



## Successfully conducting a Training Course on Extended Producer Responsibility (EPR) for packaging in Vietnam

A brief guide for practitioners

**Academy of Managers for Construction and Cities (AMC)  
Department for International Cooperation**

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***Rethinking Plastics  
Circular Economy Solutions to Marine Litter***



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## **Why this handbook?**

This handbook is the output of a series of “Training of Trainers” courses which were organized by the Academy of Managers for Construction and Cities (AMC) – Vietnamese Ministry of Construction and Expertise France, the French public agency for the design and implementation of international technical cooperation projects, from December 2021 to April 2022 under the project “Rethinking Plastics - Circular Economy Solutions to Marine Litter”. The project supports the transition towards a circular economy for plastics and sustainable plastic consumption and production in East and Southeast Asia to contribute to a significant reduction of marine litter. The project is funded by the European Union (EU) and the German Federal Ministry for Economic Cooperation and Development (BMZ). It is implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and Expertise France. For more information visit the project website <http://rethinkingplastics.eu/>.

The objective of the “Training of Trainers” courses was to train experts who will be the trainers in future up-scaling training courses for capacity building on Extended Producer Responsibility (EPR) for packaging in Vietnam. In the first three training sessions in Hanoi, Da Nang and Ho Chi Minh City, the participants were given an overview of the current legal framework for EPR in Vietnam. In the numerous sessions, they were then taught the basic know-how to enable EPR for packaging (Level 1), illustrated with practical examples of EPR systems and mechanisms from Europe.

In an in-depth training session in Hoi An (Level 2), 15 participants from the basic training sessions then had the opportunity to expand their knowledge of the methods used to convey the EPR concept and to discuss the practical implementation of an EPR mechanism in Vietnam. The 3-day course was completed by a field trip, during which the group could study business models and gained valuable inputs for the integration of informal waste workers in Hoi An.

The inputs and results of the highly interactive training courses will guide the national experts and AMC in the next steps. The trainings were based on the Vietnamese version of the EPR Toolbox developed by the PREVENT Waste Alliance (<https://prevent-waste.net/en/>) as well as on the developed legal framework on EPR in Vietnam. At the end of the course, the trainees received the certificate of training completion.

The content of this brief guide reflects the lessons learned from the courses and the important feedback of the participants on how to design a training for a topic that needs to be introduced to a broad range of stakeholders participating in an EPR system. The guide intends to provide professionals and trainers with practical information on how to organize and conduct training courses in general and on the subject of EPR in particular. In addition, the handbook contains links to learning materials on the subject of EPR application. We hope that with this little brochure we have developed a concise guide that will convey the EPR topic, which is new for Vietnam, in a simple and interesting way by practitioners for practitioners from business, politics, academia and civil society.

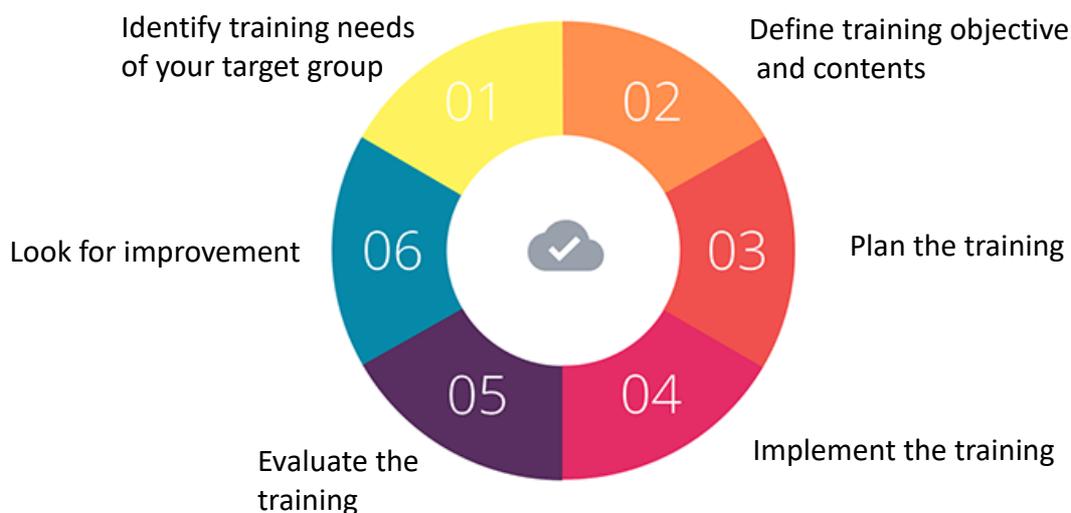
## Part I: Organizing of trainings

### 1. General aspects for Successfully Running a Training

When you plan to organize a new training course such as the EPR toolbox application in Vietnam, there are some main questions you should answer first before defining details:

