Committee of WUS International between 1988 and 1998, and as main author of the 1988 Lima Declaration on Academic Freedom and Autonomy of Institutions of Higher Education.

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OBERLEITNER, Gerd · Graz, AUSTRIA

Professor Gerd Oberleitner was involved in 1993-1999 in the post-graduate courses in human rights for women in Africa, a joint WUS Austria and WUS Uganda program, and co-edited a collection of texts from the courses, *The Human Rights of Women – International Instruments and African Experiences* (ZED Books, 2002). He currently holds the UNESCO Chair in Human Rights and Human Security at the University of Graz, Austria and is Director of the European Training and Research Centre for Human Rights and Democracy at that university.

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PHILLIPS, Alan · Brighton, UK

Alan Phillips was WUS (UK) General Secretary from 1973 to 1981. He moved on to help establish the British Refugee Council in 1982. In 1989 he was appointed Director of the Minority Rights Group International, leaving it in 2000 to become the UK expert on national minorities at the Council of Europe until 2010. In recent years he has helped save WUS UK archives and supported research on its historic work. He has been honoured by the Chilean and UK governments, as well as by the University of Warwick.

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RASHIDI, Mahnaz · Munich, GERMANY

Mahnaz Rashidi studied economics at the University of Frankfurt. She came to Germany from Tehran alone in 1987. She started her professional career in 1991 at the Dresdner Bank as an employee. Later after graduation she started to work in different banks and investment companies as an analyst and as a portfolio manager in Germany and in Austria. Since 2012 she is working in Munich. She has been an active member of WUS since 1989 and since 1995 is board-member of WUS Germany.

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Prof. Dr. Wolf Rieck was the first President of the Vietnamese-German University in Ho Chi Minh City, Vietnam from 2008 to 2011. After his degree in Business Education, he received his Ph.D. in 1982 with a dissertation on higher education. After his management career in human resources, he was appointed Professor of Human Resources at Schmalkalden University of Applied Sciences in 1994 and was elected President of the University of Applied Sciences Frankfurt in 2003.

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RITCHIE, Cyril · Geneva, SWITZERLAND

Cyril Ritchie was the secretary of the WUS committee in Ireland in 1955. Following the Soviet crushing of the 1956 Hungarian Revolution he spent eight months at the Vienna Field Office finding placements for refugee teachers and students. He lived in WUS Geneva from 1957 to 1964, developing WUS programs in Africa. After his time with WUS he became executive director of the International Council for Voluntary Agencies until 1978, followed by a series of positions with international NGOs, currently as president of the Union of International Associations. From 2012 to 2018 he was Visiting Professor at Kyung Hee University, Seoul.

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Roger Roy participated as a student in the WUS Canada international seminar to Algeria in 1964 and from 1970 to 1974 was WUSC's Executive Director. He went on to lifetime work in international affairs, including as policy advisor to the UNDP in New York. Other assignments have been with the Inter-Parliamentary Union and as senior advisor at the Asia Pacific Foundation of Canada and the Commonwealth of Learning. He has subsequently been the first voluntary Executive Director of the Native Brotherhood Working Skills Institute.

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SOUTER, David · Oxford, UK

Originally student coordinator of the Oxford Refugee Scholarships Scheme for WUS, David Souter later became a member of the WUS UK national committee, 1978 to 1982, including several years as its vice-chair. His active time with WUS ended when he completed his doctorate. He worked subsequently in international relations (on the Cyprus problem, for an international development pressure group and as international officer for the British Labour Party) and in the information sector (including a period as chief executive of an intergovernmental communications agency). Since 2003 he has worked as an independent expert on the interface between the digital society and public policy, primarily in recent years to United Nations agencies. E-Mail: david.souter@runbox.com

STOLTENBERG, Thorvald · NORWAY

Thorvald Stoltenberg [8 July 1931-13 July 2018] was a Norwegian politician and diplomat. He served as Minister of Defence from 1979 to 1981 and Minister of Foreign Affairs from 1987 to 1989 and again from 1990 to 1993 in two Labour Governments. He has been ambassador to the United Nations, UN head representative mediator to the Balkans from 1993 to 1996, UN High Commissioner for Refugees, ambassador to Denmark and President of the Norwegian Red Cross. For the five Nordic Governments he made a report in 2009 with proposals for closer foreign and security policy cooperation between the Nordic countries. He chaired a commission for the Norwegian government that delivered a report on new drug policy for Norway.

