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Awareness and Capacity-Building for Women in the Informal Recycling Sector

Toolkit for Facilitators

First Edition



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Note: This is the first edition of the "Awareness and Capacity-building for Women in the Informal Recycling Sector-Toolkit for Facilitators,". It will be subjected to revisions based on the knowledge gained from its implementation in different geographies.

Further information about this report can be obtained from Maria Tsakona (maria.tsakona@grida.no).

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CHAPTER 1

Introduction

Rationale

In the rapidly urbanizing countries in Africa, Asia and Latin America that are overwhelmed with waste, informal waste workers play a key role in supplementing limited or non-existent waste management services (Hartman and Donnelly 2021). Estimates suggest that the informal recycling sector (IRS), which accounts for at least 15–20 million people globally (Medina 2008; International Alliance of Waste Pickers [IAWP] 2023), recovers and handles 58 per cent of all recycled post-consumer plastic waste (Lau et al. 2020). In many countries, a high portion of this sector is represented by women. In Africa, more than 50 per cent of the informal waste workers are women. In Viet Nam, women make up 65 per cent of all informal waste collectors (United States Agency for International Development 2021). In cities across India, 80 per cent of waste pickers are women (Kasinja and Tilley 2018). Many women in the IRS work as street sweepers and landfill waste pickers. Women are valued for performing well in painstaking and time-intensive tasks, and they are often hired by informal sorting facilities to sort recyclables. In this sense, women of the IRS play a key role in recovering materials and mitigating the impacts of waste escaping into the environment, enabling a circular economy in the Global South and beyond (GRID-Arendal 2022).

Women of the IRS are facing many challenges. The range of barriers to women's full participation is broad: from a lack of well-fitting safety equipment to persistent bias in legislation, culture and gender roles, to harassment and even physical assault at dumpsites (Godfrey et al. 2018; Godfrey et al. 2023).

There are clear signs that governments, municipalities, employers and sector associations need to do more to recognize and strengthen women in the waste sector, given their valuable efforts and set of skills as well as their critical role in establishing a circular economy (Godfrey et al. 2023).

The reports A Seat at the Table: The Role of the Informal Recycling Sector in Plastic Pollution Reduction, and Recommended Policy Changes (GRID-Arendal 2022), Just Transition of Women in the Waste Management Sector (Tsakona et al. 2023), and Findings of the WOW! Global Survey II: Mapping the Status of Women in the Global Waste Management Sector (Godfrey et al. 2023) highlighted the need for a comprehensive and geographically tailored capacity-building programme that will create opportunities to enhance informal recyclers' experience, especially women, through inclusion in practical on-the-job training, working with mentors and working as part of teams.

The Toolkit

The Toolkit is made up of guidance and materials that outline how to:

- Bring women of the IRS together in circles – teams or groups in which they get to know each other, work together and play together.
- Plan activity sessions for IRS women under eight flexible modules that can be adapted to different geographies, developmental capacity needs and interests.
- Use facilitation methods that keep women of the IRS safe, active, learning and engaged, and give them opportunities to take the lead.

The Toolkit is for anyone who works directly with women of the IRS, including waste pickers associations, non-governmental organizations (NGOs), universities, initiatives and professional trainers.

Guidance to content

The Toolkit presents a simple and accessible process for preparing and undertaking a training workshop with the scope of raising awareness and enhancing the capacity of women of the IRS. It consists of six chapters which are providing information and guidance on:

Chapter 1: The rationale and scope of this Awareness and Capacity-building for Women of the Informal Recycling Sector: Toolkit for Facilitators – First Version.

Chapter 2: Performing a training needs assessment to identify the characteristics of women in the IRS in a specific geography, the challenges they face and their training needs. A set of tables with questionnaire appropriate to implement a pre-training assessment are available in Annex I.

Chapter 3: Understanding adult learning and facilitation principles. It presents guidelines on effective facilitation to ensure that the participants gather and analyse information, and make the decisions that will affect them. Facilitation is a process of learning, sharing and making decisions using participatory methods that build on participants' knowledge and experiences. For adults with low literacy levels, we need a more participatory and inclusive approach using more visuals, role play and storytelling.

Chapter 4: Planning a training workshop. It defines targeted trainees (participants) and provides tips on the facilitators' profiles for performing the training. Moreover, it gives tips on the timing and length of the training workshops, room set-up and training course materials. An example training workshop agenda is given in Annex II.

Chapter 5: Implementing a training workshop. It provides seven key training modules that elaborate on:

- Skills development and raising awareness: Empower women of the IRS in business and financial skills, understanding the value chain, global market trends for recyclables, quality collection and sorting techniques, pre-processing of recyclables and extended producer responsibility practices.
- Work conduct: Focusing on mental and physical health, workplace safety, provision of personal protective equipment (PPE) and promoting equality among workers of the IRS.
- Internal interactions/structures: Raise IRS women's awareness of the value of organizing, fostering cooperation through operating cooperatives and enhancing collaboration among IRS workers.
- External interactions/structures: Educating IRS women on governance mechanisms and regulations pertaining to their rights.

The modules provide guidance and methods for conducting learning sessions based on participatory learning principles. Each module gives details on the objectives, advanced preparation, materials, duration, steps and key messages. Moreover, a set of icebreakers, available in Annex III, are included as part of the activities of the different modules.

Click on the following links to discover the training modules:
Module 0: Opening and Introduction
Module 1: Learn About Waste Management
Module 2: Protect Myself
Module 3: The Power in Me
Module 4: Become a Leader
Module 5: Improve My Business Skills
Module 6: Get Organized
Module 7: Add Value to My Work

The modules are supported by accompanying materials available in separate files upon request (contact GRID-Arendal), including:

PowerPoint presentations
PR01 Learn About Waste Management
PR02 Protect Myself
PR03The Power in Me
PR04 Become a Leader
PR05: Improve my Business Skills
PR06 Get Organized
PR07 Add Value to My Work
List of videos
Participants' Handbook
Facilitators' templates
TM00 Bingo Card
TM01 Flow Diagram of SWM
TM02 Plastic Bottles Supply Chain
TM03 Waste and Hazards
TM04 Failure

TM05 Life Vision
TM06 SMART Goals
TM07 EPIC
TM08 Action Plan
TM09 Household Expenses
TM10 Money Loves to be Counted
TM11 Business Canvas
TM12 SWOT Analysis
TM13 Cost-benefit Analysis
TM14 Tracking My Waste
TM15 Door-to-door Collection
TM 16 Priority Matrix

Chapter 6: Evaluation. This chapter provides guidance on monitoring and evaluating the effectiveness of the training during and after its implementation. Each module comes with an Evaluation Sheet (Annex IV), which allows the facilitator leading the modules to assess the participants' progress.

Tips

You should read and apply this Toolkit with the following in mind:

- The information in this Toolkit is not compulsory. You have the freedom to expand or adapt the approach described to ensure it works in your local contex t.
- This guidance does not present an exhaustive list of all possible training activities for women of the IRS. You may need to consider other issues not explicitly mentioned in this guidance, depending on the local context and the specific needs of the IRS.
- Facilitators are welcome to adapt the case studies and examples in the Toolkit to the participants' context.
- Although this Toolkit has been developed for women of the IRS, it can also be adopted to provide training to all genders in the IRS.

Note: Annexes and accompanying materials are available in separate files upon request (contact GRID-Arendal).

CHAPTER 2

Training Needs Assessment

A training needs assessment is an essential process to identify the specific training requirements of women of the IRS in different geographies and ensure that the training programme meets their needs effectively. Here are some steps to conduct a training needs assessment:

Identify stakeholders: Identify the key stakeholders involved in waste management and the IRS. These may include waste management companies, local authorities, NGOs, waste pickers organizations and the waste picker community itself.

Conduct interviews or surveys: Engage with women of the IRS directly through interviews or surveys to gather their perspectives on their training needs. Ask them about their current knowledge and skills, areas where they feel they lack competence and specific training they believe would be beneficial. Moreover, gather information on their current activities in the IRS. You may use the pre-training survey questionnaire in Annex I to conduct the interviews.

Assess roles and tasks: Understand the various roles and tasks of the different genders in the specific geography. Gender roles are taught and differ greatly both within and between cultures. Gender norms are cultural and/or regional standards that specify acceptable actions, duties, assignments and pursuits for men and women. You may use the gender roles questionnaire in Annex I.

Analyse existing training programmes: Identify any existing training programmes or initiatives that have been implemented in the past in the geography of interest. Assess their effectiveness, content and relevance to determine if there are any areas that need further attention or adaptation.

Consult experts: If you have not engaged with the IRS before, seek input from subject matter experts, waste management professionals

and associations (e.g. the International Solid Waste Association), waste pickers associations (e.g. Women in Informal Employment: Globalizing and Organizing, the International Alliance of Waste Pickers [IAWP], etc.) or trainers with experience working with the IRS. They can provide insights into the recycling industry's best practices, emerging trends and specific training needs based on their expertise.

Analyse legal and safety requirements: Consider relevant legal regulations and safety requirements related to waste management. Identify any specific training needs related to compliance, occupational health, safety and waste management practices.

Engage with community leaders: Connect with community leaders or representatives of waste pickers organizations to understand their perspectives on training needs, community-specific challenges, and potential training topics or approaches that would be effective.

Prioritize training needs: Analyse the findings from the interviews, surveys and research to prioritize the training needs of women of the IRS. Identify the most critical and widely recognized areas that require training intervention.

Set training objectives: Based on the identified training needs, define clear training objectives that are specific, measurable, attainable, relevant and time-bound (SMART objectives). These objectives will guide the development of the training workshop.

Define training topics: Once the training needs and objectives are established, determine the specific topics and content areas that should be covered in the training programme. Consider a mix of theoretical knowledge, practical skills, and behavioural or soft skills.

Develop a training workshop plan: Outline a comprehensive training plan that includes the sequence of training activities, resources required, timelines and responsible parties. This plan should address the identified needs and align with the available resources and budget.

Continuous evaluation: Establish a system for ongoing evaluation and feedback to measure the effectiveness of the training. This can include participant feedback surveys, observation of skills application and monitoring of job performance post-training.

CHAPTER 3

Adult Learning and Facilitation Principles

Adult learning in the informal recycling sector

This session provides an important set of adult learning principles/ guidelines that outline how adults of the IRS learn best during a training workshop. These principles are based on an understanding of adult learners' characteristics, motivations and unique learning needs, which the facilitator would need to take into consideration prior to and during a training's learning process. When it comes to the IRS workforce, the facilitator also needs to understand how adults with low literacy levels learn. Adults with low literacy levels learn differently compared with those with higher literacy skills. These individuals often face challenges in reading, writing and comprehending information. Here are some approaches that can be effective for adults of the IRS:

Self-directed and autonomous learning: Adults prefer to take charge of their own learning and therefore want to be involved in setting the goals, pace and methods of learning. This might not always be the case with adults of the IRS, especially women who lack self-estimation, and are missing vision and goals of self-improvement. Therefore, the facilitator would need to motivate the participants to be involved in defining the goals, pace and methods of the training.

Contextualizing learning: Connecting learning to real-life situations and experiences can make it more meaningful for adults of the IRS. If the knowledge and skills they acquire in the process are explained through examples from their own lives, people are able to better understand and more willing to actively participate in the learning process.

Multisensory learning: Using multiple senses can enhance learning for adults with low literacy levels. Innovative teaching modalities such

as using pictures, getting people to listen to what is being taught or engaging their feelings can assist in passing information. For instance, the use of illustrations, graphics, and physical involvement aids in learning and comprehension processes.

Prior experience and knowledge: Connecting prior real-life experience and knowledge with new information enable adults to be resourceful when learning. Therefore, facilitators of any training need to appreciate trainees' previous learning and enable them to add on what they already know in the learning process. It also enhances self-confidence and motivation and, at the same time, supports new learning. For instance, the experience of women of the IRS related to hazards at work (e.g. cuts by sharp objects, cases of them being hospitalized due to breathing toxic fumes from open burning of waste, etc.) could be utilized in the learning process of occupational, health and safety at work to raise awareness on the importance of safety practices and PPE.

Active and participatory learning: Experience clearly shows that adults learn better when they discover something for themselves rather than when they are lectured. This is true for everybody, but it is essential for illiterate or semi-literate participants. They have an inclination towards activity-oriented groups, which mean group discussions, case studies, storytelling, simulations, games, problem-solving, etc. These approaches allow them to practice what they know and to benchmark their thinking with other people. In the case of women of the IRS, site visits to waste management facilities (e.g. sorting units or material-recovery facilities) could increase their active participation and knowledge.

Supportive learning environment: Creating a safe and supportive learning environment is crucial for adults with low literacy levels, since it can help them feel safe expressing their opinions, asking questions and engaging in discussions. They may have experienced, in the past, negative emotions or shame associated with their literacy difficulties. Therefore, facilitators need to create a safe space for all trainees, providing constructive feedback, encouragement and support to all.

Goal-oriented and outcome-focused learning: Adult learners are more motivated when they have goals and objectives that they can relate to and an appreciation of expected learning achievements. Setting clear goals and pointing out the importance of achieving these goals helps maintain adult trainees' motivation and focus during the learning process.

Flexibility and individualization: Adults have different learning styles, preferred methods and time availability. As such, flexibility in learning methods, formats and delivery options enables them to personalize learning and fit it into their lifestyle. For instance, women of the IRS might

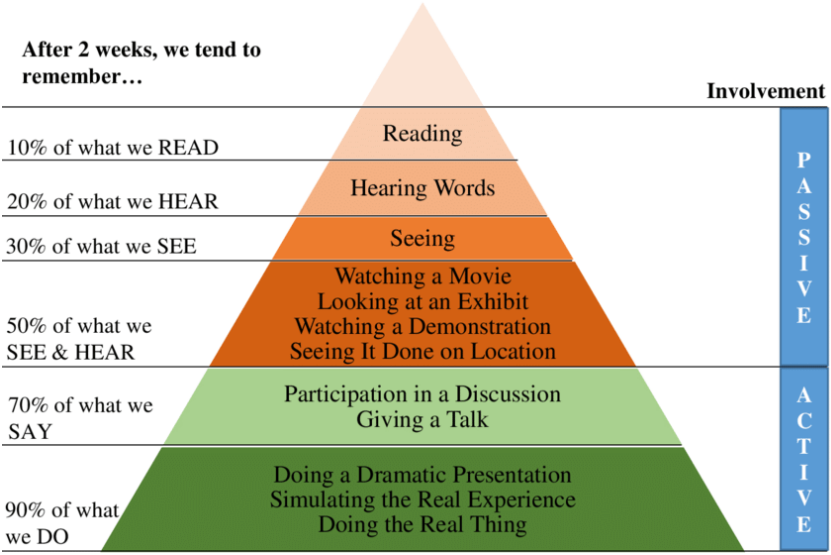


Figure 1: Edgar Dale's Cone of Learning (Varchenko-Trotsenko, Tiutiunnyk and Terletska 2019). Edgar Dale's Cone of Learning, also known as the Cone of Experience, is a model that illustrates the different levels of retention and understanding based on various learning experiences. It was developed by Edgar Dale, an American educator, in the 1960s. The cone visually represents the idea that people remember and understand information better when they are actively involved in the learning process. The Cone of Learning suggests that learners retain information at higher rates when they engage in active and participatory learning methods instead of passive ones (Edgar Dale undated).

need flexible scheduling of the training time and duration due to their diverse needs (e.g. picking up children from school, working specific hours per day, etc.).

Simplify the content: For adults of the IRS, it is important to simplify the content of the learning process/training. This will require using plain language, breaking information into smaller chunks, and incorporating repetition and reinforcement. Also, when referring to waste management terms and words, adopt the language to adopt the terminology used locally by the participants.

Facilitation

To ensure effective facilitation that puts participants in charge of gathering, analysing information and making decisions that affect them, it is essential to follow certain principles, which focus on promoting active participation, inclusivity and empowerment.

Key principles for effective facilitation

Here are some key principles for effective facilitation:

Create a safe and inclusive environment: Maintain group boundaries by which all participants will feel safe and welcome to express themselves with respect. Promote the possibility for voices to be heard, organize and facilitate a structure in which any opinion and ideas can be expressed, and participants have equal opportunities to do that.

Clarify objectives and expectations: Establish and explain the purpose of facilitation and the training workshop, and share it with the participants. Before the training begins, ensure that each participant knows what is expected of them in the training process.

Encourage active participation: Encourage active involvement and engagement from participants, and foster a sense of ownership over

the gathering and analysis of information. Facilitate discussions and activities that encourage collaboration and mutual learning. Encourage participants to contribute their knowledge, experiences and ideas.

Use structured and participatory methods: Choose uniquely interactive methods and instruments that will enable all participants to contribute actively and significantly. This includes things such as group discussions, brainstorming, games, group exercises, storytelling, etc. If necessary, incorporate demonstrated visual aids, or work with interactive technologies or other types of facilitation means. Promote group-member involvement and engagement, ensure equal opportunities to voice opinions, and address any conflicts or tensions that may arise. Foster a sense of trust and collaboration among participants.

Transparent and accessible communication: Ensure that information is communicated transparently and clearly to all participants. Use plain language, visual representations (e.g. photos, graphics, videos, etc.), or other formats appropriate for the participants' levels of literacy and understanding.

Active listening: A facilitator should practice active listening. Pay close attention to participants' concerns, ideas and suggestions. Encourage open and inclusive communication, and ensure that all voices are heard. Summarize and reflect on key points raised by participants to ensure understanding and recognition of their inputs.

Questioning: Ask questions with multiple correct answers to encourage participants to reflect, share insights and consider different perspectives.

Support and follow-up: Provide ongoing support and follow-up after the facilitation process, either in the form of advice, materials or time, to assist participants in successfully carrying out decisions and actions that result from their participation. This implies setting up ways of tracking progress and results to include feedback that can help enhance the overall process.

Challenges in facilitation

Facilitating a training workshop or session can present various challenges that may impact the effectiveness of the learning experience. Here are some common facilitation challenges and strategies to address:

Low engagement: Participants may become bored or uninterested during the session. To address this challenge, you can:

- Use interactive activities (e.g. icebreakers, games), group discussions, storytelling, videos and practical exercises to keep participants engaged.
- Encourage active participation of all participants in a discussion. Ask all the participants a number of questions to which they are encouraged to answer with as many ideas as possible.
- Create a positive and inclusive learning environment where participants feel comfortable sharing their thoughts and ideas.

Time management: Struggling to cover all the planned content within the allocated time can be a common challenge. Consider the following strategies:

- Prioritize key learning objectives and adjust the training workshop's agenda as needed to ensure essential topics are covered.
- Use timers or agendas to help ensure the right amount of time is given to each segment.
- Be prepared to adapt the schedule if discussions run longer than expected by adjusting activities or skipping less critical content.

Difficult participants: Handling challenging personalities, such as participants who are disruptive, resistive or who dominate the conversation, can be a significant drawback during a training. Address this issue by:

- Setting clear ground rules at the beginning of the session to establish expectations for participant behaviour.
- Handling difficult participants diplomatically by listening actively, acknowledging their perspectives and redirecting the conversation back to the topic at hand.
- Address disruptive behaviour privately, if needed, and provide constructive feedback to encourage positive participation.

Technical issues: Technical difficulties, such as equipment malfunctions or audiovisual problems, can hinder the flow of the session, when such technology is available for the training. Mitigate these challenges by:

- Conducting a thorough tech check before the session to ensure all equipment is functioning correctly.
- Having backup plans in place, such as printed materials or alternate presentation methods, in case of tech failure.
- Designating a tech support person or troubleshooting guidelines to address technical issues promptly.

Group dynamics: An issue of concern might be how to manage the flow of group dynamics and undertake an equal distribution of participants in groups. Address this by:

- Facilitating group discussions and activities in such a manner that no group member dominates the session.
- Acknowledging diverse perspectives, and creating a safe space for respectful dialogue and collaboration.
- Understanding who is the position of having the least power in the given context and stepping in to assert equal authority to one's partakers.

CHAPTER 4

Planning

Facilitators and trainees (participants)

Facilitators

Ideal facilitators for the training sessions are those who have been engaged with workers of the informal recycling sector (IRS) and are familiar with their work, context, history, background and current situation. Existing activists, mobilizers or field staff within waste pickers organizations, provided they have the time, literacy and numeracy skills, and willingness and motivation to play this role, are often the most suitable. They can relate the training content to the specific requirements of the women waste pickers that they work with. Often, they may be familiar with background information on training as well as the participants themselves, and sometimes with the content too. However, they should always be trained for their role, but the extent of their training may vary considerably from one context to the next.

Where waste pickers are not already organized, it may help to have facilitators who have experience with the informal sector or low-income/ economically disadvantaged workers to conduct the sessions. Moreover, professionals such as teachers, waste experts or volunteers who have participated in short training programmes as part of their preparation to work with women empowerment through a programme or intervention can also be good facilitators.

Local facilitators would be best placed to share local examples and their own small (or big) experiences of what works in the local context.

The main facilitator of the training is suggested to have experience in gender empowerment, and be the one with whom the participants would become more connected and build trust. Facilitators with expertise in waste management, occupational health and safety, and business development shall be involved in the training workshop.

An ideal number of facilitators to perform the training workshop is four, but this number can be altered based on the training content and the number of trainees.

Trainees (participants)

Target participants of training include the following:

- Women working in the IRS (waste pickers, junk shop owners, etc.) who want to increase capacities and identify opportunities to serve their clients better and increase their income.
- Leaders of informal self-help groups that want to formalize their groups through cooperatives.
- Other informal groups that provide waste management services.

Ultimately, it is important to consider the specific context and objectives of the training when determining the ideal number of participants. Tailor the group size to the available resources, spaces and logistics, as well as the facilitator-to-participant ratio.

While the exact number may vary for each training session, having around 20 to 25 participants per training workshop is a reasonable starting point. It strikes a balance between being small enough to provide individual attention and foster a supportive learning environment while still having enough diversity and interaction among participants (Women in Informal Employment: Globalizing and Organizing [WIEGO] 2015).