- What outputs should be achieved with the new training (knowledge, behavior change)?
- What will be the content of the training course?
- What kind of material and documentation is available for the respective theme?
- What will be the duration of the training?
- Who are the beneficiaries of the training, what is their knowledge and experience on EPR?
- What is the number of participants and what are their profiles?
- Where will the training take place and what does the premises look like?
- Are you planning to organize a field trip?
- Is specific equipment required to conduct the training?
- Who else will be involved to provide the training?
- How will the evaluation be conducted?

The cycle of a training has 6 steps shown in the graphic below. First you start to identify the training needs of your target group (1), then you need to select training topics and define what should be achieved by the training (2). The latter is connected to the questions: What should participants learn? What should they be able to do differently after the training? Will it be applicable at their workplace? Then you have to plan the training (3), defining duration, identifying training venue and contracting service providers. During the training (4), you as organizer will have to make sure that the training is conducted smoothly, and that everything is at place. At the end of the training an evaluation should be conducted (5) for immediate feedback and procedures established for continuously improve the training (6).



**Figure: Six Steps of Organizing Trainings**



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## 2. Checklist for Organizing Trainings

For the success of a training, you always have to organize the process from preparation up to evaluation. The following checklist might help you to do it efficiently.

What to do?	When?	Remarks
<b>1. Organization of the training course</b>		
• Fix the date of the training course		
• Define minimum number of participants and deadline by which you want to have realized this number		
• Select training assistant and contract trainers (if external), guest speakers and service providers		
• Promote the course, send out invitation letters and explain registration process		
• Collect registrations		
• Produce participant folders and optional: send material to participants timely in case studying of contents is required beforehand		
• If training is conducted outside your premises: reconfirm training venue		
<b>2. Selection and preparation of training site</b>		
• Reserve a location where you have your own space and sufficient space/rooms for work group exercises		
• Prepare adequate seating arrangement (tables or semi-circle)		
• Make sure that training aids are available being - Projector and PC - 2 flipcharts - 3 large pinboards, brown paper, colored pinboard cards, marker pens, pins, tape, scissors, glue sticks - Little gifts, small ball in case you plan to have games		
• Organize catering		
<b>3. Implementation</b>		
• Be timely at site and assure that everything is in place (material and seating) and that the technique works (ideally do a check the evening before)		
• Organize registration of participants		
• Optional: welcome remark by official of organization hosting the training course		
• Prepare certificates of participation to be handed out during closing session		
<b>4. Follow-up</b>		
• Do final evaluation of course based on participants' evaluations and feedback		
• Optional: an impact assessment on the changes applied at participants' workplaces		

### 3. Further specific issues for the organization of trainings you might consider

#### Compiling and sharing relevant documents

When teaching a new and complex topic, it is advisable to compile a list of relevant and up-to-date materials for the topic. In order for the participants to be able to prepare for the training in the best possible way, the most important documents should be shared with the group in good time before the training course. An overview of the EPR study materials can be found under **Part IV: Links to EPR toolbox material and literature**.

#### Identification and briefing of external resource persons

You might want to invite an external resource person with additional expertise on a particular subject. This refers in particular to the topic EPR implementation in Vietnam as there are lots of uncertainties and legal questions about how the roadmap for EPR implementation in Vietnam will look like. Thus, presentations from external resource persons, overall practitioners with hands-on experience, are usually highly appreciated by participants and can add significant value to any topic. They might also help you to relieve the pressure on you as main resource person during the workshop. It is important to contact these resource persons at an early stage of the preparation process to inquire about their availability, or find an alternative presenter respectively. Every resource person should get detailed information from you what is expected in terms of the topic and length of the presentation.



#### Training assistant

To run the training smoothly, you need the support of an assistant, especially if the training group is larger and the training is more extensive in terms of duration and methods.

The documentation of questions and feedback from the participants, taking photos, time management, support in the preparation and implementation of exercises with group work and presentations, as well as the handling of technology (projector, microphones, etc.) and logistical questions are among the most important tasks of the training assistant.

## Field trip

If it is possible to organize a multi-day training event, it is advisable to organize a field trip that is integrated into the program (usually ½ day). This provides learners with valuable practical experience and a more complete understanding of the learning content. And it also gives the participants the opportunity for mutual professional exchange outside of the formal framework of the training. The organization of the field trip, like the training itself, should be planned very carefully. The participants expect new insights from the visits to facilities or discussions with representatives of the facilities. Ideally, the participants can see not only the facilities themselves, but also observe work processes live and ask questions. Important for the organization of the trip is the logistics and the schedule. The latter is a particular challenge for field trips in large cities.



