



**PREPARATORY MODULE**

# **JUST TRANSITION**

## **A UNION TRAINING GUIDE**



**The content of these training modules was prepared for the International Trade Union Confederation (ITUC) by the Solidarity Center (<https://www.solidaritycenter.org/>), in collaboration with ITUC Africa.**

# TABLE OF CONTENTS

ABOUT THE GUIDE	4
MODIFICATIONS / SAMPLE AGENDAS	6
WHY PARTICIPATORY LEARNING	10
TEACHING METHODS IN THE GUIDE	12
LESSON STRUCTURE	14
PLANNING A TRAINING / FACILITATION TIPS	14
PRE-RESEARCH / TRAINING CHECKLIST	16
EVALUATION AND FOLLOW UP	20
FACILITATOR TIP SHEET: AGRICULTURE	23
FACILITATOR TIP SHEET: ENERGY	26
FACILITATOR TIP SHEET: INFORMAL ECONOMY	29
FACILITATOR TIP SHEET: CARE WORK	33

## ABOUT THE GUIDE

*The Just Transition: A Union Training Guide (Guide)* is a resource created by and for workers and trade unionists planning a training on climate change and Just Transition. It is grounded in the understanding that workers and our unions are — and will continue to be — on the frontlines of the climate crisis, as we experience the impacts of climate change directly in our workplaces and larger communities. This Guide is tailored for use by workers and their unions across Africa. It can be used more broadly as well.

*The Guide* is intended as a tool to generate union support for Just Transition and enhance union capacity to organise for stronger agreements around Just Transition. It is for workers, in all their diversity, who are current and future champions of Just Transition. *The Guide* is especially aimed at those who may be interested in, but want to know more about, how to integrate Just Transition perspectives and strategies in their workplace and union work through inclusion in union media, collective bargaining agendas, organising campaigns, lobbying, advocacy, education and mobilisation of their co-workers, and coalition building efforts.

Many unions in Africa and beyond have been, and are, currently engaged in significant and powerful work on Just Transition. This *Guide* aims to complement the work already done by many unions, particularly on policy engagement. The modules are designed to grow the necessary buy-in, support, and capacity from rank-and-file workers through union leaders, further building the foundation for grassroots power. This *Guide* is meant to be used alongside other resources, including those developed by African unions. Therefore, the *Guide* includes references to specific resources that could deepen a facilitator's understanding of climate and Just Transition topics, as well as the experiences of workers in various sectors.

With workers' and unions' collective power, organising experience, and strategic tools, we have a critical role to play in driving climate action and social transformation. This *Guide* is designed as a participatory, worker-centred education programme to recognise and strengthen the power of workers. In this training, workers' rich experience and knowledge is the central material, and the role of the facilitator/trainer is to build bridges between workers' current understanding and the new subject matter — climate change, Just Transition, and strategies for workers' collective action.

### Purpose of the training

The purpose of this training is to engage workers, union members and leaders from the shop floor up to recognise and articulate how climate change impacts and action (including Just Transition) are directly linked to the improvement of our working and living conditions. This Guide is not intended to convince workers about the importance of environmentalism. Instead, the following materials will connect workers' lived experiences and knowledge related to climate change and environmental degradation to broader Just Transition and power-building efforts. Included in this Guide are modules that can help workers and labour leaders to identify which climate issues can be addressed in the workplace through collective bargaining, and which issues will require a larger strategy or campaign, including through coalition building and advocacy. Over time, this approach is intended to build grassroots support for national and international advocacy and campaigning for a truly Just Transition.

## Structure and adapting the training

The Guide uses a modular approach that allows trainers to adapt the content to meet different contexts and needs. Modules are based on an organising approach and methodology with the intention of promoting workers' ownership of the concepts, moving workers to action, and supporting trade unions to take a democratic and participatory approach to climate action and Just Transition.

The Guide is built with adaptability in mind. It can be tailored to suit a wide range of audiences, delivery formats and time constraints. The curriculum can be delivered in one day, but the facilitator can shorten it or use more exercises to lengthen the training, as desired. This Guide also includes options for a partial-day hybrid format.

## Adapting the training by sector

The Guide contains suggestions and tools for customising the training for different sectors. These are integrated into facilitation tips, activity variations, and dedicated sector tip sheets to support facilitators in preparation for delivering the training.

## Adapting for audiences with differing literacy levels

It is important that all participants are able to participate and contribute to the training. Many of the participatory activities in this Guide can be adapted for audiences with different literacy levels and a variety of disabilities. Within the Guide, the facilitation notes provide suggestions for adapting exercises to ensure accessibility.

