



COLLECTIVE NEGOTIATIONS & STRATEGY DEVELOPMENT FOR WORKERS IN THE INFORMAL ECONOMY



FIVE-DAY TRAINING WORKSHOP

FACILITATOR FILE

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Introduction

Dear Facilitator

Collective negotiations or collective bargaining lie at the heart of what worker organisations do in order to improve the economic, social, and political situation of their members. It forms an essential tool in their struggle.

Collective bargaining has been, and still is, seen as something that takes place only between organised workers (in trade unions) and their employers. This view suggests that, without an employer, workers in the informal economy cannot bargain collectively. This five-day workshop programme is designed to show that this is not the case. It builds the knowledge, skills and confidence of informal economy workers to negotiate collectively with those who have decision-making power over their work and lives.

About the Material

Target group

The materials are for training organisers and leaders of workers in the informal economy, especially those workers who need to negotiate with local authorities, such as street and market traders and waste pickers. They can also be adapted for workers in other sectors of the informal economy who may need to negotiate with different counterparts or at different levels.

Structure

Each workshop pack consists of two versions of the materials:

- A Participant File
- A Facilitator File

The participant file includes:

- Activities that participants can read and follow during the workshop: with aims, time allotments, and tasks to be performed; and
- Handouts that provide information for use with activities.

The facilitator file includes:

- Everything in the Participant File with the same numbering; and
- Additional pages before each activity that provide facilitator guidelines on how to conduct the activity. These pages have their own numbering sequence in Roman numerals.

Topics

The programme covers the key concepts and skills needed to successfully negotiate with local authorities. It provides space for sharing experiences. It contains activities and information on the process and procedures of negotiations. It provides for practice in planning negotiations, negotiating around the table, and in writing agreements. It also includes a field visit (which you, the facilitator, will need to plan well in advance, in conjunction with the host organisation). Here, participants can engage with officials from local authorities (or other appropriate counterparts). Finally, participants will prepare plans for setting up, or reforming negotiation forums upon their return to work.

How to use the Material

Methods

The materials are designed for maximum participation. Group work, reporting, and discussion constitute the key method used throughout. Participants are often challenged to read handouts as part of the activity. We have also included other participatory activities, such as roleplays and actual engagements with local counterparts. Please add your own energisers at appropriate moments. You will find some ideas in the attached Appendix.

Although many of the activities are self-explanatory, they do require skilled facilitation in order to draw out key points, provide additional knowledge and experiences, and ensure that participants – especially women – are comfortable and confident in airing their views. Good preparation is very important in ensuring a successful and motivating experience for all participants.

Flexibility

Ideally you should organise the workshop programme to run for the full five days. If this is not possible due to resource or time constraints, the materials can be used more flexibly.

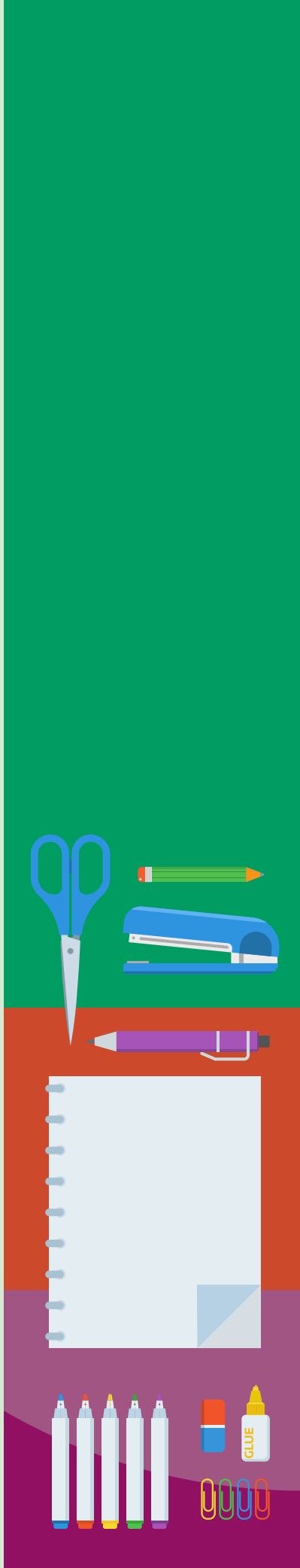
As the facilitator, in consultation with the relevant organisation(s), you will need to adapt the materials to match the time available. As the facilitator, you will need to consult with the relevant organisation(s) and then adapt the materials to match the time available, priorities, participants, and context. Working with an international group in several languages may mean allocating extra time for some activities

or grouping participants according to language and so on. Working with one local organisation will require less time on introductions, for example, and perhaps more time on basic concepts and skills.