Throughout the training, participants will work on the learning activities into smaller groups. The ideal number of members of the small groups is five. The small group dynamic works best when there is an odd number of participants (WIEGO 2015).

A small group size can promote increased engagement and participation from each individual. It can create a comfortable and supportive environment where participants feel more inclined to ask questions, share experiences, and contribute to group discussions or activities. With

smaller groups, facilitators can more easily communicate with and listen to each participant, as well as enable them to address specific needs and provide tailored guidance to each participant. Furthermore, a smaller group size may be more manageable in terms of seating, equipment distribution and ensuring everyone can actively participate.

The targeted participants and their exact number will be defined and finalized based on the outcomes of the training needs assessment. For this purpose, the participant's profile (Annex I) needs to be filled in prior to the training workshops based on the results of the pre-training survey (Annex I).

Note: Although the focus is on women, the training can be beneficial for all genders.

The venue and room set-up

Selecting a venue

When choosing a venue for the training workshop, several factors must be considered to ensure that the space is conducive to learning, meets the needs of the participants and supports the training objectives. Here is a checklist of things to consider when selecting a training venue:

Location: Is the venue easily accessible and convenient for the participants? Consider factors such as proximity to the participant's location of settlement, public transportation and the overall ease of finding the location.

Capacity: Does the venue have adequate space to accommodate the number of participants expected for the training? Make sure that the venue's capacity fits the number of attendees and the desired room set-up.

Room layout and set-up: Is the arrangement of the rooms or the setting up of chairs and tables easily changeable at this venue? Consider how the participants will be best positioned for interaction, engagement and learning during the training sessions.

Comfort and amenities: Is the environment in the venue conducive to following the training? For example, does the venue have no chairs or very loose chairs? Is the lighting appropriate, and is the room poorly or heavily ventilated, or inadequately heated? Are there restroom facilities, breakout spaces and refreshment areas available for participants?

Catering and refreshments: Can the venue provide catering services or accommodate outside catering if needed? The availability of any food and types of beverages must be taken into consideration, along with the participants' preferences, and possible allergies or other contraindications.

Noise level and distractions: Consider potential noise disruptions and distractions, such as nearby construction, traffic or other activities, which could impact the training workshop.

Cost and budget: Find out the total rental charges for the venue as well as other costs for hiring additional items or services. Compare the cost with the amount of money set for the training. Try to identify low-cost or free training venues such as communal centres.

Other services: The availability of childcare services is important if women with young children are among the participants.

Setting up the room

When setting up a room for training workers in the informal waste sector, it is important to create an environment that is safe, and conducive to learning and engagement. Here are some considerations for room set-up:

Seating arrangement: It is recommended to arrange the seats in a way that facilitates the interaction and engagement of the participants. It is recommended to organize the sitting structure in a U or circle shape so that participants can be face-to-face, and to encourage discussion and collaboration. Avoid the traditional classroom set-up where students sit in rows with the facilitator/ teacher standing in the front (WIEGO 2015).

Adequate space: Make sure that the room has enough space for participants to move around comfortably during activities.

Audiovisual equipment (when available): Set up necessary audiovisual equipment, such as a projector and screen, to facilitate presentations, videos and visual aids. Make sure that the screen is positioned to be visible from all angles.

Writing surfaces: Supply large paper flip charts as well as white, black or coloured boards for writing sessions, idea generation and for performing the training exercises. Ensure there are enough writing materials provided, such as markers, erasers and chalk.

Timing

When it comes to defining the timing of a training workshop, there is no one-size-fits-all approach as it depends on various factors, including the content and objectives of the workshop, the audience and the resources available. However, here are some general considerations to keep in mind:

Define the duration: Start by determining the length of your workshop. This could range from a few hours to multiple days, depending on the depth of the content, the level of interaction required and the training needs as defined in the training needs assessment. The duration of the workshop is proposed not to exceed four hours of actual training a day to ensure attendance and full attention of the attendees. Starting time and ending time need to ease participation, especially those of women who have family responsibilities.

Break down the agenda: Divide the training workshop into different sessions, each focusing on a specific topic, and assign an appropriate amount of time for each session, considering the complexity and importance of the content.

Incorporate breaks: It is essential to include regular breaks in your workshop schedule to allow participants to rest, refresh and process the information they have learned. Fifteen-minute to thirty-minute midmorning and midafternoon breaks should also be included in the agenda. Lunch breaks should be at least half an hour long.

Allow for interaction: Allocate enough time for participants to actively participate and interact with each other during the training activities.

Flexibility: Be prepared to adapt the timing as needed during the training workshop. Sometimes, among the participants, one or more may need more time to understand a topic or to be able to contribute in a productive discussion. On the other hand, it is possible to find some of the sessions being complete before the stipulated time.

Evaluate the workshop: At the end of the workshop's day, allow time for participants to provide feedback and engage in a 10-minute debrief session. Moreover, building at the beginning of the next day of the training workshop with insight/reflection from the preview day can also reinforce learning. Finally, an evaluation at the end of the overall training workshop will help gather valuable insights and improve future workshops.

Material

Facilitators should be well prepared ahead of time for the training sessions. Materials for the training session, including charts, images, (Manila) papers, pens/pencils, markers, Post-its/sticky notes, sticky tapes, scissors and drawing pins should be prepared in advance.

Many locations may lack electricity, making it impossible for them to utilize a PowerPoint projector or other audiovisual equipment, and there might not be a photocopying machine nearby (WIEGO 2015). In this case, the facilitator shall utilize any available training resource and introduce more activities that do not rely on the use of audiovisual

means of training. Moreover, for training groups with low literacy skills, it may be necessary to abandon writing altogether.

The following alternatives are helpful to overcome the above challenges:

- Read stories to the participants and ask them to summarize the main points in their own words. This takes time. However, being able to follow the story forms the basis for understanding the whole exercise.
- Include many role plays and games that illustrate the main points of the section so that each functions as a message to the participants. Also, use them to allow the participants to try out the new skills and give ample time to the feedback rounds so that the main issues can be memorized well.
- Shorten presentations to the main points as much as possible.
- Shorten session content. It is better to have fewer exercises per day and less input than to overburden the participants' capacity to concentrate. Where necessary, the time allocated to each module can be adjusted (e.g. by splitting a module into three distinct training units with a gap between them) to ensure that the participants have the time and concentration to get the full benefit of the material.
- Work with pictures, drawings or symbols to illustrate the main points of the material wherever possible. Illiterate participants will greatly benefit from images to remember the core points.

Moreover, prior to the training event, you may want to review and modify the following elements in the materials to be used to fit your own local situation, particularly that of the target participants:

- Names of people, villages and groups
- Currency
- Units of measurement
- Terms and other wording

Training agenda

The content and duration of the training workshop would be defined based on the results of the training needs assessment. The training workshop could be organized on consecutive days or spread out.

When putting together the agenda for the training workshop, consider the following:

- The title(s) of each session and the activities
- The time of each session
- Objective and expected outcomes of each session
- The name of the facilitator(s) of each training session
- Recap sessions at the beginning of each new training day
- Wrap-up and evaluation of the training at the end of each training day
- Revision of the agenda, if necessary, at the beginning of a new training day
- Regular breaks to allow participants to rest, refresh and network with each other
- Icebreakers to energize trainees/participants

In Annex II, an indicative agenda is provided

CHAPTER 5

Training

Content of the training

The implementation of the training workshop is based on the following training modules and sessions:

Module 0: Opening and Introductions
Session 0.1: Opening and Introductions
Session 0.2: Expectation-setting and Commitments
Session 0.3: Ground Rules and Training Structure

Module 1: Learn About Waste Management
Session 1.1: Solid Waste Management
Session 1.2: Circular Economy
Session 1.3: Extended Producer Responsibility

Module 2: Protect Myself
Session 2.1: Hazards at Work
Session 2.2: Gender-based Violence and Harassment
Session 2.3: Safety and Hygiene

Module 3: The Power in Me
Session 3.1: Understanding Myself and Limiting Beliefs
Session 3.2: Belief in Myself and Self-responsibility
Session 3.3: Managing Failure
Session 3.4: Personal Growth

Module 4: Become a Leader
Session 4.1: What Makes You a Good Leader
Session 4.2: Creating a Vision and Setting Goals
Session 4.3: Problem-solving
Session 4.4: Communicating
Session 4.5: Setting Your Action Plan

Module 5: Improve My Business Skills
Session 5.1: Financial Management – Savings and Access to Finances
Session 5.2: Negotiating
Session 5.3: Developing My Business Idea

Module 6: Get Organized
Session 6.1: Waste Picker Issues – Identity, Visibility, Recognition, Entitlements
Session 6.2: Allies and Adversaries
Session 6.3: Need to Collectivize/Organize and Strategies
Session 6.4: Organizational Forms

Module 7: Add Value to My Work
Session 7.1 Improve My Productivity: -An Introduction
Session 7.2 Sorting and Door-to-door Collection
Session 7.3 Waste-sorting Facility
Session 7.4 Upstream Opportunities (Material Reuse, Repair and Upcycling)

The modules are designed for flexibility, allowing facilitators to choose based on training needs. Each module typically lasts two to four hours, with sessions ranging from 55 to 60 minutes; except the introductory module, which is 1.5 hours. Facilitators can perform sessions independently or combined with others, and may exclude sessions if not relevant (see Figure 2). Modules can be customized to fit participants' expectations, resources and time constraints.

Each module comes with an evaluation sheet (Annex IV), which allows the facilitator leading the modules to assess the participants' progress.

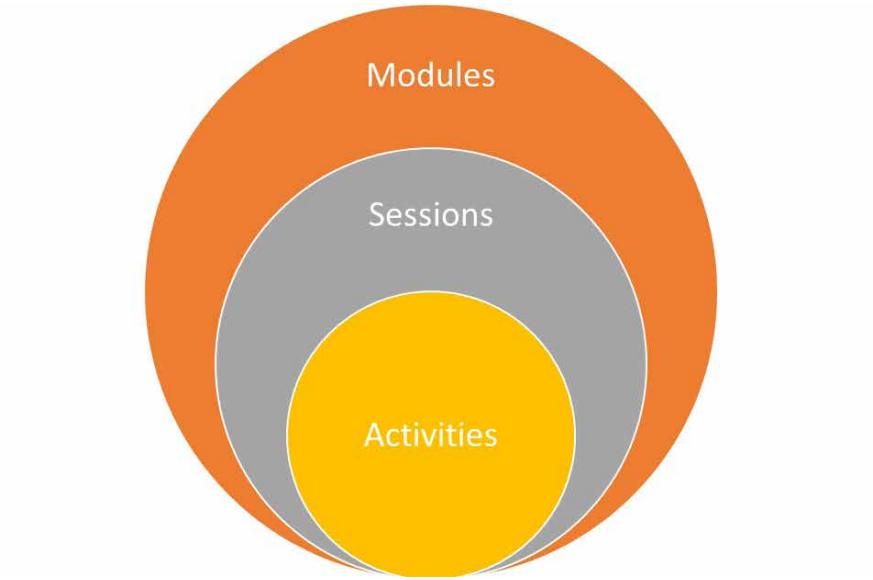


Figure 2: General structure of training modules

Using the module and session guide

At the beginning of each module and session, there is a list of specific objectives, along with the time or resources needed to accomplish specific activities.

Specifically, each module guide contains the following:

Objectives:
For facilitators: A description of key results you, the facilitator, should strive to achieve under the specific module.
For participants: A description of expected key results/benefits for participants following the training under the specific module.

Advanced preparation: Recommendations on how facilitators can prepare for the sessions under the specific module.



Duration: The overall estimated time required to complete the module. It can vary (longer or shorter) according to the learning aptitude and enthusiasm of the participants, previous knowledge and/or experience at each session.



Sessions: Each module includes three to five sessions of activities. Each session guide contains the following:



Objective: A short description of expected key results/benefits for participants under the specific session.



Duration: The average estimated time required to complete a session. It can vary (longer or shorter) according to the learning aptitude and enthusiasm of the participants, previous knowledge and/or experience, etc. The total duration indicated at the start of each session includes all activities as well as recommended icebreakers and/or supplementary exercises.



Materials: This list of the materials needed for the session and its corresponding activities. Materials for the suggested icebreakers, templates, PowerPoint presentations and supplementary exercises are indicated separately.



Activities: This is a step-by-step description of how to facilitate the session.



Wherever possible, **notes** have also been included for facilitators to draw attention to specific activities or explanations that may need special attention or customization.



Finally, **key questions** for discussion have been highlighted to keep participants engaged. These guiding questions will get the conversations started in a productive way. Additional questions can and should be developed.

Module 0

Opening and Introductions

The module provides a structured opening and introduction to the training workshop. The facilitator can effectively: set the tone; establish objectives; and create a positive and engaging learning environment for participants to set meaningful goals and expectations, and make the most of the training. This module aims to make participants feel comfortable and informed about the content of the training.



Objectives

The objectives for the facilitators are to:

- Introduce the training and the facilitators
- Develop a good understanding of the objectives of the training and the rules
- Create a trusting environment between the facilitators and the participants

The objectives for the participants are to:

- Get to know each other and become comfortable working together
- Understand how the modules and sessions are structured
- Set their expectations and commit to following the whole training



Advanced preparation

- Secure the list of confirmed participants, including basic information such as gender, age, educational level and informal waste activities that they are involved in.
- Familiarize yourself with the objectives of the training and the training agenda.
- Familiarize yourself with icebreaker 1 (Annex III) under Activity 0.1.2 and icebreaker 2 (Annex III) under Activity 0.2.1, and test them prior to the training.
- Print any material needed under this module.

Duration
90 minutes (1.5 hours).

Sessions
- Session 0.1: Opening and Introductions
- Session 0.2: Expectation-setting and Commitments
- Session 0.3: Ground Rules and Training Structure

Session 0.1: Opening and Introductions

Objectives:
Introduce the training, facilitators and participants.

Duration:
30 minutes.

Materials: Template TM00 for icebreaker 1 under Activity 0.1.2 (Annex III) printed on A4 (Manila) paper (number of copies = number of participants) and pens/pencils.

Activity 0.1.1: Objectives of the Training

A representative of the training organizer or you as the main facilitator welcome(s) all participants and guests, and also briefly provide(s) the overarching objectives of the training. A typical opening programme consists of the following:
- Welcome message and training objectives, including topics to be covered
- Brief introduction of facilitator/facilitation team



Activity 0.1.2: Introductions

After the opening programme, welcome the participants again and introduce yourself. Starting with a self-introduction will create a good atmosphere, which will help participants relax and be more spontaneous, thereby building participatory involvement and team spirit. Tell participants that they will now introduce themselves to the group. Ask them to provide their name, place of birth and working status. Each trainee should ideally be given a minute to introduce themselves. To get to know each other better and break the ice, you may introduce Icebreaker 1: We Go Bingo (Annex III).



Session 0.2: Expectation-setting and Commitments



Objectives: Set participants' expectations and commit to following the whole training.



Duration:
30 minutes.



Materials: Flip chart papers/A0 paper and cards/Post-its or piece of papers (number of copies = number of participants) for Activity 0.2.1. One A0 paper (or larger), printed leaves and flowers (number of copies = number of participants) for Icebreaker 2 (Annex III) under Activity 0.2.2.



Activity 0.2.1: Expectations- and Commitments-setting

Explain that reaching a common understanding of objectives, expectations and commitments before the training will create a

favourable working atmosphere as well as facilitate collaboration and learning under confidentiality.

Ask four to five women participants:

- What do they expect from the training?
- What are their concerns?
- What are their commitments to the training?

Also, give the following examples:

- Expectations: Learn how to assess and protect myself at work.
- Concerns: I do not know how to read or write, fear speaking in public, fear of giving wrong answers, etc.
- Commitments: Follow all days of training or promise to apply the tips from the training in my work or life.

Next, perform Icebreaker 2: The Tree of Expectations and Commitments (Annex III). Or simply provide participants with a card/Post-it or a piece of paper, and ask them to write down one expectation, one concern and one commitment. Alternatively, you may write down their answers on flip charts/A0 papers, a board or any other suitable means. Group repetitive and similar ideas, and post them on a flip chart/board. You will then have to comment and come back to the expectations that are more common.

Explain to participants your goals as the facilitator and your commitments to meet the participants' expectations.



Note: Keep the flip chart paper displayed throughout the training and refer to it as appropriate. This way, the participants will have a chance to compare and discuss whether their expectations have been met during and at the end of the training.



Low literacy: Use volunteers to assist/help participants with low literacy with writing down their expectations and commitments. Use plain language, with a preference for short text and capital letters.

Session 0.3: Ground Rules and Training Structure

Objectives: To develop a good understanding of the objectives of the training and agree on the rules of the training.

Duration:
30 minutes.

Materials:
A poster of the training agenda (printed).

Activity 0.3.1: Ground Rules

Tell participants that they will now craft their own rules on how they will work and learn together, and that all participants will commit themselves to follow. Explain that this framework is important because they are going to share a lot of personal things, and therefore, everybody needs to feel comfortable in the group in order to learn well.

Provide the following examples:

- All mobile phones to be on silent mode
- Listen to each other
- Treat each other with respect
- Work through all the activities, even if you find them very simple
- Never ridicule an answer
- Respect different perspectives
- Share only what you are comfortable sharing
- One person speaks at a time
- Do not personalize conflict
- Do not use derogatory or insulting words when talking to or calling on a person

- Speak for yourself, not for others
- What is said in this group stays there unless everyone agrees to change that



Activity 0.3.2: Training Agenda

Go through the training agenda (working sessions, breaks, etc.) and explain the purpose of each session's expected output. Ask the participants what they think about the schedule and whether the training arrangement is acceptable to them. Put up posters with the schedule and group tasks on a surface (e.g. a wall or door) of the training room/venue that is visible to the participants at all times.

Module 1

Learn About Waste Management

Informal waste workers play a significant role in waste management, and their understanding of their role and position in the value chain of materials and the circular economy is essential, not only to improve their livelihoods and working conditions, but also to foster a more sustainable and efficient waste management system. This module aims to make participants aware about the current solid waste management (SWM) situation in their community/municipality, and then discuss the local and national legislative framework and goals that govern the SWM sector. It emphasizes the important role of the IRS in providing waste management services and fighting the triple planetary crisis (climate change, pollution and biodiversity). It explains the materials value chain within the linear and circular economy model, and it defines the position of the IRS within these models. In addition, the module provides an opportunity for participant to become aware of their rights as defined and recognized through legislation. Finally, the module introduces the benefits and drawbacks of extended producer responsibility (EPR) schemes, and it explains why these schemes needs to be fair and inclusive to the IRS.



Objectives

The objectives for the facilitators are to:

- Discuss the current SWM situation in the area/country in which the training is taking place.
- Point out that waste is all about people.
- Illustrate the materials value chain, and explain the linear and circular economy model.
- Describe the legislative framework as well as the goals and priorities of the SWM sector on the national level.

- Define the rights of the workers of the IRS and their recognition through laws.
- Introduce EPR schemes, and make the participants aware of the opportunities and risks of these schemes for the IRS

The objectives for the participants/trainees are to:

- Understand the importance and guidance provided by the national legislation.
- Understand their position and role in the value chain of materials and the circular economy.
- Refresh on the type and value of recyclables, and reflect on the waste management and waste recycling in their communities.
- Classify waste materials as either a resource or material for disposal, and identify actions to prevent materials from becoming waste.
- Familiarize themselves with the risks and opportunities the implementation of EPR schemes in their countries could result for the IRS.



Advanced preparation

- Familiarize yourself with the recent developments of SWM in the country where the training will be performed.
- Develop or update materials using the most up-to-date information on the country's present SWM situation. In many cities, such estimates on waste composition and generation might not be available.
- Bring together any material required for the exercises/activities of the module.
- Practice PowerPoint presentation PR01.
- Prepare and print photos of various types of waste for Activity 1.1. Prepare a tarpaulin/sheet/poster with labels indicating waste classifications: recyclable, biowaste/organic, residues and special/hazardous.



Duration

210 minutes (3.5 hours).

Sessions

- Session 1.1: Solid Waste Management
- Session 1.2: Circular Economy
- Session 1.3: Extended Producer Responsibility

Session 1.1: Solid Waste Management

Objectives: Understand the SWM sector in the country, especially the legislative framework as well as the goals and priorities of the SWM sector on a national level. Clearly define whether the IRS is recognized by law and present to participants their rights in the SWM sector.

Duration:
90 minutes.

Materials: Cards/photos/pictures for Activity 1.1.2. Flow diagram of SWM (Template TM01) for Activity 1.1.3 on A1 (Manila) paper or poster. Bag or a basket with household waste (optional) for Activity 1.1.3.

Activity 1.1.1: Why Do We Waste?

Ask participants to respond spontaneously to the question: Why do we waste things? You may expect responses such as:

- It is no longer useful
- It is unwanted
- It is defective
- It is old and worthless

Based on the replies you will receive, you may conclude that waste includes all items that people no longer have any use for, which they either intend to get rid of or have already discarded.

Activity 1.1.2: Classification of Waste

Ask participants to pick up a picture (card) that they would find either on their table or other place (e.g. in a box or behind their chair). Tell them that each card illustrates a waste stream/material. Randomly choose three to four participants and ask them to explain what is the type of waste that is on their card. Then, explain to them that each of the cards/photos that they are holding can be classified under one of the following categories:

- Biowaste/organic
- Recyclable
- Residues
- Special (hazardous)

Ask the participants to figure out under which category their cards fall. Then, ask them to come in front and place their card under the corresponding waste category that the facilitator would have put either on a whiteboard/blackboard or simply on a wall. Validate the answers individually by identifying each item and checking if it is in the correct classification. Also explain what each classification refers to.

Explain that:

- Biowaste can be any organic waste of animal or plant origin such as leftover food, fruit and vegetable peels, waste from poultry, etc.
- Recyclables are all these materials that can be recovered and processed into new materials/products.
- Residues are the rest of the materials of the waste stream that are either not of organic nature or not recyclable, such as diapers, mirrors, etc.
- Hazardous waste is any waste that can threaten public health or the environment, such as batteries, pesticides, etc.

If waste was classified incorrectly, ask participants if they agree with the classification and if they would like to change any of their

decisions. Alternatively, present the classification of waste that is provided in the PowerPoint Presentation PR01.