While many of the activities, such as case studies, require reading and writing capabilities, facilitators can make adaptations. For example, where there are break-out groups, the facilitator can ensure that there is at least one person in the group who can read and write. You can ask this person to read out the instructions or case study and ensure that the group's answers are recorded. As another example, in exercises involving writing, you can ask participants to draw their responses.

## Modifications and considerations for one-day training or virtual training

This module-style training can be easily adapted in various ways to meet the needs of the participants. Depending on your participants' prior knowledge, union involvement in climate justice, or available time for the training, you can adapt the sequence and depth of each module.

The training is designed to build towards a shared understanding of how climate change is a worker rights issue and how unions can take transformative action. These principles are also built in to each individual module, so you can decide which activities are best for your context. What matters most is that you root the session in participants' lived experiences and move toward reflection, dialogue and action.

## SAMPLE AGENDAS FOR ONE DAY IN-PERSON TRAINING

This one-day training introduces participants to the basics of climate change, its impact on workers, and the principles of a Just Transition. The agenda includes time for participatory activities, and practical reflection on the role of unions in climate action and Just Transition.

Target participants: This exercise is designed for a range of workers and unions who can help advance a Just Transition agenda in their contexts. Target participants might include:

- Organisers who can integrate Just Transition principles into their campaigns and organising strategies.
- Collective bargaining teams shaping workplace, sectoral, or national-level bargaining agendas.
- Elected union leaders who influence policy direction and priorities.
- Worker constituencies such as women, youth, migrant workers, and workers with disabilities — groups that often experience the frontline impacts of both economic and climate crises, and who can be powerful changemakers in driving Just Transition policies and actions.

The modules are designed for unionists who have no or limited engagement with any climate and Just Transition work through their union.

	One Day Training	Description
9:00-9:20	Introductions, Ground rules	
9:20-9:40	Ice Breaker: Module 1, Activity #1: Where Do You Stand? Spectrum Exercise (Flash Round version) Pair-share	Functions as both an icebreaker and a baseline assessment. It can be shortened by selecting fewer questions, though aiming for at least four to five is recommended to ensure meaningful engagement.  Then, partner with one person to talk about your experiences with climate.
9:40-10:00	Module 1, Activity #3: Mini-teach: Climate and Labour	Short presentation linking climate change to work, workers' rights, and union relevance
10:00-10:50	Module 1, Activity #2A: Problem Tree and Reflection OR Module 1: Activity #2B (condensed version)	Map out climate-related problems affecting workers and identify root causes and consequences
10:50-11:00	Tea break	
11:00-12:00	Module 2, Activity #1: Just Transition Gallery Walk/ Collective Vision Mapping	Explore visual prompts and principles of Just Transition  Invite participants to envision fairer, sustainable futures for their workplaces  Option: Shorten this activity to allow more time for the next module on Mini-Lecture on Just Transition.

12:00-13:00	Lunch	
13:00-13:45	Energizer: Stand Up for Just Transition (Flash Round Just/Unjust)  Module 2, Activity #2: What is Just Transition?	Group definitions and principles discussion  Mini-lecture: Just Transition
13:45-14:50	Module 2, Activity #3: Just Transition in My Union	Collective conversation: How do these ideas apply in our unions?
14:50-15:00	Tea break	
15:00-16:00	Energizer (if needed before analysis module)  Module 3, Activity #1: Case Studies and Reflection	Review real examples of union engagement on Just Transition  Small group analysis
16:00-16:30	Module 3: Wrap Up	Go-around: One key takeaway and one commitment  Ways forward: Keeping in touch / Updates on Just Transition union practices  Optional: Post-it wall or action board (One Thing I Learned / One Thing I Will Do)

### Option for 3-hour virtual training on Just Transition

*Facilitation note: While online training increases access to learning opportunities, it also provides unique challenges for facilitators. In particular, participatory methods are harder to engage virtually — they take more time and care to build in an online format. Unlike in-person training, it can be harder for facilitators to read the room, build trust quickly, and ensure that everyone feels comfortable engaging. Although participatory education is vastly more effective in face-to-face settings, virtual formats are sometimes the most practical or only available option.*