TAYLOR, Richard · Oxford, UK

Richard Taylor came to the WUS International general secretaryship in 1975 from Oxfam UK. In Geneva he was particularly involved with the Southern Africa programs and visited projects in the South and also Australia. He went from WUS in 1981 to the UNHCR, then to the United World College in London, then briefly back to Oxfam to head their refugee program in Goma, Eastern Congo, then to Brussels as the coordinator of the EU program to build civil society in the Baltic states, Bulgaria and Romania. From 2004 to 2012 he was Chairperson of Asylum Welcome in Oxford.

THIAGHARAJAN, V. N. · INDIA

Mr Thiagharan's time with WUS spanned the years 1957 to 1976. He was elected student general secretary of Madras University WUS, then student executive secretary of WUS India and finally executive secretary of WUS India for 14 years. He oversaw the shift in WUS activity from services for students, to student involvement in development in local communities and regional assistance projects. At very short notice he organised the 1970 International WUS General Assembly and was involved with other international WUS activities. After WUS he undertook private business ventures. Sadly, he died in April 2021.

THO, Bui Cong · Hanoi, VIETNAM

Dr. Bui Cong Tho was Deputy Head of the Department of International Relations of the Vietnamese Ministry of Education and Training from 1982 to 2005 and a founding member and Vice Chairperson of the WUS-Vietnam Committee. Currently, he is a member of the Standing Committee of the Association for Study Support of Vietnam, Director of the Center for Cooperation in Education and Vocational Training, board member of the Central Committee of the Vietnam-German Friendship Association, advisor for Education and Training, and Head of the Hessen Office of Vietnam. He led many delegations on missions to various countries to research education and training and develop international cooperation between Vietnam and other countries. He published a number of articles and books on International Cooperation and Education and Training. He participated in leading and implementing many large-scale projects on these topics. He is the driving force for the special relationship and close connection between the education and training system of Vietnam and Germany, the state of Hessen and the WUS German Committee.

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THOMSON, Kaye · Sidney, Vancouver Island, CANADA

Kaye Thomson joined WUS Canada in 1974 as special assistant to the Executive Director, Bill McNeill. She managed the annual WUSC seminars to Egypt, China and Thailand and the new WUSC membership program as well as the introduction of CARAVAN which replaced the former WUSC Treasure Van. Kaye managed the UN Volunteer Programme for Canada and the new WUSC refugee program in cooperation with UNHCR and the Canadian government's immigration department. During her 16 years' service with WUSC Kaye was appointed Co-Director (with her Chinese government counterpart) of the Canada/China Human Development Programme in Beijing from 1982 to 1984; Field Director of WUSC Malawi from 1987-89; Field Director of WUSC Lesotho from 1990 to 1992 and back to Malawi as Field Director from 1992 to 1994. Later Kaye joined the Canadian Public Health Association in Ottawa on the Southern Africa AIDS Training Programme until her retirement in 1999.

THOMSON, Marilyn · London, UK

Originally a case worker for the UK WUS Chile Scholarship Programme from 1975 to 1978, Marilyn Thomson then worked till 1980 on the Reorientation Programme for Chilean academics to return to the region. Rejoining WUS UK in 1987, she was until 1993 Education and Training Adviser for refugee students, then Campaign Officer on women, education and development. Marilyn was involved in setting up the Central America Women's Network (CAWN) in 1991 and co-directed till its forced closure in 2016. After leaving WUS she completed her PhD at the Institute of Education; was study officer on a global study on effective HIV/AIDS activities for the UK NGO Consortium on HIV/AIDS, and then worked as Gender Adviser for Save the Children Fund for almost eight years. Since 2004 she has worked as an independent consultant on gender and diversity with different organisations and between 2005 and 2012 was a part-time lecturer and visiting fellow at City University, London.

