



# University of and with Waste Pickers (UNICATA)

HISTORY AND GUIDELINES OF A  
COMMUNITY-BASED UNIVERSITY

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ISBN: 978-1-7776032-4-3

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University of and with  
Waste Pickers

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# SUMMARY

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UNICATA is a university for and with waste pickers, based on the pedagogy of popular education by Paulo Freire, on the democracy of knowledge, and on the practice of peer learning. It is a partnership between researchers, autonomous and organized waste pickers, social movements, non-governmental organizations, and research centers, established in São Paulo and Brasília in 2023. UNICATA's main objective is to increase access to meaningful knowledge and expand employment opportunities for waste pickers, a sector that comprises over 600,000 people in Brazil, including the most impoverished and vulnerable individuals. This is achieved through peer teaching involving academics and waste pickers collaborating in the design and delivery of the courses. UNICATA applies scientific evidence and experiential learning to overcome the societal constraints and to co-create new knowledge, preparing waste pickers to become respected and valued service providers in waste management, recycling, and environmental education. These individuals have enormous potential to enhance their contribution to many of the Sustainable Development Goals (SDGs), making cities and communities healthier and more sustainable. The methodology and pedagogy applied at UNICATA create a teaching practice where instructors and students become agents of change in transforming their lives and society. A course has been developed, comprising 6 thematic modules (each module with 56 hours of classes, research initiation activities, and a field visit). The modules are initially implemented as pilot projects and are refined with subsequent cohorts, benefiting from the already developed course materials. By the beginning of 2024, Module 1 had already been implemented once as a pilot and was delivered again in São Paulo and Brasília. Upon completion, students receive a participation certificate issued by the University of Victoria and by the educational institutions in Brazil responsible for its implementation (UFABC, UnB, and Instituto Federal de Brasília). The central governance structure of UNICATA is based on the establishment of an executive council that oversees the day-to-day operations, a deliberative management council, and an advisory council. In the future, classrooms will be set up in other parts of Brazil and in other countries.

# PREAMBLE

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This document aims to rescue the main milestones of the collective process of creating UNICATA, which concretely began in January 2022. However, the text recalls that the crystallization of the idea of creating this university for and by waste pickers emerged many years earlier through the practice of waste pickers and researchers who today make up the team of this initiative. We emphasize that this learning process is understood to be continuous, inclusive, flexible, and creative. Our guiding values and principles are founded on solidarity, respect, reciprocity, and responsibility for life and the planet, also expressed in the philosophy of “Bem Viver” (*Good life*). Our practice is built step by step at the confluence of knowledge, both emerging from the contextualized daily lives of waste pickers and from the transdisciplinary science produced by academia, with a focus on sustainability. Guided by the popular pedagogy systematized by Paulo Freire, we embrace a methodology of knowledge co-generation teaching from the perspective of the main protagonists, waste pickers, with the aim of expanding critical (self) awareness and, therefore, expanding the capacity for action and transformation towards a more just society and a more sustainable life.

## 1. HISTORY, BACKGROUND AND CONTEXT OF UNICATA

The University for Waste Pickers, called UNICATA, is the result of a long research relationship between leaders of the waste picker community, mainly in the metropolitan region of São Paulo, the University of Victoria in Canada, and universities in Brazil (University of São Paulo - USP, Federal University of ABC - UFABC, University of Brasília - UnB, Brasília Federal Institute - IFB). The funding for the implementation of UNICATA was provided through the 'Provost Engaged Scholar Award 2018' by the University of Victoria, Canada.

The main objective of UNICATA is to provide an inclusive and accessible space for the implementation of an educational model based on popular education, developing innovative curricular content suitable for the specific context of waste pickers. Among the specific objectives are the development of skills and technical competencies in the work of waste pickers, providing them with increased income and greater qualification to participate in the management of solid and recyclable waste, thus having a positive impact on the environment. Additionally, UNICATA seeks to contribute to the improvement of social relations among waste pickers, ensuring fair treatment between men and women according to their needs, and fostering a sense of citizenship by developing students' self-esteem. Since 2005, partners of these universities have been involved in various initiatives, such as the project known as "*Brazil-Canada* [1]", focused on participatory and sustainable solid waste management, funded by the Canadian International Development Agency (CIDA), the *Recycling Networks project* [2], funded by the Swedish Research Council (SRC), and the *Solid Waste Governance project* [3], funded by the Social Sciences and Humanities Research Council of Canada (SSHRC), which will be described below.

### 1.1 Participatory Sustainable Waste Management research project

The *Brazil-Canada* project, which took place between 2005 and 2012, aimed at capacity building groups of waste pickers to implement participatory management of public policies on solid waste, thus improving the socio-environmental and economic conditions of waste pickers. The goal was to empower them, promote social and gender equity, enable waste pickers to acquire new knowledge, and adopt co-management as a model for solid waste management. This proposal arose from the desire to undertake a lasting effort towards the social inclusion of waste pickers and to build participatory public policies on solid waste aimed at improving quality of life and social and environmental sustainability.

In this project, waste pickers, and representatives from the local government [4] were involved, as well as collaborators from other institutions such as the Santo André Foundation University Center, FUNDACENTRO, SENAC, Instituto GEA, and the Women's Education Network.

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[1] UPCD Tier 2 Project S61268-571

[2] Partnership with the Swedish Research Council Project Number 2016-06289

[3] Partnership with the Canadian Research Council SSHRC Project Number 890-2016-0098

[4] Municipality of Ribeirão Pires, Santo André, Diadema, São Paulo and later also involving Mauá, São Bernardo do Campo and Caieiras.

The project was built in a participatory manner with an Executive Committee and a Management Council formed by representatives of waste pickers, municipalities, and all partners. This project operates in four main lines of action: (1) Training activities; (2) Activities to foster dialogue among various actors for an inclusive public policy; (3) Activities to promote shared management; and (4) Cross-cutting actions focused on research, systematization, and dissemination of the knowledge generated in the project.

The results achieved by this project include the consolidation of a participatory methodology for the training of the main protagonists, the waste pickers. For example, the project established an initial experience of collective commercialization involving several waste picker organizations, with the creation of the ABC Marketing Network, which later formalized into a second-degree cooperative, the COOPCENT ABC - Central Cooperative of the Greater ABC region, bringing together Cooperatives and Associations from this region.

During the term of this project, representatives of waste pickers involved in the project participated in various events, congresses, seminars, and workshops with multiple approaches, such as the National EXPOCATADOR Conference (2010) in São Paulo and the University Extension CU-Expo Conference (2011) in Victoria, Canada. The project facilitated interactions among selective waste collection groups at the local, regional, national, and international levels, promoting the organization of waste pickers. It emphasized the dissemination of results through academic and popular channels, using videos, bulletins, websites, and through presentations and debates, systematically sharing collectively created knowledge on the project's key themes. Waste pickers also received various training sessions in digital inclusion, occupational health, gender issues, environmental health, among others.

In some municipalities, dialogue with government agents promoted the development of inclusive public policies with waste pickers and the development of Integrated Solid Waste Management Plans, contributing to improving efficiency in waste collection and recycling, as well as improvements in the health and general well-being of waste pickers in the involved cities. Additionally, these integrated plans led to improvements in the organization of waste picker groups, better working conditions, increased income, higher levels of participation in municipal waste management, and greater knowledge and awareness of the environment.

## **1.2 Recycling Networks research project**

Recycling Networks was a research project involving partners in Argentina, Brazil, Kenya, Nicaragua, and Tanzania, conducted between 2017 and 2022, which examined the challenges that waste picker organizations and networks faced in their daily work and analyzed the collection and recycling systems in the cities of Buenos Aires, Dar es Salaam, Kisumu, Managua, and São Paulo.