*Consider the following when modifying these modules for a virtual training:*

- *Online sessions should be no longer than 2.5-3 hours, ideally with a short break around the midpoint. Most people struggle to maintain focus and absorb new information after a few hours. Long sessions increase mental fatigue, which reduces learning effectiveness and retention. Additionally, staring at a screen for extended periods leads to physical discomfort (eye strain, headaches, posture issues), which distracts from learning and reduces engagement.*
- *Consider breaking a full-day agenda into a series of shorter online modules across several days or weeks to support deeper engagement. These sessions can build on each other over time and build trust within the group. Breaking content into manageable segments allows time between sessions for reflection, application and feedback. However, a risk with conducting*

*more than one virtual training session is that participants may lose focus or forget what they learned in the previous session.*

- *Always factor in tech accessibility: Not everyone has high-speed internet, a laptop, or is comfortable with digital tools. If they do not have these options, that is a barrier to engaging fully with training. Consider offering low-fi options such as using the chat box, speaking aloud, or sending follow-up materials by email or messaging platform (e.g., WhatsApp).*
- *Where bandwidth is available to participants, use interactive tools (e.g., Zoom polls, Jamboard, Miro, Mentimeter, breakout rooms) to maintain energy and participation.*
- *Regardless of technology bandwidth capacities, plan more time for technology checks, connection breakdowns, and instructions than you would in person. These are bound to happen, no matter how prepared you are.*
- *Encourage participants to do light preparation or homework before and/or between sessions.*

## Sample: 3-hour virtual training

### Learning objectives:

- Introduce the intersection of climate change and labour.
- Build shared understanding of Just Transition.
- Engage participants in reflection and dialogue about union action and strategies in climate change.
- Support initial commitment to action / further learning.

### Optional prep-work:

- Short video on Just Transition:
  - [www.youtube.com/watch?v=scUfCqr\\_fo4](https://www.youtube.com/watch?v=scUfCqr_fo4) (Brazil — example of an unjust transition with the development of a new solar energy initiative)
  - <https://youtu.be/jY7MU4gPMKO> (ILO video on impacts of climate change on occupational health and safety)
  - [www.youtube.com/watch?v=8gnYJKQDLSU](https://www.youtube.com/watch?v=8gnYJKQDLSU) (Victorian Trades Hall video from Australia)
  - (South Africa — National Union of Mineworkers video) (link will be updated when it is put online)
  - Reflect on: Where do you see the climate crisis already impacting workers?

Consider other ways to stretch an online module:

Consider if any of the modules can be delivered in a recorded online format.

Consider if an online module can be delivered over two dates.

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### Optional homework (after the session)

- If participants are from the same union or workplace, participants can be assigned tasks such as:
  - Holding small group conversations with other workers to discuss their experiences of climate change in the workplace and in the community.
  - Prioritising one climate-related issue to take action on through collective bargaining or other collective action.
- If participants are shop stewards or union leaders, they can be assigned to hold mini learning sessions for their members.

### Sample 3-hour virtual training agenda:

	<b>3 - Hour Virtual Training</b>	<b>Description</b>
8:00-8:10	Welcome Tech check Ground rules Quick go-around introductions	Brief facilitator introduction Technology check / interpretation Review ground rules Participant name go-around (in chat)
8:10-8:30	Ice Breaker and Baseline Reflection:  Module 1: Spectrum Exercise and Group Reflection	‘Where Do You Stand?’ spectrum Zoom Annotation or reading statements out loud  Pair share (small break-out group): “What’s one way you’ve seen climate affect your work/community?”
8:30-8:45	Mini-Teach: Climate & Labour	Slide presentation Video on Just Transition - Example: Brazil 6-min video highlighting an unjust transition with the development of a new solar energy initiative: <a href="https://www.youtube.com/watch?v=scUfCqr_fo4">https://www.youtube.com/watch?v=scUfCqr_fo4</a> - Example: ILO 3-min video on impacts of climate change on occupational health and safety: <a href="http://www.youtube.com/watch?v=jY7MU4gPMK0">www.youtube.com/watch?v=jY7MU4gPMK0</a>
8:45-9:10	Module 2: Just/Unjust Transition (Flash Round) (Scenario synopsis) Reflection	This exercise will be adapted to use statement scenarios, analyse elements of Just/Unjust Transition  -Reflection
9:10-9:30	Mini-Teach: What is Just Transition?	Slide presentation: Just Transition Short reflection. You can ask participants: What are the core elements of Just Transition?  Optional poll
9:30-9:40	Break	

9:40-10:25	Module 3: Case Study and Break Out	1 Case Study in Union Power in Just Transition
10:25-11:00	Wrap-up: What Do We Stand to Lose / Win?	Condensed version of Wrap-up  If time is limited, you can have a large group discussion about what unions stand to gain if they act now and what they stand to lose if they do not. Allow for three or four comments from participants.

