



Training Module For Informal Sector Waste Recyclers

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Chintan Environmental Research and Action Group

238, Sidhartha Enclave,

New Delhi 110014, India

T : +91-11-46574171 or 46574172

E : info@chintan-india.org

W: www.chintan-india.org

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New Delhi, 2016

About Chintan Environmental Research and Action Group

We are a registered non-profit organization with a vision of inclusive, sustainable, and equitable growth for all. Our mission is to reduce ecological footprints and increase environmental justice through systemic change brought about through partnerships, capacity building at the grassroots, advocacy and research, and sustainable, scalable models on the ground.

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Introduction

This module is intended as a guide for people who work with informal wastepickers, waste recyclers and small junk dealers, commonly known as 'informal recycling sector'. It provides guidelines and creative training exercises for building wastepickers technical and functional skills so that they could lead an informed, dignified and confident life and use these skills to meet everyday challenges they face as wastepickers and efficiently perform their role in keeping cities clean.

Recycling in developing countries often takes place through a complex chain comprising a huge mass of workers involved in the informal sector. This sector includes waste pickers, small middlemen (kabaris in India), itinerant waste collectors, and big waste traders. Their works includes picking out even the smallest scrap of recyclable waste, such as paper, cardboard, plastics and metals from the trash, and sell them to waste dealers who in turn sell them to big traders. Finally, they are sold to recycling factories.

They are not formally recognized and depend on recyclable waste mined out of the city's

dustbins, waste dumps, offices and other sources. Since they are not recognized, their work is virtually free for the municipality. Yet, at the levels of the wastepickers at least, many earn an equivalent of minimum wages or less. In India, there are approximately 15 lakh persons engaged in the job of wastepicking, amounting to 10% of the total wastepickers globally.

Hence, while recycling is carried out by the poor and offers them a livelihood, it is fraught with risk. The immediate burden of the toxic waste is borne by them since there are almost no satisfactory systems or designed facilities in place where work safety issues are addressed. Although waste pickers are the backbone of the waste collection process in, small traders are also important components of the chain. They buy the waste from waste pickers and sell it to big dealers who deal with specific items and materials, sorting, bailing and trading, playing the highs and lows of the market.

The informal sector of recycling works like a pyramid (Fig. 1). The first layer comprises several hundred thousand men, women and children in urban pockets who mine garbage heaps and bins for recyclable wastes like plastics, paper and metals. At the second layer come the small middlemen, often marginalized

in many ways themselves, who buy waste from the wastepickers or rag pickers. They in turn sell the waste to the third layer, comprising large buyers who own huge godowns.

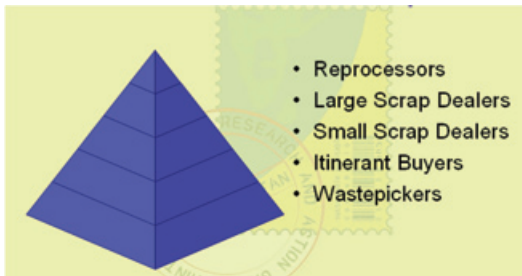


Figure 1: Structure of Informal Recycling Sector

For a comprehensive approach towards building sustainable, inclusive and equitable cities, informal recycling sector needs to have knowledge on legal aspects of their work, various legislations relates to waste sector, quality and safety at workplace along with work and life skills like work ethics, communication skills, health and hygiene and self confidence and self esteem. Figure 2 shows Chintan’s change model:



Figure 2: Chintan’s Change Model

The approach described is based upon evidences collected from various researches on waste recyclers traders and handlers as well as from Chintan’s first-hand experience with working with Safai Sena – an army

of cleaners – is a registered group of wastepickers, doorstep waste collectors, itinerant buyers, small junk dealers and other types of waste recycler.

Who can use this module?

We hope that those working with an interest in supporting informal sector waste recyclers will find this module useful. These might include:

- Program managers in agencies working on informal sector recycling programs and other informal sector programs
- Core members/group leaders of advocacy and support groups for informal sector waste recyclers
- National stakeholders, including the municipalities and the Department of Environment
- Informal recyclers’ collectives to train their members

The module may also be used as a reference for those wishing to design their own training program for other informal sector workers other than waste recyclers.

Structure of the Module

The main objective of this module is to gear up the informal sector recyclers to face the challenges they may face with the changing landscape of e-waste collection and management.



To inform participants about e-waste, its types and how it differentiates from the other types of wastes. To raise awareness about rules on e-waste.





To sensitizes them about the risks of improper handling of e-waste and pollution caused by wrong handling. To appraise informal sector

waste workers about potential challenges that they may face with formalization of e-waste sector. To help participants prepare for the potential role they can play in the e-waste collection chain to augment their livelihoods.

Organization of the Modules

Each module is divided into session plans. The numbers of session plans differ for each module. Each session plan is in-turn divided into six content sections represented by an icon:

	Learning outcomes	This section specifies what learners will know or be able to do as a result of activities in the session.
	Set Induction	This includes ideas about getting the learners ready and inducing them into the right mind-set.

	<p>Materials</p>	<p>This section gives a list of materials that the facilitator should prepare before starting the session.</p>
	<p>Activity</p>	<p>This includes step-by-step activities to meet the learning outcomes planned for the session.</p>
	<p>Note for Facilitator</p>	<p>This provides specific advice for the session including suggested sequencing, timing, resources and questions to ask.</p>
	<p>Closure</p>	<p>This section provides a fitting conclusion and context for the participant learning that has taken place.</p>

Methodology

The activities in this module are based on principles of adult experiential learning. The underlying principle is that much of the content will come from the participants and that the module will serve as a framework for drawing out their experiences. Participants and facilitators commit themselves to engage in a process of mutual teaching and learning.