Discussion

Ask the participants:

- Are these common wastes that you are working with/recovering?
- From which category of waste are you recovering the most? Why?
- Which of these wastes has the most value for you?
- Which of these wastes is difficult to recover?

Emphasize at some point of this discussion that we usually do not recover materials which have low value and are difficult to handle because they are too small, too light or too dirty.



Note: The facilitator may choose to take photos of the different categories of waste corresponding to the local conditions, or choose and print photos provided in PowerPoint Presentation PR01.



Activity 1.1.3: Waste Generation and Composition

Use PowerPoint Presentation PR01 to provide information on:

- Total and per capita waste generation in the region or community on a daily and annual basis. Also, provide information on seasonal fluctuations of the waste.
- Waste composition and types of household waste in their community/municipality.
- Main sources of waste.



Note: This activity requires that you have updated the information about generation and composition of waste in PowerPoint Presentation PR01 according to the local context.



Low literacy: Alternatively, bring to the session a bag or a basket with household waste corresponding to the composition and

quantity generated from an average household in their community within a day. Use a simple scale to weigh the total weight of the bag. Then ask for two volunteers from the participants to wear gloves and separate the waste into biodegradable, recyclable and rest. Aware then the participants on the waste generation and composition of household waste at their region or community.



Activity 1.1.4: The Basket of the Informal Recycling Sector

Ask participants who recover waste to think of their own bag or basket of recovered materials/waste at work and compare it with the national or per capita waste generation.



Discussion

- Does your bag or basket of recovered materials at work correspond with the retrieval of recyclables by the municipality? If not, why?
- Are some materials not accessible to you, even if generated by households? Who has access to it?
- How many recyclables do you recover?
- What happens to the rest of the waste that you do not recover?



Activity 1.1.5: Impact of Waste on the Climate, Health and the Environment

Mention that waste management plays a vital role in the context of climate change, health and the environment. Then, provide additional information as below while displaying the graph on the impact on climate, environment and human health in PowerPoint Presentation PR01.

Improper disposal of waste can lead to the contamination of water sources, soil and air, resulting in health issues such as respiratory

illnesses and waterborne diseases. It can also lead to exposure to hazardous chemicals, as well as environmental issues such as climate change, plastic pollution and biodiversity damage. For instance, uncontrolled landfills and dumping of waste can produce methane, a potent greenhouse gas, when organic waste breaks down with the absence of air, and leachate can contaminate the surface and groundwater, exposing nearby populations to illnesses and other hazards. Similarly, open burning of waste emits hazardous fumes that can contaminate the air, solids and water, also leading to serious respiratory and other illnesses for workers of the IRS who practice open burning or finding themselves working close to such fires. Inadequate waste management can degrade the environment by contaminating natural habitats, harming wildlife and polluting ecosystems.

Then, explain that when waste is inadequately disposed, it can stay in the environment and impact our health as well as the environment for a long time, depending on the type of waste. For instance, plastic can take hundreds to thousands of years to fully decompose. You may use PowerPoint Presentation PR01 to provide more information on the decomposition of waste in landfill conditions and in the environment.



Activity 1.1.6: Local Waste Management

Discuss with the participants how waste management is performed in their community.



Discussion

- Which are the primary sources of waste generation?
- How does your household deal with its waste?
- Do you collect waste directly from households?
- Are the local authorities providing waste management services to your community? How?

- Have the local authorities taken any initiatives to include you in the waste management services? How?
- Are you in competition with the municipality or others in the waste management sector?

Update the flow diagram of SWM in PowerPoint Presentation PR01 (also Template TM01) and explain the waste management system in place as well as the responsibilities of the local authorities within the system. Then, ask participants where they place themselves on the same flow diagram in terms of the different stages of materials waste management in their community.



Note: For this activity, you will need to update the flow diagram of SWM in PowerPoint Presentation PR01 and Template TM01 according to the local context. If possible, print or draw the flow diagram on a large piece of paper/poster (recommended size A1) and place it on the floor or on the wall so everyone can see it while you are explaining it.



Activity 1.1.7: Waste Management Legislative Framework

Provide information on the national laws that regulate waste management and the targets set (if any). If the IRS is recognized by law, provide this information to the participants. Explain to participants their legal rights within the SWM system (if any). If there are no legal rights, ask participants what rights they would like to have and why.



Note: Many countries do not actually have clear or strong actionable policies on informal sector waste workers. If this is the case in the country where you perform the training, it is useful for this activity to pick and choose examples of countries that have a legal framework for the IRS in place and ask trainees to reflect on whether such policies are relevant to their context.

Session 1.2: Circular Economy

Objectives: Introduce participants to the concept of the circular economy and the waste management hierarchy. Make clear the position and role of the IRS in the circular economy, and help them understand the challenges hidden in recovery activities.

Duration:
60 minutes.

Materials: A4 (manila) papers of the linear flow of plastic bottles -Template TM02 for Activity 1.3.2. (number of copies = number of participants).

Activity 1.2.1: Linear Versus Circular Economy

Explain the present linear economy model versus the circular economy module using the PowerPoint presentation PR01. Mention that during the Industrial Revolution, goods were able to be mass produced for the first time. Raw materials that were seen to be infinite were extracted, then produced to create specific products and then sold for use by consumers. Once the products are no longer needed, they are being disposed of as waste. This take-make-waste model of production and consumption has led to a massive accumulation of different types of waste that are not recycled after being disposed of or are unable to be recycled due to their materials or production process. These typically end up in landfills, incinerated or dumped into the environment.

Moreover, current production processes are energy-intensive, and the extraction of raw materials and the production stage generate vast amounts of waste, water and energy. These stages can also impact the

environment, with pollution created in the process and biodiversity loss due to mining and extraction practices. All these combined have led to an increase in greenhouse gases and climate change.

Then, mention that the circular economy is a model that we are trying to achieve. In this model, we want to keep materials, components and products in use for as long as possible, extending their life cycles. Describe how waste management in the circular economy starts with collection waste from households, companies and industries, then sorting it into different categories including paper, glass, metals and plastics. After being sorted, these items are taken to recycling centres where they are processed (e.g. cleaned, shredded or melted) to make them fit for reuse. New items are manufactured using the processed resources, and they are subsequently marketed and distributed in the marketplace. Customers complete the cycle by buying and using these recycled goods.

Summarize the benefits of a circular economy before moving to the next activity. You may refer to the following benefits (Hand in Hand India 2024):

- Reduces the amount of waste dumped or landfilled.
- Conserves natural resources by reusing materials.
- Requires less energy to produce new products from recyclables than from raw materials.
- Creates jobs and economic opportunities in the recycling sector.
- Lessens environmental deterioration, pollution and greenhouse gas emissions.



Activity 1.2.2: The Waste Management Hierarchy

Mention that recycling is important in a circular economy model, but we want to handle our waste as high as possible in the waste hierarchy, with an emphasis on reducing, repairing, refurbishing, reusing and finally, recycling.

Explain the waste management hierarchy, highlighting the importance of prevention/reductions, reuse/repair and recycling of waste under the waste management hierarchy. Use the pyramid of the waste hierarchy in PowerPoint Presentation PR01.

Mention that prevention/reduction is on the top of the pyramid. Waste reduction or source reduction is the practice of preventing waste by decreasing or eliminating the amount of materials initially used. Some examples of waste reduction include purchasing products in bulk quantities rather than single servings, and using reusable serving utensils and trays instead of disposable items.

Next on the hierarchy is reuse/repair, which involves using a product or item multiple times for its intended purpose or finding alternative uses for it before discarding it. For instance, cloths, different household items, books and others that become waste for someone can be reused as second-hand clothing for someone else. In addition, using empty food containers to store leftovers or reusing plastic grocery bags are also reuse practices. A large part of reuse is repairing items so that they can be used again, rather than throwing them away. For example, damaged electric and electronic equipment as well as other types of damaged items could be reused after they are repaired.

At the third level of the waste hierarchy is recycling, which requires extra energy and resources. Recycling refers to any operation that involves reprocessing waste materials into new products or materials. Recycling is related to the main operation of the IRS that recovers materials to be processed into new products. Highlight that recycling can save materials such as paper, plastics, metals and glass, which would otherwise be sent to landfills or become lost in the environment, impacting human health and the environment. For instance, cardboard can be turned into new cardboard or paper bags, while polyethylene terephthalate (PET) bottles can be turned into synthetic fibres or new PET bottles. In addition, recycling often requires less energy compared with producing new materials from raw resources, leading

to a reduction in greenhouse gas emissions and promoting a more sustainable use of energy. Recycling creates economic opportunities by supporting the workers of the waste management sector that collect, process and manufacture recycled materials into new products.



Discussion

Ask the participants:

- How are you implementing the principles of a circular economy in your community or household, which means reducing, repairing, refurbishing, reusing and recycling? Encourage participants to share local examples.
- In the case that you do not, what can we do?



Activity 1.2.3: The Role of the Informal Recycling Sector Within the Circular Economy

Divide participants into groups and provide each group with an A4 paper containing the linear flow of plastic bottles from source to landfill (Template TM02 or PowerPoint Presentation PR01).



Discussion

Ask the participants to discuss within their group if they recognize their role in turning the linear flow of plastic bottles into a circular one. Then, ask one representative from each group to report what has been discussed within the group. Then, provide them with more information on the IRS' contribution to establishing a circular economy, highlighting that they are the heart of the circular economy. You may use PowerPoint Presentation PR01 and mention that the IRS recovers recyclable materials, help divert waste from landfills, reduce environmental pollution and conserve natural resources. Their role in the IRS is essential in many countries where formal waste management systems may be inadequate or not accessible to all communities. Almost 60 per cent of all plastic being recycled is collected by workers in the IRS (Lau et al. 2020).

The contribution of women of the IRS especially is rather high. In many cases, women are found to be overrepresented in this sector with estimates ranging from 60 per cent to 90 per cent (Poornima and Lakshmi 2024; United States Agency for International Development undated).

Note: If you have numbers of the actual contribution of the IRS at your location, you may refer to these numbers. You may also use feedback about the role of women of the IRS in SWM and about their status from the policy brief A Seat at the Table: The Role of the Informal Recycling Sector in Plastic Pollution Reduction, and Recommended Policy Changes.



Session 1.3: Extended Producer Responsibility



Objectives: Increase awareness of EPR schemes, how the IRS may participate in EPR schemes and what are the main risks of non-inclusive EPR schemes.



Duration:
60 minutes.



Materials: Video for Activity 1.3.2.
Case study for Activity 1.3.3.



Activity 1.3.1: Introduction to Extended Producer Responsibility

Begin this session with a discussion as follows.



Discussion
Ask participants who they think the owner of the waste is and who is responsible for managing it.

Then, ask what is meant by producer responsibility and provide the following alternatives:

- Anyone who produces waste is responsible for it.
- The producer of a product is required to assume some responsibility for its recovery.
- A producer of waste is responsible for arranging for someone to collect and dispose of it.
- Producers must work with their suppliers to reduce the amount of waste produced.

After you hear the responses from the participants, explain that the producer's responsibility refers to the concept that manufacturers and producers of goods should be responsible for managing the waste generated by their products through their entire product life cycle. This approach is known as EPR, and it is based on the producer playing a key role in reducing the environmental and social impacts of their products by requiring them to finance, and often also manage, the recycling, reuse, or disposal of their products and packaging. It is implemented through policies and regulations by the government, requiring producers to meet specific waste management targets and operate take-back systems for their products.



Activity 1.3.2: Challenges/Risks of Non-inclusive Extended Producer Responsibility

At this point, you may play the video What Is EPR (Extended Producer Responsibility)? by the International Alliance of Waste Pickers (IAWP) (2021). After the video ends, highlight the threats to the IRS and the action needed for an inclusive EPR. Explain that in an inclusive EPR system, efforts are made to create opportunities for informal waste workers and other vulnerable groups to participate in waste collection, sorting and recycling activities. EPR has the potential to benefit the environment and generate decent work in waste management. However, it can be challenging for waste pickers, who manage 30 per cent to 80 per cent of

the waste in many cities. In many cases, EPR is being designed in ways that create barriers to the participation and recognition of waste pickers in the system. In this sense, waste pickers need to fight for fair inclusion in EPR.

Instead of the video, you may use the online PowerPoint presentation by WIEGO and IAWP explaining EPR and the risks for the IRS (WIEGO undated). Within this presentation, which is available in four languages (English, French, Portuguese and Spanish), you will find examples of EPR implementation in countries with significant presence of the IRS, such as in India and Brazil. The examples are providing information on the benefits of the EPR system as well as the drawbacks, with a focus on the IRS.



Activity 1.3.3: Inclusive Extended Producer Responsibility

Highlight that so far, the IRS has been recovering recyclables that fall under the producers' responsibility without directly being paid. Within an inclusive EPR framework, workers of the IRS need to be paid by the producers. Mention that efforts are being made to establish inclusive EPR schemes and provide information on the efforts of South Africa.

Case study: Extended producer responsibility in South Africa

Extended producer responsibility (EPR) in South Africa has brought tangible benefits to waste pickers by recognizing their contribution, improving their working conditions, increasing income opportunities, and providing them with access to training and capacity-building programmes. EPR initiatives have led to a rise in revenue for waste pickers. These programmes give them the opportunity to reach a wider range of purchasers, processors and markets for the recyclable materials they collect. Access to reliable markets and fair prices contributes to their economic stability and financial well-being. According to Godfrey (2021), money

paid by the private sector to the informal waste sector through the purchase of recyclables at intermediaries, such as buy-back centres, was ZAR 625 million in 2012, increasing to ZAR 872 million in 2017. Additionally, the 2020 EPR rules encompass direct transfer digital payment methods for waste pickers according to the weight of materials transported to designated sites, offering protection from changes in the material market (International Alliance of Waste Pickers [IAWP] 2023). PETCO estimates that the informal collection of polyethylene terephthalate bottles (PET) provides a livelihood for upwards of 60,000 people, on the basis of a collection rate of 1.45 tons of PET per person per year (200 bottles over 240 days) and a total collection of 98,649 tons in 2018 (Bünemann et al. 2023). During the COVID-19 crisis in 2020, PETCO shared various information about government support programmes with informal sector stakeholders as well as small- and medium-sized enterprises (Bünemann et al. 2023). Through the Waste Pickers Support Programme established by Extended Producer Responsibility South Africa, waste reclaimers are provided with the necessary protective gear, equipment and access to health care services. These improvements contribute to their overall well-being and safety.

Today, producer responsibility organizations collect mandatory EPR fees from their producer members. The producer responsibility organizations use the revenue they generate, among other regulatory requirements, to support work to collect, sort and recycle recyclable material against regulated targets, with the activities carried out by informal waste pickers and small- to large-sized enterprises (Bünemann et al. 2023).



Note: More information on inclusive EPR can be found at https://globalrec.org/epr as well as within the policy brief Fair and Inclusive Extended Producer Responsibility (EPR) in the Global South (Tsakona and Nøklebye 2024)

Module 2

Protect Myself

Workers of the IRS face numerous health and safety threats due to the nature of their work as well as the nature of waste they collect and handle (GRID-Arendal 2022). They come into contact with toxic substances, sharp objects and biohazardous materials, putting them at risk of infections, respiratory issues and skin diseases. Slips, falls and cuts due to improper handling of waste as well as missing protective equipment are a few of the physical hazards that the IRS face. In addition, they are exposed to biological hazards such as bacteria, viruses and insects, which may be spread via plants, rodents and animals, as well as to toxic smoke from burning waste that presents a chemical safety hazard (Zolnikov et al. 2021). Nevertheless, chemicals affect men and women differently. Women's bodies tend to store a higher proportion of fat compared with men, which can lead to a greater accumulation of lipophilic (fat-loving) chemicals in their bodies. As a result, women exposed to these compounds may have higher concentrations of stored toxic chemicals than men with similar exposure levels (World Economic Forum 2021).

Harassment, violation and individual attacks are used as tactics to keep control over women of the IRS. Such tactics can lead to the physical, mental and sexual exploitation of women, often in exchange for access to waste, particularly in areas where gang violence or conflict is prevalent (Aidis and Khaled 2019). On top of this, access to sanitary facilities and hygienic conditions is often absent and challenges accessing to health protection schemes, such as health insurance, exist (GRID-Arendal 2022).

This module aims to raise awareness about the health and safety hazards women workers of the IRS may face due to handling waste inefficiently. Encouraging proper handling techniques, using protective gear and advocating for safe disposal methods can help them effectively segregate the waste, handle it appropriately and minimize waste's associated risks

to their health, safety and well-being. Additionally, the module provides training on recognizing hazardous materials, hazards at work and at home, and make the participants aware of how to access available health care and support services for women at their community/municipality.



Objectives

The objectives for the facilitators are to:

- Highlight the importance of occupational health and safety in the workplace.
- Address types of harassment at home and at work.
- Inform participants of their legal rights and the public services they can access for help.
- Demonstrate the importance of personal protective equipment (PPE) at work.
- Inform participants on the ways to obtain health care and social security insurance.
- Share health and occupational safety initiatives that have been tried in different parts of the world with and by waste picker groups.

The objectives for the participants/trainees are to:

- Implement safety and hygiene practices at work and at home.
- Advocate for procurement and regular supply of protective equipment.
- Understand the different types of harassment and look for help if they experience any type of harassment.



Advanced preparation

- Get together the materials required for the exercises and activities under this module.
- Print cards/photos of materials of hazardous nature that you will need for Activity 2.1.1.
- Prepare to bring at the training workshop a set of PPE to use for demonstration during Activity 2.3.1.
- Find information and contact details concerning public authorities and non-governmental organizations (NGOs) within the municipality or region that women could reach out to for help in case of harassment.

- Become familiarized with the social and health security requirements on a national level.
- Familiarize yourself with icebreaker 3 (Annex III) under Activity 2.1.2 and test it prior to the training.
- Practice PowerPoint presentation PR02.
- Print any other material needed under this module.



Duration
120 minutes (2 hours).



Sessions
- Session 2.1: Hazards at Work
- Session 2.2: Gender-based Violence and Harassment
- Session 2.3: Safety and Hygiene



Session 2.1: Hazards at Work



Objectives: Understand the hazards at work related to the hazardous nature of the different types of waste as well as to the unsafe practices and external risks of the informal recycling activities.



Duration:
35 minutes.



Materials: Cards, photos/graphs (Template TM03) for Activity 2.1.1. A4 (Manila) papers (A4/A0) and pens/pencils for Activity 2.1.2.



Activity 2.1.1: Identify the Hazardous Nature of Waste

Divide participants into small groups. Place a few photos (cards or printed A4 paper) of hazardous waste at each table/group. You may

use photos of waste of a hazardous nature provided in the Template TM03. Ask each group of participants to discuss among themselves and identify the hazardous nature of each waste category. After leaving some time for discussion, ask each group to allocate a representative to come forward and explain the hazards of the different waste that has been provided to their group.

Then, explain to the participants that hazardous waste is defined as any substance or material that can have harmful effects on the health of people and the environment. Use PowerPoint Presentation PR02 and inform them about the symbols that are used on products to identify if they are toxic/hazardous. Tell them that looking for these symbols will help them carefully handle the waste.



Low literacy: Alternatively, print photos of symbols of toxic or hazardous nature and distribute them to the participants. Explain what each symbol means.



Activity 2.1.2: Hazards Related to the Practices of the Informal Recycling Sector

Perform Icebreaker 3: Spot the Hazard (Annex III). Then, encourage each group of participants to write the different hazards they have experienced or think that they have been exposed to at their work related to collection, sorting, transportation and/or other waste-related activities. Use (Manila) papers for this activity. Ask the participants to stop writing and have the (Manila) papers posted or placed on the floor. Then, ask each participant to look at the answers of each group, and ask them to look and gather similar answers from the other groups. Try then to collectively identify how each hazard could be avoided. Participants might identify hazards such as:

- Injuries/cuts from sharp objects
- Skin irritation or infection form hazardous or toxic materials
- Animal attacks

- Respiratory issues from dust and fumes
- Musculoskeletal disorders from heavy lifting
- Others



Low literacy: Alternatively, you may ask the participants to draw different hazards that they have experienced or think that they have been exposed to at their work related to collection, sorting, transportation and/or other waste-related activities.

Use PowerPoint Presentation PR02 to provide extra information about hazards related to the work of women waste pickers in case not all known hazards have been identified by the participants.



Note: In case your participants are working on landfill/dumpsites, highlight the hazards of working on or around dumpsites and landfill sites. Provide examples of incidents on such disposal sites at the country of the training.



Activity 2.1.3: Categories of Hazards

Inform the participants that there are many different categories of hazards: physical, biological, chemical, ergonomic and psychosocial. Use PowerPoint Presentation PR02 briefly to elaborate on each of the different categories of hazards, leaving psychosocial for the end. Then, facilitate the participants in sorting the different types of hazards identified in the previous activities into categories. Ask participants to identify any other hazards they think of under each category. Use five A0 papers, one for each category of hazards, to add the different types of hazards identified.



Low literacy: Alternatively, you could print photos or graphs representing different categories of hazards related to the IRS and distribute them among the participants. Ask the participants to place the photos/graphs under the correct category of hazards.

Session 2.2: Gender-based Violence and Harassment

Objectives: Understand why gender-based violence exists and address the different types of harassment. Help participants identify if they have already experienced harassment in their lives and highlight that harassment of any form is never normal, acceptable or justifiable.

Duration:
40 minutes.

Materials:
Music and tissues for Activity 2.2.2.

Activity 2.2.1: Setting the Scene

Make the room comfortable with all women and ask men (if any) to leave the room. Then, ask women to form a circle (siting on chairs or on the floor). Allow participants to feel safe in their bodies and their surroundings before you start the session. Then, inform participants that this session will discuss sensitive topics on gender-based violence, and that you wish to invite each of them to use the learning in the session to empower themselves and support other women. In addition, assure them that everything in this session is confidential.

