TRAINING GUIDE

Registering Waste Pickers on the South Africa Waste Picker Registration System (SAWPRS)

- Training Registration
- Campaign Teams:
- A Workshop for Trainers

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Design by Willemijn Schellekens (PhatTale_story_play_design)

December 2022
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**Activity 6**  What is popular education and why do we do it?  
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- Task 2  Group work & plenary: What is popular education

**Activity 7**  The three stages of the campaign  
- Task 1  Group work - Creating drama sketches on the campaign stages  
- Task 2  Drama goes live on Stages 1,2, and 3

**Activity 8**  Using the SAWPRS (SA Waste Picker Registration System)  
- Task 1  Paired work: Practicing explaining the privacy statement  
- Task 2  Plenary: Registering & Verifying applicants together

**Activity 9**  Ensuring we have great Registration Days  
- Task 1  The Eish and Yay Quiz Show on Registration Days

**Activity 10**  End of Day Check-in  
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### DAY 3 ACTIVITIES

**Activity 11**  Planning a Campaign Wave  
- Task 1  We're going to Mthatha!  
- Task 2  Mthatha Registration Campaign Stakeholders Meeting

**Activity 12**  Designing registration training and planning workshops  
- Task 1  Developing draft workshop programmes  
- Task 2  Presenting workshop designs

**Activity 13**  Workshop Evaluation  
- Task 1  Reflecting on this learning journey
**Introduction**

In 2020, the South African government made a number of commitments to waste picker integration. It released the **Waste Picker Integration Guideline for South Africa** that was developed through a participatory stakeholder process, included a requirement that municipalities integrate waste pickers in the 2020 **National Waste Management Strategy**, and required industry to integrate waste pickers and pay them a service fee in the **Extended Producer Regulations** (which were further clarified in the 2021 amendment to the regulations).

**Registration of waste pickers is a key component of waste picker integration.** Registration provides waste pickers with the respect and recognition that they merit for the important work that they do. It also facilitates the achievement of a number of other aspects of integration, such as payment of waste pickers for services provided, negotiation of better access to recyclable materials, recruitment of waste pickers to participate in integration programmes, and development of better relationships with residents, businesses and security companies. In addition, waste picker registration enables the generation of more accurate data to improve the design of waste picker integration programmes.

During the development of the **Guideline**, stakeholders prioritised the development of a national waste picker registration system. The need for such a system was heightened during the pandemic as waste picker organisations, government and industry sought to provide support to waste pickers.

To address this need, the City Support Programme in National Treasury, the Department of Science and Innovation, and the United Nations Industrial Development Organisation (UNIDO) funded the development and piloting of the **South Africa Waste Picker Registration System (SAWPRS)**.

During the pilot, a small number of Waste Picker Registration Teams were trained to register waste pickers in the pilot municipalities. Many more teams are required to ensure that all waste pickers in the country will be registered.

This Training Guide presents a **three-day workshop** that trains experienced Registration Team Members to train new Waste Picker Registration Teams so that registration can be spread across the country.
About this guide

What is in the Guide?
This Guide includes the workshop aim and objectives, agendas for each day of the workshop, and detailed facilitation notes for each activity.

Popular Education Approach
The workshop uses a Popular Education approach to learning, which means that participants are active and involved in creating the learning that happens. It also trains workshop participants to be Popular Educators. In the final activity participants design Popular Education workshops they will facilitate to train the new Waste Picker Registration Campaign Teams. You will learn more about popular education in this Guide and in the workshop.

Who should use the Guide?
The Guide is designed for use by workshop facilitators and participants. Facilitators can use the Guide to conduct the training. They can also revise the Guide to tailor the training for particular contexts.

The Guide should also be shared with workshop participants and used to move through the workshop. This will ensure that everyone is clear on what activities are being conducted and why they are being conducted. Working through the Guide also gives the budding trainers insight into how to design and write up training activities and a training manual.

Language
The Training Guide is written in English, but whenever the Guide is used all sessions should allow for everyone to speak in the language that they prefer. Before the workshop and then again at the beginning of the workshop, the facilitator should check which languages the participants speak and ensure that translation is provided into every language. If, over the course of the workshop, no participant speaks in another language, then the facilitator can check if translation is still necessary. It is important that participants not have to single themselves out by asking for translation. We have allowed extra time for translation in the workshop design.

Use with the accompanying manual
This Training Guide is designed to be used with the Waste Picker Registration Campaign Manual. The manual takes a campaign approach to rolling out registration of waste pickers across the country and explains how to undertake the three stages of the campaign – mobilisation, registration, and card distribution. It also explains step-by-step, how to use the SA Waste Pickers Registration System (SAWPRS) to capture information and generate a registration card per member.
Aims and Objectives of the Workshop

The overall aim of this workshop is to contribute to the roll-out of waste picker registration in South Africa by expanding the pool of people capable of training new Waste Picker Registration Campaign Teams.

It does so by supporting experienced Campaign Team members to be confident to train new Campaign Teams on why waste picker registration is important, how it promotes broader waste picker integration, how to plan and conduct a registration campaign, and how to register waste pickers on the SAWPRS.

Objectives

To help us to:

1. make a shift from being Registration Campaigners, to becoming trainers of new registration campaign teams

2. become familiar with the Campaign Team Manual as a tool to support us in our campaigning

3. think together about how we learn best as adults, learn about popular education, and expand our skills as trainers of other adults

4. reflect on why and how we convince waste pickers of the power and significance of integration and registration

5. practice how we train others to use the SAWPRS (South African Waste Pickers Registration System)

6. reflect on our campaign approach and practice how we train others on each of the three campaign stages (mobilisation, registration & card distribution), including the administration needed in the campaign

7. practice how we support new campaign teams to make concrete plans to do a campaign wave with its three stages.
## Summary of Day Plans & Activities

