Workshop on a participatory process for transforming policy into law, May 24-28, 1993

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Group 2 - Re marketing, inputs, skills:

Scope of problem:
- Beauty: timer's gap: sourcing, gardening — hard to sell: ups
- = current for sale 2b permit: 3/J. of resources re how to do proj.: education/sourcing, gardening, need cost.

Lundy: What kind of ed?

Beauty: most women never had sch, only young have a little;
Selly: Did they apply for permits
Makasheksi: must take b-12 mos/permits; may reject, given permits/corruption, nepotism;
Mimsi: If some kids/form 5, parents can't afford to go further;

Makasheksi: Skills training: finance (don't have the acts)

Ch (Kagiso Trust): Don't you interact w/o: other NGOs — eg Women's Bays,

Beauty: Try via Gaul/Catholic inst. —

Lue: How was it properly coord w/ your group?

Prep follow-up?: i.e. 2 have impact, need follow-up? What kind of time?

Beauty: Training/get = how to do things/self-rel. eq/fin;

Aug = follow-up (haven't come yet)

Sis were: re arrears/eq LOC bid shelter for sale: people pay rent, people... sell outside, shelters = empty

Jannie: Migrant lab = woc, kids = left behind: little remittances; reason for = embedded in inst./migrant lab. syst.

Selby: 1st relate to land control/2nd: settlers; 2 if woc res. agenda, exam. rules/law = limit; role Chief’s contr. = limit;

3rd: Note rent = frm wk w/ which must be paid
examination of chief power to limit power of people - limits skills, NTC, NTC owned by Wh. farmers, with modest progress, but farmers have no electricity, water, ... improvise = selling what you have = prob. of comp. Lebowa Dur. Corp., don't follow UK progress, long in extension cost, abandon it.

Chris: Structure discussion:
- Ask homelands est. corps - Lebowa Dur. Corp. will hand in hand w. DBSA; Wh. owned corps = funded by Land Board; few Wh. farmers have many inputs, skills, land left unused but not available to blacks.

Siswe: NTC has much, eg. sell at lower price to Wh. corps; farmers' big produce to corps.

Chris: If consider how restructure see history: apartheid; use of taxes, forced removals, resettlement in places: now want chiefs supply from rent board to homeland to apemen (two corps, chiefs) - no ext. ago. exist without people.

In Transvaal, blacks must go to remote ed. - 500,000, only chiefs kids go = excl. community need to back down = legitimate themselves; destroy community initiative = no other source of skills except via migrant labor (skills + cap) shift from place to place.

Siswe: 3 sets: Dur. Corps, 6 Wh. farmers, Dept of Ag; people get ed. use for those ages, contribute to mins. eg. game reserves = short mishaps for ministers = corruption.
Chr: Existing mightn't set up to serve wh-a can't farm.. cant disc 'rural' but rather = peri-urban areas = too small to prod, sell; link = other ting centers eq. Boston ting center/ N. Trans ura = tied to NTCs, etc. of late admit some blks / Kagoiso trust & even re stockle farming = pockets of prod. but no large stock. Re NGOs - when engage them at that level = limiting/bureaucracy's; want to contr. no partic. Kagiso said must incl. partic/communities = disc issues via hist. of oppression, need facilitators to check them, encourage them -> role of NGOs = many but to mk impact shg, etc. = link w. others; Kagoiso trust existing, but need act of others.

Jannie: Stress migrant lab

Mmatzoshi: Concern/partic rural areas - diff/areas.

Chr: What mean (by 'rural') = incl. peri-urban

Mmatzoshi: 'Rural area' shd incl. peri-urban; incl. facilities like electricity, water, schls, etc. = but people born in rural areas

Selby: People deal w. land, ag w. urbanized consciousness linked w. migration/urbanization process; like to move money, but can't because of limits i.e.

Jannie: Defining rural areas = exam = resources available; like define as w/o resources; when look at skills, only... only

Chr.: Summary = 20-30% of need = loss of funds/ag production 

$ to center

Lunch: When people have water, etc., still rural area = disc water + what behavior; we heard stories from diff. people, need to look deep into those behaviors:
Chri: Prazied no. of issues.