The project addressed the following questions: How do these grassroots initiatives and networks operate to produce socio-environmental and economic changes? What innovations are emerging from these grassroots and what organizational, institutional, social, and material challenges are encountered in the creation, development, and stabilization of these initiatives and networks? How can these difficulties be overcome? Recycling Networks conducted multiple case studies of waste picker organizations in these cities, mapping the grassroots innovations of the organizations involved. It also conducted in-depth studies of these innovations through interviews, observations, and interactive workshops, discussing the results among researchers and waste picker organizations from these countries. The project culminated in the organization of an international conference researchers and waste pickers, focused on the production and dissemination of final research results, showcased with audiovisual products, and scientific publications.

Our results show that waste pickers develop innovative technological solutions, management methods, and governance arrangements, for example with the provision of environmental services. These grassroots organizations create extreme niches of innovation, on the margins of the formal city, the formal economy, orthodox scientific production, and formal waste management systems. Operating in contexts of scarcity, they seek solutions for materials and packaging that are not recycled, thus making environmental and economic contributions. By creating collaborative networks, these grassroots innovations can be expanded to achieve even greater social benefits.

The project facilitated technology transfers between waste picker organizations from Brazil, Argentina, and Kenya for grassroots innovations (handcart, manual press, biodigester). It showed how peer exchanges can develop low technology/low-cost solutions when grassroots have space to investigate and innovate according to their problems and resources. However, due to the pandemic and the increasing disparities in poverty, these environmental innovations are at risk. Actions are required, both in terms of policies and research, to support a green bottom-up development.

### **1.3 Mapping Waste Governance research project**

The *Mapping Waste Governance project* began in 2017 is focused on mapping social actors, infrastructure, legal and financial instruments, and policies for inclusive solid waste management in various cities, promoting the exchange and strengthening of these experiences.

The researchers in this project collaborate with those involved in the previously described project (Recycling Networks) and offer a critical inter- and transdisciplinary perspective on waste governance, resilience against climate and environmental changes, involving cooperatives, associations, community organizations, public-private partnerships, networks, and organizations working on related issues.

This project addresses the following questions: what are the resources and barriers of solid waste governance in each specific geographical context? How can governance become more inclusive and thus more sustainable? What can we learn from these specific political, organizational, and institutional experiences (governance arrangements, finances, laws, business models, etc.)?

Just like in the Recycling Networks project, case studies of waste picker groups, government initiatives, and NGOs were included, and qualitative research tools and participatory action research were used (including photo-voice, participant observation, workshops).

Good waste governance requires re-conceptualizing solid waste as a resource and taking an inclusive approach to waste management, recognizing the different social actors involved in waste management (waste pickers, intermediaries such as scrap dealers, small recycling entrepreneurs, etc.), empowering them and giving them voice, through innovative approaches. Good waste governance can contribute to poverty reduction, create community resilience, and increase environmental sustainability. This research project gives especially empowers waste pickers and micro- entrepreneurs working with waste, disseminating research results, promoting the socialization of everyday-based popular knowledge, and partnerships between communities and government in waste management and their experiences with waste collection and recycling.

The teams from these three presented projects, along with new colleagues and waste picker leaders, have been meeting since 2021 to build the UNICATA project, based on Participatory Action Research (PAR) methodology. The first step was conducting research to understand the demands of waste pickers, which will be detailed in the following topic.

## **2. EDUCATIONAL NEEDS ASSESSMENT**

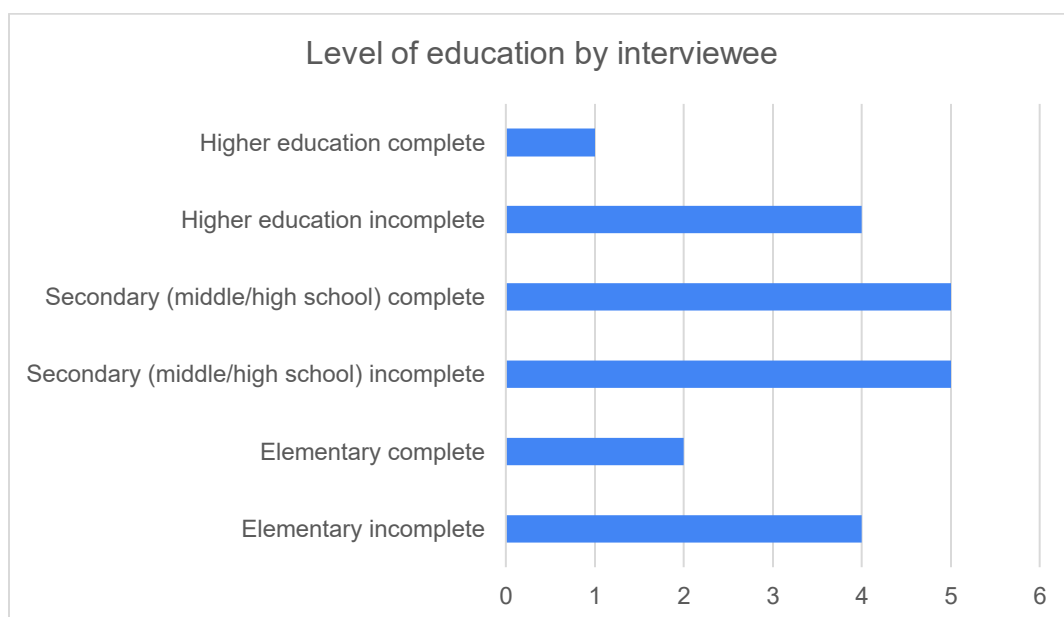
From these previously conducted projects, it was possible to identify progress and advancements achieved over the years that increased the recognition and visibility of waste pickers. However, the social and economic exclusion of many waste pickers is still significant and widespread.

Although waste pickers provide an essential service and perform an important public recycling service, in material recovery and reuse, and in diverting waste from landfills, most of the time they remain invisible, and their social roles go unrecognized. Especially for the autonomous, unorganized waste pickers, are more marginalized have little decision-making power and are hardly consulted in the development of solid waste management policies. Therefore, more projects are needed to change this scenario.

Since the second half of 2021, there have been several preliminary discussions about the proposal for the creation of a permanent training hub for waste pickers. These meetings took place both virtually and in person with long-standing partners, including the Movement for the Defense of the Rights of the Residents of Santo André (MDDF), the Women's Observatory (OM), the Federal University of ABC (UFABC), the University of São Paulo (USP), the University of Victoria, Canada (UVic), and representatives from the National Movement Waste Pickers in Brazil (MNCR).

Between January and February 2022, a needs assessment was conducted with the aim of planning the creation of a university for waste pickers, involving 21 in-depth interviews with individuals representing 12 cooperatives in the Metropolitan Region of São Paulo. As a result, a preliminary diagnosis of the current situation, indicators supporting the constitution of an educational space, as well as contents that would serve as the basis for the initial courses of UNICATA was generated. The results showed that out of the 21 interviews with leaders, there is a low and incomplete level of education among waste pickers (see figure 1).

*Figure 1 Results of interviews with leaders of recycling cooperatives*



Source: Results of own survey carried out in 2022.

The main emerging themes expressed by the waste pickers in this research included: cooperative administration and management; medicine and health; environmental management; technical capacity in computer operation; solid waste management and relevant legislation; understanding of reverse logistics (Producer Responsibility) and waste incineration (such as technologies that purportedly generate energy).

Regarding environmental issues, the following main themes emerged (Figure 2).

*Figure 2: Key results in relation to the environment*



Source: Results of own survey carried out in 2022.

Regarding environmental education the results also highlighted the need for greater community awareness on issues such as reduction of waste generation and proper separation of materials at the source, especially on the household level.

Another theme that respondents pointed out regarding internal challenges experienced in cooperatives was the need for greater knowledge on reverse logistics, work organization, marketing processes, financial management, and the participation of members of waste picker organizations, including the participation of new members, young people, and women leaders. Some leaders mentioned specific demands for waste pickers that were not organized in cooperatives or associations including issues regarding lack of knowledge on waste legalization, health guidance, or workplace safety. Regarding the expectations of waste pickers, in the initial survey, some competencies, skills, and attitudes emerged that were considered important outcomes for the university experience (Figure 3).