The activities in this module are designed for adult learners and are based upon following adult learning principles:

Principle of Active Learning: The activities involve active participation of learners through discussions, games, role-plays and feedback. Thus creating more learning than passive listening or reading.

Principle of Relevance: Every activity has been contextualized to the settings in which informal sector recyclers live. They aim at providing adults with guidance on solving problems and their pressing issues.

Principle of Previous Experience: New information has to be linked to previous knowledge and experience or it will not be remembered. The sessions designed in the module allow participants time to discuss with each other how the new information connects with what they already know. There are specific pointers for the facilitator to help the participants see the connections.

Principle of Self-Learning: Adult learners have some strong beliefs about how they learn. These beliefs, whether accurate or not, can interfere or enhance their learning.

Every session begins with set induction that explains why the audience should participate in specific activity and how the process as well as content benefits their learning.

Principle of Alignment: All the content covered in the module are aligned with the learning outcomes and activities. Learning outcomes are carefully decided and written and the activities are aligned to meet the outcomes.

Principle of Fun: Learning should be fun. The sessions and activities are designed to make the learning fun for the participants. The module is activity based and power point presentations are mostly used to summarize or reinforce the topic.

A great deal of thought has gone into the selection and writing of each activity. Each activity included in the module was chosen because it was felt that it best achieved the objectives for the session. They use a variety of tools to develop participants' knowledge including case studies, role-plays, small group work, brainstorm and other learning techniques. A range of methodologies has been used in this module that align with the principles of the experiential learning approach. With an emphasis on interactivity among participants, the course incorporates the following techniques and methodologies:

- ✓ Individual exercises and reflections
- ✓ Stories and scenarios
- ✓ Small and large group discussions
- ✓ Games and role-playing exercises
- ✓ Team projects and
- ✓ Presentations

Facilitator Prerequisites

Facilitate means 'to make easy'. Facilitation is the glue that holds a group together. It is

about empowering others. The role of the facilitator is not only to pass on information, but also to provide a learning environment in which participants can share their experiences and become comfortable with new ideas/information. Facilitated learning is based on the notion that people learn best in an atmosphere where they interact with others, are encouraged to ask questions, exchange ideas, and feel supported by the facilitator.

This module assumes that facilitators are comfortable with highly interactive techniques and that they have some expertise in classroom management, creating effective learning environments, and facilitation skills. While facilitating the sessions in this module, a facilitator's role is to:

- ✓ Explain the learning objectives
- ✓ Help the group set ground rules and keep them
- ✓ Encourage and guide participants to think critically
- ✓ Listen to participants' comments, questions and feedback
- ✓ Keep focus and keep things moving
- ✓ Help with observations and analysis
- ✓ Help participants arrive at appropriate conclusions
- ✓ Encourage participants to contribute to the discussion
- ✓ Help participants to reach an appropriate consensus
- ✓ Build trust
- ✓ Help identify opportunities and potentials
- ✓ Summarize the discussion or ask others to do so

Ice-Breakers

Icebreakers help to set the scene, relax the environment and engage the participants, as well as creating the first impression for the entire session. Successful use of icebreakers can grab the attention of trainees and assist them in full participation. They give participants the opportunity to find out a little more about each other thereby creating a degree of familiarity before starting on the main session objectives. By doing this, participants are more likely to be in a mindful state and open to learning.

Given below is a list of icebreakers that could be used to build create a relaxed atmosphere and encourage each participant to introduce aspects of himself/herself. Facilitators are encouraged to choose the icebreaker carefully considering the environment and group dynamics.

1. Names and Actions

Gather the participants in a circle. Each participant announces their name and a corresponding action. The action called must begin with the same letter as the first letter of each name. E.g. Mera naam Nazeer hai aur mujhe naachna accha lagta hai. The person calling this action must actually do the action.

Variation:

The game can be used to Help participants remember each others' names. Continue the game by asking participants to announce So that members of the group remember each other's names, the game can be continued by asking members to announce someone else's name and the corresponding action. This will take place when you have gone around the group at least once. So for example: "Mera naam Nazeer hai aur mujhe naachna accha lagta hai. Mujhe Rashid se milkar accha laga. Rashid ko rassi koodna accha lagta hai". Allow members to randomly choose anyone in the

group, but make sure that everyone chooses someone different each time.

2. Action Chain

Instruct the participants to stand in a line, all facing one direction, looking at the person's back in front of them. Begin the game by going to the back of the line and tapping the last participant on the shoulder. Only that participant would turn and watch you perform an action. Once he/she has witnessed the action, he/she must tap the next person on the shoulder who will then watch the action as exactly as possible. Continue the process until all participants have shown the action to the participant in front. The final participant should demonstrate what they saw to the entire group, as well as say what they think the action is. The person who began the action should re-enact the initial action to show what has changed.

Ideas for the actions are:

- Washing a car
- Cleaning an elephant
- Throwing a ball
- Chopping vegetables

3. Name Catch

Gather the group in a circle. Throw a ball at a participant who tells his/ her name and where they have come from. Moving clockwise, all participants take turns to tell the same to the whole group. After a round of introductions, pass the ball again to a different participant. The participant must say their own name first, and then as they throw the ball, call out the person's name to which they are throwing the ball.

E.g. 'Mera naam Mansoor hai. Main ball Rehaana ko doonga.' Then Rehaana would continue by saying 'shukriya Mansoor, Mera naam Rehaana hai aur main ball Nizam to doongi'.

Ensure that everyone is fully included in this game, and that the group knows each other by the end of the game. Control the speed of the game, and increase the pace by making sure that participants don't pause before saying someone's name.

4. Animal Name

Create sheets of paper with names of different animals and birds. The number of sheets should be equal to the number of participants. Attach one sheet of paper to every person's back without allowing him/her to see the sheet. Ask the participants to go around the room and ask questions to figure out what their 'animal name' is. Questions may only be answered with 'Yes' or 'No'. Once the participant correctly guesses their animal name, they may sit down. Ensure that chosen animals are very well known in order to make the game plausible.