## Last minute checks

You may want to remind the workshop participants and the resource persons about one week ahead of the event, possibly by giving them a quick call and confirming their participation again. Also make sure that you check all other arrangements again just before the workshop, in particular the training venue, the transport arrangements and the availability of financial resources to meet all expenses.

## Certificates and handling of non-attendance

If you plan to hand over certificates to participants at the end of the training, you will have to establish a policy of minimum attendance requirements and publish the conditions before training starts to avoid disaccords with participants. An 80% attendance is a normal condition to qualify for getting the certificate, but you shouldn't be too strict.

## Follow-up of training

About 4 to 6 weeks after the training the participants should receive correspondence referring back to the training program. Example: a recent newspaper or journal article dealing with the topic addressed by the seminar. This follow-up can be seen as an element of “customer relationship management “as training participants - the customers - notice that your organization cares about them and takes their concerns seriously. This increases the likelihood that they will participate in a training program again in future.

## Part II: Design of the training program for a training on Extended Producer Responsibility (EPR) for packaging in Vietnam

### 1. Main aspects to be considered for the design of the training program – objective, contents and methodology

Define the objective Start with the definition of the objective (what will the participants be capable of to do differently in their working environment after the training?) and results (immediate learning outputs) for your training based on your target groups needs and their previous experiences on the subject. This gives you a clear orientation for the compilation of the contents of the training agenda and makes it clear for the participants what they can expect from the training offer.

### Select the main topics

The modules and factsheets of the EPR Toolbox provide the framework for designing the training plan. Choose those topics your target group benefits the most from and that are relevant for their working environment. Consider the complexity of the theme EPR for your training program and determine what maximum level of knowledge transfer is reasonable for the target group in order to keep theory and practical exercises in balance and to achieve the best possible learning outcome. As pointed out previously in this guide, EPR is a new topic, and the implementation of an EPR in the Vietnamese context still has lots of open legal and practical questions. Thus, it is recommended to start the lessons with an introduction of the legal framework, presented by an external expert (i.e., MONRE staff or consultant). All relevant documents on EPR in general and related to the Vietnamese context in particular such as *EPR Policy Brief for packaging in Vietnam* and the *EPR Toolbox in Vietnamese* can be found under **Part IV: Links to EPR Toolbox material and literature.**

<p><b>MÔ ĐUN 1</b> TỔNG QUAN VỀ CƠ CHẾ EPR ĐỐI VỚI BAO BÌ</p> 	<p><b>MÔ ĐUN 2</b> THU GOM VÀ PHÂN LOẠI CHẤT THẢI BAO BÌ</p> 	<p><b>MÔ ĐUN 3</b> TÁI CHẾ CHẤT THẢI BAO BÌ</p> 	<p><b>BÁO CÁO CỦA CÁC QUỐC GIA</b> (Báo cáo bằng tiếng Anh)</p> 
<p><b>Phiếu 00:</b> Lời tựa, dẫn nhập, thuật ngữ và các tài liệu chính</p> <p><b>Phiếu 01:</b> Xác định vai trò và trách nhiệm trong chuỗi giá trị bao bì như thế nào?</p> <p><b>Phiếu 02:</b> Xây dựng tổ chức trách nhiệm nhà sản xuất PRO như thế nào?</p> <p><b>Phiếu 03:</b> Quản lý dòng tài chính, xác định phí và chi trả từ PRO như thế nào?</p> <p><b>Phiếu 04:</b> Thành lập cơ quan đăng ký cho doanh nghiệp đưa bao bì ra thị trường như thế nào?</p> <p><b>Phiếu 05:</b> Thiết kế khung pháp lý như thế nào?</p>	<p><b>Phiếu 06:</b> Tổ chức thu gom rác thải bao bì như thế nào?</p> <p><b>Phiếu 07:</b> Có thể tổ chức quy trình phân loại rác thải bao bì như thế nào?</p> <p><b>Phiếu 08:</b> Khu vực phi chính thức có thể tham gia như thế nào?</p> <p><b>Phiếu 09:</b> Khuyến khích người dân phân loại rác thải bao bì tại nguồn như thế nào?</p> <p><b>Phiếu 10:</b> Thiết lập hệ thống đặt cọc – hoàn trả như thế nào?</p>	<p><b>Phiếu 11:</b> Làm thế nào để đảm bảo tái chế chất lượng cao?</p> <p><b>Phiếu 12:</b> Làm thế nào để tăng khả năng tái chế bao bì?</p> <p><b>Phiếu 13:</b> Làm thế nào để tăng nhu cầu của thị trường với nhựa tái chế?</p>	<p><b>Germany</b></p> <p><b>Chile</b></p> <p><b>South Africa</b></p> <p><b>Republic of Korea</b></p> <p><b>Tunisia</b></p>
<p><b>FAQ</b></p>  <p>CÁC CÂU HỎI THƯỜNG GẶP</p>			