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<td><strong>Activity 8:</strong> Using the SAWPRS (SA Waste Picker Registration System)</td>
<td><strong>Activity 13:</strong> Designing registration training and planning workshops</td>
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<td><strong>Activity 4:</strong> Why are integration &amp; registration important?</td>
<td><strong>Activity 9:</strong> Ensuring we have great Registration Days</td>
<td><strong>Activity 14:</strong> Workshop Evaluation</td>
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<td><strong>Activity 5:</strong> End of day check-in</td>
<td><strong>Activity 10:</strong> End of day check-in</td>
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## Day 1 Plan

<table>
<thead>
<tr>
<th>Times</th>
<th>Activity</th>
<th>Title &amp; Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 – 10:30 am</td>
<td><strong>Activity 1</strong></td>
<td>Welcome, introductions and becoming trainers</td>
</tr>
<tr>
<td></td>
<td>1 hour 30 mins</td>
<td></td>
</tr>
<tr>
<td>10:30 – 11:30 am</td>
<td><strong>Activity 2</strong></td>
<td>Campaign Tools Bingo</td>
</tr>
<tr>
<td></td>
<td>1 hour</td>
<td></td>
</tr>
<tr>
<td>11:30 – 11:45 am</td>
<td>TEA</td>
<td></td>
</tr>
<tr>
<td>11:45 – 1:00 pm</td>
<td><strong>Activity 3</strong></td>
<td>Waste picker life today and this campaign</td>
</tr>
<tr>
<td></td>
<td>1 hour 15 minutes</td>
<td></td>
</tr>
<tr>
<td>1:00 – 1:45 pm</td>
<td>LUNCH</td>
<td></td>
</tr>
<tr>
<td>1:45 – 2:45 pm</td>
<td><strong>Activity 4</strong></td>
<td>Why is integration and registration important?</td>
</tr>
<tr>
<td></td>
<td>1 hour</td>
<td></td>
</tr>
<tr>
<td>2:45 – 3:00 pm</td>
<td>TEA (or working tea)</td>
<td></td>
</tr>
<tr>
<td>3:00 – 4:00 pm</td>
<td>(continued) <strong>Activity 4</strong></td>
<td>Why is integration and registration important?</td>
</tr>
<tr>
<td></td>
<td>1 hour</td>
<td></td>
</tr>
<tr>
<td>4:00 – 4:15 pm</td>
<td><strong>Activity 5</strong></td>
<td>End of day check-in</td>
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<tr>
<td></td>
<td>15 minutes</td>
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</table>
### Day 2 Plan

<table>
<thead>
<tr>
<th>Times</th>
<th>Activity</th>
<th>Title &amp; Purpose</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Activity 6</td>
<td>What is popular education and why do we do it?</td>
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<tr>
<td>11:00 – 11:15 am</td>
<td>TEA</td>
<td></td>
</tr>
<tr>
<td>11:15 – 1:15 pm</td>
<td>Activity 7</td>
<td>The three stages of the campaign</td>
</tr>
<tr>
<td>1:15 – 2:00 pm</td>
<td>LUNCH</td>
<td></td>
</tr>
<tr>
<td>2:00 – 3:00 pm</td>
<td>Activity 8</td>
<td>Using the SAW/PRS (SAWaste Picker Registration System)</td>
</tr>
<tr>
<td>3:00 – 4:00 pm</td>
<td>Activity 9</td>
<td>Ensuring we have great Registration Days</td>
</tr>
<tr>
<td>4:00 – 4:15 pm</td>
<td>Activity 10</td>
<td>End of day check-in</td>
</tr>
</tbody>
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<tr>
<th>Times</th>
<th>Activity</th>
<th>Title &amp; Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 – 10:30 am</td>
<td>Activity 11</td>
<td>Planning a Campaign Wave</td>
</tr>
<tr>
<td>10:30 – 10:45 am</td>
<td>TEA</td>
<td></td>
</tr>
<tr>
<td>10:45 – 12:30 pm</td>
<td>Activity 12</td>
<td>Designing registration training and planning workshops</td>
</tr>
<tr>
<td>12:30 – 1:00 pm</td>
<td>Activity 13</td>
<td>Workshop Evaluation</td>
</tr>
<tr>
<td>1:00 – 2:00 pm</td>
<td>LUNCH</td>
<td></td>
</tr>
<tr>
<td>2:00 pm</td>
<td>END OF WORKSHOP</td>
<td></td>
</tr>
</tbody>
</table>
Day 1 Activities

Activity 1: Welcome, introductions and becoming trainers

Objectives

To help us to:

• settle into the workshop and get to know each other
• have fun making the shift from being campaigners to trainers
• be clear on what this workshop is about and our commitments to it.

Time: 1 hour 30 minutes

Materials

- flipchart paper
- flipchart stand
- koki pens/markers
- Prestik/sticky tack to hang flipcharts on walls
- 2 calculators (or the calculator on participants’ phones)
- 1 notebook for each participant
- 1 pen for each participant
- 1 copy of the Workshop Guide for each participant
- 1 copy of the Training Manual for each participant.
Task 1  Introductions

Time: 40 minutes

Where: Plenary

1. The facilitator will ask each participant to take 5 minutes alone to answer the questions below and be ready to present their answers in plenary.

   a What is your first name and your surname?
   b What is your role in the sector (e.g. waste picker, municipal official, industry representative, intern, etc)?
   c Do you have a nickname or a different name that you are known by in your family and community?
   d What town and province are you working and living in?
   e How many years have you played this role?
   f Tell us one experience that you have had doing registration that stands out for you (good or bad)?

2. The facilitator will request three volunteers to help record answers.
   - Volunteer #1 will record the answers that participants give to Question d and Question e on the flipcharts.
   - Volunteers #2 and #3 will keep track of the answers to Question e and will add up the number of years once everyone has given their reports.

3. Each participant will give their answers to the questions and the volunteers will record the information.

4. The volunteers who kept track of numbers will add them up and share with the group the number of years of experience in the sector we have in the room.

Important

When we each speak in plenary, we can use the language that we are comfortable speaking in. We will have translations as and when needed now and throughout the workshop.
Volunteers #2 and #3 who added up the number of years will **present their totals** and they will each facilitate a 2-minute conversation about what the picture tells us.