Activity 2.2.2: Share Personal Stories of Harassment

First, ask the participants what they understand regarding feeling happy and safe. Let them take time to respond. Pay attention to what they say and the feelings that they share. It might turn out that most of the participants have had years of feeling happy and safe. Give participants some time to settle, absorb and think. Then, put some

soft music on in the background. Then, ask participants to think about times they have felt helpless, where they have felt like they could not do anything and there was no one to help them. Let them share stories, not about when they were harassed, but when they felt helpless, and ask them why they felt helpless.



Note: Bring up the term helplessness because it is a feeling we feel after being harassed most of the time. This section will help participants understand the connection between harassment and helplessness.

You may share your own story of feeling helpless before asking the participants to share their personal stories. Then, slowly direct the participants to share their own stories of harassment, and to describe how they felt helpless and vulnerable. Let participants who want to share their stories do so by connecting helplessness and harassment. Reflect on their stories and explain that helplessness is felt because we feel there is no one around to help us.



Note: Be prepared to hear hard or difficult-to-handle stories of harassment during this activity. Try to be neutral and do not push for more personal details. Moreover, avoid advising through this session. You may later approach any woman in need for more advice or direct her to a public service that takes care of cases of gender-based violence. During this activity, you would need to have water and tissues available in case they are needed. It can be a very emotional activity for many of the participants.



Activity 2.2.3: The Different Forms of Gender-based Violence

Mention that gender-based violence means violence that happens due to gender. It is violence that is rooted in the following gender expectations: when men grow up, they learn that they are more powerful than women, that they should control them and that violence is one way of doing this; while when women grow up, they

learn that they are less important than men and have to obey them. Most gender-based violence is directed against women because they are female, which gives them less power in their relationships with men as well as lower status in their community and society. This is why, in most cases, when we say gender-based violence, we mean violence against women. However, we must not forget that there is also gender-based violence against men.

Present the different forms of gender-based violence that is:

- Physical violence: Violence that hurts the body, such as slapping, pushing, kicking or peppering.
- Sexual violence: Violence whereby a man forces a woman to have sexual intercourse with him or performs other sexual acts against her will.
- Emotional (physiological) violence: Making a woman feel very small, disgraced, bad, embarrassed or ashamed (e.g. by cursing and swearing at her, or by completely ignoring her).
- Economic violence: Not giving a woman the money or food that she needs or earns.

You may use PowerPoint Presentation PR02 to illustrate the different types of violence/harassment.



Activity 2.2.4: Legal Rights of the Informal Recycling Sector

Inform participants about the legal rights they have, and make them feel that they have rights and that their voices can be heard. Along with legal rights, also inform them about the existence of public authorities to reach out to when they feel harassed. Provide an available helpline (if any). Inform the participants that such information is also available in the Participants' Handbook. You may invite a representative of a public help desk (if it exists) to explain how they help and support women to deal with incidents of harassment and gender-based violence as well as the ways that women can contact such a help desk.

Session 2.3: Safety and Hygiene

Objectives: Demonstrate the importance of PPE, safety and hygiene practices at work. Moreover, it highlights the significance of health and social insurance.

Duration:
45 minutes.

Materials: PPE for Activity 2.3.1. First aid kit for each participant (optional) for Activity 2.3.2.

Activity 2.3.1: Personal Protective Equipment

Place different PPE equipment at one table and ask for two to three volunteers from the trainees to demonstrate the correct way to wear and use PPE as well as proper disposal of the gear after its use. Correct the volunteers if needed and explain the importance of each PPE using PowerPoint Presentation PR02 and demonstrate the importance of each piece of equipment (e.g. demonstrate by dropping stones in helmet and goggles).

Ideally, ask participants themselves to analyse each piece of PPE and share the pros and cons of using each item. They can also reflect on changes in design that may be needed to make the PPE more useful based on their experience and needs. For example, from participatory research with waste pickers conducted in Brazil to understand the health risks of waste pickers, "The participants mentioned that gloves prevent tactile perception, and yet it is important to identify different types of materials, particularly plastics. For that reason, they do not like to wear gloves. This problem could be solved by taking the tip of the thumb and index

finger off of one glove to provide the ability to still identify materials while protecting most of the hand from contact with sharp objects and contaminated materials." (Gutberlet and Uddin 2018). Provide information on where such PPE can be made available to waste workers on an ongoing basis.



Note: In many contexts, the government does not provide PPE. It should be clear to the facilitator if such PPE is available in the specific context, where it is and what the frequency of availability is. If the situation is one where PPE is available but not used, then the discussion should focus on why workers are not using the PPE, and the session should be used to analyse the PPE provided and reasons for non-usage.



Activity 2.3.2: Safety and Hygiene Practices

Use PowerPoint Presentation PR02 to provide further information and tips on how to handle different hazards at work. Then, demonstrate safety physiological and ergonomic practices they must follow to avoid cuts, back pains, etc., and refer to the different hazards at work and the ways to protect one's health. For instance, demonstrate how to best stoop to pick up waste or to lift heavy loads without burdening the knees and back. Moreover, demonstrate hygiene practices at workplaces and at home by a medical expert, including healthy menstrual practices. For instance, demonstrate proper hand-cleaning and wound care. Moreover, provide information on menstrual hygiene and sanitary products.



Note: If possible, provide a first aid kit to each participant and explain how to use its contents. Invite a medical expert to demonstrate the first aid kit and discuss the right way to use it.

Module 3

The Power in Me

Women represent a significant percentage of the workforce in the IRS. Supporting them to leverage their capacities and strengthen their abilities is a step forward towards equal opportunities and the common goal of a healthy society. This module comprises a series of activities that will help the participants to self-reflect, identify, and understand both their weaknesses and strengths on a personal level. It aims to enhance their strengths for personal well-being, better performance, and satisfaction in their life and work. Self-awareness, self-analysis, self-reflection, and self-identifying one's own strengths can be the first steps in developing plans and taking action. Exercises using storytelling will help the participants overcome self-doubts and give them the opportunity to clarify their objectives. Through memory housekeeping exercises, case studies, icebreaker games, references to studies and action exercises, (women) participants can strengthen their inner abilities, and rediscover themselves and their strengths.



Objectives

The objectives for the facilitators are to:

- Introduce themes of self-management, emotional skills and well-being.
- Building upon the group trust, facilitate meaningful story-sharing exercises for mutual understanding and support.
- Energize and inspire participants to self-reflect and self-empower.

The objectives for the participants/trainees are to:

- Become more aware of/identify self-empowering and self-limiting personal behaviours.
- Practice self-reflection using practical personal and group techniques.
- Discuss and plan self-nurturing and personal growth strategies and techniques.
- Acknowledge and understand the value of personal qualities.
- Employ tools and be empowered to achieve one's own objectives.



Advanced preparation

- Familiarize yourself with the terms self-empowerment, emotional competence and self-esteem.
- Consider which social and economic pressures, stigmas, taboos, as well as generational expectations might be acting on your participants – for men, women or others.
- Prepare yourself for managing a range of topics as well as moods expressed in a group – from silence to tears and laughter.
- Prepare resources on how to help participants to self-reflect according to your context and geography, and how to advise them in sensitive matters.
- Familiarise yourself with icebreaker 4 (Annex III) under Activity 3.1.2, icebreaker 5 (Annex III) under Activity 3.1.4 and icebreaker 6 (Annex III) under Activity 3.4.1.
- Familiarise yourself with the case study/story under Activity 3.1.4.
- Practice PowerPoint presentation PR03 (optional).



Notes: We make sense of our experiences through stories, and sharing them helps others understand us. Feeling understood fosters empowerment, openness and creativity, as positive feedback boosts confidence. This leads to greater resilience in facing challenges. However, those who feel repeatedly misunderstood may experience despair or frustration. Storytelling and being acknowledged play a powerful role in self-empowerment, offering a path towards confidence and cooperation. Facilitators need to be prepared to hear difficult stories, such as stories about harassment or other painful situations. In those cases, it is recommended to have a list of community counselling addresses or references for the participants to take with them, and for them to be advised to contact to get support after the training. Communicate with the organizations you provide information on and ensure they know about the training.



Duration

180 minutes (3 hours).

The materials and ideas below can be adapted according to the participants' needs, taking into consideration the cultural aspect, geography and time availability. If required, the activities can be extended to 180 minutes. A pre-assessment of the needs may be required for larger groups.



Sessions

- Session 3.1: Understanding Myself and Limiting Beliefs
- Session 3.2: Belief in Myself and Self-responsibility
- Session 3.3: Managing Failure
- Session 3.4: Personal Growth



Session 3.1: Understanding Myself and Limiting Beliefs



Objectives: Practice the technique of storytelling and giving feedback as a practical tool for self-empowerment with many applications in everyday life. Self-reflect and identify who you are.



Duration:
60 minutes.



Materials: Water to drink and tissues for Activity 3.1.3. Case study/ story under Activity 3.1.4.



Activity 3.1.1: Introduction to the Session

Have participants sit it in a semicircle facing each other with the flip chart visible. Welcome participants to the session and introduce the module on the Power in Me. As well as improving our technical, operational, marketing and financial knowledge of the plastic recycling business, understanding our inner lives can help identify

those personal resources and limiting thoughts that have powerful effects on our work as well.



Activity 3.1.2: Why Am I Here

Perform Icebreaker 4: Why Am I Here (Annex III).



Discussion

At the end of the round, ask the group:

- What new insights have you gained from you fellow participants? Are there any commonalities or patterns emerging from the responses of the group?
- Are the motivations shared by your fellow participants as expected? I.e. do the participants' answers match the previous knowledge or assumptions made about them? Or are there any unexpected responses?

Briefly reflect as a group how little we really know about each other and our motivations, briefly discuss the ways we learn about each other and what good is it for us to know one another.



Note: Encourage participants to articulate their true reasons for joining the capacity-building training, whatever they are. If an answer of a participant is then copied or repeated by others, ask those participants to use their own words and thoughts, i.e. to tell their own story.



Activity 3.1.3: The Ideal Life Story

Tell participants that we all have a story about why we are here and what happened to us in our lives that lead us to this moment. These stories explain who we are. Ask participants what the ideal life story is of a person for this region.



Discussion

Use prompting questions to stimulate responses, e.g.:

- What are the main steps growing up?
- Is it usual/ideal to go to school?
- Are you expected to marry and raise a family?
- Is it ideal to be employed or to do something with your life?
- Is it usual to be an employee or to start a business?
- Are you expected to live in a certain way?
- Is it good to be very wealthy or very influential, or to be very wise?
- Is it important to care for your elders?
- What is expected from you as an adult? What is expected from you as an elder?

Use a flip chart to capture the suggestions in a linear timeline or circle of life, from birth to death.



Discussion

Reflect on the ideal life story with the group using prompting questions for a discussion:

- Is this a life plan that everyone believes in and aspires to?
- Is it the same for men and women? Are baby girls treated differently to boys?
- Does the younger generation want the same ideal life plan as the older ones?
- How do our beliefs in the ideal life plan help us? Or does it restrict us from being the person we really want to be?
- In what ways do people try to uphold the life plan (e.g. use persuasion, manipulation, punishments and rewards to coerce others)? In your view, is it good/useful to do that?
- What happens to a person who does not manage to follow this ideal life plan? Or does someone want to live differently?
- Is there support for a person who struggles to achieve or wants to break away from the ideal/usual life plan?
- What happens to people in situations where the life plan fails (e.g., war, natural disaster, divorce, sickness or financial difficulties)?

- How does our wish to uphold the values of such a communal life plan limit us? E.g. we feel we have to behave in a certain way, we might not talk about problems, we might not dare to do anything differently, or we might stay in a violent/difficult situation for fear of spoiling the plan.

Conclude the activity by telling participants that there can be multiple ideal life plans or stories acting on us at once, such as the story of the ideal woman, the ideal man or the ideal family. If our own personal stories do not fit into the ideal life plan that we hoped for ourselves or the expectations of others, it can be extremely hard for us.



Activity 3.1.4: Storytelling on Personal Challenges

Follow on by saying that understanding our stories helps us live together, but only if we tell them ourselves. Others, such as family, media or the government, may label us, but they cannot truly know our lives. Whether it is seen as a difficult job or an important one, only we can accurately share our experiences. By speaking for ourselves, we define who we are.

Ask participants to think of a particular experience in their lives that they found challenging and would be willing to share with the group in a very short story. Use prompting statements to stimulate ideas such as:

- "One of the hardest moments for me was…"
- "I will never forget how this experience left a mark on me…"
- "I found it really unfair that this happened to me…"
- "Something I keep thinking about is the time when..."

Give the group a few minutes to think and prepare. When the participants are ready, start by sharing your own personal story or read this one:

Case study/story

I dropped out of school when I moved to live with my grandparents. They did not have money to send me to school. I did not mind. I liked to play in their garden and work with my grandmother around the house. Now I think about school, about education, and I am really sorry that I had to leave. I never got over this. I always wonder what my life would have been like, who I could have been. I try to be satisfied with what I have, but even now my husband teases me and he only finished high school. I think I would have been good at history. I like the stories of our past. But when I see all the struggles my children have, school seems so hard nowadays. I do not think I could ever be a student now, I missed my chance.

Ask two or three participants to share their stories, they should be between three to five minutes each.



Discussion

At the end of the round, ask the group to share their reflections using prompting questions:

- What do you remember from the stories?
- What impressed you?
- What made you curious to know more?
- How do the stories reveal what your ideal story is?
- How do you feel listening to the stories?
- How does it feel to share our stories?

Conclude the activity by summarizing the purpose and potential of storytelling, resonance in understanding our lives and being better understood by others. Remind participants to give space and listen to the stories of others, especially their children. Looking at how we fit into the bigger stories of life helps to

understand why we make certain decisions and what we do to uphold the story, often at a high cost, from submission to violence. Importantly, conclude by saying that nothing is rigid, and we can change, modify and adapt to what we feel is right for us, our families and our well-being.

It is recommended to include at this final step a short icebreaker or a relaxing quick exercise to help smooth any conflicting thoughts of the participants and create an atmosphere of empathy. See Icebreaker 5: Quick and Relaxing (Annex III).



Note: Put the participants at ease, ensuring they feel safe to share their stories without fear of judgment. Remind them that every story is valuable and there is no competition. Provide water and tissues, and if someone becomes emotional, offer space and empathetic listening without trying to fix the situation, then gently bring the group together and resume the session.



Session 3.2: Belief in Myself and Self-responsibility



Objectives: This session will introduce participants to the concept of self-responsibility as well as techniques for evaluating and building self-esteem. It will also enable participants to recognize their own power(s) and reflect on how they can apply their strengths to difficult life challenges.



Duration:
45 minutes.



Materials: Flip chart papers and marker for Activity 3.2.1. Timer for Activity 3.2.2 (can be just on the mobile phone).



Activity 3.2.1: Doubting Thoughts

Following on from the storytelling on personal challenges, begin this session by asking participants to name the doubts and thoughts people might have when they are struggling and feel as if they are failing. Use prompting statements to encourage responses, such as:

- "I am or I feel silly/so stupid…"
- "I cannot do this …"
- "I am unlucky…"
- "Everyone hates me…"
- "I hate myself"

Collect the group's responses on the flip chart. Tell participants that in a school experiment, two plants were placed in a glass cupboard and given the same conditions for light and water, etc. The schoolchildren were asked to say mean things to one plant and kind things to the other, at times when they passed by the plants. The plant that was bullied dried and withered. Similar experiments can be found on the Internet with comparable results.



Discussion

Ask the participants:

- What might be happening to cause this?
- What happens to us when we have similar doubting thoughts?
- How might we approach challenges?

Summarize that people who often experience strong self-doubt tend to live in fear of situations that may be unfamiliar, difficult or embarrassing. They may have had so many bad experiences that they give up expecting good ones. They may not think that they matter to anyone else, so they do not value or take proper care of themselves. They may submit to the direction of others of and/or be dependent on others. On the other hand, people who have more confidence in their abilities tend to try with new situations or

learning new skills. They still have self-doubts and problems, but they tend to approach them with the expectation that they will succeed in the end. Interestingly, such people also seem to have stronger communication skills, decision-making skills, relationships and even better health. As small business owners, such skills and state of mind are beneficial and can be developed.



Activity 3.2.2: Struggles and Positive Experiences

This is a playful exercise that can indicate if a person tends to self-doubt or is more optimistic. First, ask a participant to hold a glass half-full of water for the whole exercise, but not to drink it. Ask them how they feel. Is it heavy for them? Then, participants pair up and take turns recalling memories of hardships for 30 seconds each, followed by happy memories. They should face each other and can speak in their preferred language if it is different from the training language. After both partners complete the task, ask the group ask if it was easier to recall struggles or positive experiences. Add more water to the glass and ask how it feels again.

Explain that finding it easier to recall struggles may indicate self-doubt. To overcome this, one can practice memory housekeeping by reflecting on old unresolved memories and organizing their thoughts. For example, a frightening childhood experience with a dog might still cause fear or frustration. By addressing those feelings, one can release the tension and move forward. In memory housekeeping, one works on accepting past events to release tension and fear. For example, with the dog situation, one can remind oneself that one is safe now, not all dogs are dangerous and one can learn to handle them. By reframing the memory, such as understanding the dog was scared or protective, one can lessen its impact and find forgiveness, which helps resolve tension.

Ask the participants what they think about good and bad memories? Do they have any short examples of acceptance or forgiveness they are willing to share? Finally, take the glass back from the participant and ask if they feel relieved. Share the message of this activity: "At the beginning, holding a glass of water is easy, but as the time passes, it becomes heavy and a burden. We have to let go of our burdens eventually."



Activity 3.2.3: Guilty Feelings

Remind participants that it takes great courage to relive our difficult memories and stories. As humans, it is natural to avoid pain and stress. Yet pain and stress are important information, signalling that something requires our attention and management. Often, those alarm bells are feelings of guilt if one has made a mistake. Ask participants for examples of when they experienced guilty feelings. What had happened?

Ask participants what they do to relieve themselves of those guilty feelings that sit in the pit of their stomach (e.g. apologize, hide the mistake, deflect the guilt by blaming someone or something else, defend themselves by saying others do the same, overcompensate to make up for the mistake, withdraw from others). Tell participants that guilty feelings are like feeling ashamed, but not quite. Guilt is doing something wrong; shame feels like being wrong. A divorced woman may be ashamed. A foreign man may be ashamed. Blaming and shaming is so cruel. It leaves a person feeling helpless, doubting themselves, and fearing judgment, punishment and rejection. These feelings are crushing. Ask participants how a person experiencing these feelings might behave? Why do we blame and shame others?

The antidote to feelings of guilt and shame is self-responsibility. Although we cannot change what has happened to us nor can we

change what we have already done that we regret, we can take charge of the recovery or self-improvement. We can take small steps to re-examine our self-doubts and take care of our well-being. We can add to our positive memories in small and successful actions, or in joyful moments. If we radiate our more positive self-belief through our thoughts, careful words and choices, then others will respond positively to us. By changing ourselves, we can influence others.



Activity 3.2.4: Self-belief

Having self-belief is something that can be developed, through several techniques, not only through good memories. It requires a shift in attitude or mindset to see the positive resources at one's fingertips over the ones one wishes one had.

Ask participants to think about the power(s) they have, which they often underestimate. Use prompting statements such as:

- "I have the power to think…"
- "I have the power to imagine…"
- "I have the power to learn, create, change…"
- "I have the power to heal…"
- "I have the power to communicate…"
- "I have the power to influence, of hope…"
- "What I am most proud about myself is…"

Ask the participants to name a particular strength, a power, that they feel is strong within them or a power they would like to develop. Either write the inputs on a flip chart or have participants write them on the flip chart themselves if possible. The simple saying out loud or writing of one's goals reinforces one's intentions.

Ask the participants to recall a time they believed in themselves or their power(s) to get through a difficult situation, an event they are

proud of or relieved about. Ask one or two participants to share their stories, briefly.

Summarize the common experiences and encourage participants to practice memory housekeeping, storytelling, and using their own power(s) to strengthen their self-belief and balance out self-doubt.



Note: The exercise is about critical self-analysis, but in certain cultures or group settings, speaking about one's individual strengths is considered boasting and inappropriate, especially for women. Adapt the question by asking which powers they contribute to their families/team. Or what others would say their strengths are.



Session 3.3: Managing Failure



Objectives: Discuss the consequences of harsh responses to failure on a psychophysiological level and introduce coping tips for managing personal failure and recovery.



Duration:
40 minutes.



Materials:
Case studies/stories under Activity 3.3.1.



Activity 3.3.1: Failure

Flowing from the last session and stories of personal power(s), ask the participants to consider setbacks and challenges that they face or fear that will happen.

Discussion

Ask participants:

- What do you worry about or even dread might happen to you?
- Have you ever failed at a task, be it a small job or a large goal?
- Use prompting questions to stimulate responses:
- "Was there a time, when despite your confidence, something did not work out as planned?"
- "Is there anything you wish you had done differently in your work or life?"
- "Is there an idea you have that you will probably never start?",
- "Did something go so badly wrong in your life that you will never do it again?"
- "How does it feels to fail?"

Let participants share their experiences for 5 or 10 minutes and summarize any patterns you observe in the cases. Tell participants that failure or even fear of failing is a common story. Thoughts of failure often range from disappointment, self-blame and self-punishment to obsession and revenge. Such thoughts release stress hormones into one's body, such as cortisol. The heartbeat becomes irregular and one develops negativity bias – when one tends to notice and dwell on even the smallest bad or threatening thing happening. One becomes less able to make good decisions. Ask participants if they have had similar feelings? What might happen to a person who experiences such thoughts regularly?

Activity 3.3.2: Dealing with the Fear of Failure

Ask participants to brainstorm better ways to deal with thoughts of and fear of failure using a case study. Divide the participants into two groups, and assign one case study as well as flip chart papers and pens to each group. For groups with low literacy levels, this can be done by reading the case studies aloud instead.

Case study/story

Margaret had joined a group of waste collectors over five years ago, when money was tight at home. She found the work hard and humiliating at first, but over time she made a little money and appreciated the independence she had to manage her home life. Now she thought she could do even more. She thought that she could set up her own group of collectors working down by the riverbanks; there was certainly enough work. Margaret daydreamed about her own business. She thought about the ways she might do things differently, how it would feel good to be a leader and make decisions for herself. Yet there were some nagging doubts: What if her colleagues now were mean to her for leaving? What if she could not manage the new group by herself? What if people stole from her? These thoughts went back and forth in Margaret's mind for many years.

