



## **Action Voices in Mining Communities**

### **Training and Planning Guidelines**

## **Supporting Action Voices in Mining Communities:**

The Bench Marks Foundation with Southern African Research Watch invites your organisation to participate in a project aimed at promoting innovative organising work in mining communities.

Beginning in Sept 2016 to February 2017 your organisation together with other organisations from six other countries in southern Africa, will participate in a process in which you will tell your story of living and organising in a mining community.

You will be assisted to develop this story using, maps, timelines, photographs, audio and video presentations. In your presentation you will tell the story of your local community before mining, how mines were established in your area, how mining affected your day to day lives, as well as what tactics you used to engage mining corporations and government authorities in order to protect your rights,

This story will be put together over September to November. During this process, you will share your work in progress with all other participants in this project by regular posts in a WhatsApp group and weblog

In November two representatives of your organisation who are actively involved in this work, will attend a workshop where they will share their presentations with other participating groups.

The workshop presentations and discussions will be documented and published in a book and presented in an exhibition. The book and exhibition will be shown to other organisations in February 2017 during the Alternative Mining Indaba.

A key outcome of this process, we expect, will be the emergence of a community based network of organisations through which communities in struggle exchange experiences and give each other support.

### **The process and activities**

- September and October
  - Groups will be assisted to document their organising experiences using multimedia tools (writings, photos, video, drawings, dance, drama).
  - During this period the groups will post weekly updates via WhatsApp, to be viewed by other groups. They will get feedback on their progress.
  - The work in progress will be posted on a specially created weblog.
- November
  - All groups will meet in a workshop in Johannesburg for a week where they present their work for discussion and get feedback.
  - The groups will critically reflect on their work and develop a discussion document on what it means to organise mining communities at a grassroots level, what approaches, methods and tools work best and what new approaches should be explored.

- A plan for the book and exhibition will be developed
- The groups will develop proposals for the establishment of a southern African network that will enable regular sharing of information and solidarity support.
- December – January
  - The book reflecting the presentations and discussions in the workshop will be edited designed and printed.
  - A multimedia media exhibition will be developed based on the presentations in the workshop.
- February 2017
  - The book will be launched and exhibition will be presented in meeting during the Alternative Mining Indaba in Cape Town
  - In this meeting, participants will engage with other organisations on their ideas and will decide on a strategy to set up an ongoing network for local community activists

### **The Participants**

- Participants in this process must be actively involved in organising in a mining affected community.
- Participants will commit to completing all the tasks agreed to over the period of the project beginning in September
- Only groups who have completed their presentation will participate in the November and February meetings

### **Support**

- The participating group will be given training support through this process. They will be assisted to have a planning and training meeting in September
- Two representatives will be assisted to attend the Johannesburg workshop in November

# Action Voices in Mining Communities

## Training and Planning Process

### Aims

- To assist each group tell their stories of living and struggling in mining context
- To train group in reflecting, observing, analysing and document their experiences using multi-media tools
- To assist community groups prepare their presentations for the November workshop
- To collect material that will make up the book and exhibition which will be produced after the November workshop

### Process

- a. All activities will be done with a small group in the community.
- b. The group will appoint one person who will take notes and be responsible for communications with the coordinators
- c. At the start of the process each group will participate in a training and planning workshop in which the programme will be introduced, amended as appropriate and a work plan agreed upon
- d. As each activity is completed
  - i. The group will share their work-in-progress with other country groups via a WhatsApp group to be set up.
  - ii. These reports will posted on a blog to be set up and will be publicly available.
- e. After the groups have completed an activity they will copy or photograph the worksheets and send it to the coordinators of the project either  
Via Email  
Brown Motsau : [brown@benchmarks.org.za](mailto:brown@benchmarks.org.za)  
Bobby Marie: [bobbymarie10@gmail.com](mailto:bobbymarie10@gmail.com)  
  
Or Via WhatsApp  
Brown Motsau +27 73 655 6269  
Bobby Marie +27 82 442 6850
- f. All materials produced by community groups will be a contribution to the book and exhibition to be produced after the November workshop.

### Activity Sheets

1. Introduction. Background information on the organisation and community
2. Mapping the Community's Physical Environment
3. Mapping the Communities Social Environment
4. Mapping the History of the Community
5. Mapping Interest groups and their power relations in the Community
6. Telling a Community Action Story.