5. Sweet Talk

Assemble the participants in a circle. Pass a bag of sweets around the group. Tell them that they make take as many sweets as they like, but they are not to eat them. Once everyone has taken some sweets, tell participants that they must now tell the whole group one thing about themselves for every sweet they have taken. This can be anything from where they live to their favorite food. Go around the circle, allowing each member his or her turn to talk. Once they have finished, allow them to eat their sweet.

6. Name pictures

Ask the participants to draw a picture for their name e.g. for Pushpa they could draw a flower. Ask them to write their names on the portrait. Fold these name pictures and put them in a container. Ask the participants to pick any picture from the container and guess the name. The person who drew the card would

verify the name and ask the other participant's name. Ask the participants to display the name pictures on a wall (board) in the room. If possible stick the photographs next to each name picture. Also write each participant's name clearly in Hindi. Give the participants time to move around and have a look at the picture.

7. Suddenly

Start a story with a sentence that ends in SUDDENLY. Ask the next person then to add to the story with his own sentence that ends in SUDDENLY. Continue the story until everyone has contributed. Record it and play it back. For example; 'Yesterday I went to the zoo and was passing the elephant enclosure when SUDDENLY.....'

8. Word link

This is a word association game. Ask the group to sit in a circle. The first person starts with any word they wish i.e. red. The next person repeats the first word and adds another word which links to the first i.e. tomato. The next person repeats the previous word and add another word link i.e. soup, and so on. To keep this moving, only allow five seconds for each word link.

9. One minute please!

The aim of the game is to talk for one minute on a given subject. Announce the topic and a member of the group is randomly selected to speak for one minute. Use a pack of cards to randomly select i.e. person who draws the lowest number. Choose subjects to stimulate the imagination and which may be amusing. Put a stopwatch on each person to see how long they last before drying up! Subjects might include, my earliest memories, my favourite computer game, why beans are good for you, 10 things you can do with potatoes, Alligator wrestling, pre-millennialism (no, not really!)

Sharing Expectations

It is always a good idea to move from introductions to reasons why everyone has come to the training programme. The following exercise is very useful for getting to know the different reasons participants have for attending the training programme. It also gives the facilitator information about the special abilities and knowledge present in the group. Understanding expectations will give facilitator the opportunity to reassure participants that the trainers will strive to meet expectations, and to clarify any misconceptions about the training.

1. Divide a chart paper in two sections.
2. On left side write, "Why I am here?" Ask each participant to think of two reasons why they have come for the training.
3. Write them on the chart and read out each statement. Explain which of those expectations would be fulfilled through the program and which of those are beyond the scope of work of the current training.
4. On the other section write "fears and concerns". Ask participants - What fears did you have about coming to this training?; What concerns do you have about this training.

This exercise provides excellent opportunities to empathize with trainees' needs, and give reassurance by sharing how the training does/ does not relate to their concerns or how the training might help them overcome their fears and concerns. Be prepared to deal with issues such as:

- Will others laugh at me if I ask silly questions?
- Will I really learn about the things I want to know?
- What will the trainers be like?
- Will the food be to my liking?

Ask the participants for solutions/response. Ask the participants what you could do to reduce their concerns or fears.

Establishing Group Norms

Ground rules (also called group norms) are guidelines developed by the participants to be used within the workshop setting. Ground rules help create a safe environment and enable tasks to be accomplished efficiently. They serve as a tool for detecting and correcting unhealthy group interactions and evolving toward productive and healthy interactions. Ground rules should be specific, visible to everyone (posted in the room), derived with group input and then agreed to by all group members, and malleable (in other words, adaptable as needed throughout the workshop). Ground rules should follow some basic principles regarding their creation and use.

Process of setting Group Rules:

1. Explain to the group that this is their time together and that it is useful for everyone to agree to some ground rules. You may make some suggestions such as punctuality, being non-judgmental or giving everyone a chance to participate and to speak. Explain them that these rules are essential to ensure that the sessions happen smoothly and everyone works better as a team.
2. Explain them that during our sessions we would only focus on positive behaviours and therefore the rules will be about what we must do instead of what we must not.
3. If the participants are having difficulty thinking of rules, prompt them by using scenarios such as the example below: "In a session Hina and Pooja talked about a personal problem. After the session, Pooja heard Hina giggling with other friends about the session and telling them about

the things Pooja had said. She is very upset.”

4. Record all responses on a flip chart. When the group has listed all of its ideas, ask, “Can we agree on these ground rules?” If any ideas are not agreed on, the group needs to discuss them until it reaches agreement or decides to eliminate one or more of the ideas.
5. Once the group norms have been decided, post them. You can refer to them as needed if the group slips into behaviours that do not support effective teamwork.

Recommended Ground Rules

- Respect: Everyone should pay attention to the person who speaks and respect her/his ideas.
- One at a time: Only one person should speak at a time.
- Confidentiality: What is shared in the group shall remain in the group.
- Openness: Everyone will try and be as open and honest as possible without discussing personal and private issues or lives. Everyone will avoid using names and places while sharing their experiences.
- Non-judgmental approach: No one will put down, make fun of or tease another person about her/his beliefs and ideas.
- Keep time: Stick to the time schedule set for the course

Energizers

Energizers, as the name suggests, are used to revitalize and awaken trainees. Ideally they can be integrated into training after a large amount of information has been delivered, or after a meal when participants

may be feeling sluggish and tired. Energizers are also a fantastic way to switch attention from one topic to a completely different one.