**Step back:** The lead facilitator will then ask us to step back from our roles in the sector or in the registration campaign, and to think as trainers or educators, by discussing our thoughts on the following questions, in plenary:

- a. Why do we do introductions at the beginning of workshops?
- b. Of what use is it, to get the kind of information we have found out in these introductions?
- c. Would this way of doing introductions still work if we had no flipchart stands and koki pens/markers?
- d. What do we learn about voices in the room so far?

**Personal notes:**
1. The facilitator will check to make sure that everyone has the **set of materials that we will need in our time together:**

   a) Workshop Guide  
   b) Campaign Manual

2. The facilitator will take a maximum 10-minute overview of the **workshop aims and the programme for the three days.**

3. Lastly, we will discuss what agreements should be made with each other about how **we can keep our workshop a good space for everyone.**

**Personal notes:**
Activity 2

Campaign Tools Bingo

Objectives

To help us to:
• have fun testing the Campaign Manual tool with the SAWPRS (SA Waste Pickers Registration System) tool
• be sure that we are each able to access the SAWPRS on our phones during the workshop
• practice using games as an educational method.

Time: 1 hour

Materials

• a Bingo card for each participant
• pens for participants
• notebooks for participants
• participants’ copies of the Campaign Manual
• cell phones and data

Personal notes:
### BINGO Game
**Waste Pickers Registration Campaign 2022-2023**

<table>
<thead>
<tr>
<th>B</th>
<th>I</th>
<th>N</th>
<th>G</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>What is the full name for the SAWPRS?</td>
<td><strong>2</strong></td>
<td>Municipalities and Industry will be part of Waste Picker Registration Campaign teams. True or False?</td>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>Use the SAWPRS and click to Register a Cooperative member. What is the first question you have to answer?</td>
<td><strong>7</strong></td>
<td>How many waste pickers are there estimated to be in South Africa?</td>
<td><strong>8</strong></td>
</tr>
<tr>
<td><strong>11</strong></td>
<td>Give two examples of what information we must bring back from a pre-visit before the mobilising days?</td>
<td><strong>12</strong></td>
<td>What is the role of the Educator on Registration Days?</td>
<td><strong>13</strong></td>
</tr>
<tr>
<td><strong>16</strong></td>
<td>How often do we change the 3 questions that we ask when registering a waste picker?</td>
<td><strong>17</strong></td>
<td>Give one example why some waste pickers are scared to register.</td>
<td><strong>18</strong></td>
</tr>
<tr>
<td><strong>19</strong></td>
<td>What is the main purpose of mobilisation days?</td>
<td><strong>5</strong></td>
<td>Why is the Privacy Statement important to explain to waste pickers?</td>
<td><strong>10</strong></td>
</tr>
<tr>
<td><strong>14</strong></td>
<td>It is fine to have one verifier for every two or three registrars. YES or NO</td>
<td><strong>15</strong></td>
<td>BONUS PRIZE FOR TOP NUMBER! Use your phone and tell us the total waste pickers that YOU have registered to date.</td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>
Task 1  Bingo session

Time: 1 hour

Where: Small groups

1. Each person will receive the same Bingo card with 20 questions on it.

2. Working in groups of three people, your task is to:
   a) Get onto the SAWPRS on your phone, using your Username (email address) and Password.
   b) Find your Campaign Manual and have it ready to use.
   c) Now use your phone and the manual to answer the 20 questions on the Bingo Card as quickly and correctly as possible.

   Important

   The answers must come from the manual. If you find an answer that you think is wrong: write down that answer, put a question mark beside it, and be ready to discuss why you think it is wrong! [This is not a trick question. We think everything in the manual is correct, but IF you really think you find a mistake then the group needs to know and maybe the manual needs to be changed].

d) As soon as you have finished your sheet as a group, be sure that you are all confident that your answers are right. Be sure that everyone agrees – decisions should not be made by a majority vote :-). Then shout BINGO! Your group will win a prize!

3. When all groups are ready, we will go through the questions and answers in plenary.
   Oh yes, there will be more prizes for all kinds of reasons!

   Step back: We will end this session by taking a step back and thinking together as trainers. Looking at this Bingo method and how it worked:

   • Why did we choose to do this activity at this point in the workshop and in this way?
   • How could we improve it as a learning activity?
Activity 3

Waste picker contributions, challenges and solutions

Objectives

To help us to:
- understand the contributions waste pickers make
- understand waste pickers' challenges and struggles
- discuss how waste pickers take action to solve their problems and issues
- discuss how other groups in the sector can take action and provide support to waste pickers to solve these problems
- link these challenges and solutions to this Waste Picker Registration Campaign and why it has come about
- explore when it is useful to work in small groups and when it is useful to work in plenary.

Time: 1 hour 15 minutes

Materials

- flipchart paper
- flipchart stand
- koki pens/markers
- Prestik/sticky tack to hang flipcharts on walls
- notebooks for participants
- pens for participants
1. **Break into small groups of three or four people based on your role in the sector.**  
   This means that waste pickers should be in groups together, municipal officials should be in groups together etc.

2. **Each group should choose someone to facilitate the discussion and someone to take notes.**

3. **Each group has 30 minutes to answer the following questions.**  
   Go around the group, letting each person give one answer, until your time has run out for that question. Leave yourselves time at the end to choose which 2 examples you will give in plenary on each question:

   a) **What contributions do waste pickers make** to the economy, society, and the environment? What other contributions do they make?

   b) What are the biggest problems or struggles that waste pickers have in doing their work as waste pickers? (5 minutes)

   c) What are the biggest problems or struggles that waste pickers have in their relationships with municipalities and national government? (5 minutes)

   d) What are the biggest problems or struggles that waste pickers have in their relationships with industry? (5 minutes)

   e) What can you and the organisation you come from do to reduce or eliminate these challenges? (5 minutes)

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**Important**

Your group will have a maximum of 5 minutes to present your answers in plenary.
4. Everyone then returns to plenary.

5. The facilitator will ask for a volunteer facilitator to join the lead facilitator to write the information presented by each group on flipchart paper.

6. In plenary, each group will have a maximum of 5 minutes to report on your discussion.
   Don’t repeat points that have already been made by other groups!

