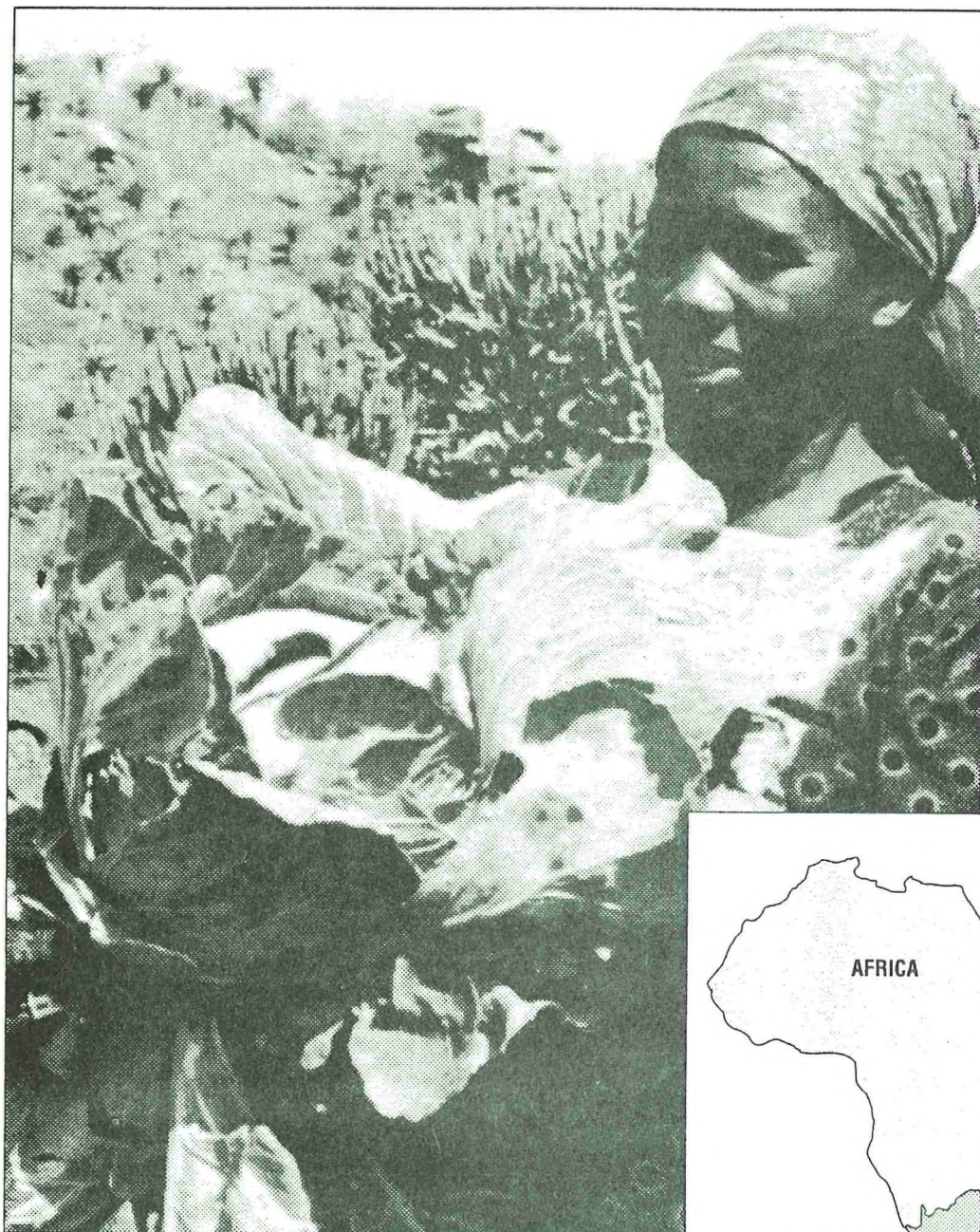


# ***Women's Rights as Human Rights***

*A Training Manual*



***Hlomelikusasa***

*'Skills for the Future'*

**KWAZULU NATAL  
SOUTH AFRICA**

## ***Women's Rights as Human Rights***

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### **PREFACE**

*The UN Declaration on Human Rights enshrines the basic rights and equality of all the world's people. South Africa's new Constitution contains a Bill of Rights that guarantees comprehensive rights and freedoms to all, regardless of gender, race or other differences.*

*With most declarations and legislation, it is easier to protect what you have than to secure what you have been denied. Those most marginalised and discriminated against are inevitably those with least resources to demand their promised equality.*

*In South Africa, the Women's Charter for Effective Equality was drafted – and presented to the new government last year – to address exactly this dilemma. The central demand of the Charter is that: "We, women of South Africa, claim our rights. We claim full and equal participation in the creation of a non-sexist, non-racist, democratic society."*

*This is a demand that women need urgently put into practice, not onto paper. As the Charter says, "We are breaking our silence. We claim respect and recognition of our human rights and dignity. We require effective change in our status and material conditions in the future South Africa."*

*The battleground for achieving this covers all spheres of life – private and public. The most intractable resistance is often faced alone by an illiterate, economically dependent, rural woman in her own home and community. This is where organisations like Hlomelikusasa start working to make women's human rights real.*

*This manual is intended to bring the benefit of Hlomelikusasa's experience, its successes and lessons, to other rural women inside and outside South Africa.*

*It is published to coincide with the Beijing Conference on Women. It is hoped that the information and ideas it contains will be of use to the women represented there in addressing their particular challenges, wherever they face them.*

*Sharing our knowledge and perceptions is a powerful weapon in the struggle to have women's human rights recognised, respected and upheld throughout the world.*



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## CHAPTER 1

# Introduction

*This manual draws on the experience of Hlomelikusasa (Skills for the Future), an organisation run by rural women from a range of communities in KwaZulu Natal and the Eastern Cape, South Africa. Operating in a society that traditionally marginalises women, Hlomelikusasa has endeavoured to make women's rights a reality in the communities it serves, through education, empowerment and development.*

The rights that Hlomelikusasa has striven to realise for rural women are basic human rights, rights that allow us to participate in and contribute to our own society at all levels, from family and community to local and national government.

Women need to lay claim to these human rights, which lack of education, low self-confidence and dependence can deny them. Women's voices must be heard in the forums where the issues most important to them are decided. The skills and ideas which newly empowered women have to contribute can then benefit all members of their communities, both women and men.

This manual documents Hlomelikusasa's experience, and draws on it to provide tools and ideas for other women's organisations with similar difficulties to overcome, and similar goals to realise.

Empowerment is not possible without careful organisation. The manual presents practical strategies and methodologies which Hlomelikusasa has used and found helpful in its work in the important areas of:

- planning and strategy;
- organising and holding community workshops;
- fundraising.

It is to be hoped that the suggestions put forward here can provide a framework for other women's organisations to organise and empower women in their communities.

The experience of rural South African women is reflected throughout this manual. The women of Hlomelikusasa, however, are in many cases faced with the same denials of rights which affect women all over the world.

The basic aims of Hlomelikusasa – that women should be equal and their rights respected – are aims that are shared by women in many different countries and cultures.

By producing this manual, and reaching out to these women, Hlomelikusasa is acting on its firm belief that women's human rights are universal, belonging to all women, in all the countries of the world.



## CHAPTER 2

# Welcome to Hlomelikusasa

*Hlomelikusasa is an organisation run by women from 14 rural communities in KwaZulu–Natal and the Eastern Cape (former Transkei), with an estimated population base of more than 900,000.*

The organization was established to address needs and concerns of rural women. It aims to empower them to participate in their own development and to assume their rightful positions in their families, communities, and country.

Different aspects of these women's human rights which members of the steering committee of Hlomelikusasa identified as aims and objectives include:

- educate men and women about women's rights as human rights;
- empower rural women to participate in their own development and that of their communities by, for example, running community-based workshops for rural women, their families, and their communities;
- work with rural women to develop self-help schemes for their empowerment and financial independence;
- develop rural women's skills, knowledge and self-confidence and foster their independence;
- promote the recognition of rural women as equals in families, rural communities and the country;
- empower rural women to have a voice in local, regional and national government; and
- be involved in decision-making processes at local, regional, and national levels.

***Working to  
empower  
women in  
rural  
communities***

Before discussing the particulars of this organization, it is necessary to examine the issues currently confronting South African rural women.

Rural women are at the receiving end of the worst of the apartheid legacy. Often trapped in far-flung, isolated communities, women are forced to eke out a living for themselves and their dependents under the harshest of conditions. Most women are forcibly separated from their husbands, lured to cities or mining industries by promises of employment and wealth.

These men are forced to stay as single men in hostels catering for the masses recruited as labour for the business industry. Many find themselves “girlfriends” or additional “wives” and often new families, forgetting about those left behind, or sending them meagre amounts of money from time to time, if at all.

Some women have formed small cooperatives, making use of farming or handwork skills, taught by and amongst themselves, to earn additional income for their families. Almost all are formally unemployed. Resources in rural communities are minimal. Very little land can support crops. There is no money to spare for sewing machines or materials.

Somehow, these women manage to survive, support their families and even pay fees to put one child in the family through the rudimentary schooling offered, if there is a school in their community. This child will in most instances be a boy. Girls are expected to remain with their mothers and assist with household chores. Few are encouraged to foster dreams of education, careers or better lives for themselves. Any dreams are soon stamped out by the harsh realities of rural survival.

### ***Rural Women: a perspective***

*Few girls are encouraged to foster dreams of education, careers or better lives for themselves*

### **Rural Women's Issues**

*Rural South African women battle for survival against a backdrop of a traditionally male-oriented society. A wife is effectively 'bought' and paid for by lobola, the African bride price. As a wife, a woman is subject to her husband's will and authority, requiring his permission for almost all of her actions.*

#### ***Polygamy***

Traditionally, a Zulu man is entitled to take as many wives as he wishes, or rather, is encouraged to take as many wives as he can afford. Women, like cattle, are regarded as possessions, and the more a man has of either, the more prestige he acquires.