Following are examples of some energizers that could be used with the participants:

I. My Spot

Ask participants to walk around the room, identify a particular ‘spot’ that is ‘theirs’ and stand there. Ask participants to move around the room while you give instructions like “Say hello to someone wearing yellow”; “clap twice”, “skip thrice”, “jump and clap” and so on. Participants have to complete the commands and on “stop” command go back to their ‘spot’ as soon as possible. Continue this energizer for no longer than 5 minutes.

II. Laughter therapy

This energizer is useful after a stressful discussion or if the discussions or activities lead to tensions among the group members. Tell the participants that they will go through a special therapy called the ‘Laughter therapy’. Start by saying ‘Ha!’ and get the next person to repeat your ‘Ha’ adding one of his or her own. Participants repeat what their neighbor says and add another ‘Ha!’ In this way, people are ‘made’ to laugh and very quickly everyone will be laughing.

III. Touch blue

Clear the room of any obstacles and ask the group to stand in a circle. As you say ‘Touch blue!’, participants are to rush and touch one thing blue. Change the command to ‘touch red’ and repeat the activity for 5 minutes with different colors.

IV. Wake up in the jungle

Ask participants to silently think and select a jungle animal. Ask them to think: what action do you think it makes when it wakes up?

What sound does it make? Select a participant to start the game. The participant starts by performing waking action of the a selected animal and makes its sound while waking up another animal (participant) in the jungle. The two go making their own sounds and wake up the next participant and so on. Explain that this activity is a go-round called waking up in the jungle. Continue until all animals in the jungle wake up.

V. Snake, dog, cat

Divide the participants into two groups and ask them to stand at opposite sides of the room. Give action and sounds for snake, cat and dog. Let participants practice these sounds for a minute. Ask what would happen if a snake met a cat (the cat would kill the snake). What would happen if a snake met a dog (the snake would kill the dog). What would happen if a dog caught a cat (the dog would kill the cat). Ask both groups to decide what they are on the count of 5. Then on being said go, they do the action and sound. Keep scores and continue the game for 5 minutes.

VI. Barkha rani

Tell the group that they will make rain. Explain that through a traditional set of actions, they would create the sounds of rain hoping for a plentiful crop and future growth. Ask the group to do five action sequence:

“Rub your hands together
Half of the group snap fingers slowly
Other half snap their fingers quickly
Lightly slap their thighs
Clap thrice”

Ask participants to repeat the action together.

Splitting groups

The way the trainer splits the main group into smaller working groups can be done in a variety of ways.

I. Picture Cards:

Hand out cards with images on such as plastics, glass, cardboard, electronic waste. Ask participants to find someone with the card that goes with their card. Have two of the same cards, if it is a paired activity, three for groups of three and so on. This could be conducted with any category – fruits, animals, cars etc.

II. Numbering

Simply ‘count off’ the participants into small groups, i.e. 1, 2, 3, (or 4 if 4 groups will be required.) if the groups do not need to be balanced in any way. People call out or are assigned numbers in sequence, up to the number of groups needed (e.g. for four groups, 1, 2, 3, 4; 1, 2, 3, 4, etc.). Then all the 1s form one group, the 2s another, and so on. Alternatively, use letters of the SESSION alphabet or names of fruit. Be clear after you have split the groups where each group should work.

III. Sinking ship

Clear a large space, climb onto a chair and explain that you are the captain of a ship and the ship is sinking. Ask everyone to clap and repeat after you ‘The ship is sinking, the ship is sinking’. Explain that the only way for people to save themselves is to jump into a lifeboat containing a precise number of people – you will call out the number required. Start the chorus and then yell out a number e.g. eight. Everybody should now rush to find seven other people to form a lifeboat. This should provoke much noise and laughter. Repeat a few times with different numbers until you feel the group is ready to stop, and then yell out the number you want for small group work.

IV. Sorting Hat

Give each team a name, put the names on slips of paper and put them into a hat. Have each

participant pull a team name from a hat. They join the teams whose names they pulled.

V. Pairs

For making pairs, put a slip on each participant's back with one of a famous pair: cricket bat and ball, football and boots, cup and saucer, etc. Ask participant to find the other of the pair.

Giving instructions

Each session has step-by-step instructions on how to conduct the listed activities. To successfully conducting these activities, it is important to provide the instructions to the

participants clearly. Following are some tips on how to give instructions well:

- Signal that you are going to give instructions.
- Say the instructions a minimum of three times.
- Get participants to explain back to you what they have to do.
- Give step-by-step instructions to the participants and allow them to complete each step before giving instruction for the next step.
- Practice giving instructions before the session.

Module: Our Community Resources

Overview

Informal sector waste recyclers often live in isolated pockets and live with little support from others. In such a scenario, mapping their own community assets becomes a foundation for community improvement strategies. Identifying and mobilizing community assets enables recycler community to gain control over their lives. People can become active shapers of their own destinies, instead of passive clients receiving services from a variety of agencies. This also helps informal sector waste recyclers identify strengths of their community and build a sense of pride.

This module aims at building capacities of informal sector waste recyclers to identify community resources, build community maps and think of potential changes that they would want to see in their communities. Participants will be encouraged to map the community assets such as :-

- Skills, knowledge, talents and experience of local residents
- Community associations
- Businesses

- Schools, churches, libraries and other institutions that operate within the community
- Municipal services such as police, fire, parks and recreation services
- Other social services and community organizations
- Physical structures; e.g. heritage buildings
- Natural resources; e.g. river, trees, green space







They would then be guided to identify community constraint and advocate for change.

Learning Outcomes

At the end of this module participants will be able to:

- a. Define resource mapping
- b. Identify the benefits of creating a community resource list;
- c. Understand the basic issues to consider when creating a resource list;
- d. Learn the process of creating and updating community maps.