# Action Voices in Mining Communities

## Activity Sheet One: Introductions. Sharing Background information

### Aims

The aim of this activity is to

- give a background of the community in which we are organising
- to share with other country groups information about our work

This information will be posted on the project blog page

### Method

Meet as a group and discuss the questions below.

Appoint one of the group members to take notes

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#### 1. Name of community

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#### 2. Size of community

	Estimate	Any comments
How many people, do you estimate, live in the community		
How many houses are there in the community?		

#### 3. The people in the community

Give a rough idea on the proportion (or percentage) of the following groups in the community

Men	Women	Total
		100%

Young	Old	Total
		100%

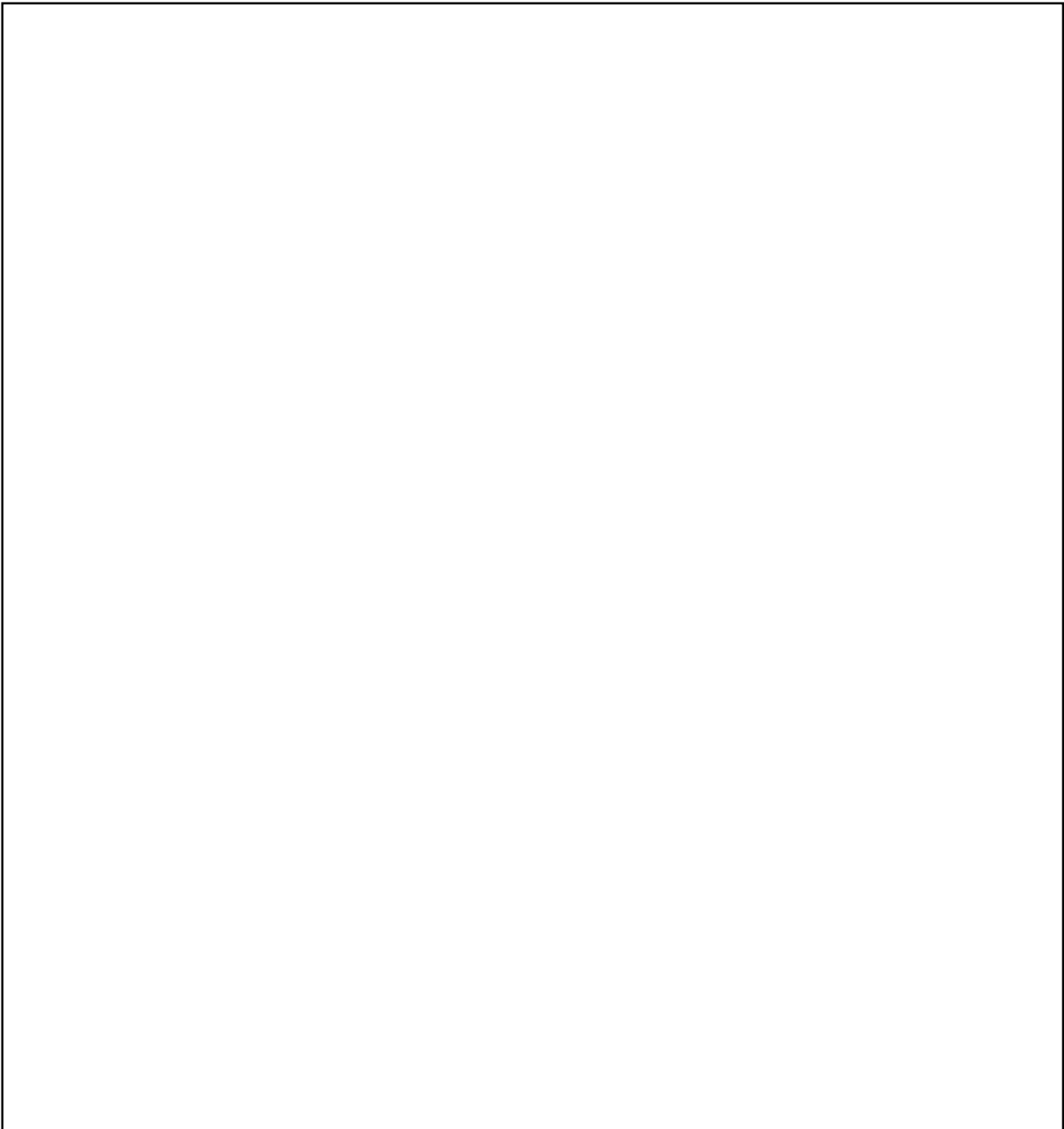
Residents before the mining	Residents who moved in after mining	Total
		100%

