

Changing habits, Saving lives

*Occupational Safety & Health for Informal Waste Workers:
A Behaviour Change Toolkit for Trainers*



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Abbreviations & Key terms

Abbreviation / Key term	Explanation
Informal Waste Workers (IWWs)	Workers in the waste and recycling sector whose remunerative work (i.e. both self-employment and wage employment) is not registered, regulated, or protected by existing legal or regulatory frameworks, as well as non-remunerative work undertaken in an income-producing enterprise. Informal workers do not have secure employment contracts, workers' benefits, social protection, or workers' representation (including waste pickers).
OSH	Occupational Safety & Health
PPE	Personal Protective Equipment

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Introduction

Why this toolkit

Informal waste workers play an important role in India's waste system. Every day, they help cities function by collecting, transporting, sorting and recovering recyclable and reusable materials. Their work protects the environment, reduces waste going to landfills, and helps keep communities cleaner and healthier. Even so, many waste workers face unsafe working conditions, poor access to health services, little recognition, and limited protection.

Partners working in the combi-track approach – WASTE, Mondiaal FNV, Trust of People, Hasiru Dala, and the Alliance of Indian Waste Pickers – saw a clear need for training that is practical and easy to use. Surveys and earlier training activities under WASTE's FINILOOP programme showed that workers benefit most from simple, action-focused learning. This includes learning that helps improve safety, strengthen organisation, and support access to health services and rights.

This toolkit is part of a broader effort to support informal waste workers to learn together, organise their work, and build safer and more secure working lives.

This manual is designed for:

- community leaders within waste worker cooperatives or groups
- staff from NGOs or municipalities who want to work more effectively with informal waste workers.



A behaviour change toolkit for trainers

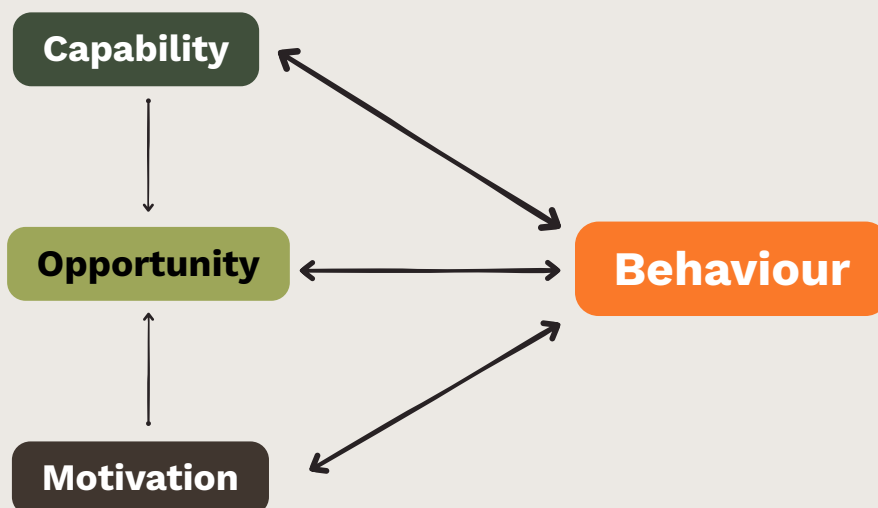
This toolkit is made for trainers who work closely with informal waste workers. It is different from the more technical toolkits on Occupational Health and Safety (OSH). This toolkit does not focus mainly on teaching OSH rules or giving technical information. Instead, it focuses on helping people change what they do in their daily work. The goal is simple: safer actions in real life.

Trainers support this by building trust, treating everyone as equal, and creating space for people to share their own experiences. Learning happens through doing, discussing, and trying out small changes that fit their reality.

Behaviour change takes time and happens in small steps. People will not change just because they hear new information. They change when they have the:

- knowledge and skills to change (Capacity)
- chance to implement the changes in their daily work (Opportunity)
- willingness to change (Motivation)

This is called the COM-B model.



In this toolkit, each session helps to build one or more of these elements. For example, stories and group discussions can increase motivation, practical exercises build capacity, and working together or using simple tools can improve opportunity. When these three come together, real change becomes possible.

Training audience

This learning journey is based on the experiences of informal waste workers in India. With small changes to the context, it can also be used by informal waste workers in other countries who want to work more safely, support each other, and build a better future for themselves and their families.

The overall goal

Improving occupational safety and health (OSH) is not only about equipment. It is also about how people work together, how confident they feel, how they communicate, and how they deal with systems such as municipal offices, health schemes, or local banks. This manual supports waste workers to build these skills step by step.

The learning journey focuses on a change that partners in India see as both urgent and realistic:

Informal waste workers get organised in groups to improve their health and safety through shared knowledge and access to protective measures.



The learning journey

This training manual is set up as a learning journey. It helps informal waste workers work more safely, become more confident, and organise their work better. The journey is made up of short and practical sessions of 1 to 1.5 hours. The sessions build on each other and allow people to learn step by step, at their own pace. Although sessions can be used in any order, it is recommended to start with three basic sessions:

- 1. Understanding daily OSH risks**
- 2. Organising OSH: Who does what when something happens?**
- 3. Working together to improve OSH**

These sessions form the foundation of the learning journey. They help workers develop a shared understanding of safety and health risks and build confidence to act together. They also introduce the importance of group organisation, which is central to this training.

After completing Sessions 1 to 3, follow-up sessions can be selected based on the needs and interests of the group. Not all groups face the same challenges. For this reason, the learning journey offers different options:

- A. Observation at work**
- B. Communicating OSH issues**
- C. Financial preparedness**
- D. Using PPE effectively**
- E. Ergonomic working**

Occupational Health and Safety for informal Waste Workers *A learning journey*

Basic training

1. Understanding daily OSH risks

2. Organising OSH: Who does what when something happens?

3. Working together to improve OSH

Optional follow-up modules

A. Observation at work

B. Communicating OSH issues

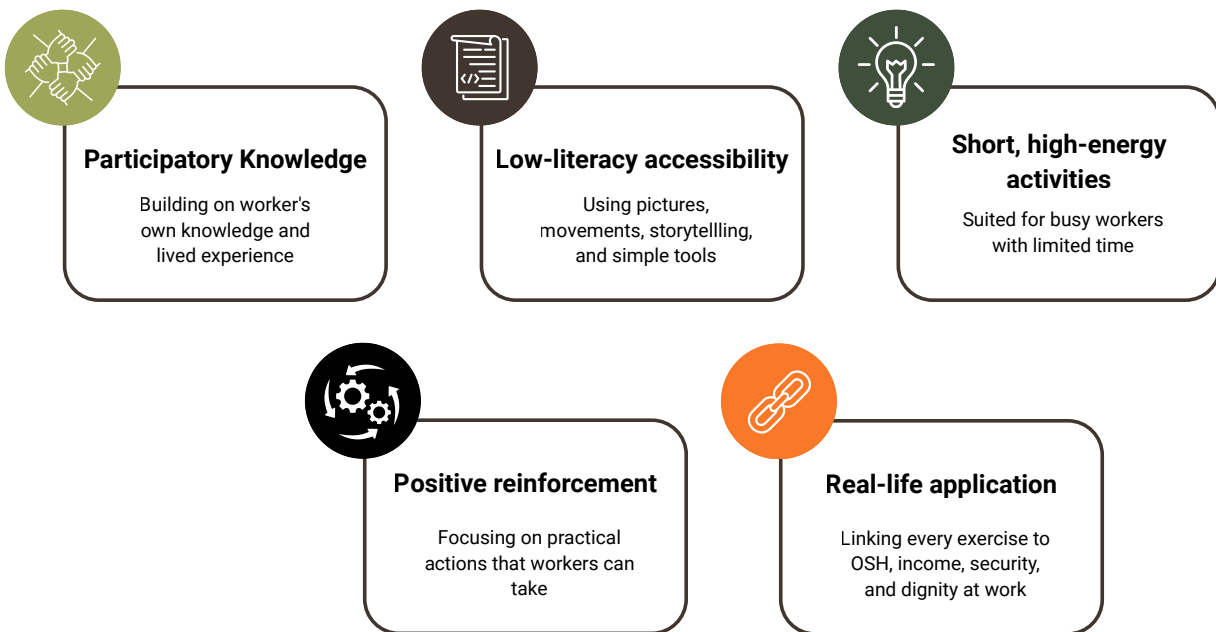
C. Financial preparedness

D. Using PPE effectively

E. Ergonomic working

Training approach

The sessions are created for groups of 10-15 participants. The training sessions use pictures, stories, hands-on activities, and simple tools so that everyone can participate fully, regardless of reading or writing skills.



Tips for trainers

Summary

Training is an interaction between the trainer and participants. To stimulate interaction, it is most important to make a relation with the participants - make them feel at ease.

In addition, facilitation skills are important. The main skills are: giving clear and concise instructions; guiding a meaningful discussion through preparation of questions and methods; keeping time; and dealing with difficult situations. If you master these skills, the participants will feel safe, relaxed and encouraged to learn.

Good training starts with a good and equal relationship.

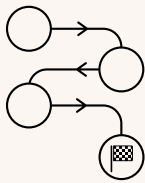
As a trainer, you and the participants are equal. You are not there to speak to people, but to learn with them. To create a safe and open atmosphere, it helps to start with a simple energiser. This helps people relax and connect with each other (see the annex for ideas).

Training is not about giving a long presentation. It is about interaction.

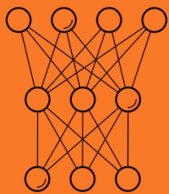
People do not learn most from slides or speeches. They learn from talking together, asking questions, and reflecting on their own experience. People learn best by doing. Working in small groups, trying things out, and discussing with each other helps learning stick. Feedback from the trainer and from other participants is also important. Training means guiding the process and encouraging participation.

This requires a specific set of skills. We call these facilitation skills.