Personal notes:
1. **The two facilitators will work together to facilitate a discussion on the following question:** What are the links between waste pickers’ challenges, struggles and the registration campaign?

2. **We will then look at the manual, to review the section Background on waste pickers and recycling (Section 2) to learn more.**

**Step back:** We will end this activity by thinking together as trainers about the following questions.

- Could you use this activity in a workshop when you are training new campaign teams?
- If so, should it be adjusted? How?
- What other kind of activity could you do to get everyone to share what they think about the challenges waste pickers face, their struggles and how to address them, and to learn more about these issues (particularly from waste pickers)?
Activity 4

Understanding Integration and Registration

Objectives

To help us to:
- remind ourselves of why waste picker integration and registration is the heart of this campaign
- refresh ourselves on exactly what integration and registration is
- practice how we can support new campaign teams to learn about integration and registration
- practice using participatory theatre as an educational method.

Time: 2 hours

Materials

- participants’ copies of the Campaign Manual
- notebooks for participants
- pens for participants
- posters on integration and registration for each group
- props for plays (be creative!)

Personal notes:
Task 1  Preparing for your participatory theatre play

**Time:** 1 hour

**Where:** Plenary and small groups

1. **We will start with a short conversation in plenary** to agree and write up on flipchart our short definitions of a) waste picker integration and b) waste picker registration.

2. **We will then break into two groups:**
   - Group 1 – Waste Picker Integration
   - Group 2 – Waste Picker Registration

3. **Each group needs to explain what their term** (waste picker integration OR waste picker registration) means to people who have never heard about it before.

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**Brief for Group 1  Waste Picker Integration**

Group 1 will **present a radio call-in show** with a panel of experts from different stakeholders who will answer questions on waste picker integration. **The panel** will be made up of members of Group 1. **The call-in audience** will include some members of Group 1 and everyone in Group 2.

**Characters on the panel and/or in the call-in audience could include:**
- waste pickers
- municipal officials
- the Minister of Forestry, Fisheries and the Environment
- representatives from producer responsibility organisations
- corporate executives from a big supermarket chain or packaging company
- a buyback centre owner
- a landfill site manager
- the owner of a company that has a contract with a municipality to collect recyclables
- residents
- any other character you want to include.
IN ORDER TO ENSURE THAT MEMBERS OF GROUP 2 PARTICIPATE as part of the call-in audience, Group 1 could write some characters on pieces of paper and give each piece of paper to two or three people sitting beside each other. At least one person from each of these small groups would have to call in.

**TIP**

Brief for Group 2

**Waste Picker Registration**

Group 2 will have a mass meeting with waste pickers at a landfill to explain what registration is and why they should register. The speakers who convened the meeting will be members of Group 2. The participants in the mass meeting will be some members of Group 2 and all of the members of Group 1.

The people who speak to workers at the mass meeting could include:

- representatives from waste picker organisations
- the landfill site manager
- the head of waste management in the city
- the municipal councillor or member of the mayoral committee responsible for waste management and the environment
- any other character you think might be relevant.

The waste pickers attending the meeting could include:

- people from different genders
- people of all ages
- people from different countries
- people who only speak a language that was not used by any speaker
- members of cooperatives
- waste pickers who work alone
- any other type of waste picker you think is relevant
- if you want to be playful AND you think it is helpful, you could include someone who joined the meeting who shouldn’t be there (maybe someone who lives nearby who is not a waste picker, a buyer, etc)

IN ORDER TO ENSURE THAT MEMBERS OF GROUP 1 PARTICIPATE as participants in the mass meeting, Group 2 could write some characters on pieces of paper and give each piece of paper to two or three people sitting beside each other. At least one person from each of these small groups would have to ask a question or make an input at the mass meeting.
4. Prepare by doing background reading, looking at posters on your topic, and discussing your own ideas. The posters are there to provide you with information, but you could also use them in the plays if the group thinks that would be helpful. For the reading, go through the following parts of the Manual:

Group 1 (Integration) **pages 12 – 25**
Group 2 (Registration) **pages 26 – 33**

5. The play is now yours to design. You can use any props that you can find around the room, with the person’s permission!

6. Your play cannot be longer than **10 minutes maximum** without the participation from the other group.

**TIP**

**TIME GOES FASTER THAN YOU THINK.**
Plan on a play that will last for 5 or 6 minutes if you want it to be 10 minutes when you perform it!
Task 2  You are Live on Stage

Time: 1 hour
Where: Small groups

1. **Group 1, you will start by performing your play on Waste Picker Integration.**

   **Before you start,** don’t forget to give members of Group 2 characters to play when they call in to the radio show! Members of Group 2, when you want to participate you can just leap in, put up your hand, or shout “Freeze” and then jump in.

2. **Group 2 will then perform your play on Waste Picker Registration.**

   **Before you start,** don’t forget to give members of Group 1 characters to play when they participate in the mass meeting! Members of Group 1, when you want to participate you can just leap in, put up your hand, or shout “Freeze” and then jump in.

**Step back:** After the two shows, we will end this activity by thinking together as trainers and discussing the following questions in plenary:

   a) Was this a useful way for those in the group who developed the play to deepen your understanding of integration or registration? Why?
   b) Was this a useful way for those in the radio call-in audience or mass meeting to learn about integration or registration? Why?
   c) What would you do differently or better if you lead this training activity in the future?
Activity 5

Checking in before we go

Objectives

To help us to:
- Check-in and see how everyone is feeling and thinking
- Receive suggestions for the following day.

Time: 15 minutes

Materials

The materials depend on the activity chosen. Option 1 below requires koki pens/markers, card, and Prestik/sticky tack to hang flipcharts on walls.

Personal notes:
Before we end the workshop for the day, we need to check in on how everyone is feeling. Some ways to do this include:

1. Giving each person a card and asking them to write one word that sums up how they are feeling about the workshop/their readiness to lead a training workshop/etc. Each participant sticks their card on the wall with Prestik, placing the card beside ones that are similar. When all of the cards are up the group can come look at them and briefly discuss what they say about how everyone is feeling. The facilitator should also ask if there are suggestions for things to do the next day that are not on the agenda.