#### 4. Show where your community is on a map

- Where is your community is located
- How far is it from the mine
- How far is it from the nearest town/or city centre
- How far is it from the NGO you work with (if in the country)

Show on the map

- the estimated distance in kilo meters between the different points
- how long it takes you to travel between the points



## 5. About the mine

Name of mine
Who owns the mine
What is mined
What mining activity takes place ( e.g. open cast mining, smelting)
Any other comments about the mine

## 6. About Community leaders

- a. Who has influence or power over decisions concerning your community

For example, it could be any of or a combination of the following. Politicians/Government Officials, Traditional Leaders, community organisations, the local priest/school principal, a local business man.

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- b. Who does the community look up to and trust to talk on their behalf.

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## 7. Organisations

- a. Information about your local organisation, if there is one.

Name			
Number of Members			
Proportion of	Male	Female	
Proportion of	Young	Old	
When was the organisation formed			
What was the reason for forming the organisation?			
How often does the organisation meet?	Weekly	Monthly	Occasionally

- b. Who does your group work with (e.g. local NGO's and international NGO's (such as Oxfam)
- c. Does the group receive financial support from the NGO, if yes, what is this money used for?
- d. Does the group receiving training from the NGO, if yes please say what training this is and how often?



## 8. Share your information

- a. Please copy or photograph each page of your completed document and send it to the coordinating team:

Via Email

Brown Motsau : [brown@benchmarks.org.za](mailto:brown@benchmarks.org.za)

Bobby Marie: [bobbymarie10@gmail.com](mailto:bobbymarie10@gmail.com)

Or Via WhatsApp

Brown Motsau : +27 73 655 6269

Bobby Marie L +27 82 442 6850

- b. Write a short story (about a page long) and post a voice note (2-3 minutes) long on the WhatsApp group

Tell the other country group an interesting story about the community which gives us a picture of the people. This could be a story of something that made you laugh, made you sad, made you angry, inspired you.

# Action Voices in Mining Communities

## Activity Two: Mapping the community Physical Environment

### Aims

The aim of this activity is to help the group identify “hot spots” or danger points in the place where the community located.

This information will be posted on the project blog page

### Method

Meet as a group and do the activity following the steps in this Activity Sheet.

Appoint one of the group members to take notes

This activity should take between 2 to 3 hours.

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Note: The physical environment of the community will include

- The natural environment: such as mountains, rivers, forests, wetlands
- Housing: formal and informal housing
- Community facilities: schools, shopping centers, health centers, police station, recreational facilities
- Transport infrastructure: roads, railways, taxi ranks, train stations
- Industry: mines, factories, farms

### **Step 1: Draw a map showing the location and physical environment of the community and identify the “hot spots**

- a. The group members work together to draw a map or picture of the community. This map is a picture of the location of housing, community facilities and the natural environment.
- b. Each group member contributes ideas, while one member draws the structures.
- c. After they have completed drawing the map, group members identify places on the map where there is harm, danger or discomfort to the people or to the environment (air, water, vegetation, soil).
- d. Mark each harmful hotspot or danger point with a cross or a red dot.



**Step 2: List the key problems**

- a. The group then writes up a list of the hot spots and a brief description of each problem. They write this on a separate sheet of paper.

For example:

The hot spot could be *a busy intersection used by mine trucks near a school.*

The brief description could be: *The trucks travel at great speed. This crossing is used by children for the local school. Two children died there over the last 3 years.*

- b. Number the problem according to importance to the community (Number 1 will be most important)

Number	The problem	Comment

**Step 3: Find the root cause of the problem**

- a. Select one key problem from the list you have drawn up
- b. The group reads aloud the notes “Root Cause Analysis (see following page)
- c. The group then does the exercise below

The problem

The Root Cause(s)

Possible Solutions

## Root Cause Analysis

It is not sufficient to *describe a problem* faced by a community. To formulate a solution and take the appropriate action aimed at resolving the problem, we have to say what *the root cause of the problem* is.