In contrast, a woman's status – and her share of the income in the household – diminishes with the number of families forming the household network.

Marriages are conducted according to customary rite, which creates great difficulties when succession rights are determined. On the death of her husband, a wife may receive little or nothing from the estate to which she contributed decades of work and commitment. Under customary or traditional law, only the first son of the first marriage is entitled to his father's estate. With the erosion of traditional associated cultural practices, such as caring for single families, widowed mothers are often abandoned to fend for themselves and their families.

#### ***Social Pensions***

*Although a person may have reached the required age to receive a social pension, this by no means guarantees a regular and secure income.*

Corrupt pension officials and practical difficulties arising from the fact that some communities are so far removed from city centres present almost insurmountable odds against people receiving what is due to them.

With women comprising 60–75% of pensioners in rural areas, pension problems impact hugely on rural women's lives.

#### ***Maintenance***

*The majority of rural women do not know that maintenance grants are available to every woman without means of income, raising children under the age of 16.*

Those who do have to go through a complicated and intimidating process of applying for a grant through overburdened and often unsympathetic social workers.

There are two procedures designed to assist women with maintenance claims; a governmental maintenance grant and a court order for maintenance. Obtaining and enforcing a maintenance order



is virtually impossible. Most rural women do not have access to maintenance courts, nor could they afford the costs involved.

Also, social workers attempting to enforce existing maintenance orders are faced with the difficulty of tracing a man who is often rumoured to have left for 'Egoli (the City of Gold, Johannesburg) to look for work. Even when there are means of tracing an absent father, he is more often than not indigent himself. Rural women are left to raise and support their families as best they can.

*In addition to the above issues frequently encountered by rural women, the role of women within their own family and community is severely limited.*

In the family, they are often not allowed by their husbands to hold their own jobs, even to supplement the household income.

If they are permitted to do so, they are often subject to discriminatory labour practices by employers, in terms of wages, job security, conditions and treatment.

In community life, women aspiring to have a voice in local political affairs are often kept silent by the men who occupy traditional leadership roles.

### **Decision making**

### **Human Rights Education for, with, by and about Women**

*In spite of the demands placed on their physical resources, some active rural women somehow manage to devote time to their communities. Several have been instrumental in setting up community feeding schemes, sewing projects, literacy and AIDS information programmes, as well as instigating health care.*

Women provide channels for obtaining and disseminating information in and for their families and communities.

Most rural families have at least one child at school. Publications or materials obtained by women, most of whom are illiterate, are taken home for school-going children to read to their families. This often stimulates a family debate around the issues raised in publications.

Hlomelikusasa is participating in a programme conceived by the People's Decade for Human Rights Education (DHRE) to introduce human rights education for, with, by and about women.

It aims to encourage and empower women to assume leadership roles, participate fully in the decisions that determine their lives and add an essential dimension to women's struggle for human rights.

Two founding members of the organisation attended a planning conference in New York in November 1993, to ensure the involvement of rural South African women in this process.

The programme has initiated, and is coordinating, a campaign of national programmes to:

- train more women in human rights mechanisms and concepts and how these can be applied to women's human rights;
- develop a specific national educational campaign about women's rights as human rights;
- link up the women's rights as human rights educational campaign with other national issues, such as democracy, development, labour and health;
- train trainers from national social justice organisations to include a gender perspective in their human rights education;
- train trainers to develop strategies and methodologies of human rights education for, with, by and about women in formal and popular human rights.

It is envisaged that this programme will spawn, at the local level, on-going activities introducing human rights education for, with, by and about women in rural communities.

Of particular concern to South African women is the empowerment of all women to participate in and influence the country's process of democratisation. These efforts will be strengthened through regional and international training of trainers workshops, where experiences, strategies, methodologies and materials will be shared and evaluated.

## Welcome to Hlomelikusasa

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*Based on the experience, training materials and ideas gained in New York, Hlomelikusasa was born.*

The organisation's first meeting was held on Saturday, 29 January 1994 and 35 women from rural communities all over KwaZulu Natal and the Eastern Cape attended.

Some of the women were committee members from community paralegal offices, while others were active women from their communities, invited to be part of this process.

The women who attended the first meeting were enthusiastic and vocal, participating in the group work and reporting sessions. They spoke from their experiences of powerlessness and suffering, identified the need for the organisation and the role it could play in their empowerment.

A clear need emerged for a women's organisation run by rural women for rural women, as a forum where, using the notion of women's rights as human rights as a starting point, women could be empowered with the skills and confidence to participate fully as equals in their families, society and government.

Issues raised by women participating in the first meeting included the need for crèches and fresh water supplies in their communities (some women were up from 4:00am that morning to walk to the water supply point, carry 25 litres of water home on their heads and then walk up to the main road to find transport into town)

The women also wanted to participate in local decision-making and power structures, in the form of existing traditional local authorities, a male-oriented structure (at present, no women are included), as well as proposed local government structures.

One advantage of all the transitions taking place in South Africa is that many entry points for women have been opened. Women are aware that if they are ever to penetrate traditionally male domains, now is the time!

At the first meeting, a steering committee was elected to coordinate the formation of a new organisation.

As Magdalen Dladla, current Chairperson of Hlomelikusasa, states:

"Rural women are crying out for information and training, so that they can play an active role in their communities. If rural women are empowered, we will take our communities forward with us."

## ***Forming a rural women's organisation***

## CHAPTER 3

# A Strategy for Success

*The women of Hlomelikusasa carried out a process of planning and strategizing to make their organisation effective. This involved asking searching questions about the organisation, its objectives and prospects. Painting a clear picture of their current situation enabled them to formulate a more definite idea of their aims - and practical ways of achieving them.*

The structured approach used in the planning process is set out below. It has helped to build a strong organisational foundation on which campaigns such as the "Women's Rights as Human Rights" campaign can be based.

Creating a strategy and plan of action involves analysis of:

- the various actors impacting on rural women and their fledgling organisation (for example, government representatives, non-governmental groups, or individuals powerful in the community);
- the difficulties faced by the organisation;
- the aims of the organisation;
- the possible solutions to its difficulties.

The next step is to draw up:

- a plan of action to achieve the aims identified, which will set out the way ahead for the organisation;
- a preliminary budget which will calculate the costs of the plan of action.

Finally, the implementation of the plan of action must be continually monitored and evaluated.

## A Strategy for Success

*The people and groups whose presence and actions can affect the organisation need to be identified. Their role and interests must be defined, and the extent of their power assessed.*

Through this process, the organisation sets its activities in a wider context. Its members learn more about their own position in relation to other influential forces.

An analysis of the relevant actors can be set out in a chart. The chart below analyses some of the forces affecting Hlomelikusasa. Other important actors could include other NGOs, health workers, business interests, or local or national government MPs.

## Steps in Creating a Strategy

### 1. Who are the actors?

<u>Who is involved?</u>	<u>What interests do they have?</u>	<u>How big is their power?</u>
<b>Chiefs</b>	<ul style="list-style-type: none"> <li>• That Hlomelikusasa should pay respect</li> <li>• Staying in power and control</li> <li>• Controlling the projects</li> <li>• Placing own people in the project</li> <li>• Progress in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Make final decision</li> </ul>
<b>Hlomelikusasa</b>	<ul style="list-style-type: none"> <li>• Being part of power structures</li> <li>• Growth: more women as members</li> <li>• Empowering communities</li> <li>• Getting funds</li> <li>• Having projects in all member communities</li> <li>• Getting rural women into parliament and other decision-making structures</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to be part of official decisions on the local level</li> <li>• Beginning to be an influence on the local level</li> </ul>
<b>Women in the Community</b>	<ul style="list-style-type: none"> <li>• Gaining self-confidence</li> <li>• Becoming organised</li> <li>• Being heard</li> <li>• Getting employment / work to do</li> <li>• Getting training</li> <li>• Learning about experience of other women</li> </ul>	<ul style="list-style-type: none"> <li>• As a group they can lobby</li> <li>• Not much power, dependent on husbands, chiefs...</li> </ul>
<b>Regional government</b>	<ul style="list-style-type: none"> <li>• Keeping an eye on Hlomelikusasa - it should not get too powerful</li> <li>• Controlling Hlomelikusasa</li> <li>• Having controlled progress in communities: not too much and not too democratic</li> <li>• Quiet and peaceful communities</li> </ul>	<ul style="list-style-type: none"> <li>• Big influence</li> <li>• Official decision making power in terms of the bulk of money and resources</li> </ul>
<b>Men/Husbands</b>	<ul style="list-style-type: none"> <li>• That women should stay in their place</li> <li>• Happy women who work better</li> <li>• Women who can earn a salary</li> <li>• Women should not be emancipated and independent</li> </ul>	<ul style="list-style-type: none"> <li>• They rule the household</li> <li>• They hold all the decision-making powers</li> </ul>

### **Exploring the influence of different forces**

*By asking the question 'What interests do they have?', we can see which actors might have similar aims to the organisation and so be willing to help it, and which have conflicting interests, and might try to obstruct its work.*

By asking the question 'How big is their power?', we can see what significance such support or obstruction will have for the organisation.

The analysis may reveal some unities of interest between typically opposing groups. For example, in Hlomelikusasa's diagram, most of the interests of Men/Husbands oppose those of Hlomelikusasa and Women in the Community. However, men do have an interest in women earning a salary and thus contributing to the family income.

Common ground can be built on; men can be enlisted by Hlomelikusasa to help and support programmes of training and development which could bring employment to their communities.

The actors can now be categorised, and arranged in order of their power. This involves thinking about possible coalitions between different actors, or control which one actor may exercise over another.

The power of the various actors can be assessed by applying the following criteria:

- Can they act effectively?
- Are they likely to coordinate their action efficiently?
- Are they fighting against each other?