When adapting material you might decide to copy and print only the relevant pages. Alternatively, you can obtain an electronic version of the materials in Microsoft Word format, which you can then cut, paste, add to, or change. This will be important in adapting the material for other

sectors, such as domestic workers. Please contact StreetNet or Women in Informal Employment: Globalizing and Organizing (WIEGO) for the electronic Word version (see above for contact details).





Equipment and Resources

You will need a standard pack of equipment containing:

- Notebooks and pens for participants
- Flipchart paper and stands
- Felt-tipped marking pens – enough for each participant
- Card/paper in different colours
- Tape or adhesive to pin up flipcharts and cards
- Scissors and hole punch

Particular requirements will be listed for each activity.

Activity 1: Introduction and Expectations

Learning Objectives

By the end of the activity participants will:

- Know each other better
- Understand the programme and its aims

Activity Time: 2 hours, 30 minutes

This could be less if: a) the participant numbers are small; b) participants belong to one organisation or are familiar with each other.

Materials and Preparation

- A5 cards (half of A4) in two colours.
- Enough felt-tipped pens for use by each participant.
- Wall space labelled: Expectations (colour 1); Concerns (colour 2).
- Prepare a flipchart with the aims of the workshop (see Participant File, page 3).

Guide to Activity

Before starting:

- Make sure everyone has:
 - o Name tag that can be easily read
 - o File, notepad, and pen
- Set house rules with the participants.

Task 1: Introducing Each Other

The activity is self-explanatory.

- If necessary, pair by language.
- Additional ideas (if you have a co-facilitator):
 - o Write down the number of years participants have been in their organisation; add up the total number of years of experience represented in the room.
 - o Capture problems and solutions on a flipchart – to be referred to during the course of the workshop.

Task 2: Expectations and Concerns

- Give everyone two cards of differing colours and a felt-tipped pen.
- Explain that each card is to be inscribed with one expectation or concern.
- Once the cards are displayed, cluster them into similar expectations and similar concerns, and summarise.
- Then discuss the aims of the workshop, take participants through the programme, and discuss which of the expectations should be met during the course of the workshop.
- Deal with any concerns.

Activity 2: Collective Negotiations

Learning Objectives

By the end of the activity participants will:

- Have a shared understanding of what we mean by negotiations and collective negotiations/bargaining

Activity Time: 1 hour

Materials and Preparation

- Flipcharts and felt-tipped pens to record feedback.
- **Handout 1: The Meaning of Negotiations**
- Prepare a flipchart with the 'Definition of Collective Negotiations/Bargaining' (see box below), or prepare a PowerPoint slide with the definition (plus equipment to present the slide).

Guide to activity

- This is a brainstorming activity so participants should spend no more than 10 minutes on the paired discussion.
- Capture key points on a flipchart and discuss similarities/differences.
- Present a prepared definition (see box below) noting the points identified by the groups. Reaching an agreement is a key point that distinguishes negotiations from other forms of engagement.
- Consolidate the learning by asking participants to read Handout 1 together (each participant takes a turn to read a paragraph). This elaborates on the definition.

Definition of Collective Negotiations/Bargaining

Negotiation is the process when two or more parties meet to reach agreement over an issue affecting them all.

Collective negotiations/bargaining takes place when the negotiations are for a group (collective) with a common interest, rather than an individual.

Activity 3: Negotiations We Are Already Involved In

Learning Objectives

By the end of the activity participants will:

- Understand negotiations taking place in different organisations
- Know more about negotiation forums, levels, counterparts and issues
- Be able to use a log frame for planning, reflection and reporting

Activity Time: 3 hours

Materials and Preparation

- Plan how many groups to have and who should go in each one, for example:
 - o Participants from one country or different countries
 - o Participants from one sector or different sectors
 - o Participants from the same organisations or different organisations)
 - o Participants from the same sector or different sectors
 - o Any combination of the above or random groups.
- Prepare a flipchart with a log frame for each group.