Figure 3: Waste pickers' expectations of a university

What we hope to achieve as concrete results for the participants	
<b>S (Skills)</b>	<ul style="list-style-type: none"><li>• To have better strategies in place regarding best management of material separation.</li><li>• Leadership skills to provide for continuity regarding best governance practices in cooperatives and associations.</li></ul>
<b>A (Abilities)</b>	<ul style="list-style-type: none"><li>• Collective cooperative management, delegating tasks and monitoring processes and results.</li><li>• Establish operational flows that improve the quality of life of waste pickers in general.</li><li>• Conduct negotiations with different stakeholders (external - buyers and suppliers).</li><li>• Develop and implement communication plans. Mediate and resolve conflicts.</li><li>• Understand and monitor financial aspects, prepare tax documents, health, and safety management at work.</li></ul>
<b>A (Attitudes)</b>	<ul style="list-style-type: none"><li>• To be more inclusive and participatory.</li><li>• To firmly advocate for the interests of waste pickers and their organizations in a non-violent manner.</li><li>• To support the emergence of new (specifically young and female) leaders in the organization of cooperatives and associations.</li></ul>

Source: Results of own survey carried out in 2022.

Later, the main results were shared in accessible formats, including audio files distributed via the WhatsApp application, short documents for data visualization, and face-to-face meetings.

On April 30, 2022, an eight-hour meeting was organized with partners and representatives from various organizations of waste pickers participating in the research, to provide feedback of the research and to develop a pedagogical proposal. Participants received a summary of the main research results in an accessible language to kickstart the discussions and the development of a course proposal (Figure 4). The following video is a living document depicting key moments of this event (watch: <https://youtu.be/i2xvyCPFU60>).

Figure 4: 8-page brochure summarizing main survey results (in Portuguese)



### 3. THE IMPLEMENTATION OF UNICATA

As a result of the research on the demands and aspirations of waste pickers and with the feedback on the research results, the idea of UNICATA, a university for and by waste pickers, materialized. The development of an educational space for waste pickers with thematic content based on local realities and needs is crucial to transforming the lives of waste pickers and their opportunities. The intention is to develop a teaching method strongly linked to the local contexts where the student waste pickers work and live, relating to specific aspects of the place and reflecting on their connections with more general issues, while also enabling the sharing of knowledge about these specific lived situations. This helps students to learn from different situations, enhancing the construction of knowledge, understanding concepts, and theories. Furthermore, this approach includes attention to diverse conflicts that can emerge and issues of social class, race, and gender diversity throughout the process of co-producing knowledge, particularly given that social inequalities are widespread and deeply rooted throughout the Brazilian territory.

Initially, the curriculum for the teaching modules was developed in a participatory manner between university professors and waste pickers. The next step was to prepare the future teachers of UNICATA, based on the principles of participatory methodologies. This means knowing and discussing teaching theories and practices about how to be a "good teacher" and how to teach by involving peers. This workshop aimed to "tune" the pedagogical approach, methodology, and teaching philosophy, which is essential for teaching grounded and contextualized in concrete conditions of everyday work experiences. The main factor that differentiates UNICATA is precisely the peer teaching method, where an academic or professional teaches along with a waste picker, by preparing the content and delivering the class. These teams also prepare the teaching materials, accompany the students and monitor and evaluate the feedback. Waste pickers have been protagonists in this process.

#### 3.1 Workshop for instructors

A two-day pedagogical and methodological workshop anticipates the delivery of each module. The first workshop for instructors involved in the pilot project of Module 1 happened on March 25 and April 1, 2023. Nine waste pickers and 12 academic participants, postgraduates from UFABC and USP, members of the Executive Council of UNICATA, and the film crew participated, accompanying, and supporting the project. This workshop provides elementary pedagogical guiding principles and teaching methods that we adjusted to the specific context of our students.

We discuss organizational and planning tools to be used for lesson preparation in terms of content, schedule, and the definition of various activities and responsibilities. The feedback from the waste pickers was extremely positive and very encouraging. We learned about the main challenges in the course development, mainly related to situations of vulnerability. We also identified challenges regarding time management and social inclusion.

Figure 5: Pedagogical workshop for teachers

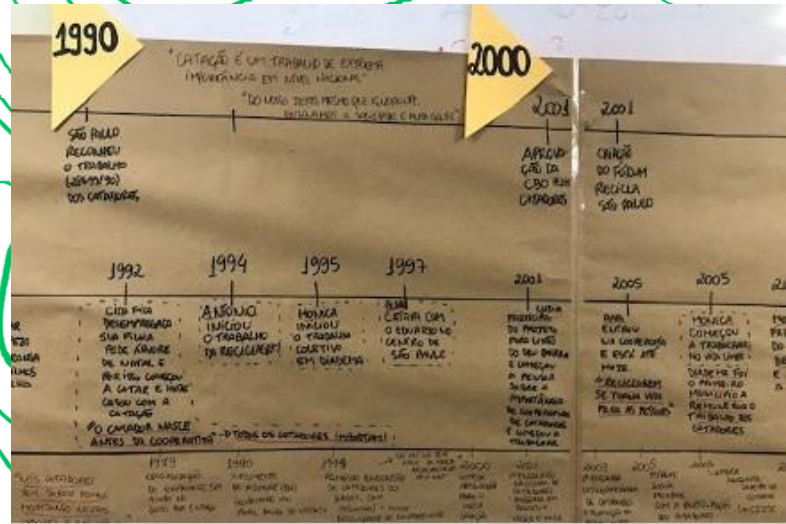
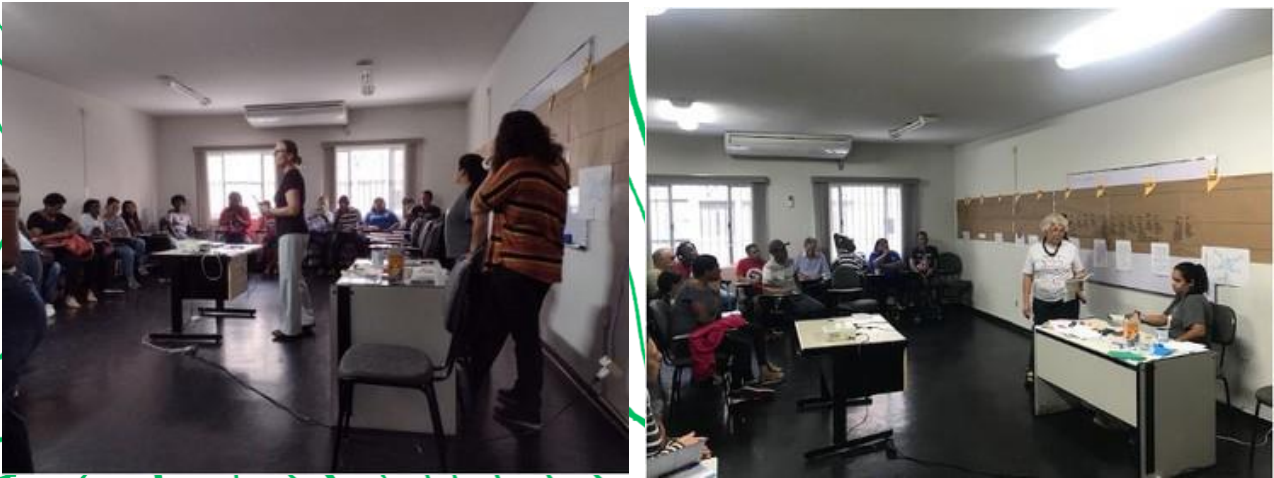


Photos: William Martins, Yellow Studio, April 1, 2023

### 3.2 Implementation of Module 1

On April 15, 2023, we started the inaugural class of UNICATA, with 30 students. After a comprehensive introduction about the UNICATA project, presenting its history, organization and governance, guiding principles, values, and objectives, and addressing any remaining questions and doubts from the participants. Then, we questioned the students about their expectations regarding university and specifically about the outcomes of the first class. We collected their key ideas on sticky notes and included them on the paper trees summarizing key ideas (see Figure 5). Collectively, we built a timeline (see Figure 5) where everyone could place their own life story relevant to the waste collection activity. These were crucial steps in preparing the classes for Module 1 the introduction to the course.