2. Telling the group that one wall is 0 and the wall across from it on the other side of the room is 10 (or two landmarks if you are outside) and giving everyone 2 minutes to go to stand in the space between the walls that shows how they are feeling about the workshop/their readiness to lead a training workshop/etc. The facilitator can ask everyone to talk to the people beside them about why they are standing where they are, or the facilitator could ask people to share why they are standing where they are with the whole group. The facilitator should also ask if there are suggestions for things to do the next day that are not on the agenda.

**TIP**
Whenever the facilitator or a participant thinks there is a need to check in about something, they could call for a break and do one of these activities or another activity. It can also be good to play games to increase the energy in the room!
Homework!

Overnight reading or listening
Below you will find a reading on “What is Popular Education”. The facilitator will also send you a WhatsApp voice note of the reading.*

Tomorrow’s first session of the day will be much more useful and interesting for you, if we all make time to go through the reading (or listen to the voice note if you prefer) overnight.

Before you begin to read or listen...
Sit quietly for a few minutes and think about two things:
1. My best learning moment ever.

* The facilitator should record themselves or someone else reading the assigned pages in the main languages spoken by participants. This recording should be sent to the participants via a WhatsApp voice note.

Personal notes:
In this workshop we have already seen how much knowledge and experience this small group has on registration, integration, reclaiming, and recycling.

For example, on Day 1 we drew on our own knowledge and experiences to create plays of a radio call-in show on integration and a mass meeting that explained registration. We also used our knowledge and experience when, as members of the radio audience and participants in the mass meeting, we asked difficult questions and raised problems that we know Registration Teams encounter when doing registration.

Through this activity, we saw the difference it makes to participate in our own education instead of just listening to a teacher or to a lecture, like we did when we were in school.

**The Banking Method of Education – Treating adults like empty containers to be filled with knowledge**

From the 1960s, Brazilian educator Paulo Freire ran adult literacy programmes. This made him think a lot about how people (and particularly adults) learn. He said that most schools for children and literacy programmes for adults see knowledge as a ready-made package of information that must be passed from someone who has more formal education to someone who has less.

Because of this:

- the teacher is seen as having all the important information and ideas
- it is assumed that the students do not know anything
- the teacher does all the talking,
- and the students must be still and quiet, take notes, and memorize what the teacher told them.

Freire called this the “banking method of education” because it treats students like empty bank accounts that must be filled with knowledge from the teacher.

When we are educated through the banking method, we are taught not to trust what we know from our own experiences, not to question what we are told, and not to challenge the teacher and other people with authority. We are trained to be passive and to accept the world the way that it is, which means accepting poverty, inequality, exclusion, exploitation, racism, sexism, homophobia, and all other forms of injustice.
Popular education
So, Paulo Freire developed a new approach to education called “Popular Education”. In Popular Education:

- it is understood that everyone has knowledge, creates knowledge, and is still in the process of learning
- we respect and value the knowledge that each person brings
- participants learn from each other, and the facilitator learns from the participants as much as the participants learn from the facilitator
- we start from the concrete experiences of participants
- because we create new knowledge and learn collectively, we do a lot of group work, which also encourages more people to participate
- facilitators help participants to see the issue they are discussing as connected to: history; broader social, political, economic, and environmental issues; structural inequalities; and struggles for change
- instead of providing answers, facilitators ask questions like why, how, who
- participants are active - describing, analysing, suggesting, deciding, and planning
- we use fun, interactive learning activities that integrate culture into our learning
- unequal power between participants, and between the participants and the facilitator are acknowledged, and conscious effort is made to create the most equitable learning space possible
- we focus on creating justice in the world.

Popular education has a rhythm to it. We start with our reality, experiences, and actions. Then we reflect on them and how we see the world. Then we find new information and ideas and analyse issues and problems with this new information helping us. Then we plan for new actions. This is the rhythm and power of popular education!

This diagram shows the constantly repeating Action-Reflection-Learning-Action Cycle.
Activity 6

What is popular education and why do we do it?

Objectives

To help us to:

- Think about how and when we learn best
- Learn about Popular Education and why we use it in this workshop and why
- Practice some popular educator skills

Time: 2 hours

Materials

- flipchart paper
- flipchart stand
- koki pens/markers
- Prestik/sticky tack to hang flipcharts on walls
1. **Form a group of three with those sitting closest to you.**

2. **Take 2 minutes for each person to think quietly on their own about:**
   - My best learning moment ever!
   - My worst learning moment ever!

3. **Then share your stories with each other.**

4. **After you have listened to each other’s examples, agree on just one best and one worst example from your group to share in plenary.**

5. **Then take time for each group member to give one example of how you have enjoyed learning about waste picker registration and integration in the last weeks or months. Choose only two examples from your group to share in plenary.**

6. **Each group will report back to the plenary and we will have a short discussion about what this tells us about how we learn best as adults.**

---

**Personal notes:**
Task 2  What is popular education?

**Time:** 1 hour

**Where:** Small groups and plenary

Hopefully, you could make time to do the overnight reading or listening. This activity is about what you read or heard.

1. **Break into groups of four or five people.** The facilitator can decide how to mix the participants in the groups.

2. **Each group agrees on who will be a facilitator and who will be a scribe.** The job of the facilitator is to encourage everyone to participate, ensure that everyone is respectful of each other, and ensure that people feel respected if someone disagrees with their summary or corrects what they have said.

3. **In your group, discuss the reading/recording.** Try to remember as much as possible about what you read or heard and come to a common understanding of what the reading was about and what the main points were in the article.

4. **Then discuss your answers to the following questions.** Be ready for one or two members of your group to present your group answers when we all get back together again:

   1. What is Popular Education? Give us your short summary (2 minutes).
   2. How is Popular Education different from the way we were taught in school?
   3. Think back to what we have done together since we started this workshop. What are some of the Popular Education approaches that we have used?