Guide to activity

- During the activity participants can fill in their initial answers on the log frame provided in the workshop file before transferring to the flipchart.
- If there is time, participants can do a gallery walk to view all the flipcharts before each group reports.
- Note down some of the common features and key points as they report and prepare to lead a discussion on common and interesting features, and draw out key points.



Key Points

Not all the engagements are negotiations, e.g., where the intention is not to reach an agreement but to share information (consultation).

There are different levels of negotiating forums. They require different strategies and different internal processes (mandate and reports).

There are different forums: some are established and others you have to struggle for. Many are only there when an urgent issue comes up.

Where there is an established forum, it may be closed to informal economy workers' organisations, or it could be a forum established by the municipality with worker representatives who are not members of a genuine organisation.

There are bilateral (between two parties) and multilateral (three or more parties) negotiations. There can be more than one organisation on the workers' side and more than one on the counterpart side. It can be challenging to build a unified position among the different worker organisations.



Activity 4: Steps in the Negotiating Process

Learning Objectives

By the end of the activity participants will:

- Understand the steps that form the basis of any negotiation by workers in the informal economy.

Activity Time: 1 hour, 30 mins

Materials and Preparation

- Prepare a set of cards/coloured papers (A4) with the 10 basic steps written in bold print for each group. The cards should be in random order.
- A set of smaller (A5) blank cards in a different colour.
- Felt-tipped pens for each group.
- ***Handout 2: Steps for a Successful Negotiation***

Guide to Activity

- Explain that there are basic steps to be followed in any negotiating process. Give each group the set of “step” cards. Explain that they should order the cards in the sequence of steps to be taken when involved in a negotiation.
- Optional: Ask them to add steps and/or to insert a smaller card where members need to be consulted for a mandate/report back.
- Ask each group to place their cards on the wall (or on the floor) so that they can be compared.
- Get groups to justify where the cards seem out of place and discuss. Try to reach consensus.
- Rearrange one set into the “correct” sequence, noting that this is not necessarily a linear/rigid process, as you may need to repeat some steps, e.g., plan detailed strategies and tactics if there is no agreement.

Stages, Steps and Possible Additions

Stages	10 basic steps	Additions
Preparing the way for Collective Negotiations	1. Identify and prioritise negotiating issues	Get mandate from workers Carry out research on issues
	2. Turn the issues into demands	
	3. Identify negotiating level and forum	
	4. Identify the negotiating counterpart	Research who to negotiate with
	5. Approach counterpart	Mobilise members; seek allies
Preparing Negotiating Strategy and Tactics	6. Plan detailed strategy and tactics	Choose negotiating team
Conducting Negotiations and Reaching Agreement	7. Sit around the table - conduct negotiations	Keep members informed
	8. Reach agreement	Get mandate; sign written agreement; implement/enforce agreement
	9. No agreement	Decide on struggle strategy
After the Negotiations	10. Implement/enforce the agreement	



Activity 5: Negotiation Procedures

Learning objectives

By the end of the activity participants will:

- Understand the importance of mandates and report backs
- Use internal procedures effectively before, during, and after negotiations

Activity Time: 1 hour, 30 minutes

Materials and Preparation

- Flipcharts and felt-tipped pens for each group.
OR
- For alternative capturing of reports, prepare a flipchart with a table that has the questions along the top and the groups down the side.
- **Handout 3: Negotiation Procedures**

Guide to Activity

- Mixed groups will provide for the best sharing of ideas.
- Read Handout 3 to generate ideas.
- There are probably too many questions to get in-depth answers from all participants.
- Participants can report back via flipchart, OR they can report verbally while the facilitator captures the information on the prepared chart.
- At the end of the report backs, pull out some similarities and differences in the responses.
- Discuss in particular the importance of membership involvement (mandates, report backs, and pressure tactics to advance negotiations or to enforce agreements).