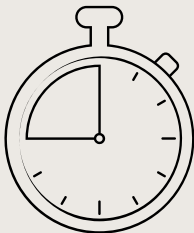
The most important facilitation skills are:



1 - Giving instructions



2 - Facilitating the discussion after an assignment and in general



3 - Time keeping



4 - Dealing with difficult dynamics in the group

1 - Instruction of assignments

Assignments are a core element of training. During an assignment, participants usually work in groups. As a trainer, it is not possible to be with them all the time. Therefore, it is very important that you give clear instructions.

Important ingredients for clear instructions are:

-  Introduce how the assignment is part of the session. For example: we will first do this assignment, then we will discuss it afterwards.
-  Use clear and plain language: for example: "discuss three statements".
-  With complex exercises: demonstrate in plenary first.
-  Indicate how much time the participants can work on the assignment. Give an end time.
-  Check if the assignment is clear. Always give participants the opportunity to ask questions for clarification before they break into small groups.
-  Give the starting signal for the assignment. Give a short summary of the assignment, repeat the end time, repeat instruction first step of assignment.
-  Walk past all groups to check if they are doing what you had expected them to do.

2 - Facilitation of discussion

Discussion after an assignment

The plenary discussion after an assignment in small groups often takes a lot of time. It easily becomes repetitive and boring. Your role as trainer is to make sure that this time is used for further thinking, instead of reporting and making inventories of what each group has done.

To achieve this, you can think of three ways:

- 1 the way you structure the reporting
- 2 how you can activate the group
- 3 how you prepare yourself for a few interesting remarks and feedback.

Structure the reporting

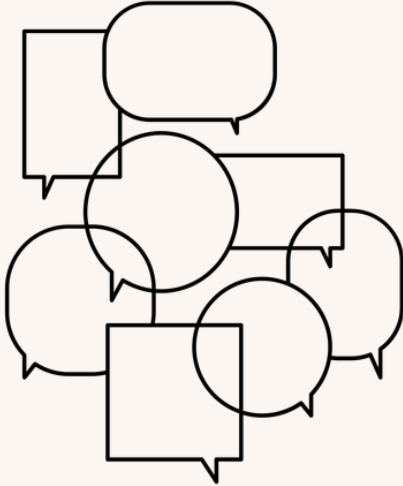
Think beforehand how you are going to ask the subgroups to report to the plenary. You can do this in different ways:

- It is not always needed for all groups to present. Ask one group to present, and the other groups can add what hasn't been said yet;
- Ask for reactions to the subgroup presentations. To avoid long discussions, some people can react, but not everybody;
- Ask the subgroups to bring forward one question that they would like to be answered (by you or by the group) or ask them one statement or one conclusion or cartoon in which they grasp the essence;



Activate the group

When a group is reporting, decide if you can give a specific assignment to the listeners; this way, you activate the whole group.



- You can ask subgroups to give advice, to ask a question that should make others think, etc.
- You can also ask people to compare the results presented by the groups. Possible comparing questions might be: What are the differences in approaches that you saw? Which approach did you like best? What is most risky? Why?

Prepare yourself for interesting points

As a trainer, listen to discussions in subgroups and be attentive to issues that they are dealing with. Do not resolve everything in subgroups, because then you lose issues for the plenary discussion.

Ask subgroups to bring in the plenary the interesting points and questions. This way, everybody will learn and get the opportunity for further thinking.



Discussions in general

After a presentation, you want a fruitful discussion. As a trainer, you often start to stimulate the group with a question. You can prepare these questions beforehand. During the discussion, it is your task to stimulate the group to discuss with each other, rather than with you. This can be done in different ways.

- ✓ Participants often look at you when they make their contributions. Don't look back but look at others
- ✓ Sit down: it shows there is time for discussion ('I am one of the group')
- ✓ Give several people the chance to react
- ✓ Ask people to react to one another. Use questions like: 'What is striking?' or 'What do you think?'
- ✓ Assure the discussion has sufficient concrete examples and conclusions
- ✓ If it's time to sum up, ask somebody from the group their conclusions, for example: 'What are the three best tips?'



To guide a valuable discussion is very hard. It is a complex didactical skill. The most important thing is to practice.

Never pretend that you know everything; there is no need to understand everything, and participants will not think less of you if you have to admit that you are not perfect either. It lowers the bar for the participants. **In the end, we are all learners!**

3 - Dealing with time

For starting trainers, planning is often an urgent question.

Dealing well with time and a flexible approach to the session as you planned it, is something that comes with experience.



Here are some basic tips that will help:

- ✓ Dare to cut off a discussion if it does not add to your learning objectives
- ✓ Not everything that is said is relevant. Cut short irrelevant remarks in a nice and respectful manner
- ✓ Give the end time to subgroups; 'be back at...'
- ✓ Warn people when they have 5 minutes left
- ✓ If you are running out of time, discuss with the participants what they want to tackle most; don't do it alone.

Do not promise too much in the programme. Better promising less and then doing something extra, than participants being unsatisfied because you could only tackle half of the programme topics.

4 - Difficult group dynamics

Some training groups work well and are easy to guide. Others can be more difficult. In these groups, people may argue, behave in an aggressive or unacceptable way, or talk too much and try to control the discussion. When this happens, stay calm and professional. Take a short step back, look at what is happening, and choose the best way to bring the training back on track.

On the next page, we present some tips for dealing with difficult dynamics, based on The Facilitator's Toolkit: Tools, Techniques, and Tips for Effective Facilitation, NHS Institute for Innovation and Improvement (2009).

Challenge	Common mistake	Better approach
One person talks too much and dominates the group 	New facilitators often try to stop this person directly, for example by telling them to speak less or pointing out that they take too much time. This can make the situation worse and give the person even more attention.	When one person speaks too much, others speak too little. Instead of focusing on the dominant person, encourage quieter participants to share their views. Give space to the rest of the group. This helps balance participation without creating conflict.
One or two people stay silent while others speak a lot 	Trainers may call on a quiet person directly and ask them to speak. This can make the person uncomfortable and cause them to withdraw even more.	Invite input from the whole group by saying you would like to hear from people who have not spoken yet. Working in small groups is often even better, as it allows quieter participants to share their ideas without pressure.
Low participation by the entire group 	When the group is quiet, it may seem like the training is going well. Trainers may think that silence means agreement and do nothing to involve people more.	Change the way people work. Use small groups instead of big discussions. This helps people feel safer and more comfortable. Simple activities like listing ideas together can also encourage more participation.



Observing behaviour change

Why would you observe behaviour change?

The goal of this learning journey is not to share information, but to help waste workers to work more safely in their daily lives. Real change often starts with small actions, such as lifting differently, using PPE more often, or helping a co-worker. Trainers play an important role in noticing these changes, encouraging them, and helping them grow.

When to observe behaviour change?

Behaviour change can be seen before, during, and after the training sessions. Before training starts, trainers could observe how waste workers usually work. For example, how they lift and carry waste, how they sort materials, how they react to risks, and how they work together. This helps trainers understand what is normal at the start.

During and after the sessions, trainers should look for small but real changes in daily work, communication, and cooperation. Behaviour change is often easiest to see between sessions, when workers try out new ideas at their workplace.

Trainers can ask group leaders to share photos or short videos (with consent) that show what people are doing differently. Follow-up visits and conversations with leaders help identify which changes continue over time, which spread to others, and where more support is needed.



What to look for? (Practical signs of change)

- 1 **Observe actual behaviour:** Focus on what people do, not only what they say: How do they lift, carry, or sort? Do they ask for help more often? Do they react differently when something goes wrong?
- 2 **Small but real changes:** Look for small actions, such as: pausing before lifting or sorting, adjusting posture or position, stopping briefly to check a risk, choosing to work together instead of alone. Small changes matter.
- 3 **Ask reflective questions** instead of checking compliance: If you can't observe the behaviour, you can ask reflective questions as an alternative. Be aware that you do not ask compliance questions.
Instead of asking: "Are you following the rules?"

Ask:

-  "What is easier now than before?"
-  "What do you do differently when something happens?"
-  "What still feels difficult?"

These questions encourage reflection and honest answers.

How to support behaviour change

When trainers see positive behaviour:

-  Name it: Say what you see.
-  Reinforce it: Explain why it matters for safety and health.

Example: "I noticed you lifted together today. That's great. It protects your back!"

Trainer Observation Notes (Behaviour change)

Tip: Print this page during visits, follow-up sessions, or informal observation

Group / Location:

Date:

Session(s) completed:

- | | |
|--|---|
| ☐ Understanding daily OSH risks | ☐ Communication OSH issues |
| ☐ Organising OSH: Who does what? | ☐ Financial preparedness |
| ☐ Working together to improve OSH | ☐ Using PPE effectively |
| ☐ Observation at work | ☐ Ergonomic working |

Observed behaviour changes

1 Individual practices (using PPE, posture, lifting, observation):

2 Working together (support, coordination, shared action):

3 Organisation during incidents or risks (roles, response):

4 Communication (confidence, clarity, speaking up):

Challenges or barriers observed:

Follow-up ideas (for next session or visit):

[illegible]

Optional notes from group leaders and/or trainers (photos / voice messages / stories):

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

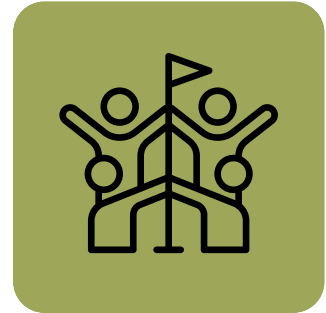
Session outlines



1. Understanding daily OSH risks



2. Organising OSH:
Who does what when something happens?



3. Working together to improve OSH



A. Observation at work



B. Communication skills



C. Financial preparedness



D. Using PPE effectively



E. Ergonomic working

Session 1 - Understanding daily OSH risks



1 hour

Session goal

Waste workers recognise the main safety and health risks in their daily work, become more aware of their own practices and feel encouraged to share experiences with one another.

Learning objectives

By the end of this session, waste workers:

-  Identify common OSH hazards in their work environment.
-  Describe where injuries and health problems typically happen in their daily tasks.
-  Share personal examples of how they try to stay safe.
-  Become aware of the first small steps they already take for their own protection.