## WHY USE PARTICIPATORY LEARNING?

Climate change and industrial transitions are big topics that affect workers across all sectors and geographies deeply and directly. The scale and complexity of these issues, however, leads to a heavy focus on education around climate change and even Just Transition policies. This approach focuses on technical knowledge and lecture-style training, which can reinforce a sense that these topics are elite or outsider topics.

**Participatory learning** offers a powerful alternative. It is rooted in the belief that people learn best when they are actively involved in making meaning from their own experience. Drawing from the educator Paulo Freire’s ideas of popular education, participatory learning starts with the realities of workers’ lives, and treats them as co-creators of knowledge. The starting point is the lived experience of workers and their unions. Instead of viewing education as ‘depositing’ information into participants (i.e., conventional learning approach), participatory learning is a process of critical inquiry, which is a dialogue between facilitators and participants that reveals shared problems and collective solutions. In this model, everyone teaches and everyone learns.

In the context of climate change and Just Transition, participatory learning is essential. It helps break down the false choice between saving jobs or protecting the environment. This way of learning helps workers to build collective power and a worker-led vision of the future. It strengthens democratic, worker and community-driven Just Transition processes to challenge top-down approaches, which have had devastating impacts on workers and their communities.

## Chart: Conventional vs. Participatory Learning

Aspects	Conventional Learning	Participatory Learning
<b>Goal of Education</b>	To transfer knowledge or skills.	To build critical awareness, shared analysis and collective action — and in the process, we empower each other.
<b>Flow of knowledge and expertise</b>	Knowledge flows one way — from teacher to participant/worker.	Knowledge is co-created through dialogue and shared experience. Expertise is shared.
<b>Role of Facilitator</b>	The authority who provides answers.	A co-learner who guides discussion and reflection.
<b>Role of Participants/Workers</b>	Workers are passive recipients of information.	Workers are active contributors and analysts of their own reality.
<b>Starting Point</b>	Begins with theories, policies, or technical content.	Begins with workers' lived experiences and observations.
<b>Example</b>	Example: A teacher gives a lecture on carbon emissions and the energy transition, explaining global statistics and government policies. Workers listen and take notes but have little space to connect these issues to their own lives or workplaces.	Example: The facilitator begins by asking workers to share how changing weather, pollution or factory policies have affected their jobs and health. Together, they map these experiences and identify patterns — through group exercises and reflection — linking them to larger systems of corporate power and climate policy. The group then discusses what collective actions or bargaining demands could create change.

### Further resources:

Paulo Freire and Popular Struggle in South Africa

<https://thetricontinental.org/dossier-34-paulo-freire-and-south-africa/>

## TEACHING METHODS IN THE GUIDE

This *Guide* supports facilitators to create spaces where workers' knowledge can be surfaced, shared, and expanded through collective learning. A truly Just Transition must meet the needs of all workers, including women, youth, migrant workers, older workers, and workers with disabilities. The best ideas will be those generated from inclusive and robust participation.

The *Guide* uses a variety of participatory methods designed to engage different learning styles and create meaningful involvement. Facilitators should familiarise themselves with the methods listed below and feel comfortable adapting them to their context.

### Brainstorming

Brainstorming is a way of encouraging participants to generate and share ideas quickly in response to a question or prompt. It can be used to surface knowledge, stimulate thinking, and open discussion. The facilitator's role will include ensuring that everyone has the opportunity, and feels safe, to participate, paying particular attention to ensuring that workers from marginalised groups are not sidelined.

### Case study and scenarios

Case studies provide real or fictional scenarios for analysis. They can be used to encourage problem-solving and the application of concepts grounded in real-life contexts. The Guide provides Scenarios and Case Studies in Annex 1. For the purposes of this Guide, 'scenarios' are fictional but reality-based, and case studies' reflect real-life examples.

### Energisers

Energisers are short, interactive activities designed to boost energy and focus, as well as to help participants ease into a setting and get to know each other. Energisers can be used whenever the energy in the room feels low, such as early in the morning or after a lunch break, or before or after a challenging module.

### Group discussion

Participatory and active learning often uses group work and discussion. This gives everyone an opportunity to speak and contribute, assists participants in getting to know each other, and makes the learning more engaging. Discussing within a group builds collective understanding through shared perspectives and strategies.