Activity 6: Skills of a Successful Negotiator

Learning Objectives

By the end of the activity participants will:

- Know the skills needed to be a good negotiator
- Understand their own strengths and weaknesses as negotiators

Activity time: 1 hour in the workshop

Self-assessment in own time

Materials and Preparation

- Flipcharts and felt-tipped pens for each group.
- Prepare two flipcharts labelled: 1) Skills for negotiating with a counterpart; 2) Skills for representing workers.
- ***Handout 4: Skills and Qualities of a Good Negotiator: Self-Assessment Checklist***

Guide to Activity

This is an activity in two parts. There is a discussion in plenary after the first task, and then participants have a chance to reflect on their own skills and qualities.

Task 1: Skills Needed

- The questions divide the skills into those needed when negotiating with another party and those needed to be a good representative when negotiating.
- After groups have reported, transfer/sort the answers into skills for negotiating with a counterpart and skills for representing workers.
- Write the answers on the prepared flipcharts. There will be some overlap, which can form the basis for discussion.

Task 2: Your Skills and Qualities

- The Self-Assessment Checklist includes skills and qualities. The exercise encourages self-reflection and criticism and is scheduled for participants to do in their own time.
- The next day ask: How did the self-assessment exercise go? Did anyone score 15/15? (Some participants may not want to reveal their score). Would anyone like to share anything that surprised them when they reflected on their skills?

Activity 7: Negotiation Strategies and Tactics

Learning Objectives

By the end of the activity participants will:

- Understand the difference between a strategy and a tactic
- Be able to map out a negotiation strategy
- Be able to plan and execute negotiating tactics around the table
- Be aware of the dos and don'ts of negotiations.

Activity Time: 5 hours: 2.5 hours day 2 and 2.5 hours day 3

Materials and Preparation

- Flipcharts and felt-tipped pens for each group.
- Prepare a different scenario/case study to work with if the one suggested in the activity is not appropriate for your participants.
- Prepare to play the counterpart (with co-facilitators) in the roleplays.
- Prepare two flipcharts labelled: 1) always do during negotiations; 2) never do during negotiations.
- **Handout 5: Strategies and Tactics**
- **Handout 6: Around the Table Tactics – A Guide for Negotiators**

Guide to Activity

This is an activity in four parts. It consolidates the steps, strategies and tactics, as well as internal procedures. It serves as preparation for engagement during the field visit. Start by giving an overview of the whole activity so that participants can see they will be working through the steps from 1–9 using one demand.

Task 1: Strategies and tactics

- This is a short, preparatory activity. Allow 10 minutes for the pairs to brainstorm. After plenary feedback refer to the definitions in **Handout 5**.
- Then go through mapping a strategy in **Handout 5**. This is important for the planning activity in Task 2..

Task 2: Preparing to Negotiate (Steps 1–5)

- Start by asking participants to remind themselves of the steps and procedures (*Handouts 2–3*) and to revisit *Handout 5*.
- Emphasise the importance of having a clear strategy based on the assessment of the organisation, the counterpart, and external forces.
- Explain that groups are going to map out a strategy for negotiating with a municipality. They need to select a demand to negotiate on. To avoid the groups taking too long to decide on a demand you can provide the scenario for the groups or draw out demands from Activity 3. Here are some ideas for different sectors:

Map out a strategy for negotiating with a municipality

- o **Street traders:** A strategy for agreeing on the amount that street traders should pay as municipal levies/taxes.
- o **Waste pickers:** A strategy for access to recyclable materials from municipal offices.
- o **Home-based workers:** A strategy for orders to make school uniforms.
- o **Other informal economy workers:** A strategy to reach agreement on any demand that would greatly change their members' work or lives.
- After the participants report back ask them:
 - o Which strategies are strong and why?
 - o What are the weaknesses in the strategies?
- Summarise key points (drawing from the handouts and providing examples from your own or other's experiences of successful pressure tactics used or mistakes made).
- Explain that the next task (the following day) will be to plan tactics you can use around the table, followed by a roleplay. Ask them to prepare by reading Handout 6: Around the Table Tactics: A Guide for Negotiators. Reading the handouts can be given as an evening task which would allow more time to prepare and roleplay.

Task 3: Plan your Negotiation Tactics at the Table (Step 6)

- Explain the importance of planning this step carefully. If they know their counterparts well, then planning the tactics is easier than it would be if they did not know the people on the other side of the table.
- The facilitator should be active in ensuring that the groups are moving through the questions and are prepared for their roleplay.
- Note that they will not report back to plenary. Explain that we will see how good their planning is when they do their roleplay.