SESSION 1: MEANING OF RESOURCES

	<p>At the end of this session participants will be able to</p> <ul style="list-style-type: none"> ✓ Understand the meaning of resources ✓ Categorize resources into natural resources, capital resources and human resources. ✓ Identify examples of capital, natural, and human resources from their communities. 	
	<p>Story card of 'Little Red Hen', Old Magazines, Scissor</p>	
	<p>Story telling</p> <ol style="list-style-type: none"> 1. Tell participants the story of Little Red Hen (See next page) using the story cards. 2. Ask the participants: <ul style="list-style-type: none"> • What was little red hen trying to make? • What things she needed to make roti? • Of the things needed, categorize them into things and people <p>Of the things needed, can you think of any way in which these could be further divided?</p>	<p>30 min</p>
	<ol style="list-style-type: none"> 1. Congratulate the participants on classifying resources in three categories. Explain that the raw material required for making the roti, i.e. wheat and water are natural resources; the mill to grind the wheat, brown sac, tawa, rolling pin , rolling board are capital resources and hen, miller, dog, cat and mouse are all human resources. 2. Divide participants into groups and give old magazines to each group. Ask them to find- 5 of each, natural, capital and human resources. 	<p>10 min 20 min</p>
	<p>Ensure that the participants are listening and understanding the context of story being told.</p>	
	<p>Ask the participants to take a round of their community and list the entire natural, capital and human resources.</p>	<p>30 min</p>

कहानी - छोटी लाल मुर्गी

एक घर में एक लाल मुर्गी, एक बत्तख, एक छोटी बिल्ली और एक सूअर रहते थे। पूरे दिन लाल मुर्गी काम करती थी। बत्तख, बिल्ली, और सूअर बहुत आलसी थे। एक दिन मुर्गी को गेंहूँ के कुछ दाने मिले। उसने पूछा – “मुझे ये दाने बोन में कौन मदद करेगा?”

बत्तख ने कहा – “मैं नहीं”। बिल्ली ने कहा – “मैं नहीं”। सूअर ने कहा – “मैं नहीं”।

मुर्गी ने कहा – “फिर मैं ही करूंगी”।

मुर्गी ने दाने बोये। उसने पूछा, “इसे पानी कौन डालेगा”।

बत्तख ने कहा – “मैं नहीं”। बिल्ली ने कहा – “मैं नहीं”। सूअर ने कहा – “मैं नहीं”।

मुर्गी ने कहा – “फिर मैं ही करूंगी”।

उसने पानी डाला – कुछ दिनों के बाद, उससे छोटा सा पौधा बढ़ने लगा। मुर्गी उसे रोज पानी देती। कुछ दिन बाद उसमें बड़े बड़े गेंहूँ के दाने लगे।

मुर्गी ने पूछा, “इन दानों को काटने में मेरी मदद कौन करेगा?”

बत्तख ने कहा – “मैं नहीं”। बिल्ली ने कहा – “मैं नहीं”। सूअर ने कहा – “मैं नहीं”।

मुर्गी ने कहा – “फिर मैं ही करूंगी”।

मुर्गी ने दाने काटे, साफ किए और उसका आटा बनाया – फिर उसने पूछा, “इसकी रोटी बनाने में मेरी मदद कौन करेगा?”

बत्तख ने कहा – “मैं नहीं”। बिल्ली ने कहा – “मैं नहीं”। सूअर ने कहा – “मैं नहीं”।

मुर्गी ने कहा – “फिर मैं ही करूंगी”।

जब रोटी की खुशबू आने लगी तो बत्तख, बिल्ली और सूअर रसोई के तरफ भागे।

मुर्गी ने पूछा, “ये रोटी खाने में मेरी कौन मदद करेगा?”

सब चिल्लाये, “मैं, मैं।”

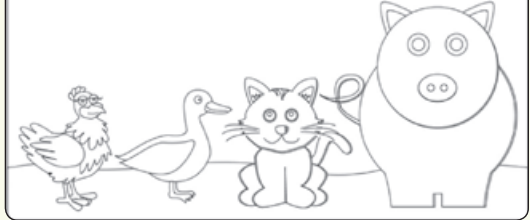
मुर्गी ने कहा, “तुम लोगो ने मेरी कोई मदद नहीं की। अब ये रोटी तुम्हें नहीं मिलेगी”।

मुर्गी ने वह रोटी अपने बच्चों के साथ मिल कर खाई और आलसी मित्र देखते रह गए।

छोटी लाल मुर्गी



एक घर में एक लाल मुर्गी, एक बत्ख , एक छोटी बिल्ली और एक सूअर रहते थे।
पूरा दिन लाल मुर्गी कान करती थी। बत्ख, बिल्ली और सूअर बहुत आलसी थे।



बीज बोने में मेरी मदद कौन करेगा?



“मैं नहीं”