5. **In plenary, we will hear one 2-minute summary** of what Popular Education is and how it is different from school education, then other group reporters will only add what is missing. We will then use the same approach to hearing answers to the third question, as we think together about how we are using popular education in this workshop.
Step back: We will end this activity by thinking together as trainers about the following questions:

1) Are the differences between popular education and “regular” education important?
2) Was it useful to take time to learn about Popular Education? Why or why not?
3) Can we use Popular Education in training Registration Campaign Teams and in the Registration Campaign? How?
3) Is it realistic to ask people to make time to do a short reading or listen to training material in the evening when workshops are not residential and people have evening chores at home, or even double-chores, because of being away from home for these days?

DID YOU KNOW?
Research shows that we remember:
• 10% of what we READ,
• 20% of what we HEAR,
• 30% of what we SEE (images, videos),
• 50% of what we SEE and HEAR (exhibitions, demonstrations),
• 70% of what we SAY and WRITE (hands-on workshops)
• 90% of what we DO (actually practicing training – the real thing).
Objectives

**To help us to:**
- Know the important features of each stage of the campaign
- Become familiar with the manual as a tool for our campaign teams
- Practice developing creative ways to train others to do the three stages

**Time:** 2 hours

**Materials**

- participants’ copies of the Campaign Manual
- pens for participants
- notebooks for participants
- theatre props (be creative!)
- flipchart paper
- flipchart stand
- koki pens/markers
- Prestik/sticky tack to hang flipcharts on walls
Task 1  Creating drama sketches on the campaign stages

<table>
<thead>
<tr>
<th>Time: 1 hour</th>
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<tbody>
<tr>
<td>Where: Small groups</td>
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1. **Participants will break into three groups.**
   Group One will focus on Stage 1: Mobilisation,
   Group Two will focus on Stage 2: Registration,
   and Group 3 will focus on Stage 3: Card Distribution.

2. **Once you are settled into your group, you have 45 minutes to:**
   a) read the brief for your group that you will find below
   b) read the information that you are referred to in the manual
   c) agree how you will all be involved in acting in your story, role play or radio talk show to explain your stage of the campaign.

Your drama must be educational, and must teach us, in a popular education way, about the important features of your stage of the campaign. You can also **surprise us**, and involve members of the audience in your drama.

---

**Brief for Group 1**

**Stage 1: Mobilisation**

**Tell us a Once Upon A Time story about mobilisation.**
Use your own experiences and pages 35 – 44 of the manual to write your story. By the end of the story, people who listen to it should be able to answer the following questions:

1. Why is there a need to do mobilisation in this campaign?
2. What is the reason for doing a pre-visit or scouting visit before the mobilisation days and what kind of information will you come back with?
3. How do we best approach local waste pickers in an unknown area?
4. What should happen on a good pre-visit or scouting day and what should happen on a good mobilisation day? Use pages 37 - 39 and your own experiences
5. How do we answer waste pickers worries about registration? Use your own experiences and pages 43 - 44 – ‘potential challenges’ and help us answer those questions.

6. What happens when we don’t do mobilisation?

Think of ways to involve the whole group in telling the story. Some ways to do this could be for people to tell different parts of the story, act out or mime different parts of the story, or hold up signs that tell the story. But your group will likely think of many other creative ways!

**TIP**

Present a Role Play of what an Ideal Registration Day should look like.

Use pages 45 – 48 of the manual. Your play must have all the features of what needs to happen on this ideal registration day. It must be acted by the key performers below. Highlight for us the most important sides of their roles and responsibilities, by letting us see them in action:

- Campaign team leader
- Educators & recruiters
- Marshals
- Registrars
- Verifiers.

**TIP**

Remember, you might want to include members of the audience in the role play in some way.

**Brief for Group 3**

**Stage 3: Card distribution**

**Host a Talk Radio Show** with members of the Buffalo City Waste Pickers Registration Campaign Team and waste pickers receiving their registration cards to explain card distribution and what it means to waste pickers.
Use **pages 54 - 56** of the manual to create your talk radio show. Have the talk show host interview the campaign team and waste pickers who are receiving their cards, and explain to listeners in an exciting way, why you have a table at the Recycling Festival co-hosted by the city council and a local waste picker organisation. Tell us about how all the waste pickers coming to your table got to be registered, what the cards mean to them and how they can improve their lives, and what happens after waste pickers are registered.

**Task 2**  **Drama goes live on Stages 1,2, and 3**

**Time:** 1 hour

**Where:** Plenary

1. **Each group will present their play.** We will start with Group One, then move to Group Two, and end with Group Three.

2. **We will be an active audience during each drama sketch.** Our job is to listen carefully for what we are meant to be learning about the stages, to note down important points that we hear, and to participate if we are asked to do so!

**Step back:** We will end this activity by thinking together as trainers about what we have learned about the stages, how effective this method is to help us use the manual and learn informally, and how we could use these methods when we are training new campaign teams.
Activity 8

Using the SAWPRS
(SA Waste Picker Registration System)

Objectives

To help us to:
• Train others on how to use the SAWPRS on their phone
• Troubleshoot problems that crop up when we are using the SAWPRS and know how to solve them

Time: 1 hour

Materials

• cell phones
• data
• participants’ copies of the Manual
• flipchart paper
• flipchart stand
• koki pens/markers
• Prestick/sticky tack to hang flipcharts on walls

Personal notes:
You have all been trained as registrars and have worked in Campaign Teams registering waste pickers.

So, you are all aware of the Privacy Statement that is on the SA WPRS, and that each waste picker who is being registered must agree to it.

That means you also know that it is written in complicated legal language that can be hard to understand.

It is important that waste pickers understand what they are agreeing to. So, in this activity we work together to develop simple ways to explain the statement to waste pickers we are registering.

1. **In pairs, take 15 minutes to look at the Privacy Statement on pages 64 - 65 of the Manual and discuss what it means. Agree on how you will explain this to a waste picker you are about to register in 2 minutes or less.**

2. **In plenary, the facilitator will ask several groups to share their explanations.** We will discuss them together and agree on a common explanation.