For example, it is not sufficient to say that a person is coughing. If prescribe treatment to cure the cough we have to say what the cause of the cough is. A cough can have many causes. It could be the result of a virus such as a flu which leads to an irritation in the throat or smoke which inflames the lung resulting in a cough or it could be the result of an allergy such as hay fever. The treatment to cure the cough would be different in each case.

Related to a community problem, If we want to solve the problem of an overflow in the sewage system we have to first determine what the cause is. There could be several causes

- clogging by rubbish thrown into system
- tree roots have grown in the pipes
- the lines have collapsed because they are old
- the system is overcrowded because it is designed for half the size of the community.

The demand we make of the municipality will be different depending on what we understand the cause to be.

To get to the root because we have to be rigorous and systematic questioning the problem. Here is a technique that may help us

### **The 5 why's tool.**

The technique of the 5 why's tool is to ask "Why" to a problem, again and again, until you are satisfied that you are not able to get any new answer. Usually within 5 questions you are likely to have got far enough to say what you believe the cause is.

Here is how the tool works

1. State the Problem
2. Ask the question: Why? What caused the problem?
3. Write down all the answers
4. To each answer, ask the question why? You will get a new set of answers
5. Write down all these answers and then ask the question why? To each.
6. When you feel that you are not getting any new answer, study the last set of responses. Use this then to discuss with your group what the cause or causes of the problem are.

#### **Step 4. Share your Information**

1. Photograph your map and your list of problems. Post this on your WhatsApp group
2. Write a short description of a key problem your community faces. Take a photo that shows what the problem is. Post this on your WhatsApp chat group

You can follow the guidelines below on writing a short sharp report and taking a good photo.

### **How to write a “short sharp report”**

Step One: get your facts right. Make a note of your facts

Step Two: Write your report – using the “free writing” method i.e. write freely as you think. Don’t worry about proper language or spelling.

Step Three: Check your report – have you covered the following. If you haven’t add it in.

- a. What happened?
- b. Who did that?
- c. When did it take place?
- d. Where did it take place?
- e. Why did that happen?
- f. How did it happen ( this is optional since it is covered in the 5 W’s)

Step Four “Check your spelling

Check spelling of names and words.

Also check if your sentences are clearly stated

Make the changes.

### **Taking a good photo**

Discuss with participants what makes a photo a weak or bad photo.

1. Be clear in your mind what story you want your picture to tell.
  - a. Why are you taking this picture?
  - b. What do you want to tell your viewer?
  - c. What picture will help you tell your story
2. Tips for taking a good picture
  - a. Frame: Place your subject in your camera frame
  - b. Focus: Focus on the detail of the subject you want to picture
  - c. Light: Don’t shoot into a light. Best if the light is behind you
  - d. Shadow: Make sure your subject is not lost in the shadows.



# Action Voices in Mining Communities

## Activity Sheet Three: Mapping the Social Environment

### Aims

The aim of this activity is to help the group identify problems which arise in the social (individual, family and community) life and to decide on which social problems should be an issue for community action.

This information will be posted on the project blog page

### Method

Meet as a group and do the activity following the steps in this Activity Sheet.

Appoint one of the group members to take notes

This activity should take between 2 to 3 hours

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The social environment will include people's relationships around issues relating to

- work or the lack of work and its consequences,
- basic services or lack of such services for education, health care, transport
- security, crime, alcoholism, drug addiction
- youth unemployment, substance abuse, teenage pregnancy
- women in the family, in the community, issues of discrimination and security
- the aged, disabled, parentless children
- cultural differences
- old residents and new residents
- "foreigners" and "locals"