The flow of power between various actors can be expressed in an Actors' Overview Diagram, like the sample opposite. This diagram describes the actors influencing a group of women wanting to set up a Hlomelikusasa group in their community.

In the diagram, the actors are divided into categories. The lines and arrows between them signify their influence. Boxes are drawn around the most significant and powerful actors. For example, official structures, such as chiefs and government, are boxed to indicate their power.

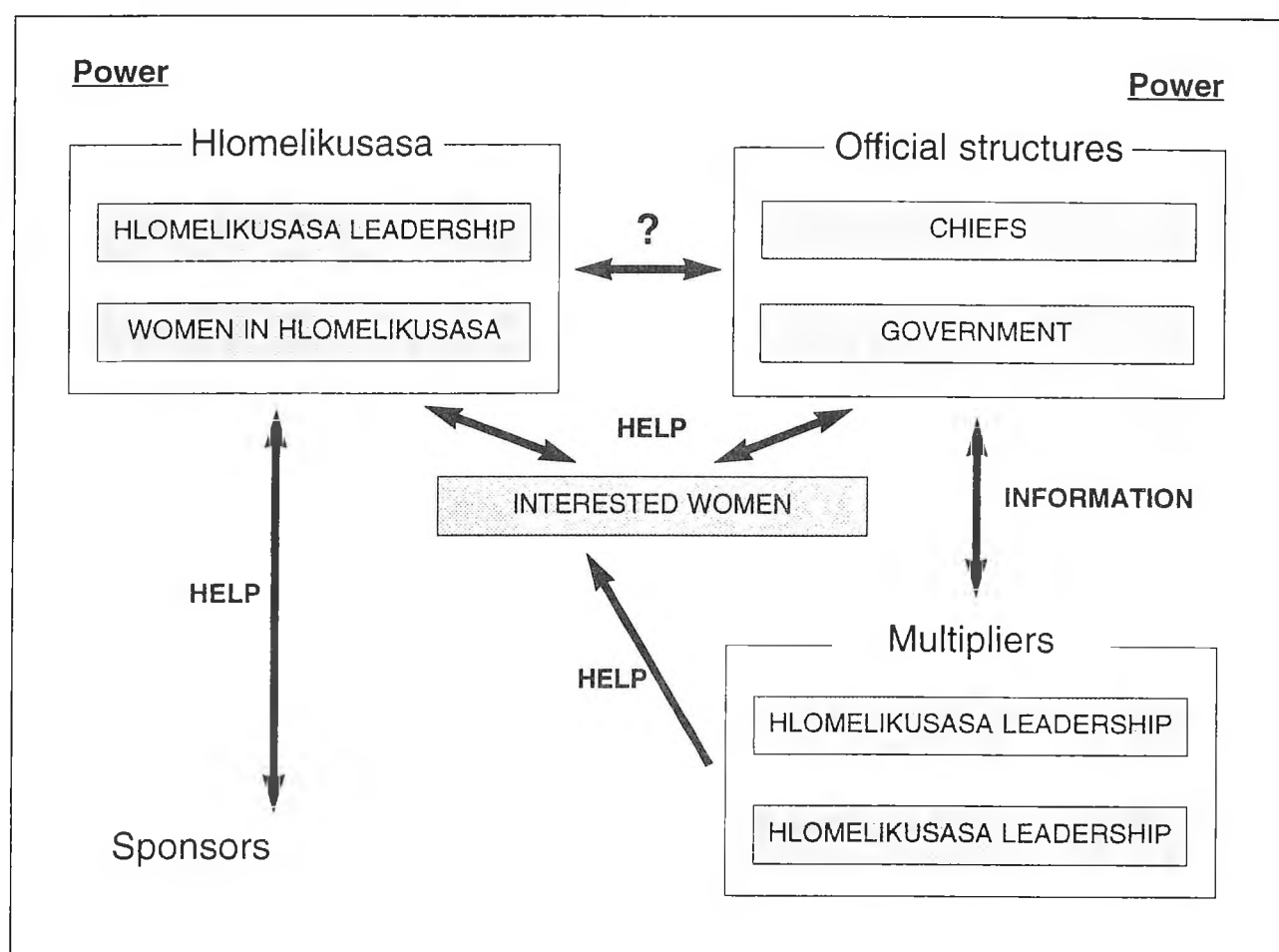
The diagram illustrates with arrows how chiefs and government influence Hlomelikusasa and women in the community. However, arrows pointing in the opposite direction show that women and Hlomelikusasa can also influence these official structures.

Once the context of the organisation's operations has been explored, the main problems facing it and its members should be analyzed. The first step is to list all the problems facing the organisation. Then identify the main problem or problems - they should number no more than two or three.

*Analysis may  
reveal some  
unities of  
interest  
between  
typically  
opposing  
groups*



## A Strategy for Success



*A problem is a negative state or situation. When describing a problem, it is best not to describe it in a way that implies negative solutions.*

For example, the statement of a problem as “no community centre available for women” is not constructive because it implies that a community centre is the only place where women can meet.

A better statement of the problem would be “women have no place to conduct their meetings”. This statement of the problem leaves open a range of possible solutions.

## **2. What problems do we face?**

### Identifying cause and effect

*Hlomelikusasa found that its unclear financial position was due to lack of an office or employed staff, or of a clear fundraising strategy. As a result there was not enough money for activities and publicity, which prevented the membership from growing.*

*In the case of Hlomelikusasa, the main problems were:*

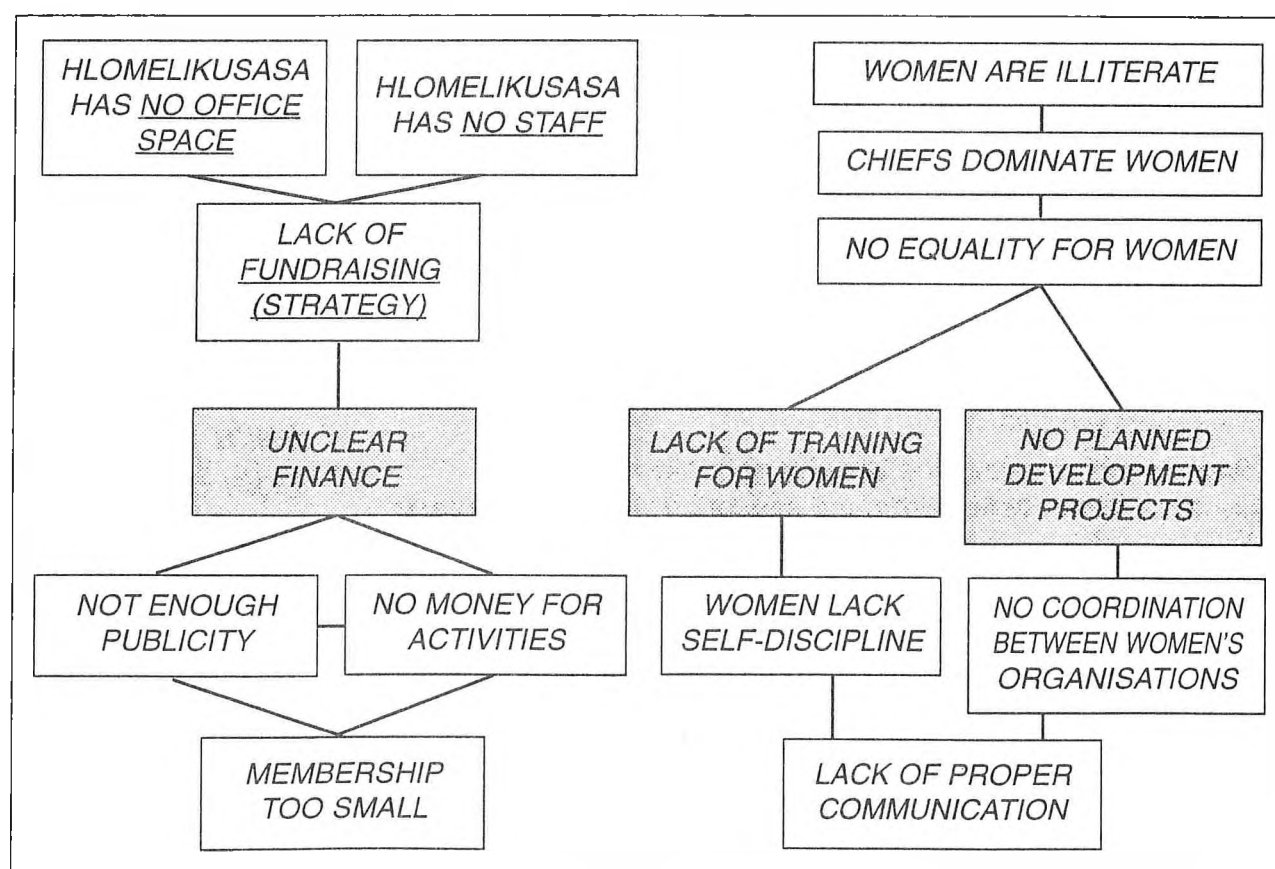
- *Unclear finance;*
- *Lack of training for women; and*
- *Lack of planned development projects for Hlomelikusasa.*

It is important to achieve a clear understanding of the problems, if they are to be effectively overcome. It is helpful, as the next step, to identify the causes and effects of each of the main problems.

The final step is to set out the organisation's problems in a diagram which describes these causes and effects. Hlomelikusasa did this in the problem analysis diagram shown opposite.

It found that its unclear financial position was due to lack of an office or employed staff, or of a clear fundraising strategy. As a result there was not enough money for activities and publicity, which prevented the membership from growing.

Its second main problem, the lack of training for women, was principally caused by the high rate of illiteracy among women, and their consequent subordination and inequality. These factors also led to the third problem, the lack of planned development projects for Hlomelikusasa. It was felt that all of these difficulties resulted in a lack of proper communication among women.