Key messages



• *Everyone experiences safety and health risks.*

• *Many risks become “normal” because they happen everyday. But they still affect the body, income, and the wellbeing of workers and their families.*

• *Recognising risks is the first step to staying safe. Knowing where danger comes from, you can start to make small changes to protect yourself.*

Materials

- 4 picture cards (see annex)
- Large body map(s)
- Picture icons (see annex)
- Stickers or markers
- Traffic light cards (red, yellow, green)
- Phone or camera

Session 1 - Understanding daily OSH risks

Background information

Informal waste workers face many safety and health risks every day - sharp glass, infections, heavy loads, traffic, extreme heat, dogs, and unsafe sorting spaces. Because these risks are part of daily life, they often become “normal,” and people continue working through pain, illness, or small injuries. But, unrecognised risks can grow over time: a small cut can become an infection, long periods of bending can lead to chronic back problems, and repeated exposure to dust or wastewater can cause breathing or skin issues.



Becoming aware of risks is the first step toward protecting oneself and others. When workers recognise what causes harm, where it happens, and how often it occurs, they can start making safer choices -individually and as a group. Awareness also helps workers explain their challenges more clearly to municipal officers, health staff, or organisations that support them.

In short, understanding daily OSH risks gives workers more control, confidence, and voice in improving their safety and wellbeing.

Session 1 - Understanding daily OSH risks

Session Flow

Part 1 – Warm-up: “Safety corners” (15 minutes)

1. Prepare four corners of the room with picture cards representing:



Injuries (cuts, falls, sharp objects)



Health issues (cough, infections, stomach problems)



Heavy work (lifting, long hours, body pain)



Environment/animals (heat, dogs, unsafe surroundings)

2. Ask participants: “Which type of problem do you face the most during your work? Please stand in the corner that fits your experience.”

3. Invite one volunteer per corner to briefly share an example.

4. Wrap up: “We already see that many of us face similar challenges.”

Facilitation tips:

- Encourage movement and laughter — keep it light but meaningful.
- Reinforce that everyone’s experience is valid.

Session 1 - Understanding daily OSH risks

Part 2 – Mapping daily OSH risks (30 minutes)

1. Place a large body map or workplace map on the floor or wall.
2. Ask guiding questions:



"Where do you get hurt?"

"Where do you feel pain at the end of the day?"

"Where do accidents happen most often?"

3. Participants draw on the map, or place picture icons (sharp glass, heat, heavy bags, animals, dust, wastewater, needles, etc.)
4. Summarise the clusters: "These are the risks many of us face. This is our starting point for improving safety."

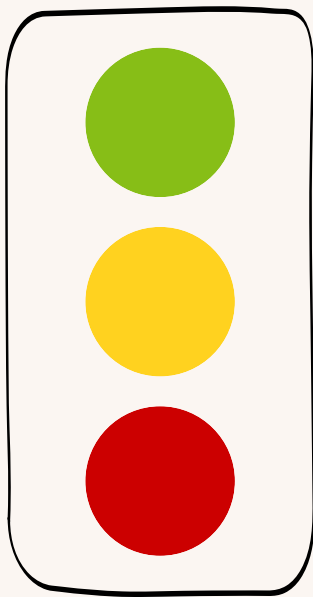
Facilitation tips:

- Encourage workers to stand close to the map and discuss freely.
- Bring multiple maps, so that participants can work in small groups (max 6 people per map)
- Validate all contributions.

Session 1 - Understanding daily OSH risks

Part 3 – Reflection: Traffic light check (10 minutes)

1. Give each participant three coloured stickers (or cards, caps, or cloth pieces):



“Green: I understand this risk well.

Yellow: I am unsure or need more information

Red: This risk worries me the most.

2. Read out the main risks identified on the map.
3. Participants raise the colour that matches how they feel.

Facilitation tips:

- Create a supportive atmosphere — no right or wrong answers.
- Highlight shared concerns: “Many of you raised red for this risk. In Session 2 and 3 we will look at what we can do together.”

Session 1 - Understanding daily OSH risks

Part 4 – Closing and link to next sessions (5 minutes)

1. Ask participants to stand around the completed risk map(s).
2. Take a group photo (with consent).
3. Close with: “Today we understood our daily risks. Next 2 sessions, we will look at how risk prevention and management can be organised, and what we can change together to improve our safety & health at work.”



Facilitation tips:

- Keep the tone motivational.
- Use the photo at the start of Session 2 and/or 3 to reconnect the learning.

Session 2 - Organising OSH: Who does what when something happens?



1 hour

Session goal

Waste workers understand how work is organised in their workplace, recognise who is responsible for preventing risks and responding to incidents, and practise how to act together when something goes wrong.

Learning objectives

By the end of this session, waste workers:

- ✓ Recognise that every workplace has organisation, even when work is informal.
- ✓ Identify different roles related to safety and health at the workplace.
- ✓ Understand who is responsible for what before, during, and after an incident.
- ✓ Distinguish between working alone and working in a group, and what this means for safety.
- ✓ Practise responding to an incident through role play, using coordination and communication.

Key messages

• *Every workplace has organisation, even when work is informal. People know what to do when something happens, even if these roles are not written down.*

• *When roles are unclear, incidents become more confusing and risky.*

• *Clear roles before, during, and after an incident help people act faster and calmer.*

• *When people work together in a coordinated way, risks are reduced and recovery is easier.*

Materials

- Space for role play
- Flipchart or ground drawing
- Markers or chalk

Session 2 - Organising OSH: Who does what when something happens?

Background information

Informal waste work is often described as “unorganised,” yet in reality, many forms of organisation already exist. Workers follow routes, share spaces, support each other informally, or work in sorting groups with implicit rules. When an incident occurs, however, unclear roles can lead to confusion, delays, or additional risks.

This session helps make organisation visible. By starting with a realistic incident, participants experience how roles emerge naturally—and where gaps exist. The focus is not on creating formal hierarchies, but on clarifying who does what so that risks can be prevented and incidents handled safely, whether workers are alone or part of a group.



Session 2 - Organising OSH: Who does what when something happens?

Session Flow

Part 1 – Incident role play: “Something goes wrong” (10 minutes)

1. Introduce a realistic incident without explanation or instructions, for example:



A worker cuts their hand badly on broken glass.



A waste sorter faints due to heat.



A dog bites a worker on the collection route.



A sorting table collapses.

2. Ask participants to act out what would normally happen.

3. Assign roles loosely (worker, co-worker, bystander, group leader if relevant), or let them emerge naturally.

Facilitation tips:

- Keep the role play short (2–3 minutes).
- Do not interrupt - observe carefully who acts, who hesitates, and who takes initiative.
- Emphasise that there is no “right” or “wrong” at this stage.

Session 2 - Organising OSH: Who does what when something happens?

Part 2 – Reflection: What happened? (10 minutes)

1. Guide a short reflection with questions such as:

- ☒ *Who noticed the incident first?*
- ☒ *Who took action immediately?*
- ☒ *Who was unsure what to do?*
- ☒ *Was anyone giving instructions?*
- ☒ *What worked well?*
- ☒ *What was confusing?*

2. Highlight differences between:

- ☒ *working alone, and*
- ☒ *working in a group (e.g. sorting shed, cooperative).*

Facilitation tips:

- Encourage workers to stand close to the map and discuss freely.
- Bring multiple maps, so that participants can work in small groups (max 6 people per map)
- Validate all contributions.

Session 2 - Organising OSH: Who does what when something happens?

Part 3 – Making organisation visible: who does what? (15 minutes)

1. On a flipchart or ground drawing, list typical roles involved in waste work, such as:

- a. *Individual worker*
- b. *Co-worker / group member*
- c. *Group leader or senior worker*
- d. *Organisation / NGO / cooperative*
- e. *Municipality / contractor*
- f. *Health services*

2. Ask participants:

-  *"What can this person do to prevent risks?"*
-  *"What can they do during an incident?"*
-  *"What can they do after an incident?"*

3. Discuss how responsibilities change when someone is working alone versus in a group.

Facilitation tips:

- Encourage workers to stand close to the map and discuss freely.
- Bring multiple maps, so that participants can work in small groups (max 6 people per map)
- Validate all contributions.

Session 2 - Organising OSH: Who does what when something happens?

Part 4 – Role Play: The organised response (15 minutes)

1. Replay the same incident from Part 1. This time, assign clearer roles (e.g. first responder, helper, communicator, follow-up person).
2. Ask participants to act out how they would respond with this clearer organisation.

Part 5 – Closing reflection and take-home message (10 minutes)

1. Ask participants: “What was different in the second role play?” “What should be clearer in your workplace after today?”
2. Close with a key message: “When everyone knows their role, we can act faster, safer, and together.”

Optionally, ask groups to agree on one thing they want to clarify in their own workplace (e.g. who to call, who leads in an emergency).



Facilitation tips:

- Encourage calm communication and cooperation.
- Observe differences between the first and second role play.
- Highlight improvements.

Session 3 - Working together to improve OSH



1 hour

Session goal

Waste workers understand how working together in small groups can reduce health and safety risks, and they agree on one simple, practical collective action to improve safety or health in their daily work.

Learning objectives

By the end of this session, participants will be able to:

- ✓ Explain how cooperation and group organisation can reduce OSH risks.
- ✓ Identify which daily risks can be addressed through collective action.
- ✓ Agree on one small, realistic group action to improve safety or health.
- ✓ Feel motivated and confident to act together as a group.

Key messages

• *Many safety and health risks cannot be solved alone. Some problems, such as heavy loads, unsafe areas, or shared workspaces, require people to work together.*

• *When people support each other, risks can be reduced, and problems can be handled more quickly.*

• *Simple steps taken together can already improve safety and health.*

Materials

- (Photo of) Risk map from Session 1
- Flipchart or large paper
- Coloured stickers or markers
- Simple visual action-planning template (see annex)
- Phone or camera (optional, for group photo)

Session 3 - Working together to improve OSH

Background information

Many OSH risks faced by waste workers cannot be solved by individuals alone. Unsafe pathways, heavy loads, lack of PPE, or dangerous sorting areas often require coordination, shared responsibility, or joint action. This session builds on the risk awareness developed in Session 1 by helping workers see the power of collective action.