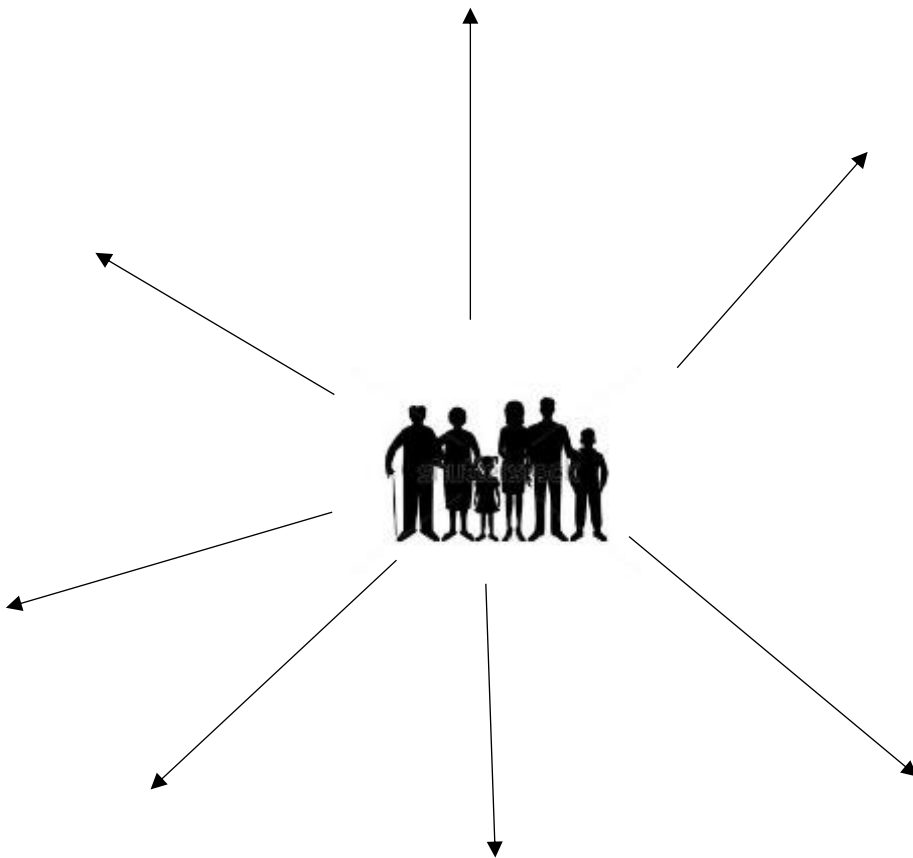
### **Step 1: Draw a map showing social issues in the community**

One group member draws while all group members contribute ideas.

The group member responsible for drawing draws a family in the center of a large sheet of paper.

All group members think about people and families in their community and discuss the problems most families experience e.g. unemployment, alcoholism, etc.

The member draws a picture and writes one word to highlight each problem – e.g. a bottle next to the word alcoholism.



**Step 2: List the key problems**

- a. The group then lists the problems and for each problem and writes a description of the problem.
  
- c. Number the problem according to importance to the community (Number 1 will be most important)

Number	The problem	Comment

**Step 3: Find the root cause(s) of the problem**

- d. Select one key problem from the list you have drawn up
- e. The group reads aloud the notes “Root Cause Analysis ( See Worksheet 2)
- f. The group then does the exercise below

The problem

The Root Cause(s)

Possible Solutions

#### **Step 4. Share your Information**

3. Photograph your social problems map and your list of problems. Post this on your WhatsApp group
4. Write a short description of a key social problem faced by people in the community. Take a photo that shows what the problem is. Post this on your WhatsApp chat group

You can follow the guidelines below on writing a short sharp report and taking a good photo. (See Worksheet 2)

# Action Voices in Mining Communities

## Activity Four: Mapping the History of the Community

### Aims

The aim of this activity is to help us understand the history of the community before mining and since mining began in our communities. This understanding will help us understand how mines have affected community life and our environment.

This information will be posted on the project blog page

### Method

Meet as a group and do the activity following the steps in this Activity Sheet.

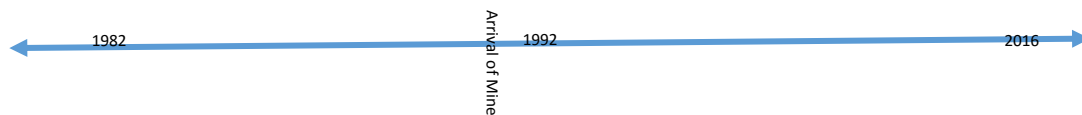
Appoint one of the group members to take notes

This activity should take between 2 to 3 hours

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### Step One: Draw a time line map

Create a time line as below on a sheet of paper



- a. Plot the arrival of the mine in the community
- b. Above the line mark important events in the country as a whole. These could be political and economic events such as the date of independence, an economic crisis, a drought.
- c. Below the line mark important events which occurred in the life of the local community before the mine and after the mine. These events could be major happenings which had either negative or positive impact on community life such as relocations, accidents, new constructions, strikes etc. agreements signed with the mine, a local election.