Task 4: Negotiations Roleplay (Steps 7–9)

- Set the time for each roleplay according to the number of groups, leaving time for feedback and critique. The timing is tight.
- There are different options for running the roleplays. With the facilitators playing the counterpart as indicated in the activity, you can control the timing of the roleplay more easily; you can also make sure that each negotiating team meets a different type of counterpart. For example, you can plan to play a very hard counterpart who takes control of the agenda, lectures the team, and has no intention of negotiating; or a counterpart that listens, seems to agree, but in the end gives nothing and refers back to their “principals”; or a more genuine and respectful counterpart that agrees in principle to the demand but makes a counter offer and then agrees to a follow up meeting. . . You can be creative as a facilitator!
- Should you prefer participants to play the counterpart, you may want to divide the groups into organisation and counterpart for Task 3, with the counterpart planning tactics for the roleplay based on knowing (having received) the demand.
- At the end of each roleplay, spend 5–10 minutes asking what they thought they did well and less well. Then ask the counterparts and observers to comment. Provide your feedback.
- To summarise, ask participants: What should you “always do” during the negotiations process? Then write this up on a flipchart. On a second flipchart write up their answers to the question: What should you “never do” during the negotiations process?

Activity 8: Preparation for Field Visits

Learning Objectives

By the end of the activity participants will:

- Be well prepared to meet with counterparts during the field visit
- Have been able to apply some of the learnings about strategy and tactics in their preparations

Activity Time: 1 hour

Materials and Preparation

- Organise participants into their groups prior to this activity, preferably on the previous day.
- Prepare a separate handout for participants that provides information on the different field visits; the counterparts – who they are; any information on how they engage with informal economy workers; and the context.
- Make sure the logistics are in place before the field visit, e.g., transport arrangements, provision of water; and confirmation of meeting places.

Guide to Activity

- Confirm who is in which group; and who they will be meeting (referring to the separate handout, which should be handed out while arranging the groups).
- This is self-preparation activity by the group – so there is no report back.
- Assist by ensuring each group is clear on the questions and the tactics.
- A worker leader from the host organisation could be asked to give some background, if appropriate.

Activity 9: Field Visit – Understanding Your Negotiation Counterparts Better

Learning Objectives

By the end of the activity participants will:

- Have engaged with counterparts similar to those who they may deal with in their own situations
- Know about the relationships between the counterparts and informal economy worker organisations, and if and how they negotiate
- Have applied some of the skills and tactics learned in the workshop during their meetings with counterparts

Activity Time: 4 hours

Materials and Preparation

- Notebooks and pens for all participants.
- Make and confirm arrangements for meetings with two or three different counterparts.
- Make and confirm arrangements for transport, refreshments (e.g., water), and cash if needed.
- A worker “guide” from the local organisation.

Guide to Activity

- You will need to work with the host organisation – if the workshop is taking place in another country, city, or town – to decide upon and set up the meetings. This is not an easy task so it should be done in advance.
- The local host organisation will advise on what is possible and what would be useful for the organisation.
- Encourage participants to spend time in the evening reflecting on their experience as preparation for sharing their observations and lessons in the next session.



Examples of field visits

Visit a municipal office and question officials about their practice in negotiating with informal economy workers' organisations (traders or waste pickers).

Visit a market and ask the market manager about their practice in negotiating with organisations representing informal market vendors.

Visit a traffic department and question officials about their practice in negotiating with organisations representing informal transport workers.

Visit a landfill to ask the site manager about practice in negotiating with waste pickers' organisations or committees.

Visit a local councillor or councillors to ask about their practice in negotiating with home-based workers about basic services.

Activity 10: Lessons and Observations

Learning Objectives

By the end of the activity participants will:

- Better understand how different counterparts engage and negotiate (or not) with informal economy worker representatives
- Know what to expect when meeting with counterparts
- Have shared lessons that will assist them in their own collective negotiations

Activity Time: 2 hours

Materials and Preparation

- Flipchart and felt-tipped pens for each group.
- Prepare to share some of your own experiences of negotiations.

Guide to Activity

- This activity is self-explanatory.
- Capture the lessons learnt on a flipchart.
- This would be a good place to share some of your own experiences, positive and negative, of negotiations with different counterparts.