Throughout the Guide, we use small and large group discussions guided by key questions. When breaking participants into smaller groups, we suggest no more than five to six participants per group. It is also important to think about the composition of the group, taking into account gender representation, group dynamics, levels of seniority and experience, and sectors. For example, it may be useful to mix new union representatives with those with more experience, as this could encourage learning between the two. On the other hand, it may be useful to place participants with similar levels of experience together. As noted in the Brainstorming section, the facilitator must play an important role in ensuring broad inclusion of all participants.

In some union organising contexts, 1-1 or 'one-on-one' conversations are a central and powerful component of organising, whereas others focus on group conversations. Depending on your and your unions' social and cultural context for organising conversations, you may structure the group discussions accordingly.

## Mini-teach/lecture

While the participatory training module generally minimises the use of lecture or panel-style formats, it can still be a useful tool to link the experiences and inputs of participants to broader concepts. This Guide complements interactive teaching methods with short, focused presentations to deliver key information and concepts. Unlike traditional lecture formats, these lectures should be short, more visual (more photographs and graphics than text), and ideally interactive (using questions to keep participants engaged). Ideally, the facilitator is able to incorporate reflections and insights shared already in the training to connect the information with participants' own experiences. If words/text are used in slides, the facilitator should read them out. Additionally, the facilitator should encourage time and opportunities for participants to ask questions.

## Question and answer

Question and answer sessions allows participants to clarify, reflect, and challenge ideas, which promotes dialogue rather than one-way communication styles.

## Roleplay

Roleplay is an active learning method where participants act out scenarios to practise skills and improve problem-solving in a safe environment. It transforms passive listeners into active agents, allowing them to experience challenges firsthand and receive immediate feedback.

## Visual aids

Research and experience consistently show that learning is significantly reinforced when participants can both see and hear information at the same time. The Guide uses visual aids, such as drawings, handouts, diagrams, charts and other illustrative materials to support learning. These tools serve as powerful complements to verbal instruction, making abstract or complex concepts more concrete and accessible. Drawings and diagrams are highly recommended to ensure the inclusion of all participants, including those with lower literacy levels. Facilitators are encouraged to actively integrate these visual elements into each session.

## Parking lot

While, as the facilitator, you want to encourage class participation throughout the workshop, you also need to keep discussions focused. One effective technique that allows you to continue discussing the topic at hand, but which also honours participants' questions is the 'parking lot'. Explain to participants that if someone should ask a question or raise a discussion issue that cannot be addressed at that moment, you will keep an ongoing list on the flipchart, called the parking lot. All questions and topics will be listed there, and you will return to the parking lot to address their concerns when there is time.

## LESSON STRUCTURE

The lesson plans in this *Guide* are structured in these ways:

**1. Core teaching content:** This contains information about the topic being taught. For example, the climate change and Just Transition section would include information on what climate change is, how it affects different workers, and what the term 'Just Transition' means. The facilitator should read this content before conducting a training module. Wherever applicable, this material is noted in the **Before You Teach** textboxes.

**2. Lesson plans:** Each lesson plan provides a roadmap for facilitating the training, and can be broken down into these parts:

- **Learning objective:** This is a clear statement of what participants should know or be able to know or do by the end of the activity.
- **Materials:** This is the list of supplies needed to run the training session (for example, flipchart paper, pens, markers). This Guide also provides several handouts that can be modified for use by participants.
- **Instructions:** This is the step-by-step guidance for facilitators on how to run the activity, including prompts, timing, and tips for modifying exercises for specific sectors. Included in the instructions are facilitation notes, which provide guidance on modifying the activity or offer tips on navigating a challenging activity.
- **Reflection / debrief:** All activities end with a debrief or reflection that helps participants process the activity, draw out experiences, and connect the dots with future modules.

### Planning training / facilitation tips

Before conducting training, facilitators should go through some thoughtful preparation. This will take time, but the preparation will make the implementation of training modules more effective.

### Identify the facilitator(s)

Ideally, the training should be conducted by two facilitators to ensure smooth delivery, participant engagement, and effective group management. However, the number of facilitators can be adjusted based on the format of the training:

- **Online training:** May be feasible with one facilitator and technical support.
- **In-person training:** Two facilitators are recommended, especially for interactive sessions.

### Facilitators' substantive knowledge and experience

Facilitators delivering this training should have experience in leading popular education workshops, particularly those that emphasise participation, collective analysis, and action-oriented learning. A foundational understanding of climate issues and the principles of a Just Transition is also important in facilitating the modules effectively.