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THOMSON, Mark · Geneva, SWITZERLAND

Mark Thomson was the program officer for Latin America and the Caribbean for WUS International from 1988-1991. After editing the final draft of the WUS Lima Declaration, he worked with Manfred Nowak and others to bring NGOs to the Vienna World Conference on Human Rights. He was later involved in a process to

open up NGO access to the UN and in the adoption of the UN Declaration on human rights defenders. He has been honoured by the UK for his international work.

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TWOSE, Nigel · Washington, USA

From 1976 to 1979 Nigel Twose worked for the WUS UK Field Office, organising campaigns, lobbying government and fundraising for scholarships. After WUS he worked with Oxfam in West Africa for five years then spent 20 years with NGOs and as many with the World Bank.

ULLOA, Félix jr. · EL SALVADOR

Félix Ulloa (jr.) is the son of the assassinated Rector. He was Professor of Political Science at the University of El Salvador, a founder and President of the Institute of Legal Studies of El Salvador, IEJES, that promoted the construction of the Rule of Law, for the defence of democratic freedoms and social justice. Throughout his career he has been a human rights defender, while more recently has had a prominent role in promoting democracy in different countries working with international bodies including NDI, UN, and the OAS. Today Félix Ulloa is the Vice President of El Salvador.

WALKER, Bridget · Oxford, UK

Her original work with WUS UK in 1985 was to undertake a feasibility study for the possibilities for Ugandan refugee communities in southern Sudan. Her focus was on educational opportunities for women. She subsequently worked briefly on the Horn of Africa scholarship program. In 1989 she went to Gedaref in northern Sudan to co-ordinate an educational program for refugee women. Her post-WUS work included time with the World Council of Churches Refugee Service in Geneva, Oxfam GB and Responding to Conflict. She is a co-author, with Simon Fisher and Vesna Matovic of Working with Conflict 2 published by Zed in 2020.

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WALLACE, Tina · Oxford, UK

From 1983 to 1986 Tina Wallace undertook a research project for WUS UK to investigate the outcomes for students from Ethiopia and Eritrea who had received WUS scholarships for study not only in the UK but in other African countries. Successes and problems were investigated, including barriers for women to enter higher education. WUS work led her to focus on women and gender equality and rights, especially immigrant and refugee women.

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Education is a human right | Onderwys is 'n mensereg | Arsimi është një e drejtë e njeriut | Hezkuntza giza eskubidea da |
Obrazovanje je ljudsko pravo | Katungod sa tawo ang edukasyon | Uddannelse er en menneskeret | Edukado estas homa rajto |
Haridus on inimõigus | Ang edukasyon ay isang karapatang pantao | Bildung ist ein Menschenrecht | Koulutus on ihmisoikeus |
L'éducation est un droit de l'homme | Edikasyon se yon dwa moun | Ilimi hakkin dan adam ne | He kuleana kanaka ka
ho'ona'auao | Pendidikan adalah hak asasi manusia | 教育是一人人权 | Menntun er mannréttindi | L'educazione è un diritto
umano | Homines ius educationem est | Švietimas yra žmogaus teis | Zon'olombelona ny fanabeazana | L-edukazzjoni hija
dritt tal-bniedem | Ko te maatauranga he tika tangata | Onderwijs is een mensenrecht | Utdanning er en menneskerett |
Edukacja jest prawem człowieka | Educação é um direito humano | Educatia este un drept al omului | A'oa'oa o se aia tatau a
tagata | Tha foghlam na chòir daonna | Utbildning är en mänsklig rättighet | Vzdělání je lidské právo | Izobrazba je clovekova
pravica | Waxbarashadu waa xuquuq aadanaha | La educación es un derecho humano | Elimu ni haki ya binadamu | Pendidikan
mangrupikeun hak asasi manusa | Az oktatás emberi jog | Mae addysg yn hawl ddynol | Imfundo lilungelo lomntu | Imfundo
yilungelo lomuntu | Is ceart daonna é an t-oideachas | 教育は人間の権利である | מדא תוכז אוה רנויח | Menntun er mannréttindi