Figure: Contents of the EPR toolbox

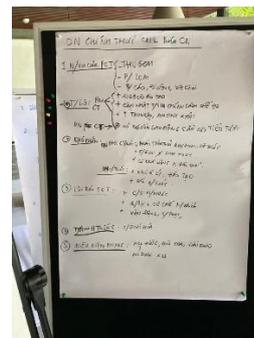
## Training methodology: Make the training practice oriented and interactive

The training courses for trainers on EPR for packaging in Vietnam have shown that the transfer of complex and new learning material is best achieved through practice and experiential learning. The theoretical learning blocks by the trainers were supplemented with international practical examples and local business cases. The organized field trip proved to be particularly valuable for the participants, during which the participants were able to learn practical approaches to the key topic of collecting and sorting of packing waste and the integration of the informal sector, which is important for Vietnam.



Interactivity and variety are key elements of experiential and mutual learning. It is important to involve every participant right from the beginning and give them the chance to actively participate throughout the whole course. The following elements should be an inherent part of the program:

- Let the participants introduce themselves by either letting them answer guiding questions orally, or written on colored cards which are put on a pin board and being presented by the trainer or participants themselves
- Consider little energizer games to create a relaxed learning atmosphere and to refresh the participants minds after they got lots of inputs; a game can also be used for the introduction round
- Give enough time for Q&A sessions and discussions
- Use visual and audio-visual aids such as projector, flipchart, paper/colored cards and pinboards, handouts, videos, demonstrations





- Incorporate exercises in the form of group work, role plays and presentations:  
The exercises in groups and especially the role plays with discussions are particularly important for the participants. By simulating the role of the different stakeholder groups in an EPR scheme, the EPR system is understood in its entirety. The discussions also have a practical connection to the Vietnamese context and show the participants possible solutions for an EPR implementation in their sector. The latter is completed by a final exercise in which participants are asked to draft a roadmap for an EPR scheme related to their region or sector. See examples of exercises each with a detailed description under **Part III / Useful exercises and applied methods for the EPR training**



- Last but not least, let the participants give feedback on the training program contents, methodology and logistics, either at the end of the day or at the beginning of the next training day. Finish the training course with a final evaluation round in which everyone briefly comments on what was meaningful during the course, what could be improved and what the participants plans are to apply the knowledge.





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## 2. Example for an agenda of a 3-day training course on Extended Producer Responsibility (EPR) for packaging in Vietnam. The event includes a ½ day field visit.

The agenda below is a sample version of what a comprehensive training program might look like. The general objective of the training is to teach main topics of the EPR Toolbox to get a general understanding of an EPR system and to simulate its practical application in the Vietnamese context. The agenda and its content parts can be designed according to the needs and experience of your target group. Certain factsheets or topics can be left out or also added.

### AGENDA Intensive “Training of Trainers” course on Extended Producer Responsibility (EPR) for packaging in Vietnam

Time	Session	Speaker(s)
<b>DAY 1</b>		
8.00 – 8.15	Welcome and brief introduction of the training course objective/outputs, training methodology and requirements to trainees	Organizing committee
8.15 – 9.00	Introduction of participants & Review of the EPR toolbox module contents (name, organization/entity, professional background, expectations and key aspects of each module from each participants view)	Facilitators All participants
9.00 – 10.15	Module 1: General aspects of EPR Specifics of EPR legal framework and its application in practice in Vietnam Q&A	Legal Expert – MONRE
10.15 – 10.30	Coffee break	
10.30 – 10.45	MODULE 1: General Aspects of EPR Schemes for Packaging BRIEF REVIEW Roles and Responsibilities and PRO establishment (Factsheets 1 and 2)	Facilitators All participants
10.45 – 12.00	Exercise no 2 from handbook – System Operator	Facilitators All participants
12.00 – 14.00	Lunch Break	
14.00 – 15.30	Module 1: General aspects of EPR (continuation) BRIEF REVIEW EPR fees and establishing a register (Factsheets 3 and 4) Exercise no 5 from handbook – Establishing a register	Facilitators All participants