Case study/story

Jona had built up his small business for over eight years. He had won the trust of several shops and restaurants nearby, and he managed to make a steady income for his family over the years, collecting their bottles and packaging. He had good relations with the plastic trader, and there was sometimes a group of people like himself who worked together to sell to him. One time, there was a new trader, who was much tougher, who complained about the quality of the collected materials and he wanted them to be packed differently. Nothing seemed to please him. He argued for a much lower purchase price. Jona and his friends were troubled. They tried to meet the new demands of the trader, but they lacked the equipment or the time to do so. Jona worked longer hours, and his family noticed how tired and anxious he was. After some months, Jona and his

friends saw that the local trader was only buying materials from a company in a neighbouring city. Jona was devasted. How did he not see this coming? What would he and his friends do now? Who would buy their materials? Had his work over all these years been in vain? How would he care for his family?

Have each group consider each case, and then discuss the failure and emotional reaction in each story. Give participants 5 to 10 minutes to discuss ways in which Margaret and Jona can manage their situation, taking care to consider their feelings. Have one spokesperson for each group briefly present their group's suggestions. Summarize patterns or highlight key points emerging from the group's suggestions. Ask participants to return to their places at the end of the group work.



Activity 3.3.3: Understanding Failure

Complete the session by telling participants that harsh responses to failure or fear of failure (ours or others) can lead to anxiety, inaction, isolation and chronic illness eventually. Conversely, being kind to oneself after failure can lead to positive psychological well-being, optimism and determination. Current trends in leadership approach failure not as a disaster and proof of individual worthlessness, but rather as a teacher and signpost, showing us where we need to focus our attention and/or improve our skills. Understanding failure in this way is less crushing, and one might even welcome failure if there is much to benefit from its lessons. Share this idea of failure as a teacher with the participants using Template TM04.



Notes: Research involving athletes (Ceccarelli et al. 2019) shows their resistance to self-compassion, believing it is inconsistent with notions of the mental toughness required for high performance. Participants may also resist strategies of self-support if they believe failure to be a sign of personal weakness.

Session 3.4: Personal Growth

Objectives: This session enables participants to reflect on their current lives and think about how they can improve their well-being, reduce stress, and take initiative to tackle problems and create new opportunities in their lives.

Duration:
35 minutes.

Materials: 60 centimetres of string or a tie/scarf for icebreaker 6 (Annex III) under Activity 3.4.1. Small pieces of papers and pens/ pencils for Activity 3.4.2.

Preparation: The facilitator can search in advance for an example of a local person in their country who was able to overcome difficulties and struggles and has become well respected in their field (e.g. an artist, a community leader, a teacher, etc.).

Activity 3.4.1: Better to Try

Introduce Icebreaker 6: King of the Jungle (Annex III). After the icebreaker, ask the participants to return to their seats. Tell the participants that the game is based on an observation of a community of monkeys by Robert Sapolsky. He saw that there is typically a king at the top of the hierarchy and those at the bottom of the hierarchy who experience great stress. But there are also some who, though they may get less food or hit by the king, still tend to have lower stress levels. Sapolsky thought that they experienced less stress because they took action and tried to get food from the king. Sometimes they got the food, and even though they sometimes failed, it was better to try and fail than to not try at all, like the

monkeys at the bottom of the hierarchy. So it was in the icebreaker: it was better fun to try to catch the tail of the king and mostly fail than to give up and feel hopeless!

Explain to the participants that Sapolsky found that it is better to take initiative – taking on new challenges and trying something out even if success seems unlikely. Those monkeys who could correctly predict their environment were also less stressed. That means being able to tell the difference between a safe and threatening environment. Predictability for humans may also mean understanding how things work and not fearing every situation because one can reliably predict how things will turn out. Those monkeys who showed their aggression were also less stressed. That cannot work the same way in human life as in the animal kingdom, but we can express our emotions and opinions in a strong but respectful way so others know how we feel without hurting them. Finally, monkeys who had good social bonds also displayed lower stress. For humans, good relationships with family members, friends, colleagues and pets are helpful for our well-being.



Discussion

Ask the participants for their thoughts on what we can learn from this monkey business. Use prompting questions to encourage responses:

- When did you take the initiative to finally tackle a nagging problem or longed-for dream?
- What is the right size of initiative – baby steps or big and bold?
- In what way can we increase predictability in a situation?
- How can you let your aggression out in a safe way when you are really frustrated?
- What is displaced aggression?
- Who do you trust to discuss your worries or your dreams?

You can list the group suggestions on the flip chart.

Note: The four behaviours, as depicted in Activity 3.4.2, stimulate four hormones that promote well-being. The initiative is related to dopamine, the brain's reward system for certain activities. Predictability is related to serotonin, which is released by daily routines and activities; it is a mood stabilizer and promotes happiness. Aggression (some aggression is acceptable) is related to endorphins, which reduce feelings of pain and help us cope with stress. Lastly, bonding produces oxytocin, the love hormone.

Activity 3.4.2: Move Closer to Personal Growth

Remind participants that taking initiative or any change takes courage, vision, preparation, dedication and energy. Give an example of a local person in their country who was able to overcome difficulties and struggles and has become respected in their field (e.g. an artist, a community leader, a teacher, etc.). Ask the participants what qualities they admire in people who seem to do well or achieve their goals, such as not giving up, learning new skills and taking time for themselves.

Ask the participants to think for a moment about something they have long wished to do, a goal or an outstanding task that they have not addressed so far. This can be related to their personal life or work. Participants can write it on a piece of paper. Follow up by asking participants what action they will take in the next 10 days to move a step closer to a goal or complete an outstanding task. Participants can write their answers on the back side of the piece of paper.

Give participants a few moments to think about it and encourage them to visualize themselves doing the action using prompting questions:

- Where will you be, what do you need to complete it and how might you feel when it is done?
- Who do you need for support?

- How will you overcome procrastination?
- What can you do to overcome your fears?

You may ask a few participants to share their planned actions with the group. Complete the session by reminding participants that not everyone wants to make big changes, take on new challenges or professional development – personal growth can be just that: personal. Understanding oneself, managing each day, and taking care of oneself and one's loved ones are worthy goals.

Module 4

Become a Leader

Empowering women of the IRS through leadership training can help them develop a sense of self-worth, confidence and agency. Moreover, leadership development can help them to advocate for their rights and needs within the waste management sector, promoting gender equality and ensuring women's perspectives are represented in decision-making processes. Under this framework, the present module aims to equips women of the IRS with the soft skills of communication, decision-making and problem-solving, as well as teach them about setting specific, measurable, attainable, relevant and time-bound (SMART) goals and planning their action plan. Through case studies, videos and action exercises, (women) participants of this module can be inspired to set their own visions and goals in life for personal and professional growth.



Objectives

The objectives for the facilitators are to:

- Reflect on what leadership means and what qualities make a good leader.
- Inform participants of the importance of having vision when making personal behaviour changes and setting SMART goals.
- Provide key steps for problem-solving to address challenges and obstacles to achieving goals.
- Inform participants of the importance of effective communication and assist them with how to effectively communicate their messages, whether by writing, presenting or using other forms of communication.
- Helping participants create a plan of action around their vision and goals.

The objectives for the participants are to:

- Understand the qualities of a good leader, and to explore if and how they could become leaders.

- Be inspired by stories of women who started in poverty and became leaders later in life.
- Understand that they have a right to have a vision and goals in life, and to define what their personal vision is.
- Be aware that all people are at some point challenged in life, and what differentiates a good leader is that they do not give up, but rather strives to find a solution.
- Understand how problem-solving works.
- Practice communication techniques and understand how to introduce effective communication at work, at home and in the community.
- Setting their action plan in life.



Advanced preparation

- Familiarize yourself with the case studies and videos provided in this module. You may want to search and prepare alternative stories and/or videos that are more representative of the local context.
- Familiarize yourself with icebreaker 7 (Annex III) under Activity 4.2.3 and icebreaker 8 (Annex III) under Activity 4.4.1.
- Familiarize yourself with templates TM05-TM08
- Familiarise yourself with the case study/story and video under Activity 4.1.2, the case study/story under Activity 4.2.1 and the case study/story under Activity 4.2.2.
- Practice PowerPoint presentation PR04.
- Print any material required for this module.



Duration

240 minutes (4 hours).



Sessions

- Session 4.1: What Makes You a Good Leader
- Session 4.2: Creating a Vision and Setting Goals
- Session 4.3: Problem-solving
- Session 4.4: Communicating
- Session 4.5: Setting Your Action Plan

Session 4.1: What Makes You a Good Leader

Objectives: Reflect on what leadership means and what qualities make a good leader.

Duration:
30 minutes.

Materials: Post-its/sticky notes, pens/pencils markers and flip chart papers for Activity 4.1.1. Videos, case study/story for Activity 4.12.

Activity 4.1.1: Qualities of a Bad and a Good Leader

Make two columns on a sheet of flip chart paper. Write Good Leader at the top of one column and Bad Leader at the top of the other. Then, split participants into small groups and give each group Post-its/sticky notes and pens/pencils. Ask the participants to think of leaders they have heard of or know who they admire and write down three qualities (one on each Post-it/sticky note) they believe make them good leaders. Then, ask them to think of people they dislike and write down three qualities (one on each Post-it/sticky note) they believe make them bad leaders. It can be people they know from their communities or famous/prominent people.

Low literacy: Alternatively, you could ask the participants to draw on the sticky notes a person they think of as being a good leader and one that is/was a bad leader. Then, ask them to define two to three characteristics of each leader that make them a bad or good leader and discuss with the group.

Once the groups have completed their Post-its/sticky notes or draws, ask each group to present their findings in a concise 2-minute presentation. After the presentation, the group should stick their Post-its/sticky

notes to the flipchart paper on the correct side, distinguishing between the qualities of a good leader and a bad leader.



Discussion

Try to identify together with the participants the qualities that are common to both the good and bad leaders. Ask participants questions such as:

- What similarities do you see in the qualities of good leaders? What about the bad leaders?
- Are there any similarities between good and bad leaders? If yes, which?
- Which qualities do you have or would like to develop?
- Which qualities would you like to avoid?

Use PowerPoint Presentation PR04 to wrap up the information of what makes a good leader. Explain that bad leaders tend to use 'power over', meaning force, domination and control over others, leading through fear. Good leaders harness their 'power within' in the form of confidence, good listening, good communication, good problem-solving, good decision-making and good negotiation skills. They also use 'power to' and 'power with' so they mobilize people in order to get things done. Then, bring up that there are different kinds of leaders. Not all leaders fit the description of charismatic, outgoing, etc. Observant and quiet leaders also exist and are needed. Finally, highlight that both women and men are capable of becoming good leaders, even when gender norms and stereotypes around us associate the qualities of good leaders with men.



Activity 4.1.2: The Story of a Successful Leader

Use a relatable story to encourage women to reflect on what it takes to be a successful leader. You may either read a story or play a video of a relevant success case study from your country. Alternatively, you may provide inspiration by relaying the case of Mira Rai, a world top runner from Nepal.

Case study/story: Mira Rai, world top runner

Mira Rai hails from a remote village in Bhojpur, in the east of Nepal. Growing up, her family struggled to meet everyday necessities through farming. She left school at 12 years of age to help her parents with daily household chores, and because her family could not afford her education. She regularly walked up and down the mountainous terrain to collect water and go to market. At 14 years of age, she left home in the middle of the night without telling her parents to join the Maoist insurgency when they came recruiting through her village. As she was a minor, when the civil war came to an end, she was ineligible for integration into the Nepali Army and was subsequently discharged. After returning home, she dreamed of doing something more with her life to support her family, and travelled to Kathmandu to pursue karate and running. Within a year, she finished first at the 80-kilometre (50-mile) Ultra-Trail du Mont Blanc in Chamonix, and was the second-placed woman in the Skyrunner World Series, garnering sponsorships including from French sports manufacturer Salomon. She went on to win races around the world, including the 120-kilometre (74-mile) Ben Nevis Ultra in Scotland in 2017, when she was named the National Geographic People's Choice Adventurer of the Year for championing women in sports. That same year, she began the Mira Rai Initiative to train young women like her from impoverished backgrounds. In deeply patriarchal Nepal, running is an unlikely career choice for girls, especially in rural communities, even though they grow up racing up and down hills to fetch water or to go to school.

Or use the video Mira Rai World's Top Runner Is An Inspiration To The Young Girls Of Nepal | NewsMo (India Today 2022).

You may then explain to the participants that Mira Rain's initial vision was to be a good daughter and help the family. Her vision changed

over the course of her life and became more remarkable, as she now helps other women get out of poverty through athletics.



Discussion

Ask participants what they think about the woman in the story and initiate a group discussion:

- Is the woman in the story a good leader?
- Has her journey to become a leader been easy?
- Why and how did she finally succeed in pursuing her aims? (Answers may include the support of her husband, women's networks, and knowing that other women have pursued their dreams and been successful.)
- What obstacles did she face? (Answers may include the initial disapproval of her husband, gender stereotypes around acceptable roles for men and women in public life, lack of resources for campaigning, etc.)
- Is there anything she could improve on?

As needed and depending on the points raised or missed by the participants, comment on the good qualities of the woman in the story, the challenges she faced, the opportunities she took advantage of and how she might further improve.



Session 4.2: Creating a Vision and Setting Goals



Objectives: Mobilize participants to create or better formulate their life vision and understand how to set SMART goals that would help them achieve their vision.



Duration:

60 minutes.

Materials: Prints of Template TM05 (number of prints=number of participants) and pens/pencils for Activity 4.2.3. Prints of Template TM06 (number of prints=number of participants) pens/pencils, flip chart papers and a marker for Activity 4.2.4.

Activity 4.2.1: The Importance of Vision

Remind the participants that in the module The Power in Me, you talked about the importance of having vision when making personal behaviour changes. Tell the participants that in this session, you are now going to focus on big visions as well as understanding the significance of visions and the way to create them.

Explain that a vision is a clear and compelling picture of what an individual, organization or community aspires to achieve in the future. A vision might be either negative or positive. For instance, a widow living in poverty might have the negative vision that she will become a beggar, while a waste picker might have a positive vision of becoming a scrap/junk shop owner.

Mention that we need to have a very well-defined vision in life. Say that not all people have well-defined visions. Some people know since when they were young that they would like to become scientists, businesspeople or leaders in their community, while most of us find or look up to our vision later in life. In addition, in many cases, although we have one or more visions, they might not be well defined or are not clear. But even then, one's visions can make one feel less helpless or passive, and on the contrary motivate one to take action and make things happen.

Provide examples of powerful vision statements that have successfully stirred emotions and energized people to take action.

Case study/story

For example, Oprah Winfrey, who grew up in poverty, has a vision centred around empowering individuals and promoting personal growth and well-being. Her vision statement could be something like: "To inspire and empower people around the world to live their best lives through meaningful connections, personal growth and the pursuit of their passions."

Similarly, Howard Schultz, the former Chief Executive Officer of Starbucks, came from a low-income background and created a vision of turning Starbucks into a third place between home and work, providing a welcoming and unique experience for customers.

These examples illustrate that personal experiences, including a challenging upbringing, can shape a leader's vision and drive their commitment to creating positive change. You may use relevant examples from leaders in your region or country.



Activity 4.2.2: A Leader's Powerful Vision

Share an inspiring example of a global figure with a powerful vision and debrief the story.

Case study/story

One inspiring example of a global figure with a powerful vision for change is Nelson Mandela, the former President of South Africa and a key figure in the fight against apartheid. Mandela's vision was to create a society free from the oppression of apartheid and to

establish a democratic and inclusive South Africa. Despite enduring 27 years of imprisonment, Mandela's vision remained unwavering. Upon his release, he worked tirelessly to unite the country, promote reconciliation and dismantle the institutionalized racism of apartheid. His leadership and vision culminated in the establishment of a democratic South Africa, marked by the historic election in 1994 when Mandela became the country's first black president.

Mandela's vision for change emphasized equality, justice and the peaceful coexistence of all South Africans, irrespective of race or background. His commitment to reconciliation and forgiveness in the face of immense adversity has left a lasting legacy, earning him respect as a global symbol of courage, resilience and visionary leadership. Mandela's story serves as a powerful example of the impact that a clear and unwavering vision for positive change can have on a global scale, inspiring others to pursue their own visions for a better world.



Discussion

Ask the participants:

- What was the leader's vision?
- What did the leader decide to do?
- Why and how did they work with other people to make that vision a reality?



Note: In this activity, you may use the story in Activity 4.2.1 if a visionary leader has been chosen. During the discussion part, focus on the importance of thinking positively through the challenges faced.



Activity 4.2.3: My Life Vision

Optionally, you may introduce Icebreaker 7: The Three Chairs (Annex III). Mention to participants that now is the time to create their own

visions. Explain to the participants that it is not necessary to know precisely what they want to do in the future at this moment if they have multiple visions. However, it does require that they begin the process of deliberately figuring out what they want to accomplish in life. One should actively look within and around oneself for one's own visions rather than waiting for an opportunity or interest to present itself. In this manner, one is not lost or waiting for the things to happen when one is making decisions on a daily basis. When one has visions, one is able to manifest one's desires. Tell the participant that together, you will create their life visions. Distribute to the participants the life vision template TM05, and ask then to feel or draw what they desire when it comes to themselves, their health, finance, community, family and work.



Low literacy: In the case of illiterate women, you can ask them to draw their desires/visions in the life vision template TM05.

Leave 10 to 15 minutes for participants to think of and write down or draw their different visions. Then, ask few participants to share their visions. After listening to the visions of four to five participants, ask all participants if they have noticed similarities to the visions they heard and if these visions are similar to their visions.

Next, focus more on the vision they have in relation to their work. Ask them to think of where they are now and what the status of their work is, then to start thinking of their work/business four years from now and to ask themselves:

- What do I want my work/business to look like?
- What do I envision myself doing every day?
- Do I work alone? Am I part of an organization? Do I have staff in my business?
- Am I still working in the waste management sector or did I choose to work in another sector?
- Who are my clients?
- How much money do I earn?

Then, ask the participants, in small groups, to share their visions for work based on the answers to the questions above.



Activity 4.2.4: Setting SMART Goals

Use PowerPoint Presentation PR04 or draw on a flip chart paper the word SMART vertically and explain to the participants that to achieve our visions, we need to set SMART goals, meaning:
S: *Specific*
M: *Measurable*
A: *Achievable*
R: *Relevant*
T: *Time-bound*

Explain to them what the above aspects involve:

Specific refers to being as specific as possible with the desired goal. Generally, the narrower and more specific a goal is, the clearer the steps to achieving it will be. Ask questions such as:

- Who is involved?
- What do I want to accomplish?
- When do I want to accomplish them?
- What are the specific reasons, purposes or benefits of accomplishing the goal?

Example: Start my own crafting shop using paper, plastic and specific metals as raw materials.

Measurable refers to ensuring evidence that can be tracked to monitor progress. Ask questions such as:

- How much?
- How many?
- How will I know when I have accomplished this goal?

Example: I will produce at least 100 items per month for my crafting shop to run smoothly.

Achievable refers to ensuring the set goal is realistic and possible to complete or maintain within the set time frame. One must possess the appropriate knowledge, skills and abilities needed to achieve the goal. Once one has determined which goals are most important, one may start looking for strategies to achieve them. One can acquire the mindset, aptitude, expertise and financial resources necessary to achieve them. When one carefully considers one's next steps and set a deadline, one can accomplish the majority of one's goals. Objectives may first appear unattainable, but with time and growth, they become more doable as one seeks for them. Ask questions such as:

- Do I have the resources and skills to achieve the goal? If not, what am I missing?
- Have others done it successfully before?

Example: Join a community training programme for women to improve my skills in crafting.

Relevant/realistic refers to a goal that must be worthwhile and meet your needs. It must outline attainable results with available resources. It should fit into your immediate and long-term plans. Time-bound refers to making sure the goal is set within an appropriate time frame. Ask questions such as:

- By when do you want to accomplish each goal?
- What is the deadline and is it realistic?

Example: I will establish my own craft shop one year from now.

Ask participants to think again about the vision they chose for work in the previous activity, and to consider what steps need to be taken and what goals need to be set to achieve it. Ask them to use the SMART Template TM06 to write down or draw images of one of their SMART goals.

Low literacy: In the case of illiterate women, you can ask them to draw their desires/visions in the SMART Template TM06.

After 15 minutes, ask one participant to present their SMART goals. After the presentation, ask the rest of the participants if there were any goals that need to be better defined. Help the presenter to redefine their goals, if necessary. Repeat this group activity with another participant presenting their SMART goals.



Session 4.3: Problem-solving



Objectives: Provide key steps for problem-solving to address challenges and obstacles to achieving one's goals.



Duration:
45 minutes.



Materials: Newspapers, paper clips, and tape or other materials can be used as long as they can be piled up for icebreaker 8 (Annex III) under Activity 4.3.1. Flip chart papers and a marker for Activity 4.3.2.



Activity 4.3.1: Obstacles

Introduce Icebreaker 8: Build a Tower (Annex III).



Discussion
At the end of the icebreaker, ask the participants the following questions:

- Do you remember when you took action to tackle a problem or towards your dreams?
- Were these baby steps or big and bold action?
- How did you feel afterwards?

Then, explain that when one has goals, obstacles may arise, and one may encounter difficulties or obstacles that appear insurmountable. The capacity to recognize and resolve these issues or obstacles is known as problem-solving. It involves making decisions independently to address problems, settle disputes and consider options. In this continuous process, one uses what one already knows to make new discoveries.



Activity 4.3.2: Problem-solving

The facilitator will now remind the participants of the discussions they had in the module The Power in Me about the challenges they are facing in their personal lives and explain that in this activity, they will find ways to overcome them as well as the obstacles that are blocking the way towards their goals. Explain to participants that sometimes, when one has goals, things will get in the way and one will face problems or challenges that seem hard to overcome. The capacity to recognize and resolve these issues or obstacles is known as problem-solving. It involves making decisions on one's own to address problems, settle disputes and consider other options.