Activity 11: Overcoming Obstacles to Collective Negotiations

Learning Objectives

By the end of the activity participants will:

- Be able to anticipate obstacles to planned negotiations
- Have ideas on strategies to overcome obstacles to negotiations

Activity Time: 2 hours

Materials and Preparation

- Flipcharts and felt-tipped pens for each group.
- Prepare a flipchart with two columns that have the headings: “Obstacles” and “Solutions”

Guide to Activity

- This builds on the field visit experiences.
- After the reports, ask participants: What are the most important obstacles you identified? Summarise these in column one on the flipchart.
- Ask participants what solutions they can suggest for overcoming each obstacle, drawing on their reports and adding any other suggestions. Write these in column two on the flipchart, alongside the related obstacle.
- Encourage participants to share experiences in overcoming obstacles.

Activity 12: Establishing Local-Level Collective Negotiating Forums

Learning Objectives

By the end of the activity participants will:

- Understand what needs to be done to establish an effective local-level collective negotiating forum, or to reform an existing forum
- Begin to develop strategies to achieve this and to overcome obstacles

Activity Time: 3 hours, 30 minutes

Materials and Preparation

- Flipcharts and felt-tipped pens for each group.
- ***Handout 9: StreetNet, Towards a Model Framework for a Local-Level Collective Bargaining System for Street Traders***

Guide to Activity

- Make sure you have read the Model Framework!
- Participants should have read the whole document on evening one and are now directed to read the sections that deal with, “From when you have convinced the municipality” to “Monitoring and evaluation” (pages 4–7 of the document and pages 39–44 of the Participants File/Manual).
- After the report backs, ask participants to share experiences from their own cities/ towns/districts.
- This will probably bring out more details of obstacles they have faced and some of the strategies used.
- Summarise (or read together) the Model Framework pages 3–4, “Before you consider the details. . .”, arguments to use, and the importance of allies.
- Finally, discuss how to take this forward in their situations. Identify which municipalities and organisations have existing relationships that could be built on; which municipalities will put up a big struggle before agreeing to meet; which municipalities have existing forums they control; and which do not represent informal economy workers. Are the organisations strong enough to tackle the municipalities?
- Although the focus is on negotiating forums with municipalities (and specifically with informal traders), similar principles will apply to other types of forums and for other sectors, e.g., a negotiating forum with national government; or a negotiating forum with employers. Be careful to explain this if you are working with other sectors. Ask participants to think about how the principles would apply in their situations.

Activity 13: Writing Skills – Basic Agreements

Learning Objectives

By the end of the activity participants will:

- Understand how to draft a simple agreement
- Have improved their writing skills

Activity Time: 1 hour, 30 minutes

Materials and Preparation

- Loose sheets of paper for each participant.
- **Handout 7: Memorandum of Understanding – Substantive Issues**
- **Handout 8: Agreement – Terms of Reference for a Negotiations Forum**

Guide to Activity

- Introduce the topic by once again emphasising the importance of reducing all agreements to writing and making sure they are signed. This helps to protect the organisation when government officials/politicians change.
- Point out the different format of the agreements, in this case the one termed Memorandum of Agreement and the other, an agreement about Terms of Reference (TOR) for a negotiations forum. One is for informal traders and the other for waste pickers.
- Note that it is best if the agreement is written quite formally – impressions count. However, signed minutes, for example, could also constitute a binding agreement.
- Often the counterpart will offer to draft the agreement. Note that this can be fine if the negotiators check it very carefully. It is wise to get someone you trust to double check the agreement to make sure the counterpart has not slipped something in or used words that could confuse. And of course the negotiators should have kept their own notes to refer to.
- When doing the writing, make sure that individuals are on the right track without correcting the details. Should you have people in the group who experience difficulty in writing, pair them with people they can work with.
- Where the writing is done in own languages, make sure pairs understand each other.
- Please take time to check the agreements handed in and give (mild and encouraging) feedback the next morning. Ask what they found most difficult with the activity.

Activity 14: Future Negotiations Strategy

Learning Objectives

By the end of the activity participants will:

- Have a draft plan and strategy for the struggle to set up or reform a local negotiating forum in their own cities/municipalities
- Know how to ensure members are fully involved in the processes
- Have consolidated learnings from the workshop

Activity Time: 4 hours

Materials and Preparation

- A set of blank cards (A4) for each group.
- Loose sheets of paper for each participant.
- Flipcharts and felt-tipped pens for each group.
- Handouts: 2, 3, 5 and 9.
- Find out about the arrangements to follow-up with participants after the workshop. This may vary from organisation to organisation.