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15.30 – 15.45	Coffee break	
15.45 – 16.45	Continuing Exercise no 5 from handbook – Establishing a register	Facilitators All participants
16.45 – 17.00	Wrap up Day 1	Facilitators All participants
DAY 2		
7.45 – 8.00	Review 1st day	Facilitators and all participants
8.00 - 9.30	MODULE 2 – Collection and sorting of packaging waste and integration of the waste value chain stakeholders (collectors / aggregators/recyclers) BRIEF REVIEW Waste collection and Classification process of packaging waste (Factsheets 6 and 7)  Exercise no 7 from handbook - Collection and sorting of packaging waste	Facilitators All participants
9.30 - 9.45	Coffee break	
9.45 –11.30	Module 2 – Collection and sorting of packaging waste and integration of the waste value chain stakeholders (collectors / aggregators/recyclers) (continuation) BRIEF REVIEW The role of waste value chain stakeholders in collection and classification of packaging waste and Encouragement of local people’s participation in sorting packaging waste at source (factsheets 8&9) Exercise 8 from handbook – Involve Informal Sector	Facilitators All participants
11.30 – 13.30	Lunch Break	
13.30 – 17.00	Field visit: a) visit Decentralized Collection Point (MRF), Informal Pre-Recycling Center, and meeting with informal sector and waste operator or b) Tour ‘Waste Collection and Separation’	All participants
DAY 3		
7.45 – 8.00	Review 2nd day	Facilitators All participants
8.00 – 9.45	MODULE 3 - Recycling How can high-quality recycling be ensured in Vietnam and recyclability of packaging be increased? Showcases Vietnam Q&A and discussion	Facilitators Guest speaker All participants
9.45 – 10.00	Coffee break	
10.00 – 11.30	Preparation final exercise – Implementation of an EPR system in Vietnam	All participants



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11.30 – 13.30	Lunch Break	
13.30 – 15.00	Group presentations Part I	All participants
15.00 – 15.15	Coffee Break	
15.15 – 15.45	Group presentations Part II	All participants
15.45 – 16.15	Final evaluation round – Lessons learnt and suggestions for EPR trainings in Vietnam	All participants
16.15 – 16.30	Summary and closing	Organizing Committee



## **Part III: Useful exercises and methods for the EPR training.**

The following example exercises (with the exception of the final exercise), like the EPR Toolbox itself, were developed by the PREVENT Waste Alliance. The EPR Toolbox and exercises were translated into Vietnamese by the Rethinking Plastics project and adapted to the local context to facilitate access to EPR concepts and implementation. We recommend to use the Vietnamese version (depending on the English level of the trainer and participants). The exercises were used for the first time worldwide during the training courses for trainers in Vietnam. The participants rated the exercises as excellent learning aids and described their methods as easy to use. The exercises are designed to help learners understand the complexity of an EPR system and the roles of the many stakeholders involved in the EPR scheme.

### **Exercise 1: EPR – roles and responsibilities**

#### **Objectives of exercise 1 “EPR – roles and responsibilities”**

This role play pursues several goals:

- Developing a general understanding of what EPR means in practice.
- Giving visibility to individual stakeholders who play an important role in an EPR system.
- Revealing and clarifying the complex relationships between the individual actors.
- Highlighting the responsibilities at different levels.

#### **Structure of the role play**

The government is in charge of elaborating an EPR packaging ordinance that is compatible with the existing legal framework but also creates new incentives to increase the environmentally sound collection of packaging and its recycling. In this role play, the following situation is assumed: The responsible ministry has arranged a meeting with representatives from all major stakeholder groups to discuss the roles and responsibilities within a potential EPR system.

#### **Guideline roles on topic 1**

##### **Role: Producer and importer – obliged companies**

You represent a company which places packaged goods on the market for consumption. You are therefore a part of the group (producers and importers) who is obliged to pay fees for the EPR system for the products which are covered by the EPR system. Your company operates in a competitive market that forces your organization to optimize costs. If the government considers EPR legislation, you would choose to establish of an industry-led system operator that collects fees from its members to support the collection, sorting and recycling. You want to avoid free-riding by competitors to ensure a level playing field. Therefore, monitoring and enforcement must be established.

##### **Role: System operator (PRO)**

You represent the System operator as the central element of the organization of all tasks associated with the EPR system. Therefore, as a part of your work, you are responsible for setting up, developing and maintaining the system.

To meet your responsibilities, a reliable and transparent structure as well as a corresponding legal framework with unambiguous definitions and responsibilities of all stakeholders has to be set up. By that, you can assess your relationship to all other stakeholder groups precisely and know what to demand or expect.