Use a flip chart or PowerPoint Presentation PR04 to explain that problem-solving involves the following steps:

Identify and define the challenge: Clearly define and understand the issue or challenge one is facing. The same goes for obstacles encountered when attempting to accomplish one's goals: awareness is the first step towards conquering personal obstacles. In this case, it is important to understand what obstacles have to be solved to achieve one's goals/vision. One must answer the following questions to better define the challenge/barrier:

- What is causing the problem or difficulty?
- Where?
- Who?
- What is involved?

Look into potential solutions: After one has a clear understanding of the challenge/barrier, try to come up with two to three potential solutions or approaches to address the challenge/barrier.

Evaluate and select a solution: The next step is to assess the potential solutions based on their feasibility, resource requirements and expected outcomes. Choose the most viable option that aligns with one's goals.

Implement the solution: Put the chosen solution into action. This may involve developing a plan, allocating resources and assigning responsibilities.

Monitor and evaluate: Continuously monitor the implementation of the solution and evaluate its effectiveness. Make adjustments as needed and learn from the outcomes.

Reflect and learn: After addressing the problem, take the time to reflect on the process. Consider what worked well, what could be improved and what lessons one can apply to future problem-solving efforts.

Tell the participants that it is now time to test out the above stages of problem-solving with some daily and business-related challenges/obstacles to achieve their goals.

Have participants brainstorm some common challenges/barriers they face at work. Example: I want to improve my revenues from selling recyclables to intermediaries, but because I cannot collect sufficient quantities of high-quality materials, I cannot get a better price.

Groups of four or five participants will have to overcome a challenge.

Tell participants to Identify and define the challenge. Examples: Is it difficult to enhance my revenue from selling recyclables? I do not have a vehicle to collect more recyclables within the day. I cannot

store the recyclables that I collect. The recyclables are not segregated at source and are contaminated.

Tell participants to look into potential solutions. Examples: Get organized and buy a vehicle to improve collection capacity. Initiate a campaign and/or ask households to separate their waste.

Once groups have two or three solutions, ask them to choose their favourite and present their solution to the whole group.

If the solution provided does not resolve the challenge, ask the group to try something else until one of the solutions works.



Session 4.4: Communicating



Objectives: Make participants aware of the importance of effective communication and assist them with how they can effectively communicate their messages, whether by writing, presenting or using other forms of communication.



Duration:
65 minutes.



Materials: Flip chart papers and a marker for Activity 4.4.1, Prints of Template TM07 (number of prints=number of participants) and pens/pencils for Activity 4.4.3.



Activity 4.4.1: The Broken Telephone

Introduce the Icebreaker 9: The Broken Telephone (Annex III). It is a very entertaining game that, at the same time, conveys several

important messages about effective communication, which is also the key to effective knowledge-sharing.



Activity 4.4.2: Effective Communication

Ask participants if they can define what communication is. You might receive responses such as talking or listening. Write down their replies on flip chart papers and after you receive enough responses, reflect on their replies. Explain that communication is more than talking or listening. It involves conveying information from one person to another. Then, add that this is not yet a complete definition of communication because effective communication involves having that information relayed while retaining the same content and context.

To effectively communicate one's messages, whether by writing, presenting or using other forms of communication, one may use EPIC communication. EPIC stands for:

- *Engage*
- *Problem*
- *Inform*
- *Call to action*

Using this structure will help one organize one's talking points, whether one is presenting to a neighbour, clients or talking to one's community. Use PowerPoint Presentation PR04 to explain each step of EPIC communication.

Engage: Start one's communication by capturing the audience's attention with a compelling opening. One can use storytelling, visual elements, provocative questions or interesting facts to engage the audience from the beginning. One may start with a strong statement such as "waste picking is hard work" and build around a story of a woman who has respiratory illness from inhaling smoke

from open burning waste working on a landfill site or who must walk several hours per day to collect waste to make a living. Keep in mind that people like stories, and that stories are powerful since we remember stories much more than we remember facts, statistics or plain information.

Problem/opportunity: Clearly define the problem or opportunity that one's communication addresses. Highlight the significance of the issue and why the audience needs to pay attention and take action.For instance, regarding the previous statement that "waste picking is hard work", one may better explain the problem by saying, "Collecting waste is a burden, and I spend six hours per day walking around the city to collect waste, and I earn only 2 dollars, which is not enough to feed my family. This happens year after year, but this can change. A trailer tricycle can increase the amount of waste collected a day and make more profit. Even better, if we organize, we can establish a junk shop together and further increase our profits."

Inform: Provide relevant information, data or examples to inform the listeners/people one wants to communicate with about the problem and potential solutions. Present the information clearly and in a way that is easy for the audience to understand. One may mention that it is possible to build a trailer that can store more waste up to three times a day, which would lead to three times the daily profit. Junk shops can also help us sort out our materials, providing storage capacity that could increase the selling prices of our materials, leading to more profit for all.

Call to action: End the communication with a clear call to action. Encourage the audience to take specific steps or make a change based on the information one has provided. The call to action should be actionable, specific and compelling. For example, one may ask, "Would you consider that we join forces to build trailers and establish our junk shop?"

By following the EPIC framework, one can structure one's communication in a way that captivates the audience, presents a clear problem, educates them on relevant information and motivates them to take action. This framework can help one deliver a persuasive and impactful message that resonates with one's audience and drives them to make a change or respond to the call to action.



Activity 4.4.3: Design a Presentation

In this activity, participants will elaborate their own presentations to practice how to communicate and present, for example, a demand, an interest or a complaint. In groups of three to five, have participants design a presentation of up to three to four minutes for their community/municipality on why it is important to separate their waste into dry and wet, or choose another topic relevant to their present experience/status. They should use their EPIC Template TM07 to write out or draw their talking points.

Provide the participants with the talking points during the activity, but encourage them to make their presentation local – what is the case of waste management in their community or is seen in their own communities (e.g. most of the waste is dumped, polluting the environment, putting our health in danger, it is hard for the municipality to collect waste due to budget restrictions, etc.)? Also, have participants think about their target audience. Are there certain issues that are more important to that specific target group? Make sure to emphasize those issues.

Ask one person from each group to present their talk. After the presenter ends their presentation, ask the rest of the participants to reflect on whether the presentation effectively communicated the key messages. Furthermore, at the end of the activity, ask participants to reflect on their experience preparing their talking points and presenting.

Discussion

- What were the difficulties on preparing the talking points and presenting?
- What would you do differently the next time?

Activity 4.4.4: Public Speaking

Mention that you will now provide them with some tips for public speaking and they will then perform their presentation again. You may share with the participants the following tips:

- Try to look at people and make eye contact.
- If you are not feeling comfortable with eye contact, focus on a single point behind your audience.
- Try to stand still when speaking, without crossing hands or legs, or if there is a big audience, you might try to slightly move around.
- Speak clearly and slow.
- Try to manage your anxiety. Take deep breaths before starting and have in mind that all participants are interested in your presentation.

Remember, public speaking is a skill that improves with practice. Embrace opportunities to speak in front of others, seek feedback for improvement and continue to refine one's communication skills. With time and effort, one can become a more effective and confident public speaker. Then, ask the participants to perform their presentation again. Give them 5 to 10 minutes to prepare and make any changes based on the comments they have received from the other participants. Ask one participant from each group to present. When they finish, ask the rest of the participants if the presentation has been improved and in what way.

Discussion

- Has the presenter used any of the tips the facilitator mentioned?
- Which tips have been used?
- Could they have used more tips? Which one?

Session 4.5: Setting Your Action Plan

Objectives: Helping participants create a plan of action around their vision and goals.

Duration:
40 minutes.

Materials: Prints of Template TM08 (number of prints=number of participants) and pens/pencils for Activity 4.5.2.

Activity 4.5.1: Creating an Action Plan

Tell the participant that in this activity, together, you will be creating a plan of action around their vision and goals. Explain that an action plan is a detailed and specific plan that outlines the steps or actions needed to achieve their visions in future, and it helps them define the SMART goals and actions to take in order to overcome any obstacles.

Use PowerPoint Presentation PR04 to present to participants the different components of a typical action plan as follows:

- Goal/objective: What do you want to achieve? This should be a specific and measurable goal, or an objective that is clearly defined.
- Action items: What steps or actions are necessary to achieve the goal? Identify the key activities or tasks that need to be completed.
- Timeline: When will each action item be completed? Establish a clear timeline for each task, including start and end dates.
- Responsible parties: Who is responsible for completing each action item? Assign clear roles and responsibilities to individuals or teams.
- Resources: What resources (e.g. funding, materials, personnel) are necessary to complete each action item? Identify and allocate the resources needed to complete the plan.

- Monitoring and evaluation: How will progress be measured and evaluated? Establish clear metrics and criteria for measuring progress towards the goal and identify who will be responsible for monitoring progress.

By creating a detailed action plan, individuals or teams can maximize their chances of success and ensure that they are working towards a common objective.



Activity 4.5.2: My Action Plan

Ask participants to fill in the action plan that is provided in the Participants' Handbook (Template TM08). Mention that while filling in the action plan, they have to think of the following questions:

- What are my goals to get there?
- How will I achieve it?
- What are the activities that I need to do?
- When will I do it?
- What skills or resources do I need to achieve it?
- Are there any risks/obstacles that I might face? How am I going to overcome them?
- How will I know that my actions/activities have been successfully accomplished?

Give participants 20 minutes to fill in the action plan and then ask two to three participants to present their action plans. After their presentation, ask them if they are happy with their action plan and if there is anything that they would like to change. Then, initiate a discussion with all participants. Ask them to reflect and mention what they think of the action plans presented.



Discussion

- Were the goals SMART?
- Was the timeline well defined?

- Is the action plan realistic?
- How can the participants who presented their action plan further improve it?



Low literacy: In the case of illiterate women, you will need volunteers to help them fill in their action plans.



Note: Participants may find it difficult to fill in their action plan. You need to go around and help them. Check the items of their action plan and advise them if you see that they are not properly filling in the action plan.

Module 5

Improve My Business Skills

Women may have different visions and goals for their work compared with men. Women find themselves working in the IRS as a source of income for them and their family that is either their major income or a supplement, giving them the flexibility to work in a way that allows them to also take care of the house, children and older members of the family. Enhancing business and financial skills of women of the IRS can give them the confidence and knowledge to make informed decisions and better manage their finance. They can explore new opportunities to improve and maximize their income, increase their efficiency, save for the future and lead to better livelihoods.

This module aims to help participants understand their daily earnings and savings, and teach them how they can improve their savings and income opportunities. It also provides information on alternatives and the conditions to get a loan or have access to other finances. The module encourages participants to develop these negotiation skills, which can be particularly beneficial in enabling them to assertively advocate for their needs, secure better prices for their products and navigate business transactions with confidence. Moreover, the module provides participants with basic understanding and tools for building their business idea, either as individuals or as a cooperative/partnership.



Objectives

The facilitator's objectives should be to present tools and practices to participants that will enhance their business skills and assist them in building a business idea as follows:

- Present the importance of a budget breakdown and the financial opportunities related to savings and loans.
- Introduce the art of negotiations.

- Present using the Business Model Canvas and SWOT (strengths, weaknesses, opportunities and threats) as tools to guide participants in their chosen business.

The objectives regarding the participants are to:

- Understand the importance of managing their money and explaining how to gain access to financial resources.
- Familiarize themselves with and practicing negotiating at work.
- Visualize their ideal business.
- Be guided and familiar with using the Business Model Canvas to develop their business idea.
- Evaluate the potential and sustainability of their business idea.



Advanced preparation

- Prepare photos of various types of household expenses representative to the local context for Activity 5.1.1.
- Familiarize yourself with the templates TM09 and TM10 and test them prior to the training.
- Familiarize yourself with the case study/story in Activity 5.1.1.
- Use the local currency where needed.
- Familiarize yourself with the process of bank/cooperative loans and other funding opportunities for waste pickers. Get information on the grants and loans available for recyclers in your city/community.
- Practice PowerPoint presentation PR05.
- Print any material required for this training.



Duration

150 minutes (2.5 hours).



Sessions

- Session 5.1: Financial Management – Savings and Access to Finances
- Session 5.2: Negotiating
- Session 5.3: Developing My Business Idea

Session 5.1: Financial Management – Savings and Access to Finances

Objectives: Participants to understand the importance of managing money and how it is possible to save money and access finances.

Duration:
45 minutes.

Materials: Printed cards/photos (Template TM09), flip chart papers, a marker and case study/story for Activity 5.1.1.

Activity 5.1.1: Savings

Post various pictures/labels (see Template TM09) on the wall corresponding to the common household expenses (food, rent, electricity, water, phone, etc.). Then, have all participants stand up and ask them to stand in front of the picture which for them is a top priority and where most of their income goes. Draw a table on a flip chart paper (alternatively, you may use Template TM10) to place the top 10 priority expenses and discuss with the participants the monthly budget required to cover each of the expenses. Provide averages on the table. Then, sum up expenses to come up with the minimum total budget that is required to cover top monthly priorities. After, ask two to three participants to mention their monthly incomes from waste-related activities as well as other sources of income (if any). Add to the table an average income that is representative of most of the participants.

Discussion
Discuss with the participants if their monthly income is sufficient to cover their monthly expenses and if there is room for savings. Ask them if and how they save money. Explain how they can save money

and what percentage of their monthly income is ideal to save. Explain why it is important to save money and for which purposes (health, children, house, themselves, etc.). Highlight how saving money could play a role in starting a new business or expanding their current business. Bring up the following example/case study.

Case study/story

Example: Cash flow case study exercise (adapted from The Empowered Entrepreneur Training Handbook) (Hart and Smith 2013). A woman informal waste worker has decided to set up a market stall in her city to sell second-hand clothes. Because it is a new business, she has no cash at the start. Therefore, she looks at her personal savings and finds that she has 2,000 currency of cash. She decides to invest this in her new business.

In January, the woman goes to buy stock from a shop that sells good-quality clothes in a nearby city. She decides to buy 40 different items at 30 currency each and pays 100 currency for transporting them back to her city. Since January will be the woman's first month of trading, she thinks she will only sell 10 items at 50 currency each. She hopes that from February onwards, however, she will be able to sell 20 items per month as people will know her business by then. If her expectations are correct, in March, she will need to buy more stock. She will buy another 40 items in March and another 40 in May. Each month, she also needs to pay 50 currency to rent her market stall. She also wants to pay herself a salary as she will need money to use outside of the business. She will pay herself 200 currency per month.

Case study questions: Based on her business plan, how much cash will she have in her business at the beginning of July? Will she be able to recoup the savings she invested?

Answer: At the start of July, she will have 2,100 currency of cash in the business. Theoretically, she could take her savings back at this point, but if she does that, she will not have enough working capital left to purchase new stock. Without buying new stock, she will only have 10 items left to sell.



Activity 5.1.2: Access to Finances

Ask the participants to share their experiences of loan schemes and/or grants.



Note: There are many different types of financial arrangements both formal and informal. However, it is often easier to access finance as a group. Having a group bank account (in some countries) makes it more attractive for banks to extend credit and loans. Each group member is responsible for ensuring that the members pay back the money. In some countries, waste pickers associations provide loans with low interest rates. Conditions for loans may vary from country to country. Therefore, you must be informed on how it can work for participants to get loans.

Provide information to the participants on the alternatives to and the conditions to get a loan. Highlight issues to consider such as:

- Guarantees or guarantors
- Interest rates and currency fluctuations
- Repayment periods
- Delays in processing a loan proposal
- Time from approval to final disbursement



Note: Stress the importance for participants to seek advice on these matters before borrowing money from informal channels (i.e. family and moneylenders) and formal channels (i.e. bank loans).

Ask participants to form small groups of five people. Then, ask them to come up with a way in which they would see group savings and a loan arrangement benefiting their group.



Discussion

Groups can discuss the following questions:

- Why do it?
- How to do it?
- When is it a good idea?
- What are the conditions for success?



Session 5.2: Negotiating



Objectives:

Understand the art of negotiations.



Duration:

45 minutes.



Materials:

None.



Activity 5.2.1: The Importance of Negotiations

Perform Icebreaker 10: Negotiations (Annex III). After the icebreaker, mention that negotiations are crucial in various aspects of business, personal interactions and professional relationships. Provide a few key roles of negotiations. Negotiation is an integral aspect of our lives and being able to negotiate is very important. Developing strong negotiation skills helps women waste pickers build positive relationships with suppliers, customers and other stakeholders,

fostering long-term partnerships and collaboration. Acquiring effective negotiation skills can enable individuals to effectively address conflicts, solve problems and navigate challenges in business environments. One can approach issues creatively, find win-win solutions and adapt to changing market conditions. Moreover, negotiation can lead to better financial outcomes, such as securing higher prices for recycled materials, more favourable loan terms or accessing financial resources for business growth.



Activity 5.2.2: Effective Negotiation

Many people feel uneasy and experience anxiety during negotiations, but with enough practice, it is evidently possible to balance that. Explain by using PowePoint Presentation PR05 that the negotiation process in business involves the fundamental stages of preparation, discussion, clarification and justification, bargaining, agreement and implementation. It starts with the preparation stage that involves gathering information, defining goals, and understanding the interests and priorities of both parties. This may involve developing a plan, identifying trade-offs and considering alternative solutions. The discussion phase involves open dialogue, active listening and understanding the other party's underlying needs. Clarification and justification help to ensure a shared understanding of the issues. The bargaining stage involves making offers, counter-offers and concessions, exploring various options and creative solutions. Effective communication and strategic decision-making are required. Once the bargaining phase is completed, the parties seek to finalize the terms of the agreement, documenting it and ensuring satisfaction. Implementation is the final stage, where both parties must follow through on their commitments and ensure the terms are implemented as intended. This may involve ongoing communication, monitoring progress and addressing any issues that arise during the implementation process.

These foundations can contribute much towards the confidence and apprehension when approaching a negotiation. In addition, if people continue to view negotiations as ubiquitous, they become more aware of when they are moving into a negotiation and can use their planning and studying to attain better results. It is also important to note that successful negotiation often requires flexibility, creativity and a willingness to collaborate with the other party to achieve a positive outcome for all involved. Perform the Icebreaker 10: Negotiations role play again, and observe how and if participants have improved their negotiation skills after your presentation and the discussion around negotiations' fundamental stages.



Session 5.3: Develop My Business Idea



Objectives: To initiate the thinking of participants of a SWM business about the importance of planning and understanding how to evaluate it.



Duration:
60 minutes.



Materials: Prints of Template TM11 (number of prints=number of participants) and pens/pencils for Activity 5.3.2. Prints of Template TM12 (number of prints=number of participants) and pens/pencils for Activity 5.3.2.



Activity 5.3.1: Business Model

Tell the participants that in this session, they will develop their own business idea and learn how business models will help them to start or expand their business so it will be successful and overcome obstacles. Remind the participants about the action plans that they developed

in Module 4 are documents that outline the goals that someone who wants to start a business wants to achieve, the strategies for attaining these goals and the time frame for the achievement of the goals (Business Plan undated). An action or business plan navigates one on where the business will go and how it will get there. To create however a business plan, one needs to first think of one's business model. Mention that a business model outlines how a company creates value, delivers its products or services to customers, and generates revenue. It describes the fundamental way a business operates to be viable.

A basic business model needs to look into three main components:

- The value proposition that involves outlining the specific products or services you will sell, as well as determining how you will produce, source and obtain these offerings.
- The value capture that articulates the value that the business provides to customers and explain why they should choose one's products/services over competitors. This means that one needs to understand the target group for the services/products that one will provide and their main characteristics.
- The value delivery that outlines how one's products/services will reach the target market. It encompasses the sales and distribution channels one will utilize, as well as any partnerships or collaborations with other businesses or stakeholders in the market.

Then, explain that a more analytical business model is the Business Model Canvas, which is usually used to describe, visualize and analyse the key components of a business model in a concise and structured way. With the help of the Business Model Canvas in Template TM11 or using PowerPoint Presentation PR05, explain that the Business Model Canvas comprises the following nine key building blocks that cover different aspects of a business:

Customer segments: The specific groups of customers or market segments that a business intends to target. To define the customer segments, you need to ask:

- For whom are you creating value?
- Who are our most important customers?

Value Proposition: The products, services, or solutions that address the needs and problems of the customer segments. The value proposition of the business idea can be defined by asking:

- What services/products do you deliver to the customer?
- Which one of your customer's problems are you helping to solve?
- Which customer needs are you satisfying?

Channels: The distribution channels and touchpoints through which the value proposition is delivered to customers. Ask:

- Through which channels do your customers want to be reached?
- How are you reaching your customers now?
- Which ways/channels work best?
- Which ones are costing you the least money?

Customer relationships: The types of relationships established and maintained with customers, which may defined by asking:

- What type of relationship does your clients expect you to establish and maintain with them?
- Which ones have you established?
- How costly are they?

Revenue streams: The sources of revenue and how the business will generate income from the value proposition. For this, ask:

- For what services/products are your customers really willing to pay?
- For what do they currently pay?
- How are they currently paying?
- How would they prefer to pay?

Key resources: The essential assets, infrastructure and resources required to deliver the value proposition. For this, ask:

- What key resources do your product/service require to be obtained?

- Your distribution channels?
- Other resources?

Key activities: The core operations, activities and processes necessary for the business to deliver its value proposition. Ask:

- What key activities do you need to provide the products/services?

Key partnerships: The strategic alliances, collaborations or partnerships that add value and help the business succeed. For this, ask:

- Who are your key partners?
- Who are your key suppliers?
- Which key resources are you acquiring from partners?
- Which key activities do partners perform?

Cost structure: The costs and expenses associated with operating the business. For this, ask:

- What are the most important costs inherent in your business model?
- Which key resources are most expensive?
- Which key activities are most expensive?



Note: The Business Model Canvas might be difficult for inexperienced participants to follow. In this sense and based on the profiles of the participants, you may choose to only introduce the basic components of a business model and do no more to further present the Business Model Canvas.