Jannie: What = 'local author.'

Chri: Deps on area: eg chiefs / homelands: ekena no chiefs — eg,'people who refused to be ruled' but gov't came those givin' 'structure' = need to strike balance: 'ed' chiefs, some = power grabbin' = need to 'strike balance,' but how transform pow benef of community:

whether = chief, we're not a threat = structure panic.

- devolve power — eg to address ed. In some areas = too much loyalty to chief: eg re women's issues: = transform; some chiefs collect tax from migrant workers = most transform this office = meet people's need ed, etc. = mini-parliament/local level.

Mmakashe: Can't of any has appd med - chiefs, even in NDCs = nepotism/accept adv - form consens. hun + ed/apppt

Lundi: Addressing issues/ed = chiefs = used to facil Wh.


Selby: Rest state, after elections = issues/ed = deter roles of chiefs, re land, etc. ie tomorrow = way future coops, where = open to incl. tbls? chiefs may not have power have now?

Lundi: Before left, had 'advisori' / local circs, but w/ apartheid = adviser get $ / serve Wh; now = transiti-

ory / LAPC = role to play: think thru how ed/ chiefs, advisors, etc. = 1 people in rt places.

Jannie: Disc. "3ldg," how cha it = local power structures = Q can we ed? or abolish altogether?

Chrs: Can't win supt of all tension, but local govt in transit \rightarrow SABC \rightarrow ed/transition to punishing them: i.e. as ed, \Rightarrow need to disc how rural areas, 'powers' \rightarrow transformed.

Mmakoshi: Re blks joining mthly gds, coops: in E. TVI, joined femmes: coop = mthly blks + some wks. \Rightarrow might not so much of difficulty; but = issue of govt equipping them to run these: Dept is Big Dave, under H.F. Affairs Min, to give them ed, facil \rightarrow cast. \text{From}

Chrs: ensure \Rightarrow empowered, but ensure don't just repl. \text{with by blks facil.}

Mmakoshi: Need to form coops by rural peoples who can help each other.

Chrs: Disc, coops seriously: Some = extension of not of community, but if mkt = laws/ST: esp in E. TVI, village had shop = cooperatives shd flourish; look at loans \rightarrow rest (structure)

Choosing educational institutions:

Bekes: Lundi = No feedback from rural populations.

Chrs: Need to create new processes to empower people to partic in ed.

Bekes: Don't have 'black' worry; pro

Lundi: Re int/ed: wh. cop/labor reserve \Rightarrow no ops; now open up ops.

Mmakoshi: Open schs for everyone - if schs/cult, art, morals/wh. \Rightarrow transformed; will take a long time - less when med

Chrs: Need to understand, people who \Rightarrow law mkt/new govt, bureaucracies \Rightarrow power \Rightarrow transformation \Rightarrow instus that train people \Rightarrow nec. skills, attitudes, even in govt \Rightarrow how new society can overcome traditions \Rightarrow build new cultur.
disc. 'striking balls' - will require resources; help people to think creatively, 'undertake' part ideas, subversion, etc.; even bureaucracy → need for transformation.

N. H. : While chg of faces, no chg rules = not exist.

Selley: Radical transform; still = laws, behavior = taken time to chg. E.g. Cuba: Ed → but if exam. enquiry course, may: Wh; spot/make bill.

Report back re statement of difficulty.

Grp 1: Land access & use: commercial farms; white govt + local auths; focus on behaviors:

1. Black farmers: low productivity; survival strategy; demigration to environment; women's spec. probs: illegal activity/marijuana; stockhold syst. = illegal (v. st. + money). Note: Thabo's law says: not = illegal = structure = informed, not illegal.

2. Black commercial farmers: explorers, explo. roles/profits, inc.; corruption; underutilized land; exp.-intensive techs = uneq. environmental degradation; racist j large corps = lobby govt.