*Having identified the main problems, the resolution of these problems can be foreseen, and the aims of the organisation set out.*

It is best to set out realistic and achievable aims. One way of doing this is to take the statements of the problems identified earlier, and reformulate them in positive terms.

Thus the problem 'unclear finance' becomes the aim 'finance is transparent'. This can be done with each of the problems identified in the previous step.

Identifying key aims sets out clearly the direction in which the organisation should progress. The aims should not be stated in very general terms; they should describe a state which is (a) desirable and (b) can be achieved.

For example, the aim 'education' is not specific enough, and does not describe a positive state. The aim 'women have skills' on the other hand, describes a positive state which is desired and can be achieved.

The aims identified by Hlomelikusasa were that:

- Finance is transparent;
- Women have skills; and
- Well-planned individual and community projects are implemented.

These aims were then analyzed in an aims analysis diagram similar to that used for the problems in stage two.

The diagram on the next page spells out the factors which need to be in place if Hlomelikusasa's aims are to be realised.

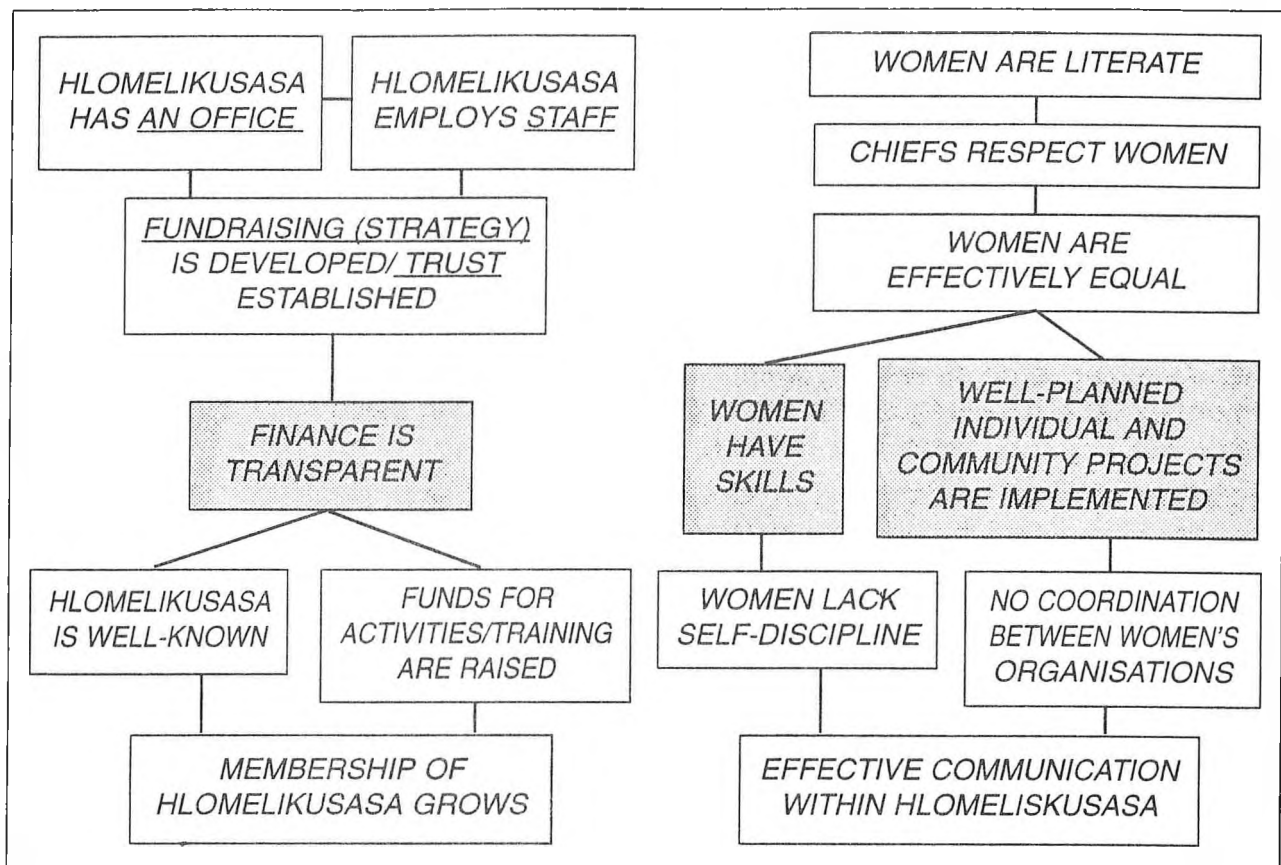
In order for women to have skills, for example, it is necessary that they should be:

- literate
- respected
- effectively equal.

The diagram also displays the benefits of achieving the organisation's aims; better skills and education will lead to greater self-discipline and more effective communication within Hlomelikusasa.

### **3. What are our aims?**

*The aims should describe a state which is both desirable and can be achieved*



*The diagram shows the strategy for turning the main problems into the main aims.*

#### **4. What are the possible solutions?**

*At this stage the strategy for achieving the aims needs to be worked out. The first step is to take the aims diagram, and select from it which aims the organisation wants to pursue.*

It must collect ideas on how to achieve each aim. Possible solutions can then be evaluated against the following list of criteria:

- Limitations on funds: can the organisation afford to finance the proposed solution?
- Probability of success: is there a real probability that the proposed solution will achieve the aim?
- Political feasibility: will the solution bring about conflicts with the powerful actors identified in step 1?
- cost–benefit ratio: will the cost of implementing the solution be balanced by substantial results?
- Sustainability: can the solution continue to yield benefits over a long period of time?
- Effect on social fabric: will the solution damage the community?
- Time-frame: can the solution realise the aim within a reasonable period of time?

When tested against these criteria, some solutions may seem unrealistic. Political sensitivities, or limitations on funds, time or resources may require the modification of some strategies.

For example, one of Hlomelikusasa's strategies for achieving the aim 'women have skills' is to educate women through the holding of workshops. In many areas, however, it has not been possible to hold such workshops without the organisation first gaining the approval of the local chief. This is a case of political sensitivities obstructing a possible solution.

Other strategies, such as sending women to training centres, might be more feasible in this regard, but the higher cost involved in these options has also to be taken into account.

A solutions table can be drawn up which lists the aims and, in a separate column, lists the possible solutions or strategies for realising each aim.

*Out of the information gathered in the first four steps comes the plan of action. This plan moves from the general aims of the organisation, to practical strategies and the steps which can be taken to implement them.*

### **5. The plan of action**

It sets a time when each step must be taken, assigns responsibility for it and estimates its cost. The plan is set out in a plan of action diagram.

To draw up the plan of action, first take the aims diagram and the solutions table and put the aims and strategies in order of priority.

Then work out the steps to take for each strategy and solution.

Assign a time-frame and responsibility for each strategy and step to be taken: when should the step be carried out and who should take it?

Finally, look at the plan of action as a whole. Ensure that the time-frames and responsibilities for each strategy fit each other and do not conflict.

The sample on the following page takes one aim of Hlomelikusasa – that women have skills – and breaks down the strategy, timeframe and resources needed to achieve it.

***Designing  
the plan  
to  
achieve  
your aims***

***AIM 1  
Women  
have skills***

STRATEGIES	STEPS
1. Empower women	Send women to KTT training centres (1 woman from every community = 15) Educate women about their rights Send three women to conferences and Workshops of other organisations
2. Train women and educate them	Hold Workshops  Send women to training centres
3. Share ideas with other organisations	3 people visit and invite other local organisations  Give other organisations our newsletter  Hold workshops with other organisations together twice a year
4. Identify skills of women and compare with what you want	Communicate with members of the community projects  Find out about skills at meetings
5. Train young people	Organise youth meetings (singing, dancing, etc to show their talents)  Educate children about their rights  Gather young people to meet other organisations



## A Strategy for Success

TIME	RESPONSIBILITY	COSTS
January 1995	Jabu and Virginia	to find out
Now	Miriam and Phillipina	free
January 1995	Jabu and Virginia	R800
May 1995	Saraphina and Magdalen	R600
January 1995	Jabu and Virginia	to find out
after October	Rebecca and Felicia	R300
after January 1995	every member	R2200
end of 1995	Magdalen and Saraphina	R1200
as from now on	every member in each community	free
now	every member	free
after October 1994	everybody in her own community	R200
February 1995	expert? Magdalen and Saraphina to contact	R300
February 1995	expert? Magdalen and Saraphina to contact	R300

*The plan breaks down relatively general aims (for example, 'women have skills') into concrete actions, to be taken by specific individuals at a specific time.*

*This ensures that the organisation's aims do not remain mere aspirations.*

*The aim 'women have skills' gives rise to the strategy 'empower women'; one step that follows from this is to send three women to conferences and workshops of other organisations.*

*The plan specifies that this is to be organised by Jabu and Virginia, in January 1995, at a cost of R800.*

### 6. The preliminary budget

*The Hlomelikusasa preliminary budget for 1995 is included here as a possible guide.*

*The cost of each step in the strategies identified in the plan of action is estimated.*

*By adding the cost of each step, the total cost of the strategies can then be worked out; this is the expenditure.*

*The total expenditure is balanced against the total income generated by fundraising, membership fees or other activities.*

*The organisation may need to re-evaluate its programme against the costs detailed in the budget.*