**Personal notes:**
1. Stay seated next to your partner. **As a pair, you are now a Registrar and a Verifier and we will agree the name of a town or area where our registration day is happening.**

2. The facilitator will ask for **two volunteers to be Registration Trouble-Shooters**, who will be ready to assist when anyone raises their hand for help. We will use Section 8 (Using the SAWPRS) of the Campaign Manual to help us when we get stuck.

3. **If the two volunteers were not partners, then their partners should team up as a Registrar and a Verifier.**

4. Working together, **we will all practice how to register and verify a waste picker in plenary.** We will all pause when questions come up and while we resolve them.

5. Before we start practicing registering and verifying waste pickers and waste picker cooperatives, **we will agree on the 3 questions we will ask people who come to register today** in Buffalo City [or wherever we are pretending to be doing registration today] so that we can make sure that they really are waste pickers. We will write these questions on the flipchart so that everyone remembers to ask them.

6. **Now it is time to start!**

7. The registrars should open the SAWPRS platform and login.

8. **Stop when you get to ‘Location details’** – we will discuss this before proceeding to go through the rest of the registration process.

9. **Each team will start by registering a make believe, legitimate waste picker.** Give the person the name “Delete Delete + the registrar’s initials” so that we can find it on the system and delete the registration so that we don’t have any ghosts on the system!
10. **After registering and verifying the regular waste picker, the team will register and verify a waste picker who is a member of a cooperative that sells together.** Give this member the name “Coop Coop + the initials of the verifier” so that we can find it on the system and delete it.

11. **Pages 61 - 76 of the Manual provide a detailed, step-by-step explanation** of how to register a waste picker, verify a waste picker, and register and verify a waste picker who is a member of a cooperative that sells together. If you are not sure about how to do something, look in the Manual. If you are still not sure, then put up your hand and ask the Registration Trouble Shooters for help.

12. **The first group** to register and verify an independent waste picker and a waste picker who is a member of a cooperative that sells together will get a **prize**, **IF** they can successfully explain to the plenary what the differences are between registering a member of a cooperative that sells collectively versus a regular waste picker.

13. **At the very end, we will DELETE** the records that we just registered and verified, using the ‘Update waste picker information’ button (see manual pages 73 - 74), **IF** we have the permissions to do updating / deleting.

**Step back:** We will end this activity by reflecting together as trainers about the following:

a) Is it useful to work in pairs and support each other in registration and verification?

b) Is the manual helpful? Please explain your answer.

c) For Trouble-shooters - How was the experience of being a Trouble-shooter Volunteer?

d) For Registrars and Verifiers - Did you get the help you needed when you encountered challenges?

We will also think about different ways that we can train new Registration Team Members who, unlike us, have never used the SAWPRS before.
Objectives

To help us to:
- Know what can go wrong on Registration Days to make things rather go right!
- Support others to prepare well for Registration Days
- Practice using games as learning activities

Time: 1 hour

Materials

- flipchart paper
- flipchart stand
- koki pens/markers
- Prestik/sticky tack to hang flipcharts on walls
- Pens for participants
- Notebooks for participants
- 2 calculators (or calculator on people’s phones)

please share photos of registration days
We will divide the room down the middle:
One side – *Eish, this can happen…* / Other side – *Yay, that’s easy to fix…*

Each side will meet together for 10 minutes to look at the manual (Stage 2 – Registration Days on page 53), as a way to remember or imagine problems and challenges.

We will then have the *Eish & Yay* Registration Day Quiz for a first round of 15 minutes. Sides will then swap from being the Eish side to the Yay side, for a further 15 minutes. The rules of the Quiz are:

1. A Quiz Show Host will be elected and their decision on anything is binding and not subject to any form of review.
2. Two Mathematicians will be elected to keep the points added up fairly and transparently, and to serve as timekeepers (the latter can be delegated).
3. The *Eish this can happen* team will elect one person to be their first representative in the hot seat giving the other team problems to solve. The *Yay this can happen* team will elect one person to be their first representative in the hot seat providing ways to solve the problem presented to them.
4. If anyone from a team wants to replace their representative at any point, they can shout “Switch!” and replace the representative.
5. Scoring will be +2 points for a convincing solution to the Registration Day problem. The Quiz Host can make the decision on this or ask from input from them house through clapping or booing. A team will lose 2 points if they give a bad solution or disrupt members of the other team.

**Step back:** We will end this activity by thinking together as trainers about:

a) What learning was gained about registration days in this session?

b) Has this activity increased your knowledge and confidence about how to train others to run the campaign?
Activity 10

End of Day Check-in

Note – this is a repeat of Activity 5 above

Objectives

To help us to:
• Check-in and see how everyone is feeling and thinking
• Receive suggestions for the following day.

Time: 15 min.

Materials

The materials depend on the activity chosen. Option 1 below requires koki pens/markers, card, and Prestik/sticky tack to hang flipcharts on walls.

Personal notes:
Task 1  Checking in before we go

**Time:** 15 minutes

**Where:** Plenary

**Before we end the workshop for the day, we need to check in on how everyone is feeling. Some ways to do this include:**

1. Giving each person a card and asking them to write one word that sums up how they are feeling about the workshop/their readiness to lead a training workshop/ etc. Each participant sticks their card on the wall with Prestik, placing the card beside ones that are similar. When all of the cards are up the group can come look at them and briefly discuss what they say about how everyone is feeling. The facilitator should also ask if there are suggestions for things to do the next day that are not on the agenda.

2. Telling the group that one wall is 0 and the wall across from it on the other side of the room is 10 (or two landmarks if you are outside) and giving everyone 2 minutes to go to stand in the space between the walls that shows how they are feeling about the workshop/ their readiness to lead a training workshop/ etc. The facilitator can ask everyone to talk to the people beside them about why they are standing where they are, or the facilitator could ask people to share why they are standing where they are with the whole group. The facilitator should also ask if there are suggestions for things to do the next day that are not on the agenda.
Objectives

To help us to:
- Look at the detailed planning needed for each stage of the campaign wave
- Practice how we present and engage one another in our planning of each stage

Time: 1 hour 30 minutes

Materials

- flipchart paper
- flipchart stand
- koki pens/markers
- Prestik/sticky tack to hang flipcharts on walls
- notebooks
- pens

Personal notes:
Setting the Scene:
Let’s pretend that we have decided to do a Campaign Wave in Mthatha, Eastern Cape over the next 2 months. It is a collaboration between ARO, SAWPA, the King Sabata Dalindyebo Local Municipality, and producer responsibility organisations (PROs). Each partner has representatives on the Campaign Team.