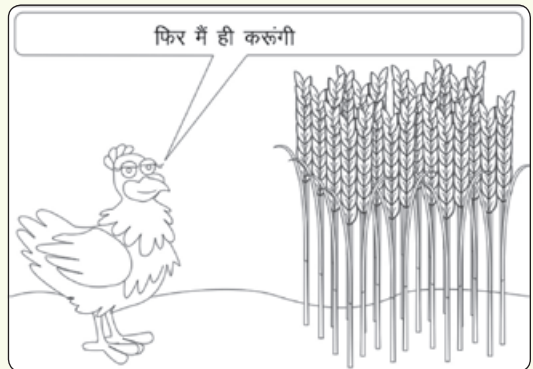
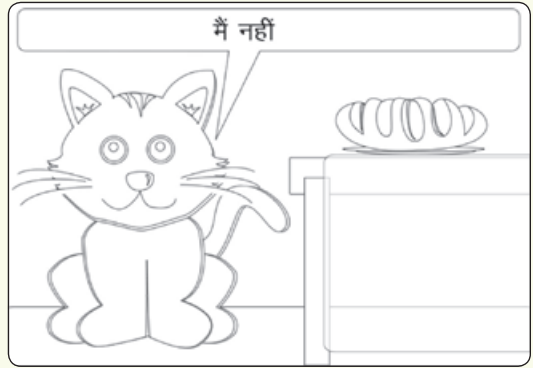
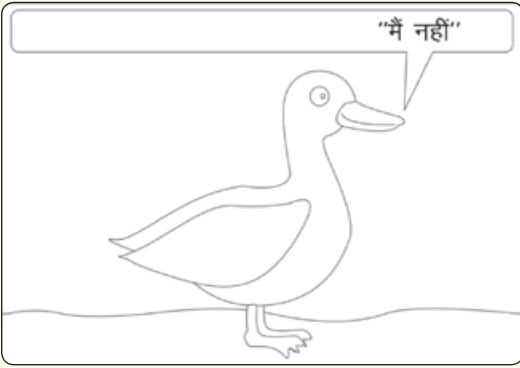
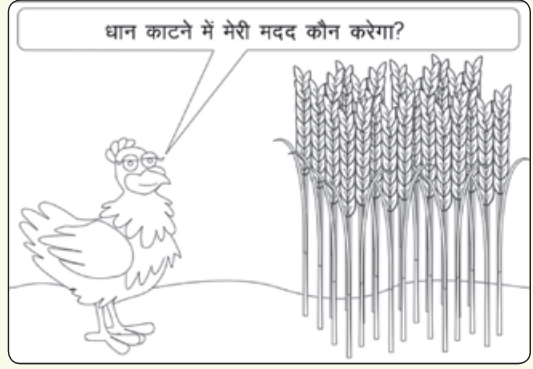


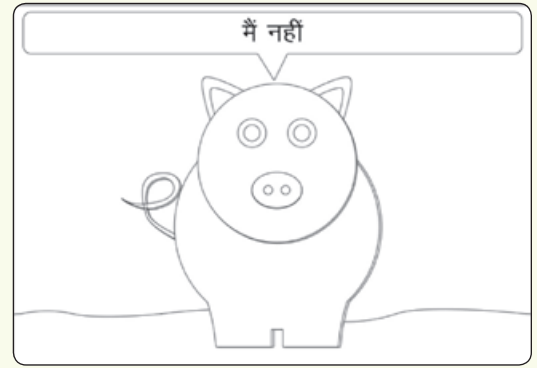
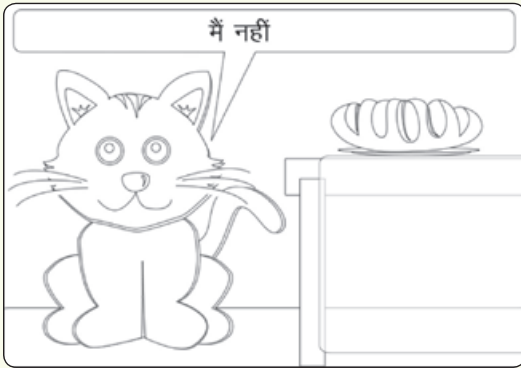
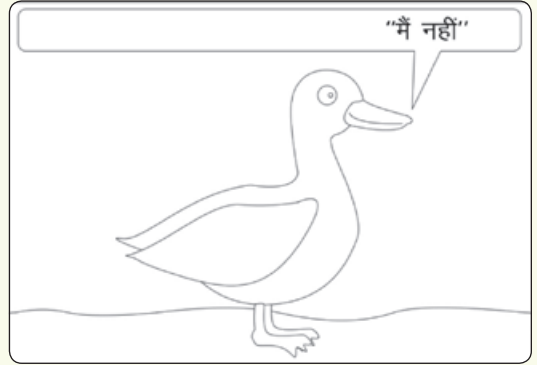
मैं नहीं

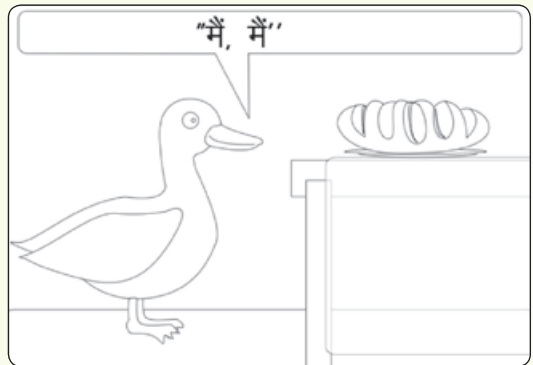
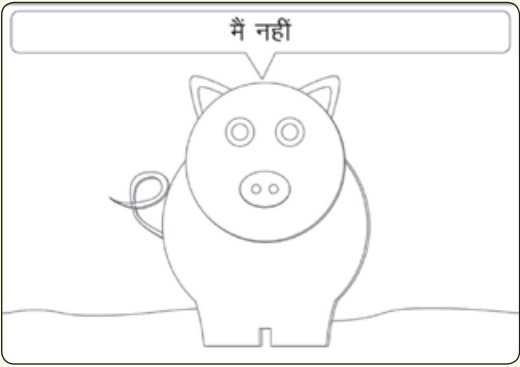
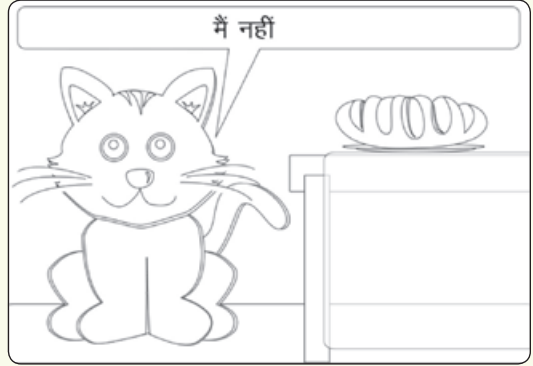
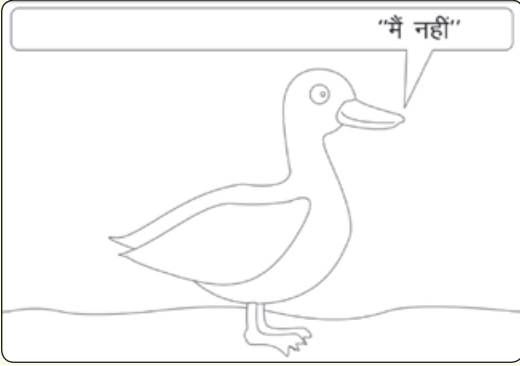