Item	Amount in Rand
<b>RUNNING ADMINISTRATION</b>	
1. Stationery, postage phone, photocopy	1250
2. Office Furniture	8000
3. Equipment: Computer printer, photocopier	10000
4. Accountant training	5000
5. Staff: half-time employee for 8 months in 1995	15000
<b>PRODUCTION OF MATERIALS</b>	
1. T-Shirt production	5000
2. Stickers Production	1500
3. Poster Production	2000
4. Organising a lottery	1000
5. Organising a Reception	700
6. Leaflet as information material	1000
7. Translation of workshop skills folder	800
<b>INTERNAL WORKSHOPS/ CONFERENCES</b>	
1. One Annual General Meeting	13000
2. Nine Steering Committee Meetings	22500
3. Workshop on how to set up and handle a trust	2000
4. Action Group	10000
<b>HLOMELIKUSASA WORKSHOPS</b>	
1. Completing 15 Introducing Hlomelikusasa community workshops	6600
2. Youth Meetings	800
3. Youth and the old meetings	1000
4. Training Workshops	5000
5. "Development" workshops in the communities	200 000
<b>CONTACT WITH OTHER ORGANISATIONS</b>	
1. Invite other organisations to visit own activities	10300
2. Send delegates to activities	2400
3. Meetings with other organisations	1500
4. Contacts with tribal authorities	600
<b>RESEARCH</b>	
1. Loans	200
2. Business contacts	300
3. Financial Assistance	200
4. Fundraising: how to access RDP funds	200
5. Coordination with other women's organisations	200
<b>TOTAL EXPENDITURE</b>	<b>328050</b>

## A Strategy for Success

Item	Amount in Rand
<b>RAISE FUNDS FROM NGOS</b> 1. FES Workshop skills folder translation Equipment: Computer and printer 2. CLC Janine	800 10000
<b>RAISE FUNDS FROM COMPANIES</b>	
<b>RAISE GOVERNMENT FUNDS</b> 1. KwaZulu funds 2. RDP funds	
<b>MEMBERSHIP FEES</b> 1. Annually 10 Rands per member 2. Joining fees of 3 Rand per member	3000 900
<b>SELLING HLOMELIKUSASA ITEMS</b> 1. T-Shirts 2. Stickers 3. Lottery 4. Reception 5. Posters	7500 2500 5000 1000 3500
<b>TOTAL INCOME</b>	<b>34200</b>

*In Hlomelikusasa's preliminary budget, expenditure is broken down into several categories: running administration, production of materials, internal workshops, Hlomelikusasa workshops, contact with other organisations, and research.*

*Some of the most expensive items were the holding of workshops and meetings, as well as office equipment such as computers and printers.*

### **7. Monitoring and evaluation**

*A process of continual monitoring and evaluation is needed to keep the activity on track, and to reorient and correct the programme of the organisation as necessary.*

To do this effectively, the organisation needs defined criteria on which to evaluate progress. These should be prioritised and formulated in writing. Below are some suggested evaluation criteria which may help in assessing progress:

#### **Success**

Try to find "hard" indicators and data for the success of an activity:

- "25 women attend a course and finish with a degree"; or
- "10 unemployed women found employment."

#### **Financial efficiency**

- Spending in terms of the budget;
- Cost benefit ratio.

#### **Political, economic, social effects**

- Look at the political results and side effects;
- Look at the economic and social ones.

#### **Can it be sustained?**

- Does the planned activity have a lasting effect?
- Does it trigger off other desired effects?

Strategies which do not do well when tested against the evaluation criteria must be reconsidered, and either abandoned or remodified.

Some strategies may look promising on paper, but may in practice be inefficient, unsustainable, or politically insensitive. Continual monitoring and evaluation can identify such problem strategies.

Responsibility for monitoring and evaluation should be assigned, or a monitoring committee set up to scrutinise and report back on progress. Provision should also be made for a general evaluation report at set times every year.

# Holding a Workshop

*Running a successful workshop requires many skills and sensitivities. While experience is the greatest teacher, there are several strategies that make the learning process swifter.*

In March 1995, 20 rural women members of Hlomelikusasa travelled to Durban, to attend a workshop entitled Organizing Your Workshop, sponsored by the Friedrich Ebert Stiftung – a German consultancy firm – and the Community Law Centre – an NGO working for the empowerment of rural communities through paralegal training.

Helpful strategies were learned for any organization that would like to hold its own workshop. The following pages provide a set of guidelines for planning, implementing and evaluating a workshop.

While details will vary depending on the purpose of and participants in the workshop, there are three areas that need to be addressed: the running of the workshop itself, the role of the chairperson, and methods and instruments.

### **1. Preparing for a workshop**

- First, an outline should be drawn up indicating the details of the workshop:  
Why do you want to organize the workshop?  
What are the specific objectives to be covered in the workshop?  
Who should participate (including experts, resource people, and the press)?  
Where and when should the workshop be held?
- An agenda should be proposed.
- A budget, listing proposed expenditures (food, travel, etc.) in one column and expected income (donors, membership fees, etc.) in another column, should be created.
- Ideas for fundraising should be discussed. (See section on fundraising).
- Itinerary for the workshop needs to be handled, such as bookings at the host site, food, accommodations, travel arrangements, invitations for participants, and an updated list of participants.

### **2. Holding the workshop**

- It is necessary to create a checklist before the workshop actually begins, including:
  - confirmations list;
  - list for participants to sign;
  - transport claim forms;
  - name tags and additional stickers;
  - stationary;
  - documents, information packages;
  - equipment like the flipchart;
  - agenda;
  - prepared charts, if needed.



## Holding a Workshop

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### **3. Typical structure**

- Opening: Welcome and prayer or national anthem.
- Introduction of participants (Refer to methods and instruments for approaches).
- Assign a scribe to keep the minutes.
- Introduce the workshop agenda with aims and objectives.
- Hold workshop sessions.
- Lunch/breaks.
- In closing, discuss results, further responsibilities of the participants in “spreading the word”, or implementing ideas, any future steps needed, and the date for the next meeting.
- Evaluation.
- Departure.

An evaluation and a report of the workshop both need to be distributed to all participants. (See the sample questionnaire on page 33 for an evaluation). The report need not be long, but just an accurate synopsis of the proceedings of the workshop.

Additionally, the accounting needs to be completed, which includes the agenda, list of participants, invoices for venue, food, accommodation, travel, stationary, and the report.

### **4. After the workshop**

### **Role of the chairperson**

*Working with groups must be a cautious process, because results depend on the direction of dynamics in a particular group.*

A group which has not established a cohesive, common goal or trust between its members may find it difficult to develop teamwork and may lack enthusiasm.

Its members can quickly become disillusioned if they think that their interests will not be heard or represented. If there is no sense of collective purpose and responsibility, everybody thinks the others will do the work and nothing gets done.

### ***Building effective teams***

In order to avoid these kinds of problems, steps must be taken to ensure an efficient group. Members need to be convinced that by working as a team, they can brainstorm ideas and reach finer tuned solutions. If the group can follow fair standards, it can be more powerful than individuals acting independently.

The chairperson should help groups identify shared objectives and overcome barriers to work towards them together.

First, a clear vision of a desired outcome should be established. Tasks should then be defined. Consider what might be lacking for these tasks to be realized but do not lose hope in the possibility of a solution.

The chairperson must be instrumental in providing effective feedback mechanisms and in giving each member group reinforcement. Qualities towards which the group should strive include:

- clear communication;
- logical step-by-step thinking;
- avoiding negative feedback;
- allowing the workshop to flow naturally from group processes.

### ***Guiding the group to positive results***

The chairperson must direct the workshop, serving not only as an administrator, but also in guiding the group towards producing results. Generally, the chairperson is essential in three critical aspects of a workshop:

- giving the floor to participants who would like to make comments without inserting an overload of technical input
- facilitate workshop by asking open-ended questions to encourage group discussion
- facilitate development of solutions by looking for group agreement and providing relevant information.

## Holding a Workshop

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*There are different ways to introduce participants to each other that can help put people at ease.*

The chairperson may simply ask the participants to introduce themselves, one by one but it can help overcome nerves and share useful information before the plenary if you:

- \* Give the participants guidelines, such as: name, where you are from, what is your occupation/skills, what you want to get from the workshop/course.
- \* Ask participants to introduce each other. Everybody can introduce the person next to her/him. Count pairs and announce that person A will have five minutes to introduce person B, then person B five minutes to introduce person A.

*The flip chart is a workshop tool that can assist proceedings in several ways. It can be used to write down what is said, to convey information from prepared charts to explain ideas, to keep a record of decisions or tasks that everyone can see.*

Used in a systematic fashion, it can help everybody to start thinking in categories, in a logical and disciplined way. Here are some guidelines for using a flip chart effectively:

- Summarize by combining similar contributions concisely.
- Categorize contributions by grouping and boxing them.
- Emphasize points by underlining and using exclamation marks.
- Prioritize issues by ranking them, according to number, by their degree of importance.
- Put question marks next to points where the group is unclear.
- Highlight areas where there has been no agreement by marking them with a lightning sign, to indicate a problem.
- Write in big letters, so as to be emphatic and clearly seen.

*The essence of a role play is to give a clear description of a situation and problem with which participants can identify.*

It aims to create awareness of the causes of conflict or other problems, offer approaches for dealing with them, and perhaps even find potential solutions.

Role play has proved a very popular vehicle for spreading the message of Women's Rights as Human Rights for Hlomelikusasa in various rural communities.

Many people in these communities have expressed an interest in creating their own role play. The Hlomelikusasa role play is given as an example, on page .

### **Methods and Instruments**

#### ***Introducing participants***

#### ***Using a flip chart***

#### ***Learning through role play***

### **Developing discussion charts**

*Ensuring a lively discussion among participants is essential to target problems and discover potential channels of action.*

First, the question/issue must be identified, written and highlighted on top of the flip chart or board.

It is the role of a moderator to ensure discussion proceeds smoothly and fairly and covers the subject as fully as possible within the time allowed.

There are three options for the moderator to create an atmosphere of discussion:

#### ***Questions for verbal comment***

- The moderator poses the question and invites responses.
- S/he takes the comment of each participant, summarizes it, and dictates it to the scribe.
- The scribe notes each comment on a paper slip or card.
- The moderator places the paper slips on the board where everyone can see them.
- The moderator helps the participants group all the comments into categories.
- The group proposes headings for the categories and these are written up.

#### Rules for the moderator

Use open questions to start a debate.

Allow 30 seconds for a participant to state one point/one argument.