##### **Role: Waste management operator**

You are the representative of a waste management association. Your members comprise of small, medium and large companies that provide services for the collection, sorting and



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recycling of discarded refrigerators/packaging. Currently, only discarded products with a high material value are collected separately by waste pickers or waste management operators who sell them to middlemen and recyclers. As business cases mostly rely on the selling price of recycled materials, environmental standards and working conditions are very low in these recycling chains. Market prices for recycled materials are fluctuating, putting additional pressure on your member companies.

From an EPR system, you expect additional income sources for your member companies in order to have the companies paid for services and not have them to rely on the selling price of recyclables. You seek for efficient ways how to establish business relationships between the System operator and your member companies. You also want to ensure good integration in general waste management systems under the responsibility of municipalities.

**Role: Municipality**

You are the representative of a municipality. According to the current legal framework for waste management, municipalities are in charge of organizing the collection, as well as the handling and the disposal of the waste. The collection rates vary greatly between urban city centers and rural areas. In both cases, municipalities collect the waste management fees. However, they are not sufficient to cover all operating costs for the environmentally sound collection and treatment of household waste. Also, the waste separation is very limited and the separate treatment of organic waste (e.g., composting, biogas) is rare. Recycling mostly takes part in the informal economy. Most of the waste is disposed of on open dumpsites or landfills. With regard to a potential EPR system for packaging, you want to secure a close cooperation between the System operator and municipalities in terms of organizing the separate collection.

**Role: Retailers of packaged goods**

You are the representative of a retailer or retailer association, which includes big supermarket chains as well as small and medium-sized shops. Consumers buy packaged products in these supermarkets and shops. As the central interface between obliged companies and consumers, you are aware of the companies' specific role in terms of inducing environmentally friendly behavior. However, you know that smaller retailers have concerns that a take-back obligation in EPR legislation might force them to take packaging back in their stores. It would require them to establish take-back facilities while space is rare and expensive. Therefore, you want to establish efficient take-back/collection systems.

**Questions – guidelines**

The following questions should be discussed by the 5 different stakeholder groups to deepen their understanding of EPR schemes.

1. What is the definition of EPR for the various stakeholder groups?
2. Who is responsible for taking back/collecting, sorting and recycling of discarded packaging?
3. Who will pay the fees of the system? At which stage in the supply chain can it be determined of who is liable to pay?

Optional question: How can it be ensured that as much packaging as possible is recyclable and that consumers primarily buy products in recyclable packaging?

**Method**

Group work and Fishbowl discussion, alternatively: World Café format (***further details to formats see under IV / Links and Annex***)

**Time** 90 minutes



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## Exercise 5: “Establishing a register”

### Objectives of the exercise/role play 5 “Establishing a register”

Concrete ideas for the structure of a register should be collected and corresponding suggestions should be developed which take the different interests into account.

### Guideline roles on topic 5

#### **Role: Producer and importer – obliged companies**

You represent a company, which places packaged goods on the market for consumption. Thus, you are part of the producers and importers who would be obliged to pay fees for the EPR system according to the products, which are covered by the EPR system. You want to avoid free-riding by competitors to have a level playing field with competitors. However, due to this competition, it is extremely important for you to only disclose the essential information.

#### **Role: Group of responsible persons for setting up a register for the obliged companies**

You are part of the group responsible for setting up the register for the obliged companies putting packaged goods onto the market (please note that the register can be run by the system operator, a government agency or a third entity depending on the respective set-up in the country). You are interested in having a transparent and understandable system with no free-riders.

### Questions

The following questions relate to the establishment of a register for all companies that are obliged to participate in an EPR system for packaging.

1. What information is required to be able to clearly identify the obliged companies?
2. To calculate the EPR fees, all companies must report the quantities of packaging that they bring to the market in the respective country. What information is required for the volume reporting of the companies obliged? How often should these quantity reports be prepared (Monthly, quarterly, annually)?
3. What information from the register should be made publicly available? Should all companies that bring packaged goods onto the market be publicly visible in the register?

### Method

Firstly, the participants discuss the questions within their group and develop their preferred register outline. In the second step, they present their results to the other group and discuss their approaches to find a solution, which is considered appropriate and practicable by both groups.

### Time

90 minutes



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## **Exercise 7: “Collection and sorting of packaging waste”**

### **Objectives of exercise 7 “Collection and sorting of packaging waste”**

The participants should analyse the different kinds of collection systems and develop suggestions. Also, the correlation between a particular collection system and the sorting processes downstream in the workflow should be made clear. As in most countries packaging has been collected by the informal sector so far, the informal sector must be given special consideration when establishing an area-wide collection system.