The focus is not on large or complex solutions, but on small, achievable steps that groups can take together. This session strengthens trust, encourages mutual care, and lays the foundation for group organisation and leadership in later sessions.



Session 3 - Working together to improve OSH

Session Flow

Part 1 – Opening: “What did we see last time?” (10 minutes)

1. Show the photo of the risk map from Session 1.
2. Ask the group: “What do you remember from our previous sessions?” & “Which risks stood out most for you when we mapped the risks?”
3. Let 2–3 participants respond briefly.

Facilitation tips:

- Keep responses short and energising.
- Reinforce the link: “Last time we understood the risks. Today, we look at what we can do together.”

Part 2 – From risks to collective action (15 minutes)

1. Return to the risk map (or redraw key risks on a flipchart).
2. Ask: “Which of these risks can we reduce if we work together?”
3. Use coloured stickers or markers to highlight risks that need collective solutions (e.g. broken glass, heavy lifting, cleaning routes, sharing PPE, warning each other about dogs or traffic).
4. Briefly discuss why teamwork helps with these risks.

Facilitation tips:

- Emphasise that not all risks can be solved immediately - focus on what is possible.

Session 3 - Working together to improve OSH

Part 3 – Small group action planning (20 minutes)

1. Divide participants into small groups (4-6 people).
2. Give each group a simple visual action template (drawn on flipchart or ground):

-  *The problem (which risk?)*
-  *Our group action (what will we do together?)*
-  *Who helps organise it?*
-  *When will we start?*
-  *How will we know it worked?*

3. Encourage very small, concrete actions, for example:

-  *"We clean broken glass together every morning."*
-  *"We lift heavy bags in pairs."*
-  *"We share gloves and remind each other to use them."*

Facilitation tips:

- Prevent over-planning – small is good.
- Walk around and support groups that struggle to choose.

Session 3 - Working together to improve OSH

Part 4 – Sharing and motivation circle (10 minutes)

1. Each group presents its chosen action (1 minute per group).
2. After each presentation, invite applause.
3. Reflect briefly: “These are strong steps. When we work together, we protect each other.” In the coming sessions, we can dive deeper into

Facilitation tips:

- Focus feedback on effort and clarity, not perfection.
- Reinforce the idea of dignity and mutual care.

Part 5 – Closing and leader selection (5 minutes)

1. Summarise the key message: “Together, we are safer than alone.”
2. Ask the group: “Who would like to remind the group about this action in the coming days?”
3. Let the group agree on one person to take this role (temporary leader).
4. Explain briefly that this person will help keep track of progress and share updates between sessions.

Facilitation tips:

- Encourage volunteers but respect group choice.
- Emphasise that leadership is about support, not authority.

Session A - Observation at work



1 hour

Session goal

Waste workers strengthen their ability to observe their workplace, their colleagues, and their own work practices, so they can recognise risks early and act before accidents or health problems occur.

Learning objectives

By the end of this session, waste workers:

- ✓ Understand why observation is important for preventing accidents and health problems.
- ✓ Recognise the difference between observing a situation and judging people.
- ✓ Identify common risks in waste work by observing the place, the work, and the people.
- ✓ Practise careful observation using a realistic work situation. Link observation to simple actions that improve safety and health.

Key messages

- *Observation means seeing, hearing, smelling, and noticing what is happening without judging or blaming.*
- *Good observation starts with the whole picture, and only later looks at details.*
- *Observation is a skill that needs practice; it does not come automatically.*
- *Observation, organisation, and communication are closely linked and essential for safety.*
- *Noticing risks early helps prevent accidents and health problems.*

Materials

- Printed or digital search picture(s) (see examples in annex)
- Flipchart or ground drawing
- Markers or chalk

Session A - Observation at work

Background information

Many accidents and health problems do not happen suddenly. They are often preceded by small signs: tired bodies, unsafe ground, rushing, damaged PPE, or changes in the work environment. Because these signs are part of daily work, they are easily overlooked.

Observation is a key safety skill. It means looking carefully at what is happening at work - without blaming or judging - so risks can be noticed early.

This session helps waste workers practise observation in a safe learning environment. It builds the foundation for prevention, organisation, and communication about OSH.



Session A - Observation at work

Session Flow

Part 1 – Introduction: Why observation matters (10 minutes)

1. Ask participants:



“Think of the last accident or injury you saw at work. Was there a sign before it happened?”



“What small things do we often ignore because they feel normal?”

Allow 2–3 short responses

2. Explain briefly: “Many accidents can be prevented if we notice risks early. Observation helps us see these signs before someone gets hurt.”



Facilitation tips:

- Keep discussion short and focused.
- Emphasise prevention, not blame.

Session A - Observation at work

Part 2 – What is observation? (10 minutes)

1. Explain the difference between observing and judging:

✓ Observing: *"I see broken glass on the ground."*

✓ Judging: *"They are careless."*

2. Ask the group: "Why is judging not helpful for safety?" "How can judging stop people from speaking up?"

3. Summarise with a key rule: "In observation, we describe what we see. We do not blame people."



Facilitation tips:

- Use simple examples from waste work.
- Reinforce respect and trust.

Session A - Observation at work

Part 3 – Observation exercise: the search picture (15 minutes)

1. Show the custom search picture: “A normal day at the sorting area”.
2. First round – Whole picture. Ask: “What do you see in this picture?” Focus on people, place, and work. Important rules:

- ✓ *No judging people*
- ✓ *No solutions yet*
- ✓ *Only describe what is visible*

3. Second round – Zoom in. Ask: “Now look more carefully. What could be unsafe here?”
4. Participants name risks one by one. Write them down exactly as observed (e.g. “glass under paper,” “heavy bag lifted alone,” “torn gloves”).



Facilitation tips:

- Encourage everyone to speak.
- Acknowledge all observations.

Session A - Observation at work

Part 4 – What do we observe in our own work? (10 minutes)

1. Explain that observation always looks at three areas:



The place: ground, lighting, traffic, animals, weather



The work: lifting, sorting, driving, wearing PPE



The people: tiredness, pain, rushing, distraction

2. Ask participants: “Which of these do you observe most in your own work?” “Is it different when you work alone or in a group?”

3. Briefly connect observation to earlier sessions: organisation at the workplace, working together for safety > Observation, Organisation & Communication are basics for OSH.



Session A - Observation at work

Part 5 – From observation to action (10 minutes)

1. Ask: “If you observe a risk, what can you do?”

2. List simple options:

- a. *adjust your own work,*
- b. *warn or support a co-worker,*
- c. *pause and check,*
- d. *inform a group leader or organization,*
- e. *stop working.*



3. Explain: Observation is only useful if it leads to action.

Sometimes it is necessary to stop working to prevent a serious accident!

Part 6 – Closing reflection (5 minutes)

1. Invite participants to stand (or sit) in a circle: “What is one thing you will observe more carefully from now on?”

2. Close with the key message: “Good observation helps us stay one step ahead of accidents.”

Optionally: Ask leaders to observe one safety issue during the coming week and share it with the group.

Session B - Communicating OSH issues



1.5 hours

Session goal

Waste workers build confidence and practical skills to communicate clearly and respectfully about health and safety issues when speaking with officials, organisations, or service providers, and to ask for support when needed.

Learning objectives

By the end of this session, waste workers:

- ✓ Recognise common situations where they need to speak up about OSH.
- ✓ Understand what makes communication difficult or effective in these situations.
- ✓ Use a simple structure to explain an OSH problem and make a clear request.
- ✓ Practise communicating calmly and confidently through role play.
- ✓ Feel more confident to speak up about safety and health in real life.

Key messages

• *Speaking up about safety is not complaining. It is a way to protect yourself, your family, and your co-workers.*

• *Many safety problems can only be solved by talking to others. Access to PPE, medical care, insurance, or safer workplaces often depends on communication with officials or organisations.*

• *Clear communication makes a difference. Explaining who you are, what the problem is, and what you need helps others understand you faster.*

• *You do not need big words to be taken seriously. Calm, respectful, and simple language is effective.*

• *Everyone has the right to ask questions and request support when their health or safety is at risk.*

Materials

- Scenario cards (see Annex)
- Flipchart or ground drawing
- Markers or chalk

Session B - Communicating OSH issues

Background information

Many informal waste workers hesitate to speak with officials, service providers, or organisations about health and safety issues. Past experiences of being ignored, rushed, or misunderstood can make communication feel difficult or intimidating. At the same time, access to safer working conditions, PPE, medical support, or health insurance often depends on workers being able to explain their situation clearly.

This session focuses on practical communication, not formal language. Workers practise how to explain a problem, ask questions, and make simple requests related to OSH. Role play is used to build confidence and show that respectful, clear communication can lead to better outcomes.



Session B - Communicating OSH issues

Session Flow

Part 1 – Opening: When do we need to speak up? (10 minutes)

1. Ask participants: “When was the last time you had to talk to someone about a health or safety problem at work?” “Who did you speak to?”
2. Mention: “Speaking up about safety and health is part of protecting yourself and your family. This can sometimes be challenging”.



Facilitation tips:

- Accept all answers.

Session B - Communicating OSH issues

Part 2 – When communication goes wrong (20 minutes)

1. Two trainers (or trainer + volunteer) act out a short OSH-related conversation that goes badly. For example:

- a. A worker asks about medical support after an injury.*
 - b. The official is rushed, interrupts, uses technical words, and gives unclear answers.*
 - c. The worker becomes emotional, unclear, or gives up.*
- Do not explain the mistakes beforehand.*

2. Ask participants:

-  *"What did you notice?"*
-  *"How did the worker feel?"*
-  *"How did the official behave?"*
-  *"Why did this conversation not work?"*

Write or cluster answers on a flipchart under 'What made it difficult', such as: rushing, not listening, unclear problem, emotional reaction, technical language, power difference.