Follow up questions that concern the group and are of interest.

#### ***Questions for written comment***

- Moderator poses the question.
- Each participant has paper slips and pens and writes down one response/comment on each slip – up to a maximum of three. Time allowed is five minutes.
- The moderator collects all the paper slips and shuffles them.
- S/he works through the pile, reading aloud each comment and placing it on the board.
- The moderator helps the participants group all the comments into categories.
- The group proposes headings for the categories and these are written up.

#### Rules for the moderator

No comment should be lost.

Writing down each comment shows clearly if participants are repeating the comments of others.

*The discussion chart created by putting up the written responses to a question/issue, in their different categories, can be used to identify 'priority questions'.*

### **Priority questions**

- Ask participants to study the discussion chart of the written comments, with their categories.
- Ask a 'priority question', such as: 'Which problems should we approach first?' or 'What are the three most important problems?'  
(Avoid questions such as 'Are there any problems?', which invites a Yes or No answer, or 'What are important problems?', which is too broad for a focused discussion).

An effective way of dealing with responses is to use stickers:

- Each participant gets 3 sticker squares. (4 if there are many categories)
- All participants stand up and go to the board together to place their squares onto the paper slip/s denoting the category or categories they think most important.
- The moderator boxes the priority category or categories clearly.

The advantages of using an approach like this to draw out people's opinions and judgements are that:

- Everybody has the same weight in the group decision
- Authority/hierarchy is not important
- Anonymous ranking is achieved

*The idea of a 'mind map' is to use the way our brains function to help us get a clear view of things.*

### ***Making mind maps***

Crudely put, several associated items can come into one's mind. Each of these items evokes several others. A mind map tries to capture this process and use it.

The process of visualization of how the mind works is conducted by:

### ***Visualization***

- drawing pictures;
- using words to associate and describe;
- connecting items by lines;
- categorizing and emphasizing with colours.

The information and diagram on the next page outline how to draw a mind map around how an organisation works.

## Women's Rights as Human Rights

### Preparing the map

Each participant needs at least six different colour pens and paper to produce their own mind map. By following the 'rules' below, they should be able to illustrate how they view or consider an issue or an organisation.

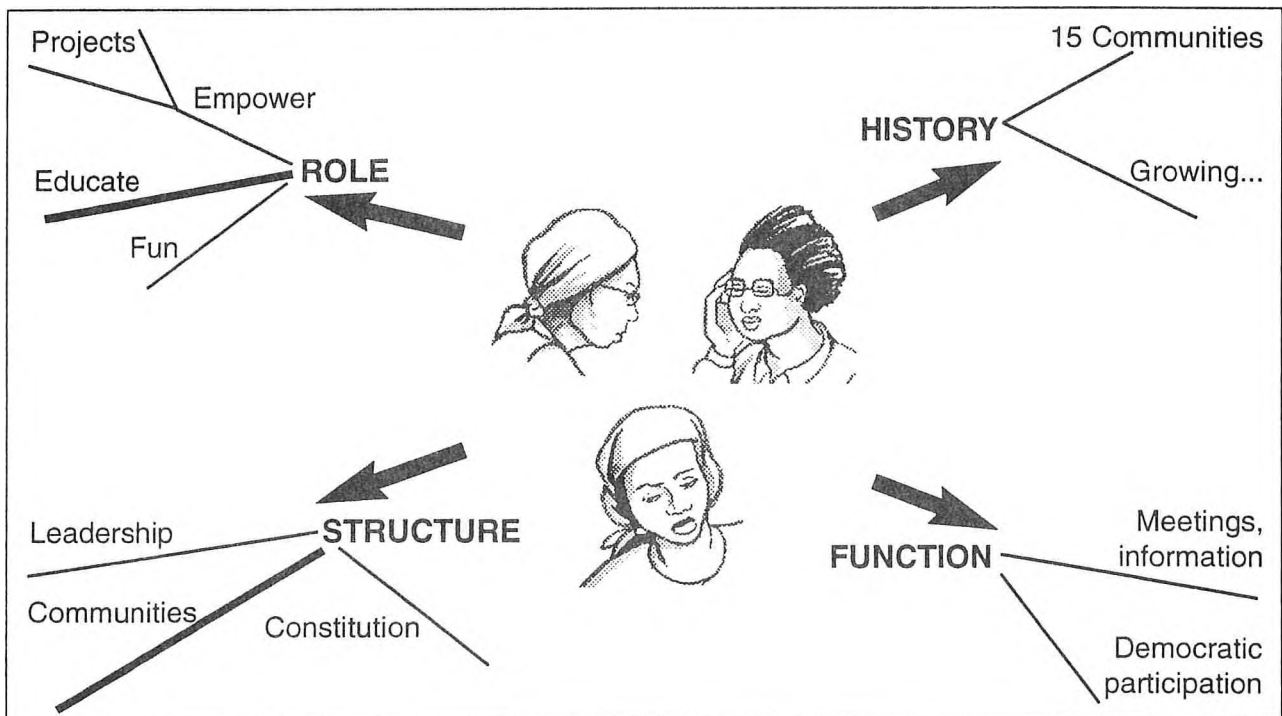
### **Structure**

- Illustrate main issue/idea with a picture in the centre
- Draw lines showing branches of association, leading from the central picture. Whatever comes into your mind as being related to the picture should be noted down in a creative manner.
- Five basic 'branches' or categories which are helpful:
  - History: origins and background
  - Structure: elements of organisation
  - Function: how it works
  - Role: methods and goals
  - Relation: relation to and impact on environment.

### **Rules**

- Emphasize: Use a simple drawing for the central issue/idea;
- Use one colour per branch of association;
- Use thick and thin lines to indicate importance;
- Use different sizes of drawing and writing;
- Associate: link ideas and structures using arrows and lines;
- Use the paper horizontally so the map is clear and well-spaced.

*The sample mind map below describes Hlomelikusasa*





### SAMPLE EVALUATION QUESTIONNAIRE

WORKSHOP TITLE: \_\_\_\_\_

VENUE: \_\_\_\_\_ DATE: \_\_\_\_\_

1. In general, what were your expectations of the workshop and were they met?
2. What did you like in particular? Please be specific.
3. What should be improved in each aspect of the workshop?
4. What was missing in the workshop? Please be specific.
5. In which areas did you participate and were these opportunities enough?
6. If not, what prevented you from participating?
7. Do you think the results of the workshop went far enough?
8. Do you think a follow-up is needed? If so, what should be the agenda?
9. Would you like to participate in a follow-up?

### *What has been achieved?*

*The suggestions above are intended as guidelines for those interested in holding workshops to empower women to examine their own situations critically and to develop networks for spreading the message of women's rights as human rights. Each group will have different needs which must be recognized and addressed through different approaches. Asking participants to evaluate the workshop objectively will help you establish whether your approach is effective and how it can be improved.*

*The sample questionnaire opposite can be used as the basis for drawing up your own evaluation sheets.*

### **Model workshop**

*After completing the workshop 'Organizing Your Workshop', the rural women who attended were equipped to put these new techniques and strategies into practice by leading workshops in their own communities.*

### ***Women's Rights as Human Rights***

Hlomelikusasa Chairperson Magdalen Dladla arranged for a workshop to be held for men and women from three rural communities. The proceedings were videotaped, as a tool of reference for further training workshops.

Magdalen decided to test the workshop model developed by the planning committee of Hlomelikusasa, based on results of actual community workshops, the FES/Hlomelikusasa training workshop, and suggestions from the People's Decade of Human Rights Education in New York.

Strategizing for this workshop model consisted of reducing abstract concepts of women's human rights to everyday issues impacting on rural women's lives. These range from women's participation in decision-making to acquiring confidence and skills to manage finances and assert themselves in fora such as the marketplace and local government.

Strategies already implemented have included training and education workshops in rural communities, run by a trained group of rural-based women, and a focus on policy issues related to local government, such as South Africa's Reconstruction and Development Programme (RDP) and the new interim Constitution.

### ***Arranging the workshop***

*Magdalen first spoke to the men in the communities, discussing with them her plans for a workshop for men and women to share perspectives on issues affecting women in the community, such as lobola (bride price), reproductive rights, and decision-making in the home.*

The men were very eager to participate in a discussion on these topics. They said they wanted to hear what the women had to say, share their points of view, and jointly come up with solutions to problems.

Introductions must be made through the local leaders in each community before workshops are held. In this case, the inkosi, or local tribal chief, was consulted and said that he would send a representative to the workshop.

## Holding a Workshop

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*Below is the model worked out for conducting the community workshops. The actual workshop had to be adapted to suit the needs of the participants and their circumstances. The outcomes of the workshop that was held are presented on page 35.*

### **The 'theoretical workshop'**

Brief introduction of workshop facilitators, invited guests and participants and outline of the purpose of the workshop.

### ***Introduction***

Ball game: participants will be asked to form a circle and throw a ball back and forth to each other. The purpose of this is to relax participants, to 'break' the ice.

### ***Warm-up***

This session will take the form of participants writing what they hope to get out of the workshop, on paper slips. These are collected and stuck up on a flip chart. All the different expectations are read out to the group. This circumvents shyness and repetition.

### ***Expectations***

The facilitator separates the men from the women and explains that they will first work in separate groups.

### ***Group Work***

The women's group will be asked to come up with a list of the problems they encounter in the family and the community, as well as a list of the problems they think their menfolk encounter. They will be asked to prepare their list of problems in the form of roleplays to be presented to the men. All the identified problems will be shared out to pairs of women.

The men will be asked to do the same for their problems and come up with a list of difficulties they think women experience. The two groups will work in separate venues and will be asked to draw up their lists on flip chart paper. The facilitator will have two assistants to run these two sessions while she goes between groups to see that they are on track.