Activity 5.3.2: Develop a Business Idea

Divide the participants into four to five groups and ask each group to choose a business idea related to recycling that they would like to initiate as a group provided that they have received a grant of US$10,000 (adapt the amount based on the local economy). Have the groups discuss the following questions:

- What is the business aim (profit)?

- What are our objectives?
- What is/are the product(s) or service(s) to sell?
- How do we make or obtain the product(s) or service(s)?
- Who is our target group?
- How do I (physically) sell or distribute my product(s) or service(s) (e.g. door-to-door communication with households)?

Then, ask them to develop their own Business Model Canvas for the business idea that they have defined as a group. Depending on the participants' backgrounds, you may use either the Business Model Canvas (full version) or the simple business module plan. Give them 40 minutes, and then ask one representative from each group to take two to three minutes to present their business model.



Note: In case you did not present the Business Model Canvas in the previous activity, perform this activity for the three basic components of a business model.



Activity 5.3.3: SWOT Analysis

Pick one business idea (e.g. recycling business) and ask participants about the strengths and weaknesses of the specific business idea:

Strengths

- What are your advantages?
- What does your group do well?
- What resources do you have?
- What do other people see as your group's strengths?

Ask them not to be modest, but also realistic. What could a strength be?

- A new and innovative product
- Your business is geographically close to good markets
- You have good-quality management processes in place
- Anything else that adds value to your product

Weaknesses

- Does your group do anything less well?
- What could you improve?
- What should you avoid?
- Do other people seem to see weaknesses in your group that you do not see?
- Are your competitors doing any better than you?

It is best to be realistic now and face any improvement points as soon as possible. What could a weakness be?

- Lack of marketing expertise
- Similar products to everyone else
- The location of your business is far away from a town or good transport
- Poor-quality goods

Opportunities

Then, explain to the participants that useful opportunities can come from such things as:

- Changes in technology and markets
- Changes in government policy relating to, for example, the informal economy
- Changes in social patterns, lifestyle changes, etc.
- Local events

Also ask them what could an opportunity be?

- A new market that offers higher prices
- An alliance with another group
- A new international market
- A market vacated by an ineffective competitor

Threats

After opportunities, discuss the threats that they might face by asking them:

- What obstacles do you face?
- What is your competition doing?

- Are the specifications for your products changing?
- Is changing technology threatening your business?

What could a threat be?

- A new competitor in your home market
- Decline in the availability of raw materials
- Steep rise in the price of raw materials
- A competitor has a new and innovative product
- Competitors have better access to channels of distribution

At the end of this activity, explain that what you have been discussing so far is called a SWOT analysis. Highlight that opportunities and threats are external to your group or business. Now ask each group to perform its own SWOT analysis on large sheets of paper provided to them (use Template TM12) using drawings or writing. Advise them to keep their SWOT analysis short and simple.

Then, ask them to think about what prevents or hinders them from overcoming those weaknesses and threats and taking advantage of the opportunities they have. In other words, "Where are the gaps in your system and what actions are needed for the business/group to be successful?" Ask them to write or draw them on a piece of flip chart paper.

Module 6

Get Organized

Waste pickers work individually or, at most, as families in groups, and often compete with each other for recyclable materials. This module will introduce and highlight the benefits of workers of the IRS getting organized. It intends to inspire participants to learn how workers of the IRS have been organized in different countries and thus improve their livelihoods.



Objectives

The facilitator draws out and encourages the group members to:

- Share the individualistic versus group/collective aspects in how they carry out their work.
- Articulate the issues that they encounter and draw out common issues.
- Reflect upon how, despite their differences, they have more in common with each other than with the rest of society.
- Identify their allies and adversaries (such as each other, the police, SWM officials, scrap/junk shop/warehouse owners and other informal workers), and reflect on the alliances they can build with their adversaries.
- Explore how solidarity among them may look, as well as the purpose, principles and values underlying collectivization.
- Consider and deliberate upon what organizational form the collectivization could take.

The objectives regarding the participants are to:

- Look at themselves as workers.
- Unpack their work in practice to examine the warp and weft, as well as the strains and strengths.
- Identify the value in the work that they do for themselves and others.

- Identify the main stakeholders (such as the government/ municipality, scrap shopkeepers, producers of plastic and other waste, citizens, the police and others who interact directly with the participants) and their expectations.
- Explore how they might organize themselves for mutual support and benefit.
- Understand the pros and cons of working individually versus with others in different organizational forms.



Advanced preparation

- Plan the sessions and activities.
- Bring together the materials required for the exercises.
- Get a background of the participants (literacy, gender, etc.).
- Watch the films that are included in this module and read the relevant case studies.
- Acquaint yourself with the local context as well as the most appropriate strategies for organizing and mobilizing, given the demographics, political economy and context of the waste pickers.
- Select and prepare facilitators from among waste pickers who are already organized.
- Familiarize yourself with icebreaker 12 (Annex III).
- Practice PowerPoint presentation PR06.
- Print any material required for this training.



Duration

240 minutes (4 hours).



Sessions

- Session 6.1: Waste Picker Issues – Identity, Visibility, Recognition, Entitlements
- Session 6.2: Allies and Adversaries
- Session 6.3: Need to Collectivize/Organize and Strategies
- Session 6.4: Organizational Forms

Session 6.1:
Waste Picker Issues – Identity, visibility, recognition, entitlements

Objectives: In this session, we explore our common identities and the key issues concerning recognition, dignity and entitlements usually denied to informal waste workers.

Duration:
45 minutes.

Materials: Post-its/(Manila) papers, pens/pencils, cards/photos of women workers of the informal recycling sector for Activity 6.1.1.

Activity 6.1.1:
Identity as Informal Waste Workers, the Base of the Recycling Pyramid

Ask participants the following three questions in order to identify themselves as informal waste workers, the base of the recycling pyramid:

- Who are you?
- How do you see yourself?
- How do others see you?

Tell participants to answer these three questions on a piece of paper/Post-it individually or in smaller groups, with facilitators writing each participant's responses individually. Avoid conducting this exercise in the larger group as respondents may end up repeating what they have already heard. Participants have to use less than three words in response.

Participants may answer Question 1 with "a waste picker" or "scrap/junk shop owner", as the group is already aware that they are in the training session due to their identity as informal waste workers.

Question 2 may get a mixed response with adjectives or nouns such as "hard-working", "family-maker", "mother/father", "wife/husband", "urban poor" or "worker". Question 3 may garner responses such as "dirty", "thieves", "dispossessed", "criminals" or "invisible".



Discussion

- Which of your identities do you value? Why?
- Do you all have a common identity as waste pickers?
- Why do others see you differently from how you see yourself?
- How can we change people's perceptions of us?

Share photographs of the multiple kinds of (women) waste pickers across the world (itinerant, on landfills, contracted by a private company or municipality, sorting materials in a junk shop, reusing materials and upcycling) and ask participants to share which category they most identify with. Moreover, you may present the pyramid of recycling in PowerPoint Presentation PR06. What do you think needs to be done for you to be visible, recognized and respected as workers of that specific category?



Note: The facilitator should bear in mind that Module 3: The Power in Me also touches on issues of identity. The focus in this module, therefore, needs to be an emphasis on identity as informal waste workers and not as unique individuals.



Activity 6.1.2: Issues, Expectations and Demands Around Identity, Integration and Social Security

Ask a few participants to stand up and describe the worst and best workday they remember in the recent past. Not all participants need to share, but the facilitator should ensure a range of responses come in. Examples could be:

- Best days: "Earned more", "got a lot of material", "found high-value material in scrap", "rates were suddenly increased", "treated well", "Municipal authority/citizen/NGO spoke kindly/helped".

- Worst days: "Had an accident", "health issue", "went to bed hungry", "got no/less scrap material", "was harassed by police/municipal official/citizens/others".



Discussion

- Which kinds of days are typical and which are rare?
- Is this true for everyone in the room?
- Is this true for everyone in the city, country and world?
- What are the reasons?

Discuss (you may share PowerPoint Presentation PR06) on the key issues and demands of waste pickers across the world.

Issues

- Lack of visibility, identity or recognition.
- Criminalization.
- Harassment, disrespect by citizens, the police and municipal officials.
- Health issues, lack of credit or poor working conditions.
- Absence of social protection.
- Privatization of waste collection, reducing access to waste materials.
- Changing sociocultural milieu, with expectations resulting in gated communities or further closing off access to materials.
- Closure of landfills and the setting up of waste-to-energy plants incinerating materials that waste pickers could otherwise recycle.

Demands

- Identification, formal mapping, enumeration and recognition by the government.
- Recognition of waste picking as environmentally sound and sustainable work.
- Integration of waste pickers in waste collection, transportation and processing.
- Social security including health insurance, pension, education benefits and housing.

Session 6.2: Allies and Adversaries

Objectives: Explore our relationships with allies and adversaries, and the impact on our identity and entitlements.

Duration:
60 minutes.

Materials: Flip chart paper or whiteboard, a marker and cards/photos of women workers of the IRS for Activity 6.2.1.

Activity 6.2.1: Identify Allies and Adversaries Within the Solid Waste Management Space and Beyond

Start by explaining the concepts of an ally (someone who is on your side) and an adversary (someone who opposes or resists you).

Ask participants to think about different sections of society and communities, government, private players, contractors, other waste pickers, other informal workers, the police, citizens, etc., and list them as allies or adversaries. A flip chart or whiteboard can be used to place people on two sides as allies or adversaries.

Low Literacy: If the participants are illiterate, they can be asked to volunteer to represent each ally/adversary with a label or icon. For example, the scrap dealer can be represented with the icon of a weighing scale, the government with a person sitting against a table, etc., depending on the tools easily available in the room.

Within each group, ask the participants to elaborate on why they are adversaries or allies. Some examples:

Allies

- Other waste pickers who suffer the same issues and indignities as well as have common enemies.
- Other informal workers or the urban poor who are marginalized, living in similar conditions, victimized by the same systems and suffering informality.

Adversaries

- Scrap/junk shop owners who are opaque, not transparent, or who cheat on weights and rates.
- Municipal officials who deny access to waste or public spaces and who criminalize such access.
- Private companies who deny access to scrap materials, underpay wages and do not engage with informal waste workers.
- Citizens who look at waste pickers as dirty thieves and do not engage with them.

After this, ask participants to rank allies and adversaries in terms of the level of importance or impact they can have. For example, citizens may not directly be able to impact waste pickers very significantly and may rank lower. Municipal officials may rank higher as they can determine the terms of operation of waste pickers. Individuals or groups may or may not ultimately be allies or adversaries, but may be on different points in the spectrum on specific issues. List the critical issues and match them with allies and adversaries. Are all allies not adversarial to some extent, and are all adversaries allied to some cause? This exercise can be completed with a flip chart.



Low Literacy: With participants who cannot read and write, facilitators can do it over a discussion, continuously reiterate and revise the points, and do a quick check once everything is covered by asking participants to repeat what they remember of the allies and adversaries.

Even if other waste pickers or informal workers (e.g. domestic workers) are allies, are they not adversarial with each other when

they compete for the same waste or for access to waste? In the same way, even if scrap dealers are adversarial, are they not their allies if they have a common cause against waste-to-energy plants, which could potentially drive everyone involved out of business?



Note: This module is designed with waste pickers as participants. The same module could be used with scrap dealers, in which case they may identify waste pickers as adversaries. In this scenario, the facilitator should encourage scrap dealer participants to reflect on the dual relationship with waste pickers as both allies and adversaries.



Activity 6.2.2: How Can We Convert Adversaries into Allies?

Now ask the participants to sit in pairs. One person in each pair is told to hold their palm in a tight fist while the other is asked to open it in whichever way they can. After a minute, ask them to stop and exchange places. At the end of two minutes, the activity stops and participants are asked to discuss what strategies they used to open their hands. Most participants use force or try and separate each finger one by one. Often, the stronger person wins. Some may try to tickle the other person to get them to open the fist. Once these experiences are shared, the facilitator discusses what other options could have been tried:

- No one said that force had to be used: perhaps you could have just requested the other person to open their hand.
- You could have offered them something (e.g. chocolate, money) to do it.
- You could have tried not to open their fist at all once you decided it was too difficult and they were much stronger than you.
- You could have tickled then and made them loosen their grip.

In the same way, one may need to use different strategies to convert one's adversaries into allies. One may need to use creative

approaches (e.g. data, research, presentations, discussions, dialogues, appeals, arguments and protests), depending on the severity of the issue and the nature of the adversary. It is never one-size-fits-all. Newer approaches need to be tried, so the struggle continues to remain engaging, involving, participatory and yields returns for everyone. Adversaries may also sometimes need to feel they gained something before they let go of something.



Discussion

Then, pose the following questions to the participants:

- Can you think of examples of how you can convert municipality/ municipal officials into allies?
- Can you think of examples of how you can convert scrap dealers into allies?
- Are there any groups that you can never make into allies? Why?
- How would you strengthen your relationship with your allies?
- Match allies to adversaries to see the best way to convert the adversaries into allies or to counter/neutralize the adversaries.



Activity 6.2.3: Expectations of Adversaries and From Waste Pickers – Framing Demands

You may either break the group into subgroups and ask each group to articulate demands from each adversary separately, and then reconvene for a plenary. Alternatively, you may conduct the discussion in the larger group itself. This can be determined depending on the education and articulation levels of participants as well as their ability to write up responses and the availability of facilitators to help each subgroup. Ask participants to outline what they expect from:

Private sector

- Manufacturers and producers of plastic and other wastes
- Waste management companies

Government

- Urban local body
- State and federal/central government
- Social welfare and justice departments, with respect to entitlements, education and social security for waste pickers
- Health department, with respect to entitlements, education and social security for waste pickers
- Police, with respect to non-harassment and protection of waste pickers

Civil society organizations

- Citizens' groups
- NGOs
- Environmental organizations
- Human rights organizations



Session 6.3: Need to Collectivize/Organize and Strategies



Objectives: In this session, we discuss how collectivizing can help achieve the goals outlined in Sessions 6.1 and 6.2.



Duration:
60 minutes.



Materials: Images/photos of the recycling pyramid and of the elephant under icebreaker 12 (Annex III) for Activity 6.3.2.



Activity 6.3.1: Need to Collectivize

Use an iconic representation of the recycling chain pyramid to facilitate this discussion (use the recycling Pyramid in PowerPoint Presentation PR06). Ask participants to observe the representation

and describe the key elements, the different players, and the relative economic, political, and social status or power enjoyed by each one in the pyramid. Ask them to see what it is they, as the lowest rung, have that the rungs above them do not have. The participants (waste pickers) will soon realize and point out that even if they have fewer entitlements than the scrap dealers, wholesalers and recyclers, they have much larger numbers than the other rungs. This can be compared with the basic structure of society where a few enjoy privileges that are denied to the vast majority through no fault of their own. Participants are asked to discuss how they can leverage their strength in numbers. Some of the strategies could include:

- Mass mobilization (what is one mobilizing for, what is the end game, how does it help).
- Solidarity (solidarity towards what, how to build solidarity, the importance of critical mass in solidarity, formal solidarity or organic solidarity).
- Collective bargaining (some gains can be achieved by bargaining collectively, for example, with scrap dealers for receipts or fair rates and weights of scrap).
- Protests and demonstrations (such forms of mobilizing can yield some gains). The lessons from the previous session of trying a mix of strategies while collectivizing need to be reiterated.

Collectivization for articulating issues and demands, followed by strategic interventions to achieve them, is a time-tested process that has enabled marginalized worker groups to change their terms of work. To illustrate this point, the facilitator can share some broad examples of trade unions and cooperative movements (not linked to the waste sector).

You should ideally share regional examples that are somewhat familiar to the participants. It could just be an example of a community in the vicinity that managed to get a small demand through by coming together. The idea is to establish that working together is proven and established as a successful process that achieves basic demands.

Activity 6.3.2: Changing Mindsets and Collectivizing

Perform Icebreaker 12: The Elephant. Why organize? (Annex III).

Session 6.4: Organizational Forms

Objectives: To familiarize the participants with the different forms of waste pickers organizations and introduce them to the process of organizing.

Duration:
75 minutes.

Materials:
Videos/films under Activity 6.4.1.

Activity 6.4.1: The Status of Workers of the Informal Recycling Sector in Other Geographics

Show one of the films of waste pickers or shorter clips of three videos, one each from Africa, Asia and Latin America (use Excel file of video list). Encourage participants to watch the other films later (if they have smartphones and access to the Internet) to better understand the situational context of waste pickers elsewhere. Discuss the film, learnings, key takeaways and relevance for the participants. Ask participants to describe and compare the respective situations and gains in different contexts that they have seen or heard. Share the current status of waste pickers in the context of the film(s) shown, based on information from case studies (use Excel file of video list).

Activity 6.4.2: Organizations of Waste Pickers

Present to the participants the following organizational forms:

Membership-based organizations

- Cooperatives
- Trade unions
- Networks (local, national, international)

These democratically run organizations have waste pickers as co-owners and members who have autonomy, agency and ownership, and who often contribute some amount financially to the organization. They are the decision makers and they play a role in determining the directions, strategies, programmes and activities.

Each plays a different kind of role. Cooperatives usually undertake livelihood-related activities, such as biomethanation, composting, waste collection, plastic handling, scrap stores, EPR projects and reuse stores, where the net gains/revenue is shared among members. Trade unions often play an essential role in advocating with the government, city, state or federal/national for policy and immediate gains for waste pickers, such as health care, protective equipment, policy for integration, insurance, educational benefits, spaces, social security, etc. Networks advocate at international forums (Conference of the Parties, International Negotiating Committee, World Economic Forum) serve as repositories of knowledge and information, and offer valuable learning through exchanges, structured interactions, etc.

Non-membership-based organizations

- Support organizations
- NGOs
- Environmental organizations
- Funding organizations

These organizations bring a range of skills and play a useful role in building waste pickers' capacities, supporting their social security, advocacy, networking, awareness generation, research and documentation.



Discussion

- Would you like to be part of a membership-based organization?
- What would the advantages be?
- How would you go about it?
- What support would you need?
- Are there any non-membership-based organizations you are aware of?
- Can you list them and their types?
- What role can they play in supporting your needs and demands?
- Facilitators should share links and contacts of IAWP for groups wanting to register and affiliate with the international network.



Note: Facilitators should be aware of the differences among and even within countries of what forms of organization are allowed, encouraged and supported by the government. For example, in China, organizing into any type of organization leads to many issues. In some parts of India, cooperatives are very cumbersome because the registration process is difficult and tedious, and allowed only within wards. In Latin America, trade unions are not supported the way cooperatives are. Depending on the local context, the facilitator should discuss the relevance of the type of organization. However, the major types of organizations are outlined for an overview so the facilitator can discuss them accordingly.



Activity 6.4.3: Process of Organizing

In this activity, you should encourage participants to think through the process with them using the information provided below as well as the suggested guidelines for questions and answers to involve the

participants. Organizing involves getting workers together in large numbers as this is the real source of power to effect any change. This is not a one-time exercise, but needs to keep expanding with newer workers. This first involves speaking to workers and convincing them about the need for organizing.

The next steps would be:

- Awareness, education, information and empowerment
- Developing leadership
- Formalizing membership into a democratic organization
- Problem-solving
- Collective action
- Negotiation

Focus on the first step of organizing. What does this require?

Background information

For the purposes of identifying members, as much information about them as possible need to be collected.
Question: What information should be collected?
Answer: Where they live, where they work, their hours of work, where they sell scraps, etc.

Nuanced and contextual plans

Question: Based on the above, what would you do next?
Answer: Conduct preliminary discussions, deciding the ideal time and place to meet them. For example, some workers may not want to interact during their work hours as they are busy retrieving recyclables. They may not want to interact with organizers near the scrap shops as they may fear some reprisal.

Awareness about key issues

Organizing also requires a sense of the key issues the workers face as these become important starting points in the conversations with them.
Question: What are the workers' key issues?

Answer: For example, harassment by the police or municipal staff, lack of access to scraps, low rates for sale, or non-availability of safety and health protection.

Clarity on who is being organized
Question: Who should be organized?
Answer: It could be all workers in the sector, only waste pickers, only scrap dealers, etc.

Strategic choices
It is also critical to determine whether the organizing should happen in a large group setting or by approaching individual workers and making them members.
Question: How do we approach the workers?
Answer: Ultimately, common meetings will be needed, but depending on the sociopolitical local context, the actual process of organizing may involve meeting workers in groups or individually.

Involving workers
Wherever possible, a key leader, representative or contact from among the workers should be involved in the organizing process. Where this is not possible, the organizer should familiarize themselves with the workers' language, culture, background and key issues. If there is an existing leader, it may be fine to go through them until new leadership develops.

Next steps include:

Conducting the meeting
The actual meeting should involve an introduction, the reason for organizing, the overview of the aim, the type of membership, and the need for unity and solidarity.

Contact details and outreach leaflets
These should both be shared and taken from the workers. Some

kinds of leaflets explaining the above could be circulated both for those who attend and those who may not have been able to attend this discussion or meeting.

Addressing different types of workers
Workers may be cynical, fearful, aaggressive, uninterested, have had bad experiences, may not understand you and may agree without being convinced. All the above types need to be convinced to get organized.

Addressing worker concerns
Questions or concerns should be addressed clearly and honestly. These may include why they should organize, what the organizing will do, how it can solve their problems, how they can trust the organizers, how an issue will be addressed, who the organizers are, why they are organizing, etc. These are just some of the preliminary questions that may come up in the meeting. Over time, several meetings will be needed.

Follow-up
Once a meeting is over, periodic follow-ups need to be conducted with the members. Gradually, discussions on which issues need to be prioritized, action taken, strategies determined, and the actual form or organization to register in need to be decided. Their issues need to be resolved, the information provided and key demands taken forward for the longer-term purpose of organizing to be fulfilled.



Activity 6.4.4: Action Plan for Organizing



Discussion
Ask the participants the following questions:

- Would you like to make an action plan for organizing into a formal collective?

- List the steps, responsibilities and timeline. The group could be broken into smaller subgroups, which are then asked to make an actual plan.
- At the end of the session, share the plan of each group and make a master list of the steps to be taken.

You may propose the participants to use the action plan in Template TM08.