While prior experience in Just Transition is preferred, it is not required. This *Guide* provides

background and teaching context for each module in the **Core Teaching Content**, supporting facilitators in gaining the necessary knowledge to confidently lead discussions and activities. Facilitators are encouraged to review these materials to ensure knowledge of the core concepts.

In addition, the *Guide* contains a preparation checklist designed to support facilitators in tailoring the training to their specific audience. This checklist outlines steps to help facilitators understand the participants' backgrounds, the sectors they represent, and the climate-related challenges those sectors may face. Proper preparation ensures that the training is grounded in the lived realities of participants, and enhances its overall relevance and impact.

## Role as facilitator

Paulo Freire reimagined the role of the educator to act more like a facilitator than a traditional authority figure. Instead of delivering knowledge from a position of power, the facilitator fosters relationships built on mutual respect and equality. While the facilitator may bring subject matter expertise or skills in guiding the learning process, participants are equally valued for their insight and expertise rooted in their lived experience as workers. This shared respect and collaboration creates a learning environment where everyone works together to develop critical-thinking and decision-making skills. The facilitator should also ensure shared respect between participants, so they feel safe to participate and no one is dominating the space and time (see tips below on setting ground rules for a safe and inclusive space). In line with this approach, the training modules begin, not with a lecture, but with a grounding of participants' lived experiences.

The facilitator should take an **organising approach** to this training. This means that they should actively listen for the issues that generate the most emotion and energy. For example, if workers are frustrated about access to water, probe that issue further. The facilitator should feel empowered to ask deeper questions to participants when these issues arise. Anger and frustration are powerful motivators for organising, and the issues that arise will offer important opportunities for the facilitator to make the links between climate and worker rights clear.

The facilitator should find ways to link people's experiences and input back to the core topics of climate change and Just Transition. While the facilitator is tasked with keeping the training and discussions on track, climate change and Just Transition have wide-reaching impacts on workers' lives – at work, in their homes, and in their communities. Environmental degradation should be treated as a climate issue, because in reality, these issues are deeply interconnected. Try not to limit workers only to their experiences of climate change in the workplace. Heat stress, for example, follows workers home, affecting their families and quality of life.

## Identify and understand your participants

Collecting some basic background information about participants' likely experiences can help the facilitator make the training more relevant for workers. More relevance means that participants will be able to better connect their experiences with insights offered in the training to opportunities for action.

The following questions checklist can help guide your preparation process. More detailed versions of this checklist are offered in the sector tip sheets. If you know the answers, keep them in mind as you prepare participant questions, etc. in the training. If you do not know the answers, you can do

basic research — whether through an internet search, or directly asking local contacts — to find the answers:

### Pre-Training / Research Checklist

Preparation / Research Questions	How to prepare
<ul style="list-style-type: none"> <li>● How many participants and which sector or sectors are represented? (You can aim for 15-25 participants, although this training module can be modified for smaller groups.)</li> </ul>	<p>→ If the group represents multiple sectors, prepare to look for common themes or issues that lead to collective action. If the group is larger than suggested, make a plan on how to divide or group participants to maximise participation and effectiveness.</p>
<ul style="list-style-type: none"> <li>● What are the demographics? (What is the breakdown by gender, age, migration status, etc.?)</li> <li>● Gender balance and inclusion: Is there a balanced representation of genders?</li> <li>● What languages/dialects do the participants speak?</li> </ul>	<p>→ Consider how to set up a structure of inclusion for the sessions, and how the different groups may benefit from deliberate inclusive practices (see below).</p> <p>→ Consider how climate change and transition impact different groups differently. Without calling anyone out, bring up these examples (such as in Module 1 activities), to encourage participants to share their own experiences of inequality and to raise these issues for other participants.</p>
<ul style="list-style-type: none"> <li>● Have you considered accessibility issues?</li> </ul>	<p>→ Consider the Solidarity Center, Disability Tool kit checklist in <b>Annex 2 (Other Facilitation Resources)</b>.</p>
<ul style="list-style-type: none"> <li>● Are workers employed in the formal or informal economy? Is there a clear employer? Are workers employed in the same workplace or are they separated?</li> </ul>	<p>→ This will determine how you frame and focus possible union action and decide upon most relevant case studies. Traditional collective bargaining agreement (CBA) examples may not be as powerful as worker cooperatives, coalition building, or other tools.</p>
<ul style="list-style-type: none"> <li>● What kinds of climate change impacts are the training participants likely to have experienced in the past few months? The past year? Over the past few years? (E.g., a recent flood, increasingly hot working conditions, a drought last year.) Keep in mind whether participants work indoors or outdoors, what the likely climate impacts have been in their communities, and how these climate impacts are manifesting in relation to the key workplace issues workers have been most concerned about.</li> </ul>	<p>→ Put together a list of likely impacts to help you prepare or adapt the spectrum activity in Module 1 Activity #1. This preparation can help you facilitate the discussions about impacts and problems throughout Module 1.</p> <p>→ Organisers, shop stewards and union leaders should be able to identify common issues. If the facilitators are not readily familiar, they should consult with relevant union leaders and activists.</p> <p>→ Internet research can help fill in gaps about significant climate events or trends relevant to a region or sector.</p>