Figure 5: Pedagogical workshop for teachers



Photos: Felipe Palma da Silva, April 15, 2023.

The classes were held on Saturdays from 2:00 PM to 6:00 PM with a substantial snack provided. Students received transportation assistance, and waste picker teachers received an honorarium for each class taught. Here is the list of topics for each class of pilot module 1.

Lesson 1 (15.04.)	History and trajectory of waste picking work
Lesson 2 (22.04.)	Waste pickers as social subjects
Lesson 3 (29.04.)	Models for organizing the work of waste pickers
Lesson 4 (06.05.)	Field trip
Lesson 5 (13.05.)	Social movements and waste pickers

Lesson 6 (20.05.)	Administration and management in the cooperative
Lesson 7 (27.05.)	Public policies in solid waste management
Lesson 8 (03.06.)	Waste picker-government relations
Lesson 9 (10.06.)	Waste picker-market relations
Lesson 10 (17.06.)	Governance and self-management
Lesson 11 (24.06.)	Recycling technologies and popular knowledge
Lesson 12 (01.07.)	Safety, health, and good working conditions
Lesson 13 (08.07.)	Social and environmental sustainability.

A total of 22 students completed the 1st module and participated in the certificate award ceremony on August 12, 2023, at the Municipal Chamber of São Paulo City Council.

### 3.3 Strengthening UNICATA's classrooms

After the completion of the first module as a pilot project, a second class of Module 1 was held in São Paulo (between August and December 2023), and a pilot project was conducted in Brasília (September to December 2023). In São Paulo, the physical space for the classroom was provided through a partnership with ANCAT (National Association of Waste Pickers), in downtown São Paulo, and in Brasília, by the partnership with the Association *Recycle a Vida*.

Out of these two groups, 15 students from São Paulo and 17 students from Brasília concluded module 1. The certificate award ceremony for these students was held in Brasília during the 10th Expocatatadores, a national event organized by the National Movement of Waste Pickers (MNCR). MNCR covered the transportation from São Paulo to Brasília and the accommodation for all students. As in the previous class, the students also gave a brief public presentation of their research results. Extension certificates are provided by UFABC, UnB, IFB, and UVic to students upon completion of each module, as well as for the classes that complete the entire course (6 modules). The formal recognition of this educational experience has the potential to improve the employability, create citizenship awareness, and increase the self-esteem of the students.

We have observed that UNICATA is a huge differential in the lives of waste pickers, who struggle for better living and working conditions, and for their demands and needs to be effectively addressed by public policies.

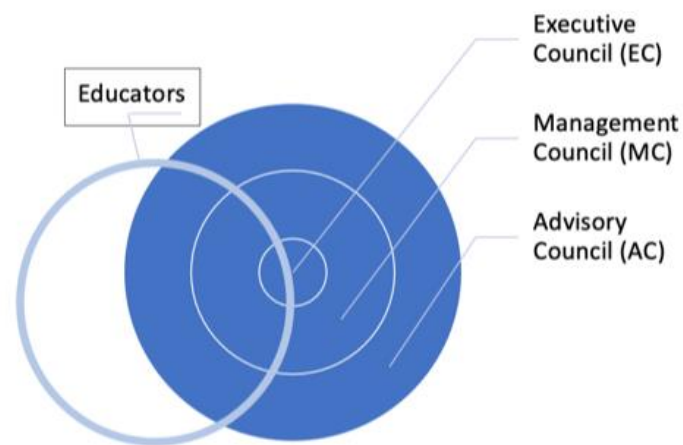
Since April 2023, we have already seen the emancipation of some of the waste pickers who attended Module 1, participating in public hearings, conferences, giving interviews, testimonials, and expressing demands during public events, and at dialogues with representatives of the City Hall and legislative bodies in São Paulo. One waste picker has revealed herself as an environmental educator speaking in schools about the importance of selective waste collection and recycling. Another waste picker has become one of the monitors at the Citizenship Hub, a mobile trailer that operates in downtown São Paulo providing citizen assistance, mainly to the homeless population and waste pickers in the region. Other waste pickers have openly expressed feeling more empowered and participating more in dialogue and decision-making within their cooperatives. Another extraordinary example was the result of one of the classes that provoked the demand from independent waste pickers to also be included in public policies for selective waste collection, which currently only include organized waste pickers. There are many situations and examples that demonstrate the strong impact that UNICATA is having in terms of transforming lives and the collective perception of waste pickers.

Some testimonials from waste pickers express the potential of UNICATA to empower the individual and contribute to discussions and debates in producing greater critical awareness. "The act of cooperating is a construction which involves many hands, because each hand has something to contribute" (Luzia). The recognition of power in each individual and the need to overcome oneself is expressed by Pedro's statement: "Let's value ourselves," and Guiomar's note: "For us to be recognized, we need to articulate ourselves." Dona Olinda's statement shows the perception of the act of waste picking as a tool for social inclusion: "Selective waste collection represents raw material for social inclusion." UNICATA provides a unique opportunity to offer a training that is continuous and integrated into the context of everyday work: "My father used to tell me to study, otherwise I would end up picking cans - and today at the Waste Pickers' University, I study to pick cans" (Pedro). Waste pickers are aware of their local and popular knowledge, and when empowered, they take pride in it, as Monica expresses: "I graduated on the streets, and my doctorate was in waste picking."

#### 4. UNICATA GOVERNANCE

UNICATA has three councils (see Figure 1). The **Executive Council (EC)** was constituted in 2023 and has the following current composition with representatives: from the National Movement of Recyclable Material Collectors MNCR (*Luzia Honorato*), the National Association of Recyclable Material Collectors (*Daniê Tadeu*), the *Federal University of ABC - UFABC* (*Adalberto M. M. de Azevedo, Angela M. Baeder, Felipe Palma*), the University of São Paulo - USP (*Isabella Vallin*), from the Federal Institute of Brasília - IFB (*Greice Martins*), from the University of Victoria in Canada - UVic (*Jutta Gutberlet*), from Pimp my Carroça (*Nanci Darcolete*), and representatives of UNICATA students (*Lucas Assumpção*).

Figure 1: Project governance structure



Source: Jutta Gutberlet, March 24, 2023.

The **Management Council (MC)** is made up of up to twenty people, including all seven members of the EC. The GC's terms of reference are as follows:

The Management Council promotes the running of UNICATA in line with the principles, objectives, and methodology proposed to achieve results, with the sound training of waste pickers, in philosophical, human, social, political, and technical aspects.

The MC will make decisions on the various dimensions of UNICATA's operation: philosophical and political; operational and administrative; curricular, considering the proposals of the education teams, the Executive Council (EC), and the Advisory Council (AC). The principle of horizontality must prevail in the actions of this MC, consistently with UNICATA's goals and praxis.

This Council will be composed of approximately twenty people, of which the seven members of the Executive Council are permanent advisors, in addition to key individuals mentioned in the list below. The MC has invited and will invite representatives of new partners and/or collaborators. In addition to these individuals, representatives of waste picker organizations and of the autonomous waste pickers also participate in the MC. Representatives of students from the ongoing class(es) at UNICATA will be invited every year to participate.

Representatives from the public authorities of the cities where the majority of the students in the class(es) reside may be consulted to participate, allowing for the inclusion of "adjustments" to the formative process according to the demands of the municipal systems of the recycling program.

The MC decides on the organizational structure of UNICATA, on different forms of institutionalization, the "pedagogical path" (indicated by the group of instructors and presented to this Council), political options and transitions for change, as needs arise.

The Council should consider indicators and other monitoring and evaluation mechanisms proposed by the CE (Executive Council) and the group of Instructors to address these needs. This Council will be the space for discussion and decision making. The Council will also be important in articulating with potential partners and collaborators, including seeking financial support for UNICATA.