Module 7

Add Value to My Work

Informal waste workers can add value to their work as well as improve their income and living conditions through various strategies, such as increasing the amount of waste they collect and improving their sorting and processing techniques. Moreover, by stockpiling and selling larger quantities of recyclables, waste workers can negotiate better prices with buyers and increase their overall earnings. Transitioning from waste picking to operating a sorting or recycling facility can create further financial opportunities for workers of the IRS. This may also involve setting up partnerships with formal waste management companies or local authorities. In addition, learning how to transform waste materials into new products through upcycling, as well as repairing and reusing items, can open up new income streams for waste workers. These skills can enable them to create value-added products and diversify their sources of revenue. This module looks at the potential benefits of a circular economy for the IRS as well as how more efficient ways of collecting, sorting and recycling critical raw materials can add value to the work of the participants, either as individuals or as members of an organization. Moreover, it introduces the participants to upstream opportunities in the waste management sector, including upcycling, reuse and repair.



Objectives

The objectives regarding the facilitators are to:

- Make the participants aware of the different opportunities to add value to their work and increase their income.
- Explain the different methods to add value to materials and introduce the benefits of:
  - Door-to-door collection and source separation
  - Establishing sorting at facilities
  - Reuse and upcycling
- Present tools to the participants for estimating capital and operational costs, and for tracking waste.

The objectives regarding the participants are to:

- Explore opportunities to expand their activities and improve their income, either as individuals or in more organized forms.
- Understand the importance of source separation of waste and how moving away from waste picking on landfills and engaging in door-to-door activities can contribute to recovering better quality recyclables.
- Understand how to establish their own junk shop and what to consider regarding investment and operation.
- Identify upstream opportunities and learn from case studies of other informal waste workers who have taken steps into small-manufacturing craftsmanship and upcycling.
- Familiarize themselves with tools for estimating capital and operational costs, and for tracking their waste.



Advanced preparation

- Get together the materials required for the exercises and activities under this module.
- In case there is a waste sorting facility or other waste management infrastructure nearby the location of the training, contact the facilities to organise a site visit for the participants.
- Familiarize yourself with templates TM14-TM16 and test them prior to the training.
- Watch the video under Activity 7.2.3.
- Practice PowerPoint presentation PR07.
- Print any other material needed under this module.



Duration

210 minutes (3,5 hours).



Sessions

- Session 7.1 Improve My productivity: -An Introduction
- Session 7.2 Sorting and Door-to-door Collection
- Session 7.3 Waste-sorting Facility
- Session 7.4 Upstream Opportunities (Material reuse, repair and upcycling)

Session 7.1: Improve My Productivity – An Introduction

Objectives: To understand the importance of being aware of one's baseline in terms of the value of one's work.

Duration:
20 minutes.

Materials:
Prints of template TM14 and pens/pencils for Activity 7.1.1.

Activity 7.1.1: Understand the Value of Your Waste

Mention to the participants that to add value to their work and improve their livelihood, they need to first understand their baseline, which means understanding the waste that they are handling. Therefore, they need to draft their baseline, meaning they need to measure the waste types they are handling over a given time period. The weight, volume, type of waste and degree of contamination will influence how they can improve productivity. For example, a large amount of cardboard waste might call for the purchase of a cardboard baler, a machine with the power and capability of baling that specific waste stream. This will help reduce the volume of waste and increase capacity.

The participants should be reminded that they can use Template TM14, which is also available in their book, to define their baseline. Alternatively, participants would have to consider the following questions to draft their baselines:

- What are the places that you visit often to collect recyclables?
- What type of recyclables do you collect most and in what quantity?

- Analyse the rate of comparison between different recyclables and know what type of recyclables you get at good rates.
- Do you have a good rapport with bulk waste generator apartments?
- Do you have contact with bulk traders other than intermediate traders (i.e. scrap shops)?

Then, explain that there are some factors affecting the value of the materials that they handle and sell. Focus on the following factors affecting the value of the recyclables:

The quality and degree of contamination/state of the waste: The cleanliness and purity of recyclable materials can have a profound impact on their value. Contamination, such as non-recyclable items mixed in with recyclables or food waste, soiling paper or cardboard, can reduce the overall value of the materials.

Transportation and logistics costs: The cost of transporting recyclables to processing facilities or end markets can impact their overall value. Efficient logistics and proximity to recycling centres can help limit costs.

Processing and sorting efficiency: Well-sorted and pre-processed recyclable materials are often more valuable than mixed or unprocessed materials. Therefore, efficient processing and sorting practices can enhance the value of recyclables.

The market demand: The demand for specific recyclable materials fluctuates based on market conditions, changes in manufacturing needs and global economic factors. Strong demand for certain materials can drive prices up, while low demand can depress prices.

Commodity prices: The prices of commodities, such as plastics, paper, glass and metals, which recyclables are derived from, can directly affect the value of recyclable materials. Fluctuations in

commodity prices can have a significant impact on the value of recyclables.

Provide the participants with links to different platforms of e-commerce traders of recyclables as well as available prices of scraps at local junk/scrap shops. Finally, provide recyclables of high recyclability and high value that can increase the profitability of the IRS when focusing on recovering them. You may use PowerPoint Presentation PR07 for this activity.



Activity 7.1.2: Valorization

Tell the participants that they can enhance their productivity and broaden the scope of their work by engaging in processes that add value to materials. This step, known in the industry as valorization, involves transforming materials into higher-value products or creating new opportunities for their use. By incorporating valorization practices into your work, you can maximize the potential of resources, increase efficiency, and unlock new possibilities for innovation and growth.

Then, explain that at a small-scale operation, expanding collection and source separation of recyclables as well as increasing storage capacity could increase the value of waste and require few assets. Deeper sorting of waste at sorting units and pre-processing of sorted waste can add further value to recyclables, but require more assets and a good level of technology. Such efforts can be more feasible for waste pickers associations than individual waste pickers. In addition, transforming waste into useful and affordable goods to sell to the community (upcycling) can help improve profit from waste.

Tell the participants that you will introduce them to such valorization practices next.

Session 7.2: Sorting and Door-to-door Collection

Objectives: Understand the importance and ways of quality collection and sorting.

Duration:
80 minutes.

Materials: several different plastic products of different polymer types for Activity 7.2.2, Video for Activity 7.2.3.

Activity 7.2.1: Waste-sorting

Begin this session by asking participants if they know what is meant by the term waste separation. Then, based on the answers that you receive, mention that waste separation, also known as waste sorting, refers to the process of categorizing and segregating different types of waste materials based on their characteristics, composition and recyclability. Furthermore, say that sorting of waste can take place at different locations, including households, street containers, central collection points, transfer stations, junk shops (sorting units) and recycling facilities. Sorting of waste is also performed in landfills/dumpsites, although sorting waste at such locations are linked to many hazards and is not recommended.

Then, provide information on the types of waste sorting as below:

Manual sorting: Waste pickers and workers at recycling facilities manually sort through waste to separate recyclable materials from non-recyclables. Manual sorting can be efficient, but requires proper training and safety measures.

Mechanical sorting: Technologies such as conveyor belts, magnets, optical sorters and eddy current separators are used at recycling facilities to automate the sorting process, increase efficiency and improve accuracy.

Density separation: This technique separates materials based on their density, allowing heavier materials (e.g. glass, metal) to be separated from lighter materials (e.g. paper, plastics).

Magnetic separation: Magnets are used to attract and separate ferrous metals (magnetic) from non-ferrous metals, facilitating the recycling of metal objects.

Use photos/graphs within PowerPoint Presentation PR07 of the different waste-sorting techniques that you will go through.



Activity 7.2.2: Improve Manual Sorting

Mention that for IRS workers to perform effective manual sorting, they will need to improve skills such as identifying materials to be recovered separately and a good understanding of their value. Remind participants that in Module 1, they have been practicing classifying different types of materials/waste. However, for some waste streams such as plastics, products would require more knowledge and sorting skills.

You can mention that plastic products are made of many different polymers, such as PET, high-density polyethylene, low-density polyethylene and polypropylene (also mentioned in Module 1). Moreover, many plastic products do not come with just one polymer type. For instance, plastic beverage bottles are often made of PET, and lids and labels can be made of polypropylene. It can also be that the plastic products come with materials other than plastics. For instance, the plastic lid of a plastic container might come with an induction liner

that is made with layers of pulpboard, wax, foil and polymer coating, or a foil liner made of paper pulpboard that is bonded to a polyester film laminated to aluminium foil is sealing the plastic container.

Then, display on a table, floor or other surface several different plastic products of different polymer types. Use products that have a code identification of the polymer type and choose a few of them to have materials other than plastics (such as the examples above). Moreover, add a few products that are dirtier than the others (e.g. a plastic container with red tomato sauce left in it) and a product that has been decomposed (e.g. it can be a decomposed plastic bag). Finally, add bulky plastic products (e.g. a broken plastic chair and a Tetra Pak package).

Ask two volunteers from the participants to move forward and try to separate the products into different categories. After they have performed the sorting, ask them:

- With what criteria have you separated the different plastic products? (Notice if they have looked for the polymer's identification code.)
- Which of these products need further processing before sending them for recycling? Why?
- Which of these products have a better selling price per kilogram?

In case there are mistakes in the sorting, you will have to correct the volunteers. Then, explain that different plastics can be identified through their code and other characteristics. Use the PowerPoint Presentation PR07 to provide information on plastic identification codes. Then, also explain that dirty or decomposed materials can be difficult to sell at a good price. Tetra Pak packages might not be recycled locally and bulky waste might first need to be shredded before getting recycled. In addition, parts of products that are made with different materials would need to be detached before selling to improve their selling price. For instance, in the case of the PET bottle, the lid and label will need to removed.

Finally, mention that practical tools can also be key in improving the manual sorting of workers of the IRS. Using tongs for picking up waste, especially those designed with a magnet, can be a practical tool for waste pickers to separate metal-related waste from other waste materials. The magnetic feature of these tongs can help attract and isolate metal items, making the sorting process more efficient and effective. In addition, tongs can help remove broken glass bottles and other materials that are hard to handle. Share photos of such tools with the participants, or if available, bring such tools to demonstrate during the session.



Activity 7.2.3: Source Separation and Collection

Mention that source separation of waste is an essential step towards efficient and effective waste management, particularly in the case of recycling. By separating waste at its source, i.e. at the household level or at other waste generation points, it becomes easier to segregate recyclables from non-recyclables and recover materials of better quality. This helps reduce the amount of waste going to landfills and contributes to environmental sustainability.

Workers of the IRS can enhance quality collection by moving closer to the households and businesses, collecting directly from there instead of collecting from streets or landfills/dumpsites. They will need to engage with local communities, raising awareness about proper waste disposal practices as well as promoting the importance of source segregation and recycling. By fostering community involvement, waste pickers can improve the quality and quantity of recyclable materials. Door-to-door collection is a key component of source separation, as it provides a convenient and accessible means for households to dispose of their waste in an organized and segregated manner. It also helps ensure that recyclables are collected separately from other waste streams, avoiding contamination and improving the quality of materials that can be recycled.

Then put on the video Recycling with Reclaimers: Paying Reclaimers for S@S.mp4. The video presents a case study that focuses on the African Reclaimers Organisation's Recycling with Reclaimers project in two Johannesburg neighbourhoods. It shows how reclaimers who are not part of a cooperative can be paid for providing a separation-at-source collection service, and how integration based on a partnership between reclaimers and residents changes residents' recycling practices and relationships with reclaimers, improves reclaimers' access to materials and makes reclaimers part of the community.



Discussion

Ask the participants to reflect on the present barriers to establishing a door-to-door collection in their community and how they think they can overcome them. What type of support might they need? Use the prioritization matrix in Template TM16 to prioritize actions to establish or expand the network of households participating in a door-to-door collection performed by the IRS as individuals or as members of an organization.



Activity 7.2.4: Increase the Storage Capacity of Recyclables

Tell the participants that one way to increase profit from recyclables is by increasing their storage capacity.



Discussion

Ask participants:

- If and how they store the materials they recover.
- For how many days and how much material can they store?
- How do they think that they can increase their capacity?

After discussing for 5 to 10 minutes, provide the following tips to increase storage capacity:

- Identify the right location in multiple points as per the number of households.

- Procure jumbo bags.
- Use manual balers to compress and bale recyclables such as plastic bottles and cardboard. This way, one will minimize the volume and increase the weight of one's recyclables.

Also, compacting waste into bales not only saves space for storage and transportation, but also helps maintain the cleanliness of the storage areas. Highlight that balers, when designed appropriately considering the physical characteristics and strength of women, can be operated easily by them. Present some photos of balers using the PowerPoint Presentation PR07.



Activity 7.2.5: Use Vehicles

Tell the participants that another way to improve their efficiency is by using a vehicle for transporting recyclables instead of walking. These reasons include efficiency, convenience, cost-effectiveness, improved safety and the ability to reach a broader range of collection locations. Vehicles can carry larger quantities of recyclables, reducing the number of trips needed and saving time. In addition, it allows for the collection of recyclables from multiple locations in a single trip, improving overall efficiency. Use PowerPoint Presentation PR07 to provide some examples of vehicles that can be used in the local context.



Session 7.3: Waste-sorting Facility



Objectives: Understand the basics of a waste-sorting plan, including basic equipment required to operate, such as a unit, the economics around it and what it takes to operate it. This session is more appropriate for members of a waste pickers association or groups of IRS workers.

Duration:
80 minutes.

Materials:
None.

Activity 7.3.1: What is a Waste-sorting Facility?

Mention to the participants that waste, after being recovered for recycling and before being recycled, usually has to first reach a waste-sorting facility. A waste-sorting facility, also known as a materials recovery facility or sorting centre, is a specialized facility designed to receive, sort, and process recyclable materials and waste streams for further recycling, recovery or proper disposal.

Key functions of a waste-sorting facility include:

Receiving waste: Waste-sorting facilities receive mixed waste streams collected from households, businesses, and institutions for further processing and sorting.

Initial sorting: Upon arrival, the waste is typically sorted to remove large items, bulky waste and contaminants that may interfere with the sorting processes.

Mechanical sorting: Waste-sorting facilities use a combination of manual labour and automated machinery, such as conveyor belts, screens, magnets and optical sorting systems, to separate different materials based on their properties, such as size, weight, shape and composition.

Separation of recyclables: Recyclable materials such as paper, cardboard, plastics, glass and metals are sorted and separated for further processing and recycling.

Composting organic waste: Some waste-sorting facilities have the capability to segregate organic waste for composting, converting biodegradable materials into nutrient-rich compost for soil enhancement.

Handling hazardous waste: Facilities equipped to handle hazardous waste can segregate and dispose of dangerous materials safely and in compliance with regulatory requirements.

Baling and processing: Sorted materials are often baled or compacted for transportation to recycling facilities or end markets, where they can be processed and converted into new products.

Note: You may need to use the local term for a sorting centre, such as junk shop or scrap centre, or other terminology.



Activity 7.3.2: Basic equipment/technology of sorting facilities

Use PowerPoint Presentation PR07 to provide information on the basic equipment/technology needed to operate a junk shop/scrap centre and explain their use.



Note: If possible, organize a site visit to a waste-sorting unit and allow participants to interact with the owner and the staff.



Activity 7.3.3: Things to Consider When Operating a Waste-sorting Facility

Mention the things that need to be considered when running a sorting unit effectively. Things to consider

Sourcing of potential clients: Clients of the owner of the waste-sorting unit are recycling agents who will purchase the sorted and segregated items. The owner should explore the market to find various recycling agents to negotiate the best deal, such as a fixed buying price for a

specific item within a month. Delivery and pickup expenses have an impact on the final cost and should also be factored in. The owner needs to haggle for the best price and work with the clients to arrange the frequency of deliveries or pickups as well as the payment schedule.

Walk-in procedure for suppliers: Suppliers can be waste pickers, with or without pushcarts or additional equipment, who live close by and work in local businesses. A way to establish transparency and equal collaboration is:

- A unit worker will greet and help the waste picker who walks in carrying recyclable materials. If necessary, the worker will check the products and arrange them by sorting. The unit worker, not the waste picker, will load the goods onto the weighing scale.
- The officer in charge will do the official weighing. Then, a document mentioning the types of items and their corresponding weights will be filled out and signed. The officer will give this document to the unit cashier.
- The worker will then move the objects that have been weighed to the appropriate stock area.
- The cashier will figure out the total amount due to the waste picker.
- As confirmation of payment, the waste picker must also sign the official document after getting the amount in person.
- Every day, the cashier is required to file all weigh slips.

Daily Accounting:

- A starting purchasing cash (SPC) should be set as a predetermined amount on the first days of a unit's operation. It will be replaced and maintained at the beginning of each working day.
- The cashier is responsible for counting the SPC at the beginning of each working day.
- Based on the official documents of weighing, the cashier must compile a summary of all purchases at the conclusion of each working day and record it in a logbook.
- On a separate logbook, the cashier must record all of the day's expenses.
- The result of these estimations (current cash in hand) should equal

the SPC less all the day's purchases and costs.
- The cashier will estimate the total revenues for the day. All money received from the unit's sales should be transferred immediately into the business' bank account.

Trading process:

Buying:
- Look for possible wholesalers who operate enterprises with by-products that fit the types that the proprietor of a junk shop would purchase.
- Purchase directly from wholesalers or establishments that sell by-products.
- Equip waste pickers with wooden pushcarts (kariton), provided that you receive preference over their rubbish items, which you will purchase at a discounted rate to offset the cost of the cart.
- Provide incentives (e.g. allow advances up to a certain amount to maintain the in-flow of materials – the junk shop owner may choose the limit on advances).

Selling:
- Finding new customers/clients needs to be an ongoing goal.
- Terms of payment, pickup and/or delivery schedule, and volume are important factors for determining to whom each kind of product or material should be sold.

Both the junk shop and the client should agree that if the client has a broker or agent, all payments go straight to the junk shop owner or his lawfully authorized representative.



Activity 7.3.4: Finances of Waste-sorting Facilities

Explain to the participants that before deciding to establish such facilities, they would need to understand the related costs as well as how to make revenue. Present and analyse the Template TM13 (cost-benefit analysis). Try to fill in the template for establishing a waste-sorting facility in their municipality.

Discussion
After you perform the cost-benefit analysis, discuss how they can cover the capital expenses. For example, ask the participants:

- Is it possible to fund it with your savings?
- Is it possible to get a loan?
- Is it possible that the municipality will fund it and give the operation to IRS workers?
- Are there other potential sources?

Note: Tell participants that a more analytical tool to perform a cost-benefit and cash flow analysis is available in the form of an Excel file. Based on the level of interest and understanding of the participants, you may book time for the training to go through the file in more detail.

Session 7.4: Upstream Opportunities (Material Reuse, Repair and Upcycling)

Objectives: Introduce upstream opportunities to improve their income in the waste management sector, including upcycling, reuse and repair, to the participants.

Duration:
30 minutes.

Materials: Flip chart papers whiteboard and a marker for Activity 7.4.1.

Activity 7.4.1: Reuse and Repair

Discussion
Ask the participants what other materials they tend to find in landfill

sites, dumps or bins, other than food waste and scraps. Do they often find clothes? Shoes? Bags? Other household items? Furniture? Write down a list of items. Then, consider their condition. Do they think that the items can be reused as they are? If they put some effort into repairing them, would it be easy to sell them?

Explain to the participants that not all valuable materials salvaged from waste are sold for recycling. Some of the waste may be reused as they are or after they are repaired. Household items, dolls, bags, shoes or other clothing can be used as second-hand materials to sell. Building material (corrugated sheeting for the windows, plastic sheeting, floorboards, pressed wood, metal sheets, etc.) can also be sold. Damaged electrical and electronic equipment and furniture can be repaired, and then sold or donated to the community. Present examples of reusing opportunities (e.g. reusing plastic or cardboard boxes). You may use PowerPoint Presentation PR07.



Note: If possible, organize a site visit to a repair shop and get participants to interact with the owner and the staff.



Activity 7.4.2: Upcycling

Then, mention to the participants that, in addition, some materials in the waste stream can be used as raw materials for upcycling. Explain that upcycling, also known as creative reuse, is the process of transforming by-products, waste materials, and useless or unwanted products into new materials or products perceived to be of greater quality, such as artistic value or environmental value. By adding value to waste materials, they can be repurposed to offer better environmental outcomes and even better quality than the original product. Then, provide examples of upcycling opportunities, such as crafting products from single-use plastic bags (e.g. new plastic bags, billboards, plastic pounces, clothes, shoes, belts, notebooks, etc.). You may use PowerPoint Presentation PR07.

CHAPTER 6

Evaluation

The purpose of evaluation is to provide feedback, to learn from doing and to improve. We want to discover whether the changes we want to bring about actually happen and whether learning outcomes are achieved.

At the end of each training day or module, we may use the evaluation sheets in Annex IV to ask participants to reflect on whether the training has gone well. Alternatively, we may distribute cards with emoticons (☺😐☹) and ask participants how they felt at each session by using an emoticon. The facilitators, with the help of the volunteers, will have to record the participants' responses and reactions. Ask participants to explain what they liked during the sessions, what brought them to a difficult situation or which session was difficult to understand.

When participants have completed the whole training workshop, we need to revisit the learning outcome to be sure that we have met our goal.

Start with a recap so that participants recall what they have learned in all the sessions and can reflect on their learning. Here are some questions that may be used:

- Were your expectations/hopes of this training met?
- What did you find most useful?
- What did you find least useful?
- What did you learn? What did you get out of these training sessions?
- Is anything going to change for you because of attending this training?
- How could training like this be improved?

Other techniques may be used to evaluate the effectiveness of training. Women in Informal Employment: Globalizing and Organizing (WIEGO) is providing such techniques in the WIEGO Monitoring, Learning and Evaluation Toolkit (WIEGO 2022).

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This Toolkit is for anyone who works directly with women of the Informal Recycling Sector, including waste pickers associations, non-governmental organizations (NGOs), universities, initiatives and professional trainers.

It presents a simple and accessible process for preparing and undertaking a training workshop with the scope of raising awareness and enhancing the capacity of women of the Informal Recycling Sector.