The two groups will be called back together and asked to stick their lists up on the wall – the women's list of difficulties next to the men's list of what they see as women's difficulties, and the men's list of their difficulties next to the women's list of the difficulties they think men experience. The women will present their difficulties in a role play and the men must identify from the list the difficulty that is being portrayed. The men's list on women's difficulties will then be read out to see how the two compare and whether any match up. The same process will be applied to the men's lists. The facilitator will then open a general discussion on the issues raised.

### ***Presentations***

***Solutions*** The men and women will then be asked to go back into their groups. The women will be asked to come up with solutions to the problems raised and the men the same.

Each group will choose someone to present its solutions.

The facilitator will again hold discussion on the proposed solutions.

***Agreement*** The combined group will be asked to come up with a basic agreement reflecting proposed solutions that both sides could work towards.

This should basically be a commitment to respect and listen to each other – a basic concept in a value system of human rights. All participants will sign the sheet setting out the agreement.

***Conclusion*** The combined group will be asked to set a date for a follow-up workshop, where the facilitator will continue to build on the understanding and agreement reached and encourage joint decision-making and problem-solving.

It is hoped that the spirit of this process will overlap into homes and other community planning and decision-making fora.

## **Holding a Workshop**

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*The above workshop model was not tested exactly as planned. Proceedings were modified to suit the moment. Several of the male participants arrived quite drunk but occasional confrontational moments were resolved within the groups. Many of the 25 participants asked for follow-up workshops to be held.*

Of the obstacles preventing women from realizing their human rights, some included:

- men practice polygamy, but are unable to maintain their responsibilities to each wife or to support the family structure, which results in disastrous poverty;
- men call for high lobola, even on behalf of women, resulting in girls remaining unmarried;
- cohabitation by husbands while working in distant towns.

Problems encountered by men included:

- despite being married, a woman still wants to spend a lot of time visiting her parents;
- men are the victims of ill-treatment by women, such as slander;
- women demand their rights beyond a level of reasonable expectation.

Some solutions suggested in respect of men's problems:

- we are to discuss and jointly make our budget from our salaries;
- we have to pay them respect so that we are, in turn, respected, too;
- there are things linked to cultural values which we cannot abandon, such as having a polygamous family.

Some solutions offered in respect of women's problems were:

- we are to work on a very close and amicable basis with men;
- we must pay them the due respect they deserve;
- invite them to our meetings for their contributive ideas.

'We, men, are in consistence with women in achieving their rights as human rights, provided all the above is binding on their conscience.'

In conclusion, a unifying song was sung by all participants and a prayer was made before everyone departed. The lyrics of the song, sung in Zulu, are translated as follows:

They will never invade us  
We are armed for the future  
Even though there are sounds of sirens  
And the sounds of bomb burst  
We are armed for the future.

### **The actual workshop**

### ***Obstacles to women's human rights***

### ***Problems facing men***

### ***Proposed solutions***

### ***Agreement***

### ***Designing a role play***

*Role plays can be useful to help a group focus on the realities of their situation, isolate problems, identify key actors in the problem and consider constructive ways to address them.*

### ***How to set up a Hlomelikusasa group in your community***

Below is an outline of the role play specifically designed by Hlomelikusasa to help women wanting to organise in their own communities.

The various headings and explanations might be helpful to other groups wanting to construct a role play appropriate to their own circumstances.

### ***The Setting***

Women of the KwaNgcolosi rural community have heard of Hlomelikusasa. The neighbouring community, Embo, has a working Hlomelikusasa women's group which established a successful sewing cooperative. There are rumours that they are starting a brick-making operation. Annie, a woman from KwaNgcolosi, has spoken to the community and organised a meeting to discuss the setting up of a Hlomelikusasa group.

### ***The Players***

Role descriptions of five key players.

#### Hlomelikusasa leadership

You want women to learn about Hlomelikusasa and to join. But you want to make sure that they know about its visions and missions and cannot abuse it for personal reasons etc. You want them to pay their joining and membership fees. You want them to commit themselves to work.

With regard to the local chief, you want to meet him to convince him that such a group is good for his community and that this reflects positively on him. You want to use your visit to secure more funds from donors.

#### Inkosi (tribal or traditional leader) of the KwaNgcolosi community

You are very conservative. Your wives will never join a women's group. You are rather suspicious of women being involved in public life. A women's group openly pressing for political power you strictly oppose.

On the other hand, the neighbouring communities all have women's groups and you think that you cannot avoid it totally. But they have to be kept within limits. Women can't mess with community politics.

#### Hlomelikusasa women from a neighbouring community, Embo

You want the other women to become enthusiastic about Hlomelikusasa. You want to tell them about your achievement in the

## Holding a Workshop

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sewing cooperative and the plan with the brick-making. You want to make sure the women realise it is an honour to become members of this group. Besides, you want to get funds from the Hlomelikusasa leadership and the donors for your brick-making operation.

### A representative of the provincial government

You have to gather information on this Hlomelikusasa organization. They seem to be getting rather influential. You are interested in a women's organization which is not opposing but supporting your government. It should not be too progressive and should not threaten the traditional order in communities. You will look to the local chief and how he deals with it. On the other hand, you have to contact the Hlomelikusasa leadership to get first-hand information.

### Some important men and husbands in the KwaNgcolosi community

You think you should be informed and you are pleased to be invited to the meeting. It was good of the women to think of you. You do not want the women in your community to become too modern and independent. But if they earn money and can provide a better living standard, you are not that much opposed to such a women's group. Also, if the women talk to each other, they do not come to you with every problem. You will see what the meeting brings.

### The Scene

In the role play, these characters come together to discuss the possibility of setting up a Hlomelikusasa group in KwaNgcolosi. Each role should remain true to his/her character and try to dress appropriate to his/her role.

In the first phase of the play, a free bilateral negotiation should be initiated between characters. In discussing the central issue, they will be faced with the challenges and obstacles involved with setting up such a group. For example, the chief will be cautious in dealing with the Hlomelikusasa leadership out of fear that a women's group will undermine his authority. The second phase will consist of a conference in which the characters will decide on a solution.

Introduce the play but then leave the players completely alone. End the free phase of the play by an announcement. Call in the conference. You observe and take notes. Prepare something like an evaluation sheet. Draw the line to end the play.

Refer to methods and instruments for the objectives to be achieved by role plays. In general, characters should learn how to negotiate and compromise with other characters in order to find solutions, but without having to compromise the integrity of their character. These role plays should be instrumental in discovering approaches that women can use when faced with the real situation and real characters.

*Characters  
should learn  
how to  
negotiate and  
compromise  
in order to  
find solutions,  
but without  
having to  
compromise  
their integrity*

## **CHAPTER 5**

# **Raising Funds**

*Why is it necessary for a community organisation to raise funds and to have a strategy for doing so?*

Firstly, it is important that women's groups, such as Hlomelikusasa, are able not only to survive but to be financially independent from any umbrella organization which could undermine the credibility of the group. It is essential for women's groups to be able to raise and manage their own funds to ensure the continuation of the objectives of their group and set their own agenda.

Secondly, organisations trying to raise funds face increasing competitive and funders apply increasingly stringent criteria.

Therefore, the better informed and organised a group is, the better its chances of securing funding.

This section on fundraising comprises three sections: preparing grant proposals, identifying funders, and following up funding applications.



*The grant proposal is the document on which all fundraising is based. The proposal explains to funders the nature of the work of women's organizations, the funds needed to contribute to that work, and how these funds will be spent.*

If constitutions have been drawn up, they can provide the framework needed for planning a grant proposal because the goals and objectives of the organization have already been laid out. The Hlomelikusasa Constitution appears at the end of this manual.

### Introduction

Briefly describe nature of project, target community served, and amount of money needed from that funder for the project.

### Description of project

- Detail the project (you can include the mission statement);
- Outline your aims and objectives, based on a background description: for example, describing the suppression of specific women's rights;
- Give examples of typical problems;
- Explain the role and function of the organization in addressing these problems; such as holding workshops, developing self-help schemes, forming cooperatives.

All these descriptions will give funders an idea of the value of your work and the methods you use to reach women, as well as an idea of your successes. Remember that funders like to fund projects that are already achieving results.

*Funders need to know how their money is going to be spent. You need to work out an overall budget for your project and send it to the funder with your grant proposal.*

- List all the expenses you will incur over the period of one year to run your project;
- Allocate the amount you have requested from the funder to various categories of your budget. Do this by breaking it down into various expenses you incur in running the project.

*Organizations receive hundreds of funding requests – you must catch their attention and make them want to fund your project.*

- Address a covering letter to a named person at the organization
- Tell the person what is enclosed (proposal and budget)
- Briefly state the purpose of your project
- Thank him/her for taking the time to consider your proposal
- Invite them to visit your organization or community.

## **1. Grant proposal**

### **Format and content**

## **2. The budget**

## **3. Covering letter**

### **4. Identifying and contacting funders**

#### Shaping your proposal

Identify potential funders through the types of projects they like to fund. It is important to shape your proposal to suit the needs of funding organizations.

#### Finding funders and information

- \* Contact funding organizations or businesses — call, write, or visit them;
- \* Try to target specifically the person responsible for funding;
- \* Introduce yourself and give a brief description of your project;
- \* Ask if they are willing to fund you — if so, which aspects of your project and what amount of money?
- \* Send a proposal and a budget to the correct mailing address;
- \* If you are uncomfortable approaching companies directly, use a funder's directory;
- \* Make contact with potential funders before sending the proposal so they expect it and it stands out from the others they receive.

### **5. Follow-up and reporting**

#### Follow-up

Give funders about three weeks to read your proposal and then contact them again. Refer to your grant proposal and ask its status. Ask for further response or contact.

#### Reporting

Once successful in obtaining funding, you will be required to report on how you have spent the money. Reports usually take the form of a narrative and financial report.

- How have their funds contributed to your project?
- Describe progress made with your project;
- Include a breakdown of how their money was spent.

Reports to funders that demonstrate your accountability and results may help secure new funding. Failure to report may result in being sued for breach of contract or withdrawal of money already funded.