Comments: Primary role occurs (when); 2nd role occurs:

Q: Church = major land holder, owns land via purchase + subject land to forced removal; e.g. Catholic church = rich → how get land?

Q: Red submissiveness/landless

Grp 2: Resources & skills/untapped areas: def. incl. peri-urban → resource people in area, inform. skills transm. SOFT mechs. → exam'd prep's. Women's corp. diff's/selling: common role occurs:

Roque: Who benefits, incl. in new st? B: No: that's cost-benefit of new role
Neva: "Write behavior" -> explanation - eg sm1: famous need credit; B: Why true role assumptions + these behaviors?
Bote: May want to put in numbers affected
Ludu: Wouldn't history be out there + what behavior
Pepper*Core*: Do we need to discuss what we mean by that?

Neva: As economist, what's wrong with misalloc. of behavior
Bote: Why derive 'this = difficulty' + not something else? other
We ask issue: [inefficient tactics, etc. 3 elem to Theory: method, perspective, categorization something must guide discretionary choices at all prob-solving levels = perspective + perspective says gender important - discriminatory choice must incl. women
Perspective guides discriminatory choices. 'Discus perspectives -> intellectual control over them: = 3 different ways of valuing
attitudes/domains assumptions: jumble of more-or-less org'd propositions, some = just propositions: "men > impt than wom", but more impt = how time organize the world", so minimum, skd state
What your assumptions are: (2) Put jumble into ordered hierarchy = what = must imp to life. consult it re what to decide = accepted
Given: If put all domain assumptions together, leads to overall formality/ideal type = re 'vision of the future' or large scale explanations of the world. [Smith v. Marx] -> in principle falsifiable.

Group #2: Disc. of Perspectives/development
Selby: Need basic needs -> met, also org St.
Jannie: But need to transform St. -> supt on going
Selby: If trace hist. of St./and act alienating, laws/government remain -> need all 3 aspects: ownership = cause of prob, pov of people in which -> key role of St. = infrast, also need basic needs -> met, can't take all the blame, since don't have skills.
Looked at Lab. Syst. - migrant lab

Group #3: Pub/rural area = poverty + uned + many'd people in rural areas; small towns + remote rural (esp women); disc. causes/finance: 1. req'ed luckfullness, 2. lack of prod resour. 
Dep on mig lab/coal; less local contr. of inv. + negative multiplier effect

Rate occurs: rural poor, uned; 2. cent govt age + local govt

Some tentative proposals: fiscal redistribution; change way at spends (incl. sanitat.), encourage pub sector to inv/rural areas - may require bring down monopsony; strengthen req'ed fin. Schemes, incl. stock velds (formalised)

Comment: Train land: protect, as well as formalise stock velds

Beck: As you think abt bill, need to trnte abt precise behaviors of specific role occupants.

Berry: Distinctive ag + rural lands; squatter camps = end. Small towns/squatter towns of big urban areas.

Def. of rural area incl. bandshuns, people livin' in

People = pushed out of major urban areas live in urban cores.

News: Workshop/rural dwell - accept that rural dwell = related to dwell; arbitarily cut off, i.e. & incl. people/sm. towns broken at urban dwell + overall eq/job creation/local towns. Treat = flexible.

Beck: If think abt legislation, need to focus on particular props; all agree ag dwell & ind. dwell = prob - not def/area, but of prob.

Solv: Memo of law:

1. Difficulty: whose, what behaviors:
   a. give down role occupant
   b. history of difficulties
   c. why etc. miss under present system
Beauty: Gov't ed. policy = preventing people from getting basic needs.

Lundi: Trying to force gov't to chg. disc. 3 'models' - but look for one that works in our chq. We need basic needs, but must transform st. structure.

Selby: Find it tough to use theory to expl. categories. All probs via transform'n of ed.

Lundi: Rules/ed. := bantu 'em ed./labor via schls. Intel curriculum, go with mus; no skills; alloc. of resources/ed.; capacity; q of teachers.