<ul style="list-style-type: none"> <li>● How is the participants' sector impacted by climate change and climate policies?</li> <li>● What kinds of climate policies/plans are the participants likely to have been affected by recently or face in the near future? (E.g., plant decommissioning, work hour restrictions, energy prices or access, impending industrial transitions or expansion.)</li> </ul>	<p>→ See Facilitator Sector Tip Sheets for research tips.</p> <p>→ This information can help you facilitate concrete and real-life examples in Module 2, especially if participants are not readily offering examples.</p> <p>→ You may consider comparing these scenarios with the discussion of 'just/unjust transitions' in Module 2, or case studies in Module 3.</p>
<ul style="list-style-type: none"> <li>● Beyond climate/Just Transition, what are the major issues that this union or these workers are currently facing and the status of these efforts?</li> <li>● Do they have negotiated collective bargaining agreements (CBAs) or workplace agreements or are they in the midst of bargaining?</li> <li>● Is there any way that organising on climate/Just Transition could strengthen strategy on those issues, including through coalition building?</li> <li>● Are workers feeling pressure (push or pull factors) to leave their jobs and migrate for better work opportunities?</li> </ul>	<p>→ Attempt to link to these issues throughout the training and refer to these efforts to keep up the relevance and urgency of the curriculum. (E.g., Tie wage concerns to the cost of recovering from repeated floods, frequent illness, or other economically devastating climate impacts.)</p>
<ul style="list-style-type: none"> <li>● How much do you think participants already know about climate change/Just Transition? Are there likely to be any strong opinions? (Tip: Not all workers can easily define these terms, but almost all workers can identify their experiences of climate change or their concerns about transition.)</li> </ul>	<p>→ For those who are easily able to identify and describe the terms, then keep in mind respecting their knowledge.</p> <p>→ Many people — no matter what their technical knowledge — come with strong opinions about climate change, so it is important to begin with a 'what do you know?' frame</p>
<ul style="list-style-type: none"> <li>● (Reflect if you know): How agitated are participants in this group already about any of the issues above?</li> </ul>	<p>→ This can prime you to focus on certain issues and tailor the content towards action.</p>

## Additional resources:

### Gender mainstreaming

There cannot be a Just Transition without women workers. Unions have a critical role to play in lifting up and prioritising the needs of women workers, and the facilitator(s) of this training must take time to understand the dynamics in the target workplace, sector, and community that could be barriers to women's full participation and leadership in driving climate action and a Just Transition. For example, women make up the vast majority of the workforce in the informal economy — approximately 89 per cent in Sub-Saharan Africa.<sup>1</sup> Recognising that employment in the informal economy denies workers fundamental protections under labour law and social protection schemes, a truly Just Transition cannot be realised until the needs, rights, and aspirations of women workers are advanced.

Examples of barriers facing women workers could include:

- Skewed gender representation in a given sector or low rate of women's participation in the labour market in a country (e.g., Are more women employed in the sector or is the sector dominated by men? Are women more likely to be employed in more precarious employment relationships?).
- Men may hold all or most union leadership positions, even where the majority of workers are women.
- For employment in the informal economy, including care work, women may not be legally recognised as workers and therefore unable to form registered unions or engage in protected collective bargaining.
- Higher levels of violence and harassment in the workplace, at home, or in the community (climate change impacts exacerbate violence, including when temperatures are higher or climate impacts result in diminished income or production).
- Increasingly, women workers are facing pressure to migrate abroad in sectors such as domestic, care and agriculture due to the factors mentioned above. Much of this migration is facilitated through unsafe channels and without labour rights protections in destination countries, and women migrant workers are often segregated into certain occupations and tasks that are often unpaid, underpaid, or are characterised by low wages.