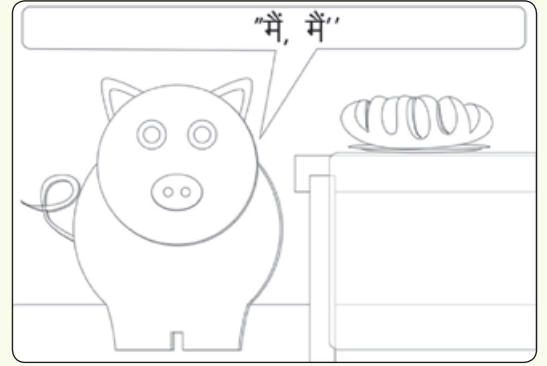
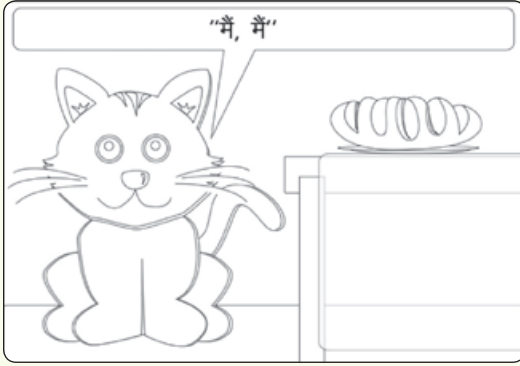
मैं नहीं























SESSION 2: INFORMAL SECTOR WASTE RECYCLERS - A VALUABLE HUMAN RESOURCE

	<p>At the end of this session participants will be able to:</p> <ul style="list-style-type: none"> ✓ Appreciate the important role waste recyclers play in keeping cities clean. ✓ Build dignity of labor for informal sector waste recyclers ✓ Sensitize them on role of educating their children in improved livelihoods for future 	
	<p>“Thank you Dost” video made by citizens for waste recyclers</p>	
	<p>1. Recapitulate the concept of Human resources. Ask the participants to list all the human resources that are Help in smooth functioning of a city. (police, judiciary, government etc). Ask:</p> <ul style="list-style-type: none"> • Who constructs roads, bridges etc (Construction workers) • Who ensures that the greenery in cities is maintained (gardeners) • Similarly, who keeps the city clean? (Waste recyclers). In case none of the participants mention “waste recyclers”, ask: “Who keeps cities clean?” <p>Ask participants to imagine our city without waste pickers, kabadis and recyclers. Reinforce that without the important army of cleaners, our city would not only be dirty but also highly polluted. Highlight their role as waste pickers, recyclers and waste-traders as an important human resource of our city Delhi. Tell them that they are the backbone of waste management and recycling industry .It is because of their important and hard work that municipal corporation saves Rs. 6 Lacs daily.</p>	<p>20 min</p>




	<p>Video:</p> <ol style="list-style-type: none"> 1. Show the video – “Thank you dost” 2. Ask: <ul style="list-style-type: none"> • How did it feel to view the video? • What do you feel about your role in cleaning the cities clean? 3. Encourage the participants to think of a sign to congratulate themselves on this important role. (This sign or gesture should not be a clap). 4. Divide the group into 5 smaller groups. Ask the participants to designate one group leader. Give one statement to each group and ask participants to discuss the statement and share the key points with the whole group after a 15 minutes discussion. <ul style="list-style-type: none"> • It is alright for children to do waste-related work • Poverty prevents children from going to school • Education is crucial to put an end to children working in waste. • Adult informal sector waste recyclers play a key role in preventing children from being engaged in waste related work 5. Reassemble the whole group and ask group leaders to come and present views of their group members on the point assigned to them. After each presentation ask other participants to add points. 	<p>15 min</p> <p>15 min</p> <p>30 min</p>
	<p>Ensure participation of everyone in the discussion. Ensure that the group discussion does not turn too argumentative.</p>	
	<p>Conclude by saying poverty is a cycle and for this cycle to break, it is crucial that children are directed to schools. Redirecting children to school is better for families in the long run than letting them continue to work. Children who work suffer the psychological and physical consequences of hard work and end up as unemployed adults relying on their own children to provide income. Highlight that Adult informal sector waste recyclers and their collectives (Safai sena) are best placed to help prevent children working in waste, particularly in the areas of awareness-raising and the monitoring of children as they interact daily with them. The unions the best advocates for free and quality Education for All.</p>	<p>10 min</p>