3. Emphasise: "These situations happen often. The problem is not the person, but how the conversation goes."

4. Ask: "What could make this conversation easier?"

5. Cluster answers on a flipchart under 'What helps communication': calm voice, clear explanation, simple questions, listening, respect.

Session B - Communicating OSH issues

Part 3 – A simple structure for speaking up (20 minutes)

1. Introduce a 3-step OSH communication structure:

- a. Who I am (Name, type of work, group/cooperative if relevant)*
- b. What the problem is (Clear OSH issue: injury, unsafe area, missing PPE, health problem)*
- c. What I need (Information, help, form, replacement, referral, follow-up)*

2. Demonstrate with a short example: “My name is _____. I work as a waste collector in _____. I got injured by broken glass on my route. I need to know where I can get treatment and what support is available.”

3. Replay the same scenario from Part 2, now using the 3 steps and using a calm tone.

4. Ask: “What was different this time?” “What was clearer?”.

Facilitation tips:

- Keep language simple.
- Repeat the 3-step structure together once or twice.

Session B - Communicating OSH issues

Part 4 – Role play (30 minutes)

1. Divide participants into small groups.
2. Give each group one OSH-related scenario, such as:
 -  *asking about health insurance after an injury,*
 -  *reporting unsafe working conditions,*
 -  *requesting replacement PPE,*
 -  *following up after an accident.*
3. Each group acts out the scenario using the 3-step structure.
4. After each role play:
 -  *Ask observers: “What was clear?”*
 -  *Ask actors: “What felt difficult?”*

Facilitation tips:

- Keep role plays short (3–4 minutes).
- Focus feedback on effort and clarity, not mistakes.

Part 5 – Reflection and closing (10 minutes)

1. Ask participants:
 - “What helped you feel confident?”
 - “What will you try next time you speak to someone about safety or health?”
2. Close with a key message: “Speaking up about safety is not complaining. It is protecting yourself and your family.”
Optionally: Ask leaders to collect one “story of speaking up” before the next session (photo or voice note).

Session C – Financial preparedness



90 minutes

Session goal

Waste workers experience how financial preparation for health and safety (insurance, PPE, savings) influences their ability to cope with injuries, illness, and unexpected events, and reflect on how preparation can protect their income and family wellbeing.

Learning objectives

By the end of this session, waste workers:

- ✓ Understand that injuries and health problems have financial consequences.
- ✓ Experience how preparation can reduce stress and loss when something goes wrong.
- ✓ Compare different financial choices and their outcomes.
- ✓ Reflect on the link between daily work, health, income, and future security.
- ✓ Identify small, realistic steps to improve financial preparedness.

Key messages

- *Problems cannot always be avoided, but their impact can be reduced. Preparation helps limit loss when injuries or illness occur.*
- *Health, safety, and money are closely connected. When health suffers, income and family well-being are affected.*
- *Preparation is a choice made before something goes wrong. Insurance, PPE, and savings work only if decided in advance.*
- *There is no perfect choice, only different consequences. Each decision has benefits and limits.*
- *Small steps towards preparation can make a big difference. Even limited preparation can reduce stress and insecurity.*

Materials

- Tokens (at least 20 tokens per team)
- Card: “piece of gold” OR “livestock” (See annex, print 1 per team)
- Card: PPE (See annex, print 2 per team)
- Card: Accident insurance (See annex, print 1 per team)
- Jars for savings: 1 per team + 1 for group savings
- Printed scenario cards (See annex, print 1 set per team).
- Round cards (1-6)



Session C – Financial preparedness

Background for trainers

For informal waste workers, income is often earned day by day. When someone cannot work due to injury or illness, the impact is immediate. Health costs, loss of income, and family needs come together at the same time. While many workers understand this in theory, it is difficult to plan ahead when money is limited.

This session uses a simple game to make these dynamics visible. Participants do not just talk about preparation; they experience the consequences of different choices in a safe learning environment. The game does not aim to teach financial rules, but to support reflection on trade-offs, risks, and protection, and to link health, safety, and financial security.



Tips for trainers

This is not a conventional training session; it is facilitated as a **serious game**.

Ideally, work with two to four facilitators who can:

- guide participants through each stage of the game;
- take on specific roles, such as game facilitator, bankkeeper, and translator.

As the host, it is important to interact with participants respectfully. Where possible, position yourself at the same physical level as the group, for example by sitting on the floor or using the same type of chairs.

Finally, always ask for participants' consent before taking photographs or recording videos.

Session C – Financial preparedness

Session Flow

Part 1 – Introduction and setup (10 minutes)

1. Divide participants into 3-4 teams (ideally 3–5 people per team).
2. Give each team **10 tokens** & **1 piece of 'gold'** (or 'livestock', if it fits the context better).
3. Explain that the tokens represent their money.
4. Trainer/Facilitator explains: We will play a game. Every day that you work, you receive 1 token. But, there are also unforeseen circumstances that will happen. Based on your choices in the beginning, you will feel the impact of the situations more or less. You now have to make some choices, and you will live with the consequences.

Part 2 – Investment decisions (10 minutes)

1. Each team decides how to use their tokens.
 - a) Accident insurance – **2 tokens**. > Give the group an accident insurance card after payment.
 - b) PPE – **2 tokens** > Give the group the PPE card after payment.
 - c) Individual savings – **0-3 tokens** (to be decided per team) > Place these in a separate jar on the table of the team.
 - d) Group savings - **3 tokens** > Place the collected group savings in a jar, visible to everyone. Provide each team with a confirmation note for their contribution to the group savings.
2. Any remaining tokens stay with the team (as cash) to play the game with.
3. Trainer explains clearly: "Once you decide, you cannot change your choice during the game."

Session C – Financial preparedness

Part 3 – Playing the game (30 minutes)

- 1 - The game runs for 6 rounds (Use round cards to keep track of them).
- 2 - Teams shuffle the scenario cards.
- 3 - Each round, the teams draw one scenario card.
- 4 - The scenario is read aloud.
- 5 - Teams apply the consequences.
- 6 - If the team worked that day, they receive +1 token.

Trainer supports teams by asking: “Do you have insurance?” “Do you have PPE?” “Can you work today?”

Special moments

- After 3 rounds:
 - Teams with at least 2 tokens in their individual savings, receive 1 token to their individual savings (interest).
 - Teams have the opportunity to buy (additional) PPE.
- If a team does not have enough tokens to pay for their needs, they can choose the following:
 1. Take tokens from your individual savings.
 2. Borrow from the group savings. This can only happen, if the group agrees (and if there are enough tokens in the group savings). Remember: You have to return these tokens + 1 (interest).
 3. Sell your gold for 3 tokens
 4. Borrow tokens from an informal lending person. Remember: You have to return these tokens + 2 (interest) at the end of the game.

Session C – Financial preparedness

Part 4 – Counting and comparing (5 minutes)

1. Does a team still have their 'gold' (or 'livestock')? Then they can exchange it for **3 tokens**.
2. Does a team have more than 2 tokens in individual savings? They receive **+1 token** (interest).
3. Teams that borrowed from group savings, have to return their tokens + 1 (interest) to the group savings jar.
4. Teams that borrowed from an informal lender, have to return their tokens + 2.
5. Teams that participated in the group savings, get their tokens returned.
 - a. If there are not enough tokens anymore, the remaining tokens will be divided equally among the teams.
 - b. If interest has been paid to the group savings, this will be shared among all investors.
6. All teams count their tokens.
7. No winner is announced. Trainer emphasises: "This game is not about winning. It is about learning."

Part 5 – Reflection and discussion (15 minutes)

1. Guide reflection with questions such as:

- ☒ *"Which team felt most secure? Why?"*
- ☒ *"Which choice helped you most?"*
- ☒ *"What happened when something went wrong?"*
- ☒ *"What does this remind you of in real life?"*



2. Close with: "Preparation does not stop problems, but it helps us face them with less fear and loss."
3. Invite participants to think about one small step they could take towards better preparation.

Session D - Using PPE effectively



90 minutes

Session goal

Waste workers understand why personal protective equipment (PPE) matters in their daily work, and practice how to use and care for PPE correctly, so protection becomes a realistic and shared daily habit.

Learning objectives

By the end of this session, waste workers:

- ✓ Recognise PPE as protection against unavoidable risks in waste work.
- ✓ Reflect on their own use of PPE without judgement.
- ✓ Understand PPE as a sign of dignity and professionalism.
- ✓ Practise correct wearing and removal of basic PPE.
- ✓ Identify damaged PPE and know when it no longer protects.
- ✓ See PPE use as part of collective safety.

Key messages

- *Hazards in waste work cannot always be avoided, but their impact can be reduced.*
- *PPE protects only when it is worn correctly and consistently.*
- *Discomfort and hesitation are real, but small changes can make PPE easier to use.*
- *PPE is not a burden, it is protection and dignity.*
- *Safety improves when PPE use is supported by co-workers and organisations.*

Materials

- Real PPE items (gloves, boots, masks, jackets as available)
- At least one damaged PPE item (or photo)
- Flipchart or ground drawing
- Markers or chalk
- Water, soap, cloth (if cleaning is demonstrated)
- Optional: Image of a tortoise. Images of authorities with uniforms.

Session D - Using PPE effectively

Background information

In waste work, not all risks can be removed. Sharp objects, contaminated waste, traffic, and weather conditions are part of daily reality. PPE is therefore an important layer of protection. However, PPE is often underused, used incorrectly, or used inconsistently.

This session combines mindset and skills. It first addresses how people think about PPE, using a simple story and familiar examples. It then focuses on practice: how PPE should be worn, checked, removed, and cared for. The aim is not perfect compliance, but small, realistic behaviour changes that protect health, income, and dignity.



Session D - Using PPE effectively

Session Flow

Part 1 – PPE in our daily work (10 minutes)

1. Ask participants:

- ✓ “What protection do you already use at work?”
- ✓ “When do you use PPE, and when not?”

2. Listen without judgement. Note key words briefly (for example: gloves, shoes, mask, nothing).

3. Emphasize: “This session is not about blaming. It is about understanding how PPE fits into real work.”



Facilitation tips:

- Keep the tone open and respectful.
- Do not correct or challenge answers at this stage.
- Acknowledge reality, even if PPE use is low.