Within about 2 years, the goal is to expand UNICATA by establishing reference centers/classrooms in other cities in Brazil. Later, expansion to other countries and offering hybrid classes is planned. It is also the responsibility of the MC to discuss and contribute to the construction of the necessary steps for this expansion (assess and suggest administrative aspects; seek partnerships; build teams; among other aspects of UNICATA's operation).

The MC must monitor the project's development, with regular meetings (at least 1 regular meeting per semester with ad hoc meetings if necessary). The Governing Council (MC) will be regularly activated by the Executive Council who may ask to convene if necessary or demanded by 2/3 of the Councilors, with parity to be defined according to the participating sectors.

Source: Jutta Gutberlet, May 29, 2023.


The following individuals/institutions are currently on the Management Council.

Name	Institution
Eduardo Ferreira	MNCR
Dione Manetti	ANCAT
Luiz Henrique	UNICATADORES
Sylmara L. F. Gonçalves-Dias	USP, Universidade de São Paulo
Vanessa R. N. Cruvinel	UnB, Universidade de Brasília
Francisco de Paula Antunes Lima, Marcelo Alves de Souza	UFMG, Engenharia de Produção
Teodósio Armindo dos Santos de Sousa Laísa Magalhães	PUC Minas, Pontifical Catholic University of Minas Gerais
Luciano Marcos Silva	Observatório da Reciclagem Inclusiva e Solidária - ORIS
Emilia Wanda Rutkowski	UNICAMP Observatório da Reciclagem Inclusiva e Solidária – ORIS, Comissão Coordenadora Fórum Lixo & Cidadania RMC

Ana Paula Gonçalves	Centro Mineiro de Referência em Resíduos BH
Rosângela de Fátima Pereira Marquesone	Departamento Acadêmico de Computação - DACOM Universidade Tecnológica Federal do Paraná - UTFPR
Alice Libânia Santana Dias	Superintendente de Resíduos Sólidos na Subsecretaria de Saneamento da Secretaria de Estado de Meio Ambiente e Desenvolvimento Sustentável (SEMAD)
Solange Dias	Movimento em Defesa dos Direitos de Moradores de Conjuntos Habitacionais de Santo André (MDDF)
Silvia M. Pompeia	Labor
Maria Aparecida Barbosa	Colaboradora educadora popular
Rachel Moreno	Observatório da Mulher
Valquíria Cândido da Silva	Representação Catadores Alunos – Coop./Assoc.
Pedro Luiz da Silva	Representação Catadores Alunos – Cat. Autônomos
Fabio Cardozo	Mestre pela USP/EACH e Consultor Ambiental Cooperativa Mãos Verdes
Pedro Luiz da Silva	Representação Catadores Alunos – Cat. Autônomos
Fabio Cardozo	Mestrando na USP/EACH e Consultor Ambiental Cooperativa Mãos Verdes.

Source: Jutta Gutberlet, 8 July 2025.

The **Advisory Council (AC)** is being formed, which will meet virtually once a year. Various national and international organizations are invited to participate, including leaders and key partners, but not limited to them: National Association of Waste Pickers (ANCAT), National Movement of Waste Pickers (MNCR), Women in Informal Employment: Globalizing and Organizing (WIEGO), Global Rec, the Global Network CIFAL - Vitoria/Curitiba in Brazil, United Nations University, UN-Habitat, United Cities and Local Governments Latin America through the Coordination of Local Authorities for Unity in Diversity (CORDIAL), the International Network of Journalists with a Gender Perspective - RIPVG (Red Internacional de Periodistas con Visión de Género), and the organization Health in the Workplace without Borders - WHWB (Workplace Health Without Borders). The terms of reference of the CC are as follows:



The Advisory Council (AC) will have the main role of contributing to the overall definition of the directions of UNICATA concerning its social and political function, as well as its pedagogical components. The AC will be kept informed through frequent reports on the progress of UNICATA, as well as through the annual activity report. The AC has the important function of critically evaluate, rethink, and reformulate certain aspects of UNICATA that need "adjustments".

It will be important to listen to the AC's position regarding the specific political, social, economic, and socio-environmental contexts in Brazil, Latin America, and other regions, especially where UNICATA intends to expand its activities. These contributions and inputs from the AC will allow for a deep reflection on the work, planning, and revitalization of the University, at any time.

The Advisory Council (AC) should meet once a year virtually. At this initial moment, it is likely that a recognition meeting and the first exchange of ideas between Councilors and other teams of UNICATA will take place: the Executive Council, teams of instructors, and representatives of the Management Council.

Exceptionally, if necessary, the Management Council and/or the Executive Council may request a meeting with the AC due to urgency to address the challenges arising in the operations of the University, to make broader decisions.

Nothing prevents the AC from convening itself for a meeting, provided that other participants in UNICATA decision-making bodies are informed and invited. At the first meeting, a tentative agenda for AC meetings will be proposed, and forms of communication between the University and this Council (and vice versa) will be discussed.

Source: Jutta Gutberlet, May 29, 2023.



## **5. UNICATA AND THE SUSTAINABLE DEVELOPMENT GOALS**

Through UNICATA, we hope to make substantial progress on several of the Sustainable Development Goals (SDGs) established by the United Nations, including: SDG 1: Eradicating Poverty; SDG 4: Quality Education; SDG 6: Clean Water and Sanitation; SDG 8: Decent Work and Economic Growth; SDG 11: Sustainable Cities and Communities; SDG 12: Responsible Consumption and Production; SDG 13: Climate Action.

The aim of social transformation for this project revolves around the notion that education can lead to a range of improvements in the quality of life of waste pickers; for example, it can contribute to better interpersonal relationships among waste pickers, as well as greater gender equity; increased material recovery and better material management, contributing to an increase in waste pickers' income; and contributing to more inclusive cities through increased collaboration between municipal authorities and waste pickers. All of these outcomes are related to one or more of the aforementioned SDGs.

UNICATA connects to existing social welfare policies, specifically those brought by the legal framework of the national social and solidarity economy that promotes access to work and income, focuses on eradicating hunger, and addresses other forms of exclusion resulting from unemployment. It addresses the lack of equal opportunities, rights, and treatment within society, as well as the occupational health and well-being as well as human rights of waste pickers, all of which are also aligned with the SDGs.

### **5.1 Social vulnerabilities of waste pickers**

The full participation and engagement of traditionally marginalized groups in the development of this proposal are central to the success of the project. Therefore, it is important to have clarity about the degree of vulnerability, exclusion, violence, and inequality that this population has historically suffered.

The population of organized and autonomous waste pickers is quite diverse. Among them, we find elderly and young people, as well as more vulnerable and stigmatized individuals, including members of indigenous groups (such as the Guarani and others), international refugees (migrants from Haiti, Venezuela, Colombia, among other countries), former prisoners, addicts, and very commonly, single mothers, for whom material recycling is the survival activity that provides for their subsistence (even so, in various cooperatives, women are not valued in the same way as men).

Women constitute the majority in waste picking when working in organized groups, with Afro-descendant women predominating. The presence of children in the workplace is still a reality, as many waste-picking women (particularly autonomous waste pickers) do not always have a place to leave their children while they work, putting these individuals at risk of accidents and exposure to contaminants when participating in waste picking.

Improving access to education for these marginalized and excluded groups can lead to a more equitable society. Antiracist, anti-oppressive, and anti-sexist education to recover and rebuild democracy will be essential to center around a "good life" economy (*Buen Vivir*), guided by sustainability and the principles of cooperativism and Solidarity Economy.

## 5.2 Increasing diversity, equity and inclusion of waste pickers

The construction of UNICATA has been an inclusive process. Waste pickers have been fundamental participants since the inception of the research to identify the need for this university and to understand the specific contents of interest. Waste pickers contribute to curriculum design, course implementation, generation of new knowledge through research accompanying classes, as well as monitoring and evaluation of the experience. Therefore, the involvement of waste pickers is absolutely critical, and their degree of participation and leadership will determine the success of the project.