SESSION 3: ELEMENTS OF COMMUNITY

	<p>At the end of this session participants will be able to:</p> <ul style="list-style-type: none"> ✓ Identify and develop their sense of connectedness to local community. ✓ Identify and list various elements of their own community <p>Create a draft list of community resources (people, places, organizations, skills)</p>	
	<p>Flip charts, markers</p>	
	<ol style="list-style-type: none"> 1. Have participants sit in a circle. 2. Begin a discussion to review the concept of a community. Reinforce that communities are groups of people who live in the same place and/or share similar beliefs. 3. Explain participants that their community is in a certain neighborhood (south Delhi, North Delhi, and east Delhi), state (Delhi/UP), country (India), and planet (Earth). 4. Explain that there are various versions of communities (ex: classroom, school, neighborhood, city, online community, global community). 	<p>20 min</p>
	<ol style="list-style-type: none"> 1. Explain that communities are made up of individuals, families, resources, services, and institutions. 2. On a flipchart, make five circles at the periphery, label them as individuals, families, resources, services, and institutions and in the centre write 'I'. 3. Ask questions such as: <ul style="list-style-type: none"> • What organizations/establishments are parts of your life (ex: association, union, recreation, religious institution, etc)? • Who is important in your life (ex: family, friends, etc)? • What kinds of jobs do these people have (ex: teacher, truck driver, waiter, etc)? • What kinds of things do your family, your friends, and you need to live (ex: water, food, shelter, health, etc)? Record participants' ideas as they give them. • How do you think all of the elements of a community should interact (ex: share things, work together) 4. Note the resources on a flipchart and keep the flipchart safely for session 4 	<p>30 min</p>







	<p>Song on Role of Recyclers:</p> <ol style="list-style-type: none"> 5. Ask the participants to work in groups and create a song highlighting the importance of informal sector recycler community in keeping cities clean. 6. Ask each group to present their songs 7. Ask groups to discuss and agree upon a winning song. 	15 min
	<p>Ensure participation of all participants in the discussion. Encourage quieter participants to respond and contribute</p>	
	<p>Remind participants that building community is difficult and takes work. Explain that successful communities share resources and services equally, value all members, and work together. Remind them that each of them play an important role in each community they are part of and they should work towards building stronger communities.</p>	15 min

SESSION 4-5: UNDERSTANDING MAPS AND MAP SYMBOLS

	<p>At the end of this session participants will be able to:</p> <ul style="list-style-type: none"> ✓ Develop a context for reading maps by examining a familiar area: their own neighborhood. ✓ On a map, identify key resources of the local community ✓ Recognize key map symbols <p>Create symbols for community resources.</p>	
	<p>Delhi Map with symbols for temple/ restaurants/ mosque etc.</p>	
	<p>Explain that participants will learn a skill that they will use for the rest of your life. Tell them that they are going to learn how to read maps.</p> <p>Group Discussion:</p> <p>Introduce class to the idea of maps with a whole group discussion.</p> <ul style="list-style-type: none"> • Do you know what maps are? • Have you ever looked at a map? • Why did you look at the map? • Were you trying to go somewhere? • What did you notice about the map? <p>Describe that maps are drawings that show where things are. Highlight that it is important to be able to read maps because they Help you when you are traveling or trying to find where you want/need to go.</p>	15 min

	<ol style="list-style-type: none"> 1. Tell the participants that you will show them a map and guide them in reading it. Instruct the participants to look at the maps displayed. Point at different map symbols in the map and ask them to guess what the symbols mean. 2. Show the flipchart from Session 3. Encourage participants to think of symbols for the resources they have listed. <p>Creating Map symbols</p> <ol style="list-style-type: none"> 3. Divide the participants into teams depending upon the locations they have come from e.g. participants living in Nizammuddin form one team, those in Bhalswa form another and so on. 4. Tell the teams: “We know a lot of things about our communities. Every community has assets; facilities such and libraries and community centers, valued businesses, parks and forests are obvious. But most importantly the people and their capacities; organized community groups or individuals who have skills and talents. All of these things can be mapped to create a picture of the community that shows its capacity and its potential.” 5. Ask the teams to draw symbols for the following: <ul style="list-style-type: none"> • Think of one thing that instantly springs when the name of your community is uttered (E.g. Nizammuddin= Dargah; Tughlakabad extension = Tughlakabad fort or Learning centre). Make a list of all the natural, capital and human resources at this place • What are the resources closest to this key place? Think of all the places and people that radiate from here. Make a list of all those resources. • List all the institutions as you create the list- Schools, mosque, temple, offices, NGO centers etc. • Once you have completed the list, create symbols for each of the assets or resources • Once all the teams have created symbols, share each symbol and agree on common symbols that all groups will use. 	<p>15 min</p> <p>15 min</p> <p>40 min</p>
	<p>Keep the flags created by each team in labeled bags and save them for next session</p>	
	<p>Tell the participants that they would be creating maps of their community in next session.</p>	<p>5 min</p>

SESSION 6-7: CREATING COMMUNITY MAPS

	<p>At the end of this session participants will be able to:</p> <ul style="list-style-type: none"> ✓ Create a community map for their location ✓ Appreciate strengths of their community. <p>Compare and identify scope for improvement in their communities</p>	
	<p>Community maps either purchased or printed from google maps. (In case the maps are not available, teams could be encouraged to create their own community maps by drawing all streets in their community)</p>	
	<ol style="list-style-type: none"> 1. Recapitulate the previous session. 2. Ask the participants if they saw any additional resource when they went back? 3. Ask them to draw symbol for those resources. 	<p>20 min</p>
	<ol style="list-style-type: none"> 1. Give each team their map symbol bag. 2. Give them their community maps and ask them to mount their respective on a cardboard 3. Ask the participants to place the flags on their maps. 4. Once done, display community maps on the wall or an easel and take picture of the map. 5. Allow the teams to look at each others' community map. 6. Ask each team to think of ways they could use these maps: <ul style="list-style-type: none"> • The maps could be used to conduct trips to their communities so that more awareness is raised about their communities 2. They could be used to identify resource gaps in the community and the team could take action to fill these gaps 	<p>60 min</p>
	<p>Keep the flags created by each team in labeled bags and save them for next session</p>	
	<p>Brainstorm ways to ensure that the maps are utilised for the purposes identified. Tell the participants that these maps will be used for sessions later in the training.</p>	<p>10 min</p>



**Chintan Environmental Research
and Action Group**

238, Sidhartha Enclave, New Delhi - 110014, India

Email: info@chintan-india.org

Phone: +91-11-46574171 or 46574172

Website: www.chintan-india.org