At the last Campaign Team meeting, we agreed to form three planning groups, one for each stage of the campaign:
1. Stage 1 Planning – Mobilisation
2. Stage 2 Planning – Registration
3. Stage 3 Planning – Card Distribution

The full Campaign Team meeting is in 1 hour, and each group has 45 minutes to finalise a detailed campaign plan for their stage to present to the larger group.

1. We will break into the 3 groups.

2. Each group must prepare a five-minute presentation on its plan. The tools that you have for your planning are: a) the Registration Planning Matrix found in the set of Registration Forms; b) this Workshop Guide; and c) the Campaign reporting forms in the set of Registration Forms. You have 45 minutes to prepare your presentation.

3. Your plan must include as much of the information requested in the Registration Planning Matrix document as possible. It must also include an explanation of which reporting forms need to be completed during that stage and why they are important.

The full set of forms you need to consider using for your stage include:

a. Daily Feedback Form
   (electronic form only found at https://forms.gle/3F1sA2es2MEXgSKr7)
b. Attendance Register
c. Where & When Registration Flier
d. Individual Payments Form
e. Payments Coordinator Form
f. Registration Tracking Form
Task 2  Mthatha Registration Campaign Stakeholders Meeting

**Time:** 45 minutes

**Where:** Plenary

1. **The lead facilitator** will act as the chair for the Mthatha Registration Campaign Stakeholders Meeting and will start by asking the Mobilisation Planning Group to present their plan. The chair will open the floor for questions, discussion, and suggested revisions from the other groups.

2. The chair will then ask the **Registration Day Planning Group** to present, following the same discussion process.

3. Finally, the chair will ask the **Card Distribution Team** to present their plan, following the same discussion process.

**Step back:** We will end this activity by thinking together as trainers about the extent to which this meeting role-play strengthens the planning skills that are necessary to make the mobilization, registration and card distribution stages successful.

**Personal notes:**
Activity 12

Designing registration training and planning workshops

Objectives

To help us to:

• Draw on the knowledge and skills that we developed in the workshop to design a popular education workshop to train new Registration Campaign Teams.
• Develop confidence in planning a workshop to train new Registration Campaign Teams

Time: 1 hour 45 minutes

Materials

• notebooks for participants
• pens for participants
• flipchart paper
• flipchart stand
• koki pens/markers
• Prestik/sticky tack
Setting the scene
We have been asked to design and facilitate a week-long programme to train a new Registration Campaign Team in a small municipality. The schedule for the week is as follows:

1. Monday  Training Workshop
2. Tuesday  Practice Registration
3. Wednesday Practice Registration
4. Thursday Practice Registration
5. Friday   De-brief and Planning Workshop

Prior to the training week, we will work with some local waste pickers to do mobilization, so everything will be in place for the registration week.

Our task today is to design the Training Workshop and the De-brief and Planning Workshop.

1. We will break into two groups.
   a. Group 1 will prepare the draft agenda for the Training Workshop. Keep in mind that the participants are brand new, so they have never heard of integration, registration or the SAWPRS.

   b. Group 2 will prepare the draft agenda for the De-brief and Planning Workshop in which participants will reflect on what they learned, will learn planning skills, and work together to develop the registration campaign plan for their town.

2. When you develop the draft agendas, you should draw on: 1) your own experiences of when you were trained; 2) your working as members of registration teams; and 3) the knowledge and skills you have developed during this workshop.

3. Each group should prepare a 5-minute presentation on your draft agenda. Be prepared to explain why you have chosen the topics and activities in your agenda.
The learning activities that we used in this Train-the-Trainer workshop can each be used to learn about many different parts of integration and registration — you don’t need to use them in the exact way that we used them here. You don’t need to use all of them, and you can use other training methods too!

**Task 2  Presenting workshop designs**

**Time:** 1 hour

**Where:** Plenary

1. The facilitator will start by asking Group 1 to do a **5-minute presentation** on their draft agenda, followed by Group 2.
2. The groups can then ask **questions** of each other.
3. We will then look at the two proposals together and agree on a **draft programme for each day.**

**Step back:** Thinking together as trainers, we will step back and reflect on the following questions:

a) How did it feel to work in our groups to develop the workshop agenda?

b) Would we have designed the workshop in the same way before this Train-the-Trainer workshop? What have we done differently now? Why?

c) How confident do we feel to design and facilitate workshops and week-long training programmes to train new Registration Teams?

d) Is there any additional support we think we may still require?
Activity 13  Workshop Evaluation

Note – this is a repeat of Activity 5 above

Objectives

To help us to:
- Reflect together on our learning journey over the past few days.
- Offer feedback for improvement of the design of the workshop and the manual

Time: 30 min.

Materials

- flipchart paper
- flipchart stand
- koki pens/markers
- Prestik/sticky tack to hang flipcharts on walls

Personal notes:
Task 1  Reflecting on this learning journey

Time: 30 minutes

Where: Buzz groups and plenary

1. We will each get into a “buzz group” with a neighbour.

2. In your buzz group, you have 15 minutes to discuss the following questions. Be ready to present a summary of your answers.

   a) What were the three most significant or powerful parts of this workshop and why?
   b) What were the three parts of the workshop that you liked the least and why?
   c) Did the workshop improve your own understanding of integration and registration?
   d) How would you improve the workshop and the manual?

3. The facilitator will ask one buzz group to volunteer to share their answers to question a), and will then ask other groups to add any new points. We will go through each question the same way.

   Step back: We will step back for one last time, with the facilitator offering a brief summary of what we take away from this workshop as we move forward and start preparing to work together to train new Waste Picker Registration Campaign Teams and ensure that every waste picker in South Africa is registered on the SAWPRS.