Guide to Activity

- Divide the participants into groups according to the composition of the participants, e.g., each group to focus on a different city, town, district, or sector.
- Introduce the activity and emphasise the importance of mapping a strategy based on the strength of their organisations; what is known about the counterpart; and external forces (**Handout 5: Strategies and Tactics**).
- Refer participants to all the handouts they have been working with and ask them to revisit these.
- Refer them to the cards they reordered in Activity 4, Steps in the Negotiations Process still displayed on the wall. The initial steps (1–5) can provide a framework for the task.
- Be proactive in monitoring the groups and providing guidance.
- In summarising, emphasise in particular how to involve members throughout all processes.
- Finally, explain and discuss how follow-up will take place. This will depend on the arrangements that have been made with their organisations, e.g., Will the facilitator/organiser contact everyone in two months' time to receive a progress report? Does the organisation have a mentoring programme such as the one hosted by StreetNet?

Activity 15: Workshop Evaluation

Learning Objectives

By the end of the activity participants will:

- Have reflected on what they have learnt and how useful it has been
- Have assessed how far their expectations and the aims have been achieved
- Be ready to implement what they have learnt

Activity Time: 1 hour

Materials and Preparation

- Display any flipcharts with the Aims of the workshop and participants' initial Expectations and Concerns.

Guide to Activity

- There are many ways to carry out an evaluation. Adjust this activity to fill the time you have and the particular issues that have emerged.
- Feel free to be creative and use other evaluation techniques that you know of. It is important however to revisit the aims and expectations.

Appendix: Energisers

1. Sarah Says (or appropriate name for the group)

Participants stand in a circle. The facilitator gives instructions – jump up and down, touch toes, knees, kneel down, turn around, etc. Participants only follow the instructions when you say: “Sarah (or whatever name you like) says.” Participants have to drop out if they follow the instruction when the instructor does not say “Sarah says”.

2. All Move Who. . .

Participants stand or sit in a circle with one person in the middle. This person says: “All move who. . .” e.g.:

- o “Are wearing something blue.”
- o “Can speak two or more languages.” o “Had a cup of tea this morning.”
- o “Travelled here by bus.”

Those participants to whom the statement applies move to a seat or space left by someone else, including the person in the middle. As there will be one seat short, one person will not have a seat. That person moves into the centre and makes the next call. “All change” can be an added instruction. (This can be used to get people moving but could also be used to build awareness on a topic).

3. Tropical Rain Forest

Standing in a circle, the facilitator starts rubbing her hands together and the next person copies her, then the next, all the way round. The facilitator changes, now snapping fingers, and everyone gradually changes over. . . Then she starts slapping her hands on her thighs and stamping her feet. It sounds like a rain forest, starting quietly and building up. By reversing the order of the sounds they gradually die down. Each person must copy the action of the person to their right – and not the facilitator – for this to work.

4. Enjoying a Massage

Participants form a circle and face to the right. The facilitator asks everyone to place hands on the shoulders of the person in front of them and to give them a shoulder massage. Then get everyone to individually roll their shoulders to relieve stress.

5. Stretch and Bend

The facilitator asks participants to stand up and do a series of stretches, imitating the facilitator: stretching to the ceiling; stretching each arm; each leg; and stretching backwards. Repeat and finally ask them to bend and touch their toes keeping their legs straight.

6. What is My Name?

The facilitator asks participants to spell out their first names using their bodies. Then they should spell out something appropriate to the workshop. This can be repeated.

7. Getting on the Bus

Line all participants up along one wall. Explain that they are standing at the bus stop. Then explain that you are going to make a series of statements. If the statement applies to any of them, then they get on the bus. If not, they remain at the bus stop. The statements can be personal, for example:

- o I am less than 40 years old.
- o I am a mother.

Or the statements could be used to introduce a new relevant topic, for example:

- o My organisation has an agreement with the municipality.
- o We always take minutes when we meet the municipality.
- o I know the informal trading by-laws.

8. Singing and Dancing

One of the best energisers!