Session D - Using PPE effectively

Part 2 – PPE as protection (10 minutes)

1. Tell the Tortoise story slowly and clearly:

*"A tortoise is not slow because it is weak.
It carries its protection with it.
When danger comes, the shell protects the body.
The shell does not make the tortoise weaker.
It allows the tortoise to survive."*

2. Ask participants:

-  "What is the shell for a waste worker?"
-  "What protects your body while you work?"

3. Guide the discussion towards PPE as protection that you carry with you.

4. Emphasize: "PPE is not extra weight. It is protection for your body."

Facilitation tips:

- Speak slowly and pause after the story.
- Allow silence; people may reflect before answering.
- Avoid explaining the message too quickly. Let participants name it.

Session D - Using PPE effectively

Part 3 – PPE as dignity (10 minutes)

1. Ask: “Where else do we see people wearing protection at work?”
2. Give familiar examples (if possible with real pictures of these workers): police, firemen, construction workers, hospital staff.
3. Discuss briefly: “Do they wear PPE because they are weak? Or because their work has risks?”
4. Conclude: “Wearing PPE shows that work is important and deserves protection.”



Facilitation tips:

- Use examples participants recognise and respect.
- Avoid comparisons that could feel judgemental.
- Keep discussion short and focused.

Session D - Using PPE effectively

Part 4 – Skills practice: Using PPE correctly (35 minutes)

1. Use real PPE items (gloves, boots, mask, jacket).
2. Trainer demonstrates slowly:
 - ✓ *how to wear PPE correctly,*
 - ✓ *how to adjust it for comfort,*
 - ✓ *how to remove PPE safely after work.*
3. Participants practise in pairs or small groups. Trainer walks around and provides feedback.



Facilitation tips:

- Demonstrate facing the group and exaggerate movements slightly.
- Use the sequence: show → practise → correct → repeat.
- Correct gently and positively (“Try this way” instead of “That’s wrong”).
- Encourage peer support and laughter to reduce tension.

Session D - Using PPE effectively

Part 5 – Checking and caring for PPE (15 minutes)

1. Show damaged PPE (real items or images). For example: torn gloves, cracked boots, dirty or wet mask.

2. Ask:

- ✓ *"Would this still protect you?"*
- ✓ *"What tells you it is damaged?"*

3. Discuss briefly:

- ✓ *cleaning PPE,*
- ✓ *drying and storage,*
- ✓ *when PPE must be replaced.*

4. Emphasize: "Damaged PPE cannot protect your body."



Facilitation tips:

- Use real examples whenever possible.
- Avoid technical explanations; keep it visual.
- Reinforce that replacing PPE is about safety, not wastefulness.

Session D - Using PPE effectively

Part 6 – PPE and working together (10 minutes)

1. Ask: “How can co-workers help each other use PPE?” “What changes when everyone wears PPE together?”

2. Discuss examples:

-  *reminding each other respectfully,*
-  *sharing comfort tips,*
-  *normalising PPE use.*

3. Link back to earlier sessions on teamwork and organisation.

Facilitation tips:

- Emphasise support, not control.
- Avoid language of enforcement or punishment.
- Highlight collective benefit.

Part 7 – Closing reflection and commitment (10 minutes)

1. Ask participants: “What is one small change you will try from tomorrow?”

2. Trainer closes with: “PPE is not about rules. It is about protecting your body, your income, and your future.”

Optionally: Invite group leaders to observe PPE use between sessions and share photos or short videos (with consent).

Facilitation tips:

- Keep commitments small and realistic.
- Do not ask for promises; invite intentions.
- End on a positive, respectful note.

Session E - Ergonomic working



75 minutes

Session goal

Waste workers understand how daily work affects their bodies and learn simple, practical ways to reduce strain, pain, and long-term injuries through better posture and work practices.

Learning objectives

By the end of this session, waste workers:

- ✓ Recognise how waste work affects the body over time.
- ✓ Identify common ergonomic risks in waste picking and sorting.
- ✓ Practise safer body postures for lifting, bending, sitting, and sorting.
- ✓ Apply simple ergonomic tips that reduce pain and fatigue.
- ✓ Understand that protecting the body helps protect income and long-term wellbeing.

Key messages

• *Your body is your most important work tool. Pain and injury make it harder to work and earn an income.*

• *Many body problems build up slowly. Back pain, knee pain, and wrist problems often come from daily strain, not one accident.*

• *Small changes in posture can reduce pain. How you lift, bend, sit, and sort makes a big difference.*

• *Sharing heavy loads, changing positions, and supporting each other reduces strain.*

Materials

- Flipchart or ground drawing
- Markers or chalk
- Space to stand and move safely

Session E - Ergonomic working

Background information

For many informal waste workers, the body is the most important work tool. Unlike sudden accidents, body pain often develops slowly through repeated bending, lifting, carrying, and sorting. Back pain, knee pain, shoulder pain, and wrist problems are common, yet often accepted as “normal.”

This session focuses on prevention through small changes. It does not require special equipment or ideal working conditions. Instead, it shows how posture, movement, and working together can reduce strain.

The session is highly practical and uses demonstration and illustrated posture cards so participants can see, practise, and remember safer ways of working.



Session E - Ergonomic working

Session Flow

Part 1 – Where does our body hurt? (10 minutes)

1. Invite all participants to stand in a circle. Then, ask participants to point to the area in their body where they often feel pain while working, or after work (e.g. lower back, knees, shoulders, wrists/hands, neck)

2. Brief discussion:

- ✓ “Which pain is most common?”
- ✓ “Does it come after work or during work?”

Part 2 – How waste work strains the body (10 minutes)

1. Discuss common ergonomic risks:

o For waste pickers

- ✓ bending repeatedly to collect waste
- ✓ lifting heavy or leaking bags
- ✓ carrying loads over long distances
- ✓ twisting while lifting
- ✓ working on uneven ground

o For waste sorters

- ✓ sitting or squatting for long periods
- ✓ bending the neck and back forward
- ✓ repetitive hand movements
- ✓ sorting at ground level

2. Emphasize: “Pain is often caused by how we work, not just how hard we work.”

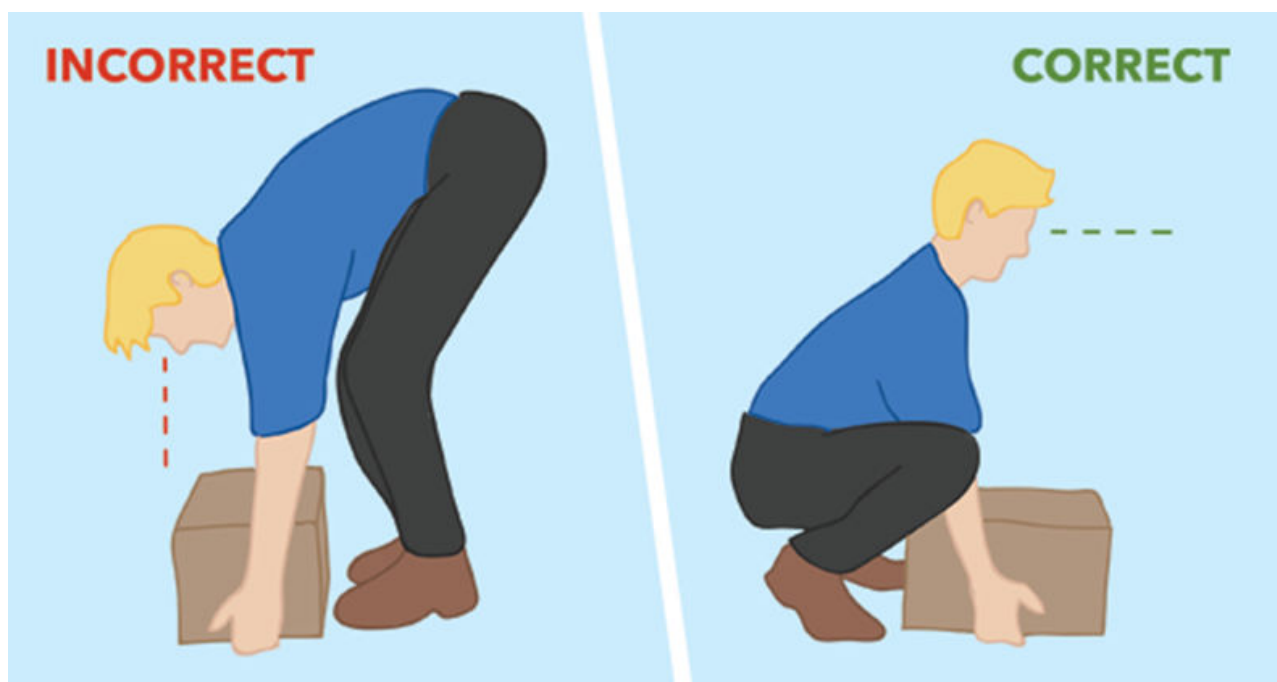


Session E - Ergonomic working

Part 3 – Demonstration: Safer ways to move and work (25 minutes)

Trainer demonstrates, then participants practice. Encourage participants to correct each other gently.

Lifting	Carrying	Sorting	Hands and wrists
• bend knees, keep back straight • keep load close to the body • avoid twisting while lifting	• balance the load • take breaks • share heavy loads	• raise sorting surface if possible • change position regularly • support the back when sitting	• avoid a constant tight grip • shake hands gently between tasks



Session E - Ergonomic working

Part 4 – Small changes that help (20 minutes)

1. Ask: “What small change could reduce pain in your work?” Examples:

- ✓ placing waste on a raised surface (conveyer belt or table) > show [video](#)
- ✓ using sacks or buckets instead of loose carrying
- ✓ alternating tasks
- ✓ reminding each other to lift together

2. Connect to:

- ✓ working together (Session 3)
- ✓ observation at work (Session A)



Part 5 – Closing reflection (10 minutes)

1. Ask participants: “What is one movement or posture you want to change from tomorrow?”

2. Close with: “Taking care of your body is taking care of your future.”

Optionally: Ask leaders to observe one ergonomic improvement during the week and share it.