### **Guideline roles on topic 7**

#### **Role: System operator**

You are the system operator and responsible for financing the collection and managing the EPR fees of the obliged companies. Different kinds of models are possible for the organization of the collection service. On the one hand, the organization can be left to the system operator, who assigns the service to appropriate companies or municipalities. However, municipalities or other local authorities bearing the responsibility for the collection of the packaging waste and getting reimbursed for this service by the system operator is also a possibility. In most cases, this service will likely also be carried out by service providers assigned by the system operator, as municipalities/local councils rarely operate own sorting facilities. However, also municipal solutions are possible. In all of the constellations it is important that marketable fractions are obtained through sorting and that the rest, which is not marketable, is correctly disposed of or treated in incineration plants. As system operator, you are responsible for the establishment of appropriate systems for collection and sorting and for the secured financing of these services.

#### **Role: Municipality**

You are the representative of a municipality as well as an association of various municipalities. You are locally responsible for the cleanness in your region. As a public institution you are the main contact for the residents, as well as for institutions such as schools and kindergartens and also for businesses and the industry. You are interested in the local collection system being citizen-friendly and the whole concept of the waste management being suitable. Furthermore, you are interested in the informal sector being integrated.

#### **Role: Waste Management Company**

You are a waste management company and you are interested in expanding your business to also include the collection and sorting of packaging waste. You must reconcile with the municipalities and offer the best services to the system operator so that the system operator offers you a contract.

**Questions:** The following questions should be discussed by the 5 different stakeholder groups

1. Who should be responsible for the collection of packaging? Should the municipalities or other local authorities collect packaging or should the service of collection be tendered by the system operator and assigned to the private industry?
2. How could a nationwide collection system be established for all households and all other places where waste from packaging arises? Should bring systems or waste collection points be installed? Which is the best kind of infrastructure for urban and rural areas?
3. How can a collection system be best established step by step? What time periods are necessary? Which pilot projects are reasonable?

Optional question: How can persons and companies, which worked informally so far, be integrated? Which possibilities exist? Which perspectives does an EPR system offer the informal sector? How can this be enshrined in law?

**Method:** Group work and Fishbowl discussion

**Time:** 75 – 90 minutes



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## **Exercise 8: “Involve the informal sector”**

### **Objectives of exercise 8 “Involving the informal sector”**

The participants should understand the different forms of informal work and the respective workers in the waste management as well as the complexity of the challenge of involving them in a way that is suitable for all participants.

### **Guideline roles on topic 8**

#### **Role: Waste pickers**

You are a waste picker in a cooperative. You pick recyclables with value to sell them, however, due to being member in a cooperative, you have the possibility to influence decision-making and operate and negotiate from a position of collective strength. You value the flexibility of your work. It is important for you to remain working in waste management as this is also your income.

#### **Role: Aggregator**

You run a professional or semi-professional business within the informal waste management. You have several employees who are working with you. You aggregate and process waste by buying it from pickers, further sorting it and selling the aggregated waste to recyclers. Being an informal business has both advantages and disadvantages. However, in light of the introduction of an EPR system, your fear that you will not be able to continue operating your business. Therefore, you are seeking possibilities to become a part of it.

#### **Role: Waste management operators (recycling)**

You run a formal waste management company. You receive recyclable waste from informal stakeholders, which you process and recycle. You are generally supportive of the introduction of the EPR system because you see the benefit of receiving more and better sorted packaging waste fractions, which positively impact your business. You are also interested in integrating informal workers if this helps your business operating successfully.

#### **Role: System operator - PRO**

You are the PRO. You want to accelerate a sustainable waste management, in which all packaging waste is collected regardless of its value. You also want to integrate the existing informal structures in order to integrate the respective people into the packaging waste management (for which you are responsible) and provide access to health care and safe working conditions.

## **Questions**

The following questions should be discussed to develop ideas of the integrating informal workers:

1. Which tasks could be done by the informal workers for integration into the system?
2. What are the advantages for all involved actors when the informal sector is integrated into the system? What disadvantages would arise for the people working in the informal waste management compared to their current way of working?
3. How can particularly the unorganized, independent waste pickers be integrated into the system?
4. How would you design a concept for integration of the informal sector into the EPR system?
5. What framework conditions are needed to integrate the informal sector?

## **Method**

Firstly, all groups prepare arguments and solutions for their ideas separately. The given questions only act as a guide. Secondly, groups 1 to 4 present the results of the discussion.



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Additionally, the groups then discuss about the arguments of the others (this will be done in a large discussion group). Group 4 (the PRO) summarizes the results and makes a decision.