## Step Two: Changes in community life

Which events impacted on the community and changed or influenced life negatively or positively. For example:

Change	Description of Change	Positive or Negative
E.g. New people come to the community	Many mine workers come and stay in the community. Basic services are now crowded. Drinking places spring up. There is more crime	Negative
E.g. The main road to town is tarred	More public transport ( buses and taxis) operate between our village and town	Positive



### **Step Three. Share your Information**

Share the following on your WhatsApp group

5. A photo of your time line map.
6. Photos that show your community before and after mining. Write a short notes on each set of pictures to explain the change.

## Action Voices in Mining Communities

### Activity Sheet Five: Mapping – Power Relationships in the Community

#### Aims

The aim of this activity is to assist the group identify different interests in the community how they will either support a particular action or oppose the action. Understanding difference interest groups will help us develop actions that will avoid division and strengthen us against opposition.

This information will be posted on the project blog page

#### Method

Meet as a group and do the activity following the steps in this Activity Sheet.

Appoint one of the group members to take notes

This activity should take between 2 to 3 hours

#### Step One: Prepare a Map / Chart

- a. Select an issue in the community where there is likely to be different views.  
For Example:
- b. Draw the following chart on a flip chart paper
- c. Write down the different groups will respond to the issue.
- d. Say how strong their support or opposition is (Strong, Medium or Weak)

<b>Issue:</b> The Tavern (drinking place) must be closed down because it is the source of crime in the village		
<b>For</b>	<b>Neutral</b>	<b>Against</b>
Women Residents ( <b>Strong</b> )	Councilor	Tavern Owners ( <b>Strong</b> )
Church( <b>Strong</b> )	Police	Migrants Workers( <b>Strong</b> )
Families where there are no children ( <b>Medium</b> )	Traditional Leader	Football Club ( <b>Medium</b> )
Young Men ( <b>Weak</b> )		Local Butcher ( <b>Medium</b> )
		Mine Management ( <b>Weak</b> )

<b>Issue:</b>		
<b>For</b>	<b>Neutral</b>	<b>Against</b>

**Step 2: Analyse the reason for support or opposition and develop ideas to strengthen your support and weaken your opposition**

1. Look at each of the group and say why you think they support or oppose the action.
2. Which groups who are “opposers”, cannot be changed. Why is this so
3. Which groups who are medium to weak “opposers”, can be changed and how
4. Which groups who are medium to weak supporters can be made strong supporters and how

#### **Step 4. Share your Information**

Write a short story on an issue that that led to divisions in the community. Share this story on the WhatsApp group

1. What is the issue
2. Who were the supporters and why?
3. Who were your opposers and why?
4. How did this division affect the issue faced by the community?
5. How did the community deal with this division?

# Action Voices in Mining Communities

## Activity Sheet Six: Action Stories

### Aims

The aim of this activity is to help the group reflect and learn from actions taken by the community when facing a difficult problem and to share this with others.

This information will be posted on the project blog page

### Method

Meet as a group and do the activity following the steps in this Activity Sheet.

Appoint one of the group members to take notes and write the story

This activity should take between 2 to 3 hours

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### **Step 1: Select a community action for your story.**

The action could have been taken at any time, it could be small or big. If you are not able to find a story in the immediate community, you could select one from another community action you are aware of.

### **Step 2: Tell the story in the group**

Once you have selected the action, let the group or an individual in the group tell the story responding to the following questions. Appoint one member of the group to take notes as the story is being told.

1. Name the issue on which action was taken. For example: Mine trucks speeding in the village endangering the lives of people.
2. Who took action ( Action Group )
3. Against whom was the action directed
4. What did the Action Group do?  
Describe the action.  
Who was there?  
Give us a feel of the colour, sounds, feelings in the room or in the streets.
5. What did Action group expect to happen when they planned the action?
6. What actually happened?

7. What did the Action group do next – i.e. how did the group respond?
8. What happened next?
9. What was the final outcome?
10. What did the action group feel about the action taken?

**Step 4: Share your story**

Share your story with other members of the group on the WhatsApp group