Annexes

Session 1 – Picture cards

Tip: Print every card once on A4

Injuries



Cuts / Burns



Falls / Slips



Accidents (road, ...)

Annexes

Session 1 – Picture cards

Heavy work



Heavy loads



Long hours/Distances

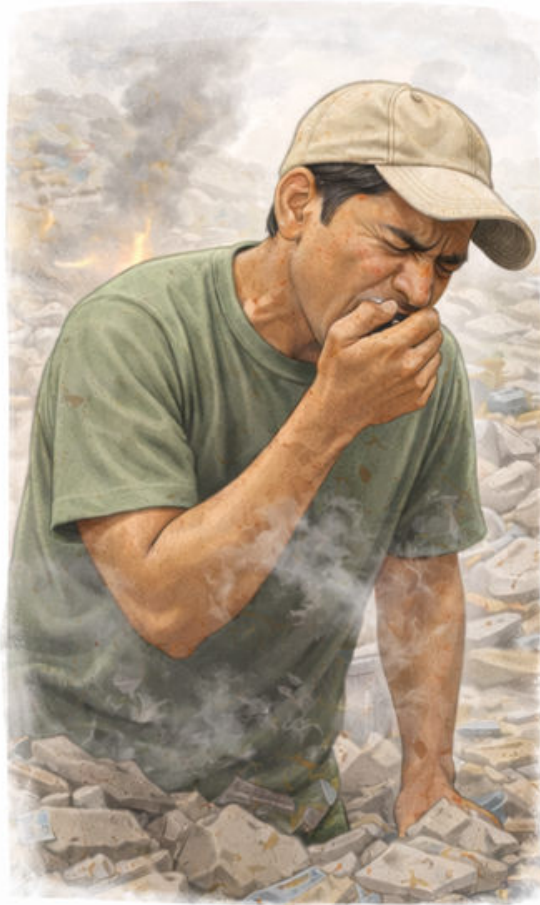


Body pain

Annexes

Session 1 – Picture cards

Health Issues



Cough



Skin problems

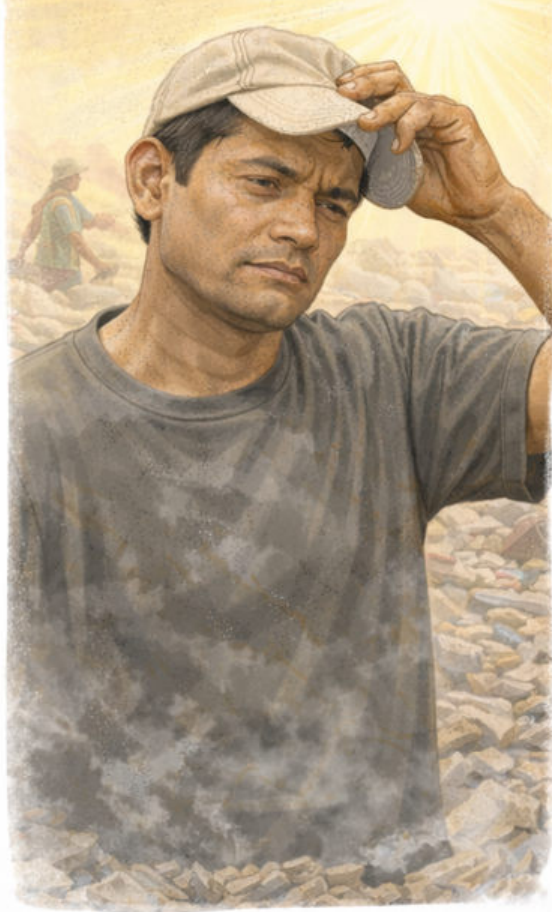


Stomach problems (?)

Annexes

Session 1 – Picture cards

Environment/animals



Heat

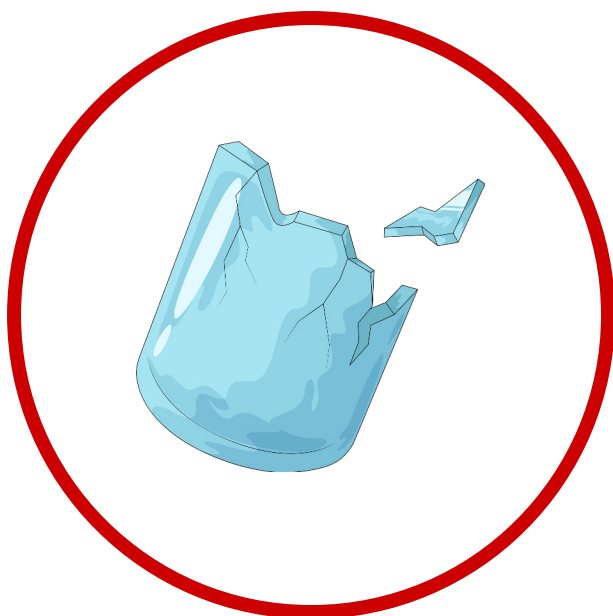


Animals (dogs, rats, snakes)

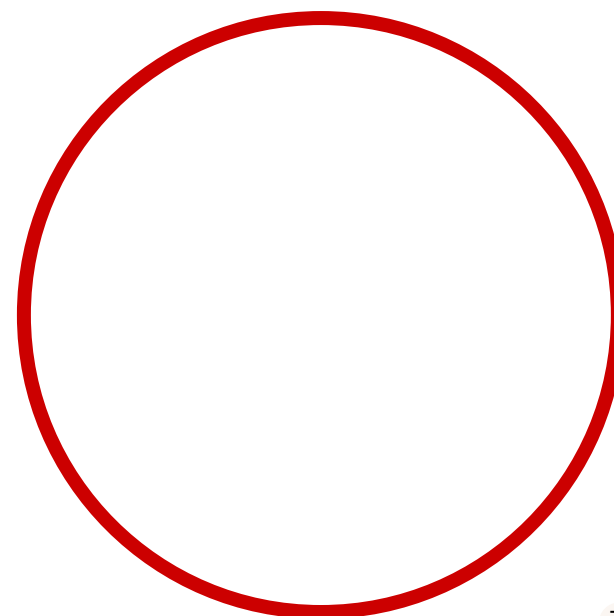
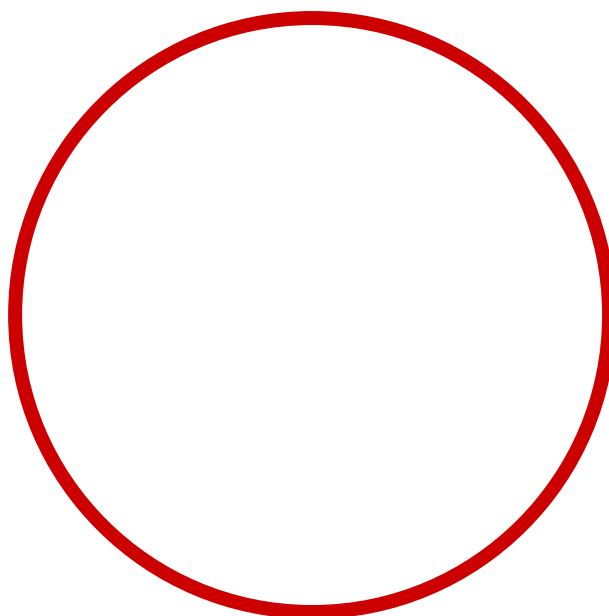
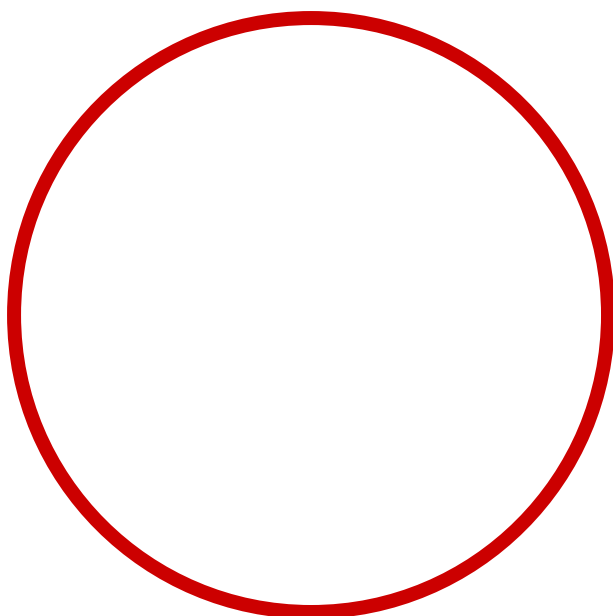
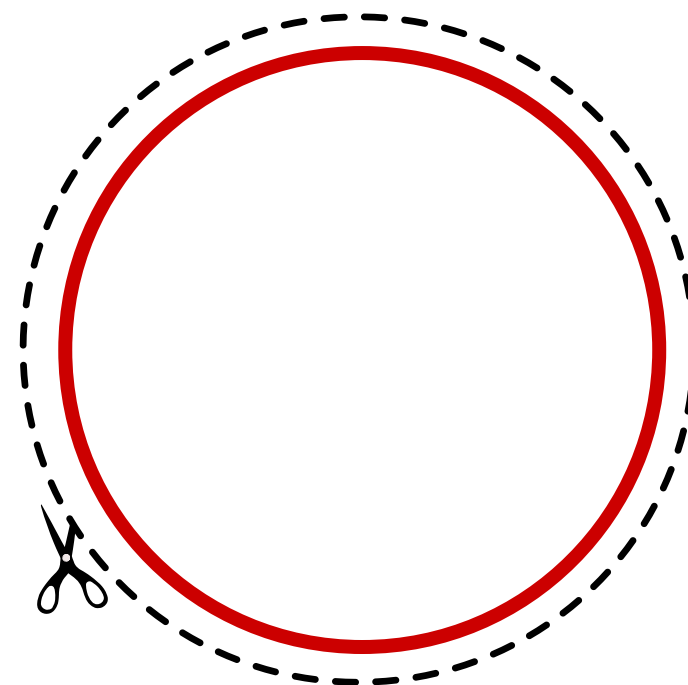


Unsafe surroundings

Session 1 - Picture icons



Session 1 - Picture icons



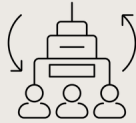
Annexes

Session 3 - Visual action-planning template:

The problem (which risk?)