**Time:** 90 minutes

### **Final Exercise: How to implement an EPR scheme in Vietnam?**

#### **Task of the final exercise**

Outline a roadmap for the implementation of an EPR scheme in Vietnam coming into effect in 2 years. Consider the current situation of the waste value chain and its stakeholders in Vietnam. With regard to the legal framework for EPR in Vietnam, identify gaps of the waste management and the waste value chain and present corresponding solutions for the roadmap of the EPR scheme implementation.

#### **Roles represented by the 4 groups for the roadmap outline**

Producer and importer – obliged companies

PRO

Municipality

Waste management operator (formal and informal)

#### **Method**

Group work, presentation, discussion

#### **Time**

180 minutes



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## **Part IV: Links to EPR toolbox material and literature**

### **PREVENT Waste Alliance:**

[Home - PREVENT Waste Alliance \(prevent-waste.net\)](http://prevent-waste.net)

EPR toolbox in English, developed by PREVENT Waste Alliance

[EPR Toolbox - PREVENT Waste Alliance \(prevent-waste.net\)](http://prevent-waste.net)

Video Series EPR Explained in English, developed by PREVENT Waste Alliance

[Video series: EPR Explained! - YouTube](https://www.youtube.com/watch?v=...)

### **Resources from Rethinking Plastics project:**

[Rethinking Plastic - Home \(rethinkingplastics.eu\)](http://rethinkingplastics.eu)

EPR Toolbox in Vietnamese, translated by Expertise France, under Rethinking Plastics Project

[Rethinking Plastic - Vietnam: Knowledge on EPR for Packaging – The EPR Toolbox in Vietnamese](http://rethinkingplastics.eu)

EPR Policy Brief for packaging in Vietnam (available in English and in Vietnamese) - a framework document for decision-makers to address the key principles and share international experiences on EPR mechanisms and legal frameworks.

**Lỗi! Tham chiếu siêu kết nối không hợp lệ.**

Expectations and constraints of plastic packaging waste recyclers under the future EPR scheme in Vietnam Results from an online social survey (available in Vietnamese and English)

[Kỳ vọng và những ràng buộc của các doanh nghiệp tái chế trong khuôn khổ cơ chế EPR trong tương lai tại Việt Nam Kết quả từ một cuộc khảo sát xã hội trên nền tảng trực tuyến](http://rethinkingplastics.eu)

[Expectations and constraints of plastic packaging waste Recyclers under the future EPR scheme in Vietnam : Results from an online social survey](http://rethinkingplastics.eu)

### **Resources available online (in July 2022):**

- Documentation from the pilot project in HCMC: “Enhancing Plastic Packaging Collection, Sorting and Recycling” (IRD) Hanoi Architectural University
  - Description of the Post-Consumers Plastic Packaging value chains in a rural district of HCMC: Implications for EPR implementation
  - Vulnerabilities of the plastic waste sorting at source for recycling in HCMC, Vietnam: A waste audit.
  - Constraints, levers and possible recommendation for the integration of not-yet-collected plastic packaging at the aggregator and recycler levels in Ho Chi Minh City
  - Integration of the informal sector into the implementation of the Extended Producer Responsibility scheme for plastic packaging
  - A booklet of the architectural and development inventory of waste deposit points
  - 7 factsheets:
    - M1: Identifying plastic packaging polymers in waste



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EXPERTISE FRANCE



Rethinking Plastics

Circular Economy Solutions to Marine Litter



M2: Plastic GO: an app to facilitate waste audits

F1: What is EPR?

F2: EPR Mechanism: Decree insights

F3: Waste categories, operators and facilities in HCMC, Vietnam

F4: How is the domestic solid waste organized in HCMC, Vietnam?

F5: Who is responsible for what in the Domestic Solid Waste system in HCMC, Vietnam?

- Q&A on EPR for packaging (in Vietnamese in collaboration with MONRE)
- Manual for sustainable plastic recycling, developed by Natural Resources and Environment Consulting Center (NREC) - Ho Chi Minh City University of Natural Resources and Environment

### **Organizing training courses:**

Self-Help Manual for Business Membership Organizations – Training Services, developed by sequa gGmbH ([www.sequa.de](http://www.sequa.de))

[Book 3 Training Services.pdf](#)

### **Methodology for exercises:**

Fishbowl method/conversation

[Fishbowl \(conversation\) - Wikipedia](#)

World Café method

[World Cafe Method: The World Cafe](#)

[World café \(conversation\) - Wikipedia](#)



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## Annex

Role play card for exercises:



Picture from the training course and field trip in Hoi An:





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