The impact of the university can transform the skills and capabilities of waste pickers not only to perform their work but also to have the power to engage in public dialogues addressing their concerns. Increasing and enhancing the knowledge of waste pickers can ultimately result in better chances to explore new opportunities and benefit their livelihoods and sources of income for themselves and their families.

UNICATA has become a model for rethinking social change that can be expanded and replicated in other parts of the world. As the project incorporates governmental, non-governmental, community, and academic partners, it can serve as a reference for partnership for other initiatives, as each stakeholder is central to the project and can play a role in promoting diversity, equity, and inclusion for social transformation to be more equitable.

## 6. METHODOLOGICAL AND PEDAGOGICAL PRINCIPLES

For a transformative change to occur, UNICATA applies a bottom-up approach grounded in pedagogical theories such as those articulated by Paulo Freire [5], Michel Thiollent [6], Orlando Fals Borda [7], among others. From the student's perspective, UNICATA's concept is based on ideas surrounding critical understanding that leads to critical action (Freire, 1974) and other thoughts on teaching and learning *"oriented towards critical self-awareness and social consciousness that allows for appropriate measures against oppressive forces"* (McKernan, 2013, 425) [8].

Teaching takes place through peer practice, meaning that classes are prepared and taught by academics or professionals working alongside waste pickers, to ensure that the content is relevant and contextualized, and that the language is appropriate. Before the start of each new module, a workshop is offered to prepare facilitators - waste pickers, professionals - for the specific context and for peer teaching, working with pedagogical principles and participatory methodologies grounded in theories articulated by Paulo Freire, Michel Thiollent, Carlos Brandão [9], among many others.

Research is present in every class, grounded in citizen science, which recognizes the research potential in every citizen, offering tools and practice, thus making the individual capable of contributing to the generation of new knowledge (Albagli & Rocha, 2020 [10]). Thus, greater emphasis is placed on students as active researchers, preparing them to be lifelong researchers and learners. This type of research questions how new knowledge is generated, for whom this knowledge is produced, who participates in the research and how, in addition to deciding how the knowledge gets disseminated and who can access the information. Research is a fundamental element of education, to understand and uncover the scenario of manufacturing fake news, domination and maintenance of injustices, and maintenance of power for certain classes. We aim to harness research potential to obtain truthful versions of the facts that circulate daily.

Experienced waste pickers are a fundamental element in the effective teaching and dissemination of knowledge. Both as instructors/teachers and participants, waste pickers will become agents of change, transforming their lives and society.

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[1] Freire, Paulo. Educação como prática da liberdade. Editora Paz e Terra, 1967. Freire, Paulo. Conscientização. Teoria e Prática da Libertação. Uma introdução ao pensamento de Paulo Freire. São Paulo, SP: Editora Cortez & Moraes, 1979. Freire, Paulo. Pedagogia do Oprimido. 17. Ed., Rio de Janeiro, RJ: Editora Paz e Terra, 1987. Freire, Paulo. Pedagogia da Autonomia: Saberes necessários à prática educativa / Paulo Freire. – São Paulo: Paz e Terra (Coleção Leitura), 1996.

[2] Thiollent, Michel. Metodologia da pesquisa-ação. São Paulo Editora Cortez, 2022.

[3] Borda, O. Fals, Peter Reason, H. Bradbury. "Participatory (action) research in social theory: Origins and challenges." Handbook of action research: Participative inquiry and practice (2006): 27-37.

[4] McKernan, James A. "The origins of critical theory in education: Fabian socialism as social reconstructionism in nineteenth-century Britain." British Journal of Educational Studies 61.4

[5] Brandão, Carlos. "Repensando a pesquisa participante." Em Aberto 3.20 (1984).

[6] Albagli, Sarita, and Luana Rocha. "A Ciência Cidadã na questão dos resíduos sólidos." Informação e Sociedade, João Pessoa 30 (2020): 1-31.

Field visits throughout the courses (one per module) offered to students will support our approach of experiential learning for co-generation and knowledge sharing, as well as for stimulating transformative changes.

UNICATA is focused on co-generating knowledge using participatory and human-centered approaches and projects, based on the joint definition of key gaps in education and training, receiving feedback and suggestions from multiple sources, conceptualizing, and creating courses that address the challenges, receiving suggestions and feedback on the courses offered, and refining teaching materials to better respond to needs. The human-centered design approach allows the student's experience to influence the design of each model systematically, thinking holistically about the social, economic, and environmental aspects of waste pickers and their livelihoods. The University addresses the serious deficit in education for thousands of individuals who play an important role in our cities in waste management.

## 6.1 Curriculum content

The curriculum development and course delivery will be produced using the methodology of Participatory Action Research, grounded in Paulo Freire's pedagogical approach. UNICATA will benefit from a rich history of cooperation established by the key stakeholders and will leverage the experiences from research projects conducted over the past twenty years, which have already provided training and capacity-building to waste pickers' organizations on diverse topics such as digital inclusion, gender issues, conflict resolution, collective sales, and occupational health.

Based on the contributions of waste pickers through research, workshops, and classes, the main objectives of teaching at UNICATA are:

- Promote the access to and the sharing of diverse popular and academic knowledge to understand the complex socio-economic and cultural universe of waste picking.
- Create a horizontal educational model based on Paulo Freire's popular education pedagogy, recognizing all human beings as producers of knowledge, respecting culture, popular wisdom, values, and individual capacities.
- Develop a curriculum that is innovative and suitable to the students' contexts, promoting social, economic, and environmental sustainability.
- Train professionals in waste picking, sorting, and transformation of recyclable materials, with a focus on political and environmental education, income generation, sustainable businesses, circular economy, public policies, and other topics related to solid waste and potential transformations in waste management contexts.
- Introduce research methodology knowledge and guide students as citizen scientists in their research projects (Final Course Work – Honors Thesis).

## 6.2 The Modules

The course "Management and governance of solid waste with the inclusion of waste pickers for a sustainable and just society" covers six modules with 56 class hours per module (three to four hours per week, in the evening or on Saturdays) and a field visit in each module.

The contents of all modules are collaboratively built with representatives of waste pickers. The modules of the complete course are as follows:

<b>Module 1</b>	<b>Course Introduction</b>	Addressing the main themes raised by the waste pickers during the research phase and the two feedback workshops.
<b>Module 2</b>	<b>Waste picking</b>	Historical background, political education, the subject waste picker and waste pickers movements (social and racial exclusion, gender issues, social movements).
<b>Module 3</b>	<b>Governance</b>	Regulatory and legal aspects of urban solid waste management (including extended producer responsibility, reverse logistics).
<b>Module 4</b>	<b>Management</b>	Administration and cooperative management (accounting and financial management, computer operation, human resources, power relations, and democratic participation).
<b>Module 5</b>	<b>Environment</b>	Sustainability, climate, and health in solid waste management (climate change, solid waste and environmental impacts, waste incineration, occupational health, circular economy).
<b>Module 6</b>	<b>Research</b>	Research practice focused on the context of waste pickers (mixed research methodologies, research ethics, development of the research project).

Modules 1 to 5 reflect the topics identified by partners and waste pickers during the preliminary research activities conducted in 2022. In the initial classes (São Paulo and Brasília), the course was offered in a face-to-face format, but the future goal is to offer UNICATA courses in-person, hybrid, or online to accommodate those students who cannot participate in person and to reach a broader geographic audience. This way, individuals will be able to access the classes and course material through their cell phones or personal computers, as well as through workstations accessible through community centers, schools, or nearby universities.

The development of each module will involve the following steps: (1) Collective decision on the thematic issue to be focused on in each module; (2) Systematization of the module's contents; (3) Planning and logistical organization of the course, communication, and mobilization; (4) Finalization of the specific pedagogical plan for the module; (5) Setting up the physical infrastructure for the classroom; (6) Registration of waste pickers to participate in the course; (7) Course delivery; (8) Monitoring and evaluation; (9) Preparation and restructuring of the next module for future repetition; (10) Communication and mobilization. These stages will be supported by the UNICATA secretariat, pedagogical coordination, and at least two graduate students from the involved universities working as research assistants.