Our group action (what will we do together?)



Who or what do we need?



When will we start?



How will we know it worked?



Annexes

Session A - example search pictures



Annexes

Session A - example search pictures



Scenario Card 1 – Asking about health insurance after an injury

Context

- ▶ You cut your hand at work.
- ▶ You went to the doctor.
- ▶ You could not work for some days.
- ▶ You are speaking to an NGO or workers' group staff.

Your objective

Ask if you can get health support or insurance help.

Scenario Card 2 – Unsafe workplace

Context

- ▶ There is broken glass and sharp waste.
- ▶ The ground is slippery.
- ▶ Workers get injured here.
- ▶ You are speaking to a municipal worker or supervisor.

Your objective

Tell them the place is not safe. Ask them to help make it safer.



Scenario Card 1 – Asking about health insurance after an injury

Context

- ▶ You cut your hand at work.
- ▶ You went to the doctor.
- ▶ You could not work for some days.
- ▶ You are speaking to an NGO or workers' group staff.

Your objective

Ask if you can get health support or insurance help.

Scenario Card 2 – Unsafe workplace

Context

- ▶ There is broken glass and sharp waste.
- ▶ The ground is slippery.
- ▶ Workers get injured here.
- ▶ You are speaking to a municipal worker or supervisor.

Your objective

Tell them the place is not safe. Ask them to help make it safer.

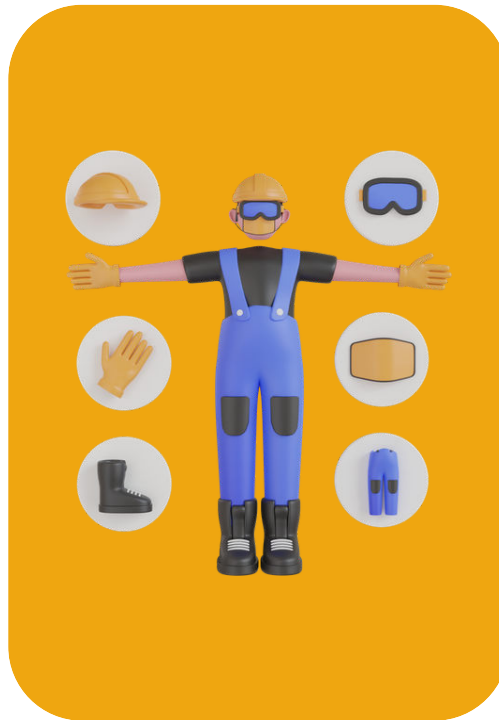


Annexes

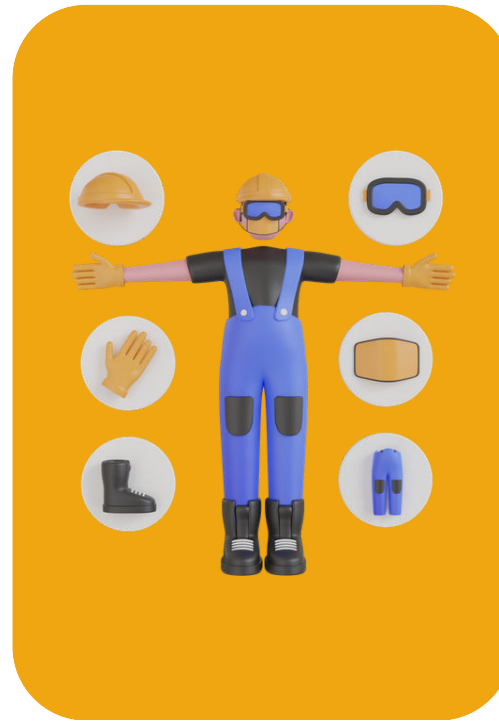
Session C - Financial preparedness (Game cards - Option A)



Card: "piece of gold"



Card: PPE



Card: PPE



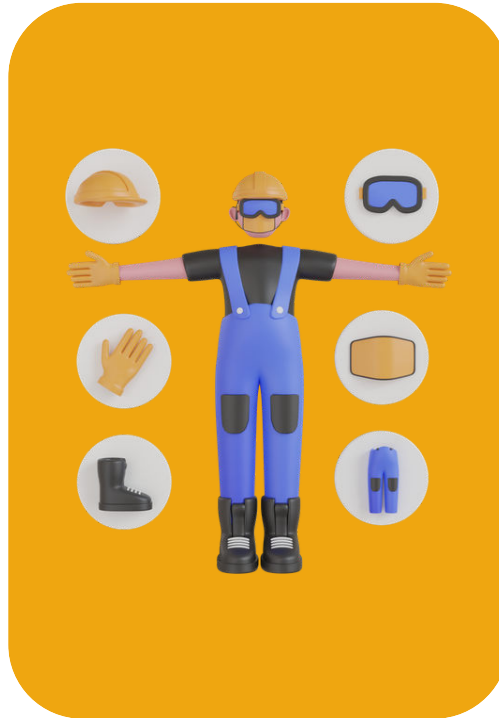
Card: Accident insurance

Annexes

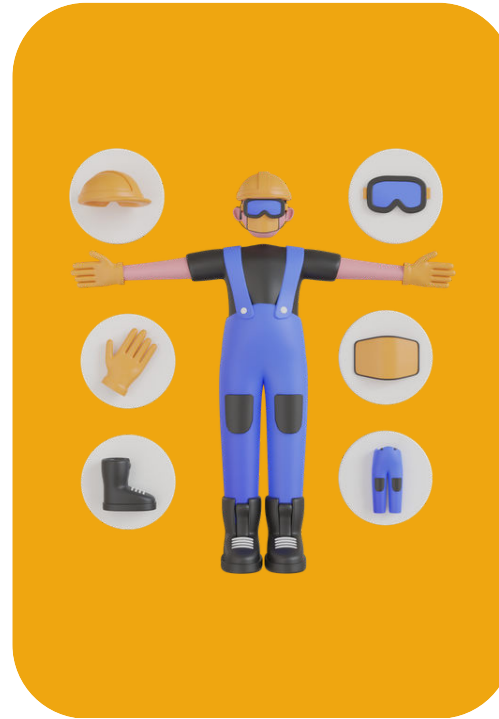
Session C - Financial preparedness (Game cards - Option B)



Card: "Livestock"



Card: PPE



Card: PPE



Card: Accident insurance

Card 1 – Injury at Work

Scenario: You cut your hand on broken glass.

What happens:

- If you have PPE, you only have a minor cut and can continue working → + 1 token, but lose your PPE card, because your gloves are broken.
- If you don't have PPE, medical care is needed, and you cannot work:
 - If you have health insurance → no tokens lost
 - If you don't have accident insurance → lose 1 token



Card 2 – Illness

Scenario: You have a fever and a cough. You must rest.

What happens:

- No work this round → no token



Card 3 – Unsafe Work Area

Scenario: There is broken glass and sharp waste everywhere.

What happens:

- If you have PPE → you can work carefully → +1 token
- If not → you stop work → no token



Card 4 – Normal Workday

Scenario: Nothing unusual happens today.

What happens:

 You work → +1 token



Card 5 – Serious Injury

Scenario: You are badly injured after a dog bite, and need hospital care.

What happens:

-  You cannot work for 2 days.
- If you have accident insurance → lose 2 tokens
 - If you don't have accident insurance → lose 4 tokens



Card 6 – Family Emergency

Scenario: Your child at home is sick and needs special care.

What happens:

 You cannot work for a few days → lose 2 tokens



Annexes

Session C – Scenario cards

Card 7 - PPE Prevents Injury

Scenario: A heavy object falls on your foot.

What happens:

- ▶ If you have PPE → no injury → +1 token
- ▶ If you don't have PPE → injury that needs care and rest → no token



Card 8 – Heat and Exhaustion

Scenario: It is very hot. You feel very dizzy.

What happens:

- ▶ No work this round → no token



Card 9 – Follow-Up After Accident

Scenario: After a worker was injured last week, your group discussed what happened and removed the danger. The same accident does not happen again.

What happens:

- ▶ You can work safely this round → +1 token



Card 10 – Work Interrupted

Scenario: Work stops for part of the day.

What happens:

- ▶ You can only work half a day → no token



Card 11 – Free PPE

Scenario: An NGO hands out free PPE.

What happens:

- ▶ You can work safely → +1 token
- ▶ Add a PPE card to your team



Card 12 – Fire Accident

Scenario: There has been a fire accident, and you got a burn.

What happens:

- ▶ You cannot work for a few days.
 - If you have accident insurance → lose 2 tokens
 - If you don't have accident insurance → lose 4 tokens



Card 13 – Normal Workday

Scenario: Nothing unusual happens today.

What happens:

 You work → +1 token



Card 14 – Cleaning in Dirty Water

Scenario: You have to clean the waste in dirty water.

What happens:

-  • If you have PPE → you don't get sick → +1 token
• If you don't have PPE → you become sick and need to rest → no token



Card 15 – Diarrhoea

Scenario: You have diarrhoea and feel weak. You need to rest at home.

What happens:

 No work this round → no token



Card 16 – Plastic Buyer Stops Buying

Scenario: The local buyer suddenly stops buying plastic.

What happens:

 You cannot sell your materials → lose 2 tokens.



Card 17 – Theft of Materials

Scenario: Some of your collected materials are stolen during the night.

What happens:

 You cannot sell your materials → lose 2 tokens.



Card 18 – Working Together Helps

Scenario: Another waste worker helps you find a new buyer and storage place.

What happens:

 You can work and you are more productive than usual → + 2 tokens.



