

IM4DC

Action Research Report

SUMMARY

Researchers:

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School/Centre:

School of Civil, Environmental and Mining Engineering

University/Institutions:

University of Western Australia

Key themes:

Community and environmental sustainability

Key countries:

General application

Completion:

April 2014

Research aims:

The aim of this Action Research was to develop pedagogical teaching material – a simulation game – in order to:

- Allow the participants to experience the problematic impact of a mining project from a community perspective
- Gain an insight into the nature and genesis of these problems
- Foster the development of a more collaborative, equitable and less adversarial negotiation framework within the participants' own regions

For further information on this action research:

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Mining and Communities: a Simulation Game as an Educational Tool for the International Mining for Development Centre

“Mining and Communities” is a pedagogical game designed to be played by government and NGO representatives who are interested in developing a negotiation framework that is based on a real understanding of community concerns and which will, therefore, ideally deliver more equitable outcomes for communities affected by mining activity. It might also be used as a university teaching tool or by those interested in learning more about the relations between communities, mining companies and other groups.

The two regions of West Papua and Papua New Guinea were selected as case studies, illustrating comparative differences in governance, land rights and attitudes towards regulating the mining industry. The case studies were written with a focus on understanding the social experience of mining with the aim of uncovering some common themes or patterns in how people are affected throughout the life of a mine.

The design of the Game is based on liberative pedagogy, which has been shown to be an effective educational approach to bring in marginalized voices, and on the concept of ‘theatre for development’ as a tool for science communication.

The game consists of two parts in the life of a mine in the hypothetical state of Minadoro: Part I takes place during the construction of the mine site and the development of a mining town, while Part II takes place during the mineral extraction phase. Participants take on roles as members of families belonging to one of two different communities—one that has rights to the land on which the mine is situated and another community that lives further downriver from the mine site. The simulation strives to facilitate a better understanding of the complex nature of community engagement and to act as a catalyst for debate: the discussion following game play will allow participants to raise similar or different issues within their own regions, and to analyse how these can be more effectively negotiated.