The modules will also include practical learning through at least one field trip per module, visiting cooperatives, waste management facilities, community gardens and other sustainable development experiences. Each field trip will be accompanied by someone responsible for photographic or video recording, who will produce a short video documentary to be uploaded as course material afterward.

The prioritization of content will be developed in dialogue with waste pickers, based on the information obtained in preliminary research, continuous research and prior engagement.

### 6.3 Research

The students of UNICATA will be involved in the development of a research projects based on their experiences and their interests. These student projects will follow a participatory research approach, where students work as researchers (citizen scientists). The student projects will be guided by the teachers responsible for the current module.

Participatory research is a method and epistemology that proposes sensitive study to local and cultural contexts, recognizing people's knowledge and experiences as valuable resources for understanding and solving social problems. Additionally, Fals-Borda emphasized the political dimension of action-research, considering it a tool to challenge unjust power structures and to co-create new understandings. Research contributes to obtaining versions and facts based on scientific bases that can be confronted with fake news. The exercise of research occurs at different moments throughout the modules, developing competencies and skills that will facilitate the development of the chosen research for the final module work. The "exercise" should allow students: recognition of reliable sources of information; reading, interpretation of information, and systematization of it.

The Executive Council in collaboration with the teachers will synthesize and help disseminate the results of student research. This approach will not only reveal the results of research on topics of direct educational action with students but also help to expand the boundaries of what we know about conducting research guided by best practices and policies.

The dissemination of results can help improve, for example, recycling processes, the design of innovative policies, and community engagement for better waste separation at source.

Conducting research, immersed in the study program, is an important part of complementing the experimental learning cycle, with the completion of the fourth phase of the cycle, active experimentation. Conducting research, immersed in the study program, is fundamental because: it is through the immersion of the student in the search for answers to the questions that emerge from day-to-day life and in confronting the challenges that new knowledge and comprehension of everyday facts bring, allowing for significant new understandings through the active participation of students.

## 6.4 Monitoring and evaluation

At the end of each class, students evaluate the content and the method through a short questionnaire asking: (1) What did you think of the class? (2) What did you think of the proposed activities? (3) Was the information provided adequate? (4) Do you think the time for each class activity was appropriate? (5) How do you evaluate the instructors/teachers? Was the way they taught easy to understand? (6) Do you want to leave any criticism, praise, or suggestion?

The instructor also prepares a summarized report after each class, specifying: (1) Main contents of the class, (2) Main steps used in the feedback of the class, (3) Main didactic materials used during the class, (4) New themes that have emerged in class, (5) What needs to be improved in this class, (6) What worked well, along with additional comments for future improvements.

Additionally, after concluding all classes of the module, students fill out a detailed questionnaire about their experience.

Monitoring and evaluating the pedagogical process will be essential for adapting and improving subsequent modules.

UNICATA social media is used by instructors and students to disseminate relevant information that has emerged from the classes. The social media will also help disseminate the experience and the offering of next modules. Upon the completion of each module, as well as at the end of the 6 modules, the students will receive a university extension certificate signed by UVic, UNB/IF, and UFABC, attesting the successful completion of the module attended.

## 6.5 Dissemination, communication, relationship building

In terms of communication, there will be ongoing engagement with the public regarding how UNICATA is progressing, sharing results and lessons learned quarterly, following each module implementation, to be disseminated through UNICATA's social media (website, Instagram, Facebook). One of the CE members will be responsible for communication and translation of course materials and will supervise the dissemination of news.

Various opportunities for reflection (during **MC** and **AC** meetings and during regular monitoring and evaluation processes) will allow critical analysis of how to expand the model and will help build partnerships and relationships with the instructors from various sectors.

Knowledge will be shared using visual methods such as posters, photographs, audio, and video clips. Such materials will be printed and published on UNICATA's social media and websites, as well as through other dissemination channels that will reach the broader population of waste pickers in the metropolitan region of São Paulo and in regions where other ongoing classes are established. This will also help engage a wider audience and, hopefully, include autonomous waste pickers as well.

In future the delivery modes will be both in-person and online. To increase access to content for students with limited access (for example, in low-income communities), we will seek partnerships with local community centers for access to public computers for future online module offerings. We will also seek alternative learning opportunities in specific locations, such as those created during technical visits, to include members of the local community or schools.

## 6.6 Production of teaching materials

During each pilot module, a specific workbook will be developed gathering the main class contents and offering additional readings. This workbook will be made available online and distributed in print to the students. The production of teaching material has been completed with a workbook for Module 1, compiling all the class materials for this module. Additionally, a booklet of the students' research results has been produced. This summary of research projects was conducted for the works of the first class of Module 1 in São Paulo.

It's also important to develop additional materials appropriate for the courses (leaflets, newsletters, videos, briefs) throughout the project process. For course administration and for the dissemination of all materials, facilitating student access to teaching material and communication with instructors, the development of an online platform is planned.

## 7. THE FUTURE OF UNICATA

In the future, we intend to expand the experience to serve waste pickers in other geographical regions, including other countries, with a focus primarily on partnerships already established through the most recent collaborations with university research and extension projects (See the partners on the website: <https://www.cbri.uvic.ca/mapping-waste>). These include cities in Latin America, Asia, and Africa where the main partners have established contacts, including Buenos Aires, Argentina; Managua, Nicaragua; Dhaka, Bangladesh; Kisumu, Kenya; Dar es Salaam, Tanzania.

In the future, we also aim for online participation through hybrid courses. All our courses shall be open and accessible to everyone, with no barrier impeding the participation. Classes are formed based on student registrations, which are monitored by UNICATA administration. Another differentiating factor of this initiative and specific teaching methodology is that it not only prepares instructors in terms of appropriate pedagogy and teaching tools, but also offers opportunities for mentoring the next generation of professionals and scholars in waste picking. In other words, UNICATA makes an important contribution to structuring education for young people who aspire working in urban waste management, environmental education, material design and recycling among other areas.

For more information and updates, please visit our website: [unicata.com.br](http://unicata.com.br)

## ANNEX

### I. List of videos produced by UNICATA

#### (1) CREATION OF UNICATA: A UNIVERSITY FOR AND WITH WASTE PICKERS

**Título: UNICATA: Universidade de e para catadoras e catadores (Português)**  
<https://youtu.be/i2xvyCPFU60>

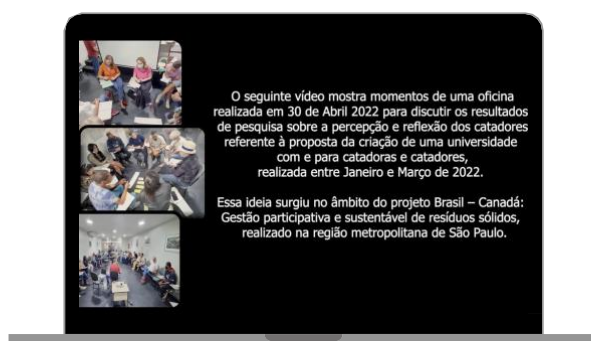
O seguinte vídeo mostra momentos de uma oficina realizada em 30 de Abril 2022 para discutir os resultados de pesquisa sobre a percepção e reflexão dos catadores referente à proposta da criação de uma **universidade com e para catadoras e catadores**, realizada entre Janeiro e Março de 2022. Essa ideia surgiu no âmbito do projeto Brasil – Canada: Gestão participativa e sustentável de resíduos sólidos, realizado na região metropolitana de São Paulo.

**Title: UNICATA: A University for and with Waste Pickers (English)**  
<https://youtu.be/ugS28oUN Sc>

The following video shows reflections from a workshop held on April 30, 2022 to discuss the results of research conducted between January and March 2022 on the perception and reflection of waste pickers regarding the proposal to create a **university with and for waste pickers**. This idea emerged within the scope of the Brazil – Canada project: Participatory and Sustainable Waste Management (PSWM), carried out in the metropolitan region of São Paulo.