### **6. Managing funds**

*Success in obtaining funds in the first place may depend on having a good financial management system already in place.*

- The most desirable system to use is a community trust. This shows funders that funds will not be mismanaged and will guarantee that funds will reach target communities.
- You can open a bank account in the name of your organisation. First decide on financial procedures in your constitution — who should have access to the money and through what procedures.

# The Way Forward

*How does Hlomelikusasa see itself as progressing over the next couple of years? The organisation is still in the first stages of its development, and much of its energy is presently taken up with capacity-building of the kind identified in the strategies listed in Chapter 3 – such as finding an office and staff, and establishing a strong financial position.*

In this context, the organisation continues to explore further means of addressing its objectives. For each of the key aspects of women's rights identified in Chapter 2, Hlomelikusasa has once again gone through the process of strategizing, and has come up with additional possible ways forward.

It is appropriate at this stage to restate Hlomelikusasa's aims regarding women's rights, assess the progress made towards them so far, and suggest additional means to achieve them.

## ***Women's Rights as Human Rights***

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**AIMS** *The aspects of women's rights which the organisation has set out to address are stated below. Tasks related to their achievement and progress to date is detailed.*

***Educate men and women about women's rights as human rights.***

This should be translated into a clear aim, a positive statement of a desired situation: Men and Women are aware of Women's Rights as Human Rights.

A solid foundation for the achievement of this aim has already been laid, though the institution of the women's rights as human rights workshop programme. Hlomelikusasa intends to continue to implement this strategy, holding workshops in each of its affiliated communities.

***Empower women to participate in their development and work with women to develop self-help schemes for empowerment and financial independence***

This can be translated into the aim: Self-help schemes are set up, which make women financially independent.

One strategy to realise this aim is to establish co-operatives in areas such as gardening, sewing, crafts and food preparation.

Possible steps towards this would include seeing whether Hlomelikusasa could provide loans to each project to enable it to get off the ground.

Skills will also be needed. Women on the steering committee who have skills such as bookkeeping could pass these on to women form each project. Women who have practical skills such as sewing or craft skills should visit other Hlomelikusasa communities to pass these skills on to other women.

Basic market research should be done to find out what products local people need, so that products can be sold in the communities.

Another possible strategy is to set up schemes related to tourism, such as taking in paying guests.

If this is feasible, it would have to be arranged through a tourist company.

***Develop rural women's skills, knowledge and self confidence and foster independence***

The task is to ensure that 'Women have skills'. Strategies for this aim have been developed (see the plan of action, Chapter 3).

Further strategies for this aim would include: help women to express their ideas.

Steps to this could include:

- organising plays or role plays;
- other artistic activities like painting or poetry competitions, or singing – form a choir. Find a member or outside person who could help with training for these.

## The Way Forward

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Aim: Rural Women are recognised as equals.

One strategy to realise this aim is to publicise the work of Hlomelikusasa and its members.

Steps to this would include:

- getting Hlomelikusasa's work reported in newspapers (accounts of workshops etc.), or getting features on the work of Hlomelikusasa published in magazines. Such publicity should preferably feature individual rural women, so that names and faces of active rural women can be brought to the attention of the public.
- Another step would be for Hlomelikusasa women to speak in schools (either rural or urban) about human rights, women's rights, rural communities or the work of Hlomelikusasa.
- Hlomelikusasa could disseminate information to its members and communities about active and successful rural women in other provinces and countries. News brought back from Beijing will be useful here.

***Promote the recognition of rural women as equals in families, rural communities and the country***

The aim is that 'Women have a voice in government'. Strategies for this aim would be to:

- raise the political profile of women;
- use the democratic process to empower women.

Steps to these strategies would be:

- Hlomelikusasa representatives should attend meetings of political parties to voice the concerns of rural women;
- Hlomelikusasa should elect a representative to local government;
- Hlomelikusasa should lobby government about rural women's needs – in particular the new regional councils;
- Hlomelikusasa should issue press statements on events which significantly effect rural women: political, legal and constitutional developments;
- Women of Hlomelikusasa should be educated about government structures and the democratic process. They could attend local government workshops or paralegal training.

***Empower rural women to have a voice in local, regional and national government and to be involved in decision-making***

***Drafting a  
Constitution***

*The  
Constitution of  
Hlomelikusasa  
is published  
here as a guide  
to other  
organisations  
wishing to set  
down the  
principles and  
regulations by  
which they will  
operate.*

**HLOMELIKUSASA – SKILLS FOR THE FUTURE  
CONSTITUTION**

**1. Name of Organisation**

The Organisation shall be known as Hlomelikusasa – Skills for the Future.

**2. Structure**

The Organisation shall consist of two bodies:

- 2.1 members, drawn from women from rural communities throughout KwaZulu Natal and the Eastern Cape; and
- 2.2 the Steering Committee, comprising 14 elected members and not more than six other co-opted members.

**3. Legal Personality**

The Organisation shall be a juristic person with perpetual succession, capable of acquiring rights, incurring obligations, entering into legal transactions and suing and being sued in its own name.

**4. Aims and Objectives of the Organisation**

The aims and objectives of the Organisation are to:

- 4.1 educate men and women about women's rights as human rights;
- 4.2 empower rural women to participate in their own development and that of their communities;
- 4.3 work with rural women to develop self-help schemes for their empowerment and financial independence;
- 4.4 develop rural women's skills, knowledge and self-confidence and foster their independence;
- 4.5 promote the recognition of rural women as equals in families, rural communities and the country;
- 4.6 empower rural women to have a voice in local, regional and national government;
- 4.7 be involved in decision-making processes at local, regional and national levels;
- 4.8 include and work with men and community youth in projects for their education, empowerment, cooperation and understanding;
- 4.9 work with disabled members of communities and include them in education and empowerment projects;

- 4.10 establish a rural women's office and community centres;
- 4.11 network with other women's organisations; and
- 4.12 raise funds to meet these aims and objectives.

### **5. Membership**

- 5.1 Membership shall be open to all rural women from communities within KwaZulu-Natal and the Eastern Cape.
- 5.2 Individual women or women's organisations thus not eligible for membership and who subscribe to the objects of the Organisation are eligible for non-voting membership. They shall not be eligible for election to the Steering Committee, but may be coopted if needed.

### **6. Policy and Decision-Making – Members**

Members of the Organisation shall:

- 6.1 determine the procedures for admission or expulsion of organisations or individuals as members;
- 6.2 review and ratify decisions and recommendations of the Steering Committee; and
- 6.3 meet at least once a year on a date and at a place to be determined by members of the Steering Committee:
  - 6.3.1 members shall be given at least two weeks' notice of meetings, listing the business to be considered at meetings;
  - 6.3.2 quorum for meetings shall be representatives of at least 10 member communities of the Organisation. If no quorum is available, the chairperson may reconvene the meeting upon another date or proceed with the meeting with the concurrence of members present, although decisions taken must be ratified at the following meeting where quorum is available;
  - 6.3.3 voting shall take place by show of hands unless any member requests a secret ballot, in which case the chairperson shall order a poll by secret ballot. Only members present at a meeting shall be entitled to vote.

### **7. Management – The Steering Committee**

#### **7.1 Elections**

The management of the Organisation shall be vested in the Steering Committee which shall consist of:

- 7.1.1 fourteen members elected at a general meeting of members of the Organisation; and

7.1.2 not more than six other members who may be co-opted by the Steering Committee.

### 7.2 Period of Office

7.2.1 members of the Steering Committee shall hold office for a period of one year; and

7.2.2 all members of the Steering Committee, whether elected or co-opted, shall be eligible for re-election.

### 7.3 Meetings of the Steering Committee

7.3.1 The Steering Committee shall meet not less than 10 times during the first year and not less than five times in each succeeding period of six months.

7.3.2 The quorum for any meeting of the Steering Committee shall be seven. If no quorum is available, the chairperson may reconvene the meeting upon another date or proceed with the meeting with the concurrence of members present, although decisions taken must be ratified at the following meeting where quorum is available—,

### 7.4 Office Bearers

7.4.1 The Steering Committee shall elect from among its members a:

- Chairperson;
- Vice-Chairperson;
- Secretary;
- Vice-Secretary; and
- Treasurer.

7.4.2 All office bearers shall be eligible for reelection to the Steering Committee.

### 7.5 Powers

The Steering Committee shall be empowered to:

7.5.1 appoint full or part-time staff;

7.5.2 appoint individuals or organisations to advise it on implications and issues of women's human rights protection. Such individuals or organisations may be invited to attend and participate in Steering Committee meetings without the right to vote;

7.5.3 administer the assets of the Organisation, incur expenditure in furtherance of the objects of the Organisation and take action in all matters on behalf of the Organisation;



7.5.4 open an account at a registered commercial bank on behalf of the Organisation. Cheques or withdrawal forms shall be signed by at least two members of the Steering Committee;

7.5.5 appoint sub-committees and have the right to delegate any of its powers to such sub-committees, provided that such sub-committees report regularly to the Steering Committee.

### **8. Utilisation of Funds**

The Organisation shall not distribute any of its profits or gains to any person and shall utilise its funds for the objects for which it has been established.

### **9. Alteration of Constitution**

Any clause of the Constitution or any part thereof may be altered by a two-thirds majority of members present and entitled to vote at a members' general meeting.

### **10. Dissolution**

10.1 The Organisation may be dissolved by a two-thirds majority of members present and entitled to vote at a members' general meeting.

10.2 If the Organisation is duly dissolved, or if for any reason the Organisation ceases to exist, its assets, after payment of its debts, shall devolve upon an Organisation of a non-partisan nature, or a charitable or educational institution in KwaZulu Natal or the Eastern Cape provinces, which has similar aims or aims related to the empowerment of women. The beneficiary shall be decided upon at the meeting at which the dissolution was decided or by postal ballot not more than three months after dissolution.

***Women's Rights as Human Rights***

*A Training Manual*

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