**Título: UNICATA: Universidad de y para recicladores (Espanhol)**  
<https://youtu.be/S0hAsiH0WiE>

El siguiente video muestra momentos de un taller realizado el 30 de abril de 2022 para discutir los resultados de la investigación sobre la percepción y reflexión de los recicladores en torno a la propuesta de crear una **universidad con y para los recicladores**, realizado entre enero y marzo de 2022. Esta idea surgió en el ámbito del proyecto Brasil – Canadá: gestión participativa y sostenible de residuos sólidos, realizado en la región metropolitana de São Paulo.



## (2) TRAINING WORKSHOP

### **Título: 1. Oficina de formação dos educadores da UNICATA (Português)**

Link dia 1: <https://youtu.be/O7ERyxHQB20>

Link dia 2: <https://youtu.be/KybuKdxhU0s>

A UNICATA: Universidade de e para Catadoras e Catadores é uma universidade baseada na pedagogia da educação popular do Paulo Freire, na democracia do conhecimento e na prática da aprendizagem em pares. Este vídeo mostra o primeiro dia da oficina de formação dos educadores da UNICATA, realizada para garantir um olhar específico reconhecendo os diversos contextos socioeconômicos e as vulnerabilidades que caracterizam os catadores.

### **Title: 1. Training workshop for UNICATA instructors (English)**

Link day 1: <https://youtu.be/6Fwju6frxfY>

Link day 2: <https://youtu.be/5LcPj8Dj7Rq>

UNICATA: University of and for waste pickers, is a university based on Paulo Freire's popular education pedagogy, knowledge democracy and the practice of peer learning. This video shows the first day of the training workshop for UNICATA instructors, carried out to ensure a specific approach that recognizes the different socioeconomic contexts and vulnerabilities that characterize waste pickers.

### **Título: 1. Taller de formación para educadores de UNICATA (Espanhol)**

Link día 1: <https://youtu.be/YIXBjKUefUE>

Link día 2: <https://youtu.be/uuHTyaZbKTY>

UNICATA: Universidad de y para recicladores, es una universidad basada en la pedagogía de la educación popular de Paulo Freire, la democracia del conocimiento y la práctica del aprendizaje entre pares. Este video muestra el primer día del taller de formación para educadores de UNICATA, realizado para asegurar una mirada específica que reconozca los diferentes contextos socioeconómicos y vulnerabilidades que caracterizan a los recicladores.



### (3) TECHNICAL VISIT

#### **Título: Visita técnica na ADEMARE (Português)**

Link: <https://youtu.be/CMN0YxaWlw>

No dia 6 de Maio 2023, os alunos e educadores da UNICATA tiveram a oportunidade de visitar a cooperativa de catadores de materiais recicláveis ADEMARE, localizada no município de Santana do Parnaíba, SP. Neste dia se discutiu as conquistas da ADEMARE assim como alguns dos desafios que muitos catadores estão enfrentando atualmente. Ao envolver os alunos em experiências práticas e reflexões, eles são mais capazes de conectar teorias e conhecimentos aprendidos em sala de aula com situações do mundo real.

#### **Title: Field visit to the recycling cooperative ADEMARE (English)**

Link: <https://youtu.be/z0Zn7n2K8vk>

On May 6, 2023, UNICATA students and instructors had the opportunity to visit the ADEMARE waste picker cooperative, located in the municipality of Santana do Parnaíba, SP. On this day, ADEMARE's achievements were discussed, as well as some of the challenges that many waste pickers are currently facing. By engaging students in hands-on experience and reflection, they are better able to connect theories and knowledge learned in the classroom with real-world situations.

#### **Título: Visita técnica en ADEMARE (Espanhol)**

Link: <https://youtu.be/PlrBem-kzPs>

El 6 de mayo de 2023, estudiantes y educadores de UNICATA tuvieron la oportunidad de visitar la cooperativa de recolectores de materiales reciclables ADEMARE, ubicada en el municipio de Santana do Parnaíba, SP. En este día, se discutieron los logros de ADEMARE, así como algunos de los desafíos que enfrentan muchos coleccionistas en la actualidad. Al involucrar a los estudiantes en la experiencia práctica y la reflexión, pueden conectar mejor las teorías y el conocimiento aprendido en el aula con situaciones del mundo real



#### (4) GRADUATION

**Título: Celebrando catadoras e catadores (Português com legenda)**

Link: [https://youtu.be/yiYfEGr2L\\_E](https://youtu.be/yiYfEGr2L_E)

**Título: Celebrando catadoras e catadores (Português sem legenda)**

Link: <https://youtu.be/RKMX0vOkOrl>

No dia 12 de agosto de 2023, comemoramos os primeiros 22 alunos que concluíram o primeiro dos seis módulos do curso: **Governança inclusiva de resíduos sólidos para uma sociedade sustentável e justa**. Mais de 150 convidados, incluindo líderes da comunidade de catadores, representantes do governo, professores universitários, representantes de diferentes organizações não-governamentais, um representante do programa de capacitação para catadores da Argentina e muitos amigos da comunidade de catadores compareceram a esta celebração. Durante o evento na sala nobre da prefeitura, os alunos também apresentaram algumas das principais conclusões das primeiras experiências com pesquisas comunitárias.

**Title: Celebrating waste pickers**

Link: <https://youtu.be/uzl9ZSaqzVM>

On August 12th, 2023, we celebrated the first 22 students who have completed the first of six modules of the UNICATA course: **Inclusive waste governance for a sustainable and fair society**. Over 150 guests, including leaders of the waste picker community, representatives of the government, university professors, representatives of different Non-Governmental Organizations, a representative from Argentina's capacity development program for waste pickers and many friends of the waste picker community came to this celebration. During the event at the City Hall, the students also presented some of their key findings from first experiences with community-based research.

**Título: Celebrando a los recicladores**

Link: <https://youtu.be/SIbEpJTNOyM>

El 12 de agosto de 2023, celebramos a los primeros 22 estudiantes que completaron el primero de los seis módulos del curso UNICATA: **Gobernanza inclusiva de residuos para una sociedad justa y sostenible**. A esta celebración asistieron más de 150 invitados, entre ellos líderes de la comunidad de recicladores, representantes del gobierno, profesores universitarios, representantes de diferentes Organizaciones No Gubernamentales, un representante del programa de capacitación para recicladores de Argentina y muchos amigos de la comunidad de recicladores. Durante el evento en el Ayuntamiento, los estudiantes también presentaron algunos de los resultados de sus primeras experiencias con investigación comunitaria.

## (5) LIST OF INSTRUCTORS INVOLVED IN MODULE 1

### Instructors class 1

#### Waste pickers:

- Luzia Maria Honorato,
- Maria Aparecida Rodrigues,
- Nanci Darcolete Mesquita,
- Guiomar Conceição dos Santos,
- Rosana Maria dos Santos,
- Eduardo Ferreira de Paula,
- Valquiria Cândido,
- Pedro Luiz da Silva,
- Maria Divina Freitas,
- Fernanda de Carvalho Tavares

#### Not waste pickers:

- Jutta Gutberlet,
- Fabio Luiz Cardozo,
- Adalberto Azevedo,
- Angela Martins Baeder,
- Isabella de Carvalho Vallin,
- Sylmara Gonçalves Dias

### Instructors class 2

#### Waste pickers:

- Luzia Maria Honorato,
- Maria Aparecida Rodrigues,
- Guiomar Conceição dos Santos,
- Rosana Maria dos Santos,
- Eduardo Ferreira de Paula,
- Pedro Luiz da Silva,
- Fernanda de Carvalho Tavares,
- Maria Mônica da Silva

#### Not waste pickers:

- Solange Araujo,
- Fabio Luiz Cardozo,
- Daniel Marconi Silva,
- Felipe Palma,
- Angela Martins Baeder,
- Isabella de Carvalho Vallin,
- Sylmara Gonçalves Dias,
- Daniele Tadeu