The training modules include suggestions for integrating gender into discussion questions. These are samples, and the preparation for the training will allow the facilitator to further tailor prompts and discussion questions. Ideally, the facilitator should be trained and well-versed in gender-sensitive training methodology, but even if not, there are many excellent resources available to support preparation.

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<sup>1</sup> UN Women, *Women in the Changing World of Work: Facts You Should Know*, available at: <https://interactive.unwomen.org/multimedia/infographic/changingworldofwork/en/index.html>.

## Power-building resources on gender and Just Transition

COSATU, Just Transition Blueprint for Workers Gender Toolkit, available at: <https://mediadon.co.za/wp-content/uploads/2024/12/158878-COSATU-Just-Transition-Gender-Toolkit.pdf>

International Domestic Workers Federation, Position Paper for the International Labor Conference 2023, available at: <https://idwfed.org/calls-to-action/idwf-position-paper-for-the-international-labor-conference-2023/>

LO Norway, Women and Just Transition: Steps Trade Unions Can Take to Promote Gender Justice, available at: [www.lo.no/globalassets/internasjonalt/women-and-just-transition-2024-04-03.pdf](http://www.lo.no/globalassets/internasjonalt/women-and-just-transition-2024-04-03.pdf)

UN Women, Just Transition and Gender - A Review, by Marieke Koning and Samantha Smith, available at: [https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/CSW/66/EGM/Expert%20Papers/Samantha%20SMITH\\_CS66%20Expert%20Paper.pdf](https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/CSW/66/EGM/Expert%20Papers/Samantha%20SMITH_CS66%20Expert%20Paper.pdf)

## Venue

Choosing the right venue is key to creating a comfortable, inclusive, accessible and productive learning environment. Whether the training is in-person or hybrid, you can consider these questions:

- Location
  - Is the venue easily accessible to the participants?
  - Have I considered safety and security issues, especially for participants who may be from a marginalised group?
- Accessibility and getting to the training venue
  - Is the venue physically accessible for participants with disabilities? (Are there ramps, elevators, accessible restrooms, etc.?)
  - Are there accessible methods of transportation available or provided to get people there?
  - Are accommodations provided, such as interpretation (including sign language). See the accessibility checklist provided in Annex 2 (Other Facilitation Resources) for more considerations and suggestions.
- Room set-up
  - Does the space facilitate interactive learning? For example, are chairs movable or are there small tables or spaces for group work?
  - Are there boards to write on?
- Gender and safety considerations
  - Have the needs of women participants been adequately considered? For example, will they be able to participate given the time and location of the training? Will participants be required to stay overnight for the training and if so, are appropriate sleeping conditions available? Are there acceptable and adequate hygiene facilities for women?
  - Will childcare or other care responsibilities prevent some participants (especially women) from attending or being able to participate fully? If so, can care support be provided or the timing be adjusted?
  - Will the training take place at a time when participants can travel safely? If safe transport is lacking, can safe travel arrangements be made?

## Creating a safe and inclusive space for participants

At the beginning of the training, the facilitator should guide a discussion to establish ground rules that promote respect, inclusion and safety for all participants. These ground rules help to create an environment where everyone feels valued, heard and empowered to engage.

The facilitator can begin by introducing suggested ground rules (see suggestions below), writing them on a flipchart. Participants should be invited to add their own suggestions, and any additional rules can be discussed and agreed upon by the group. This participatory process encourages ownership and accountability.

Some suggested ground rules could include:

- All opinions are welcome and respected.
- This space welcomes healthy debate and disagreement, but all participants must be treated with respect.
- One voice at a time. We will not speak over each other.
- Turn off your phones.
- Be present.
- Confidentiality is respected.
- Take space, make space.

Facilitation for inclusion: Adaptations have been suggested throughout the modules to best facilitate gender inclusion. Facilitators should also keep in mind the audience's cultural requirements, such as prayer breaks, as you plan the agenda. Also, take note of power dynamics among participants themselves, and plan group work to allow for all participants to fully and honestly participate.

## EVALUATION AND FOLLOW-UP

Evaluations can help a facilitator understand what worked and what did not work in a training session, allowing the facilitator to adapt along the way and improve future sessions.

### During the training (mid-point assessment)

During the training, the facilitator can monitor the quality of participation and depth of the discussion to determine if the training is moving forward as desired. If needed, take a pause between exercises to check in with participants and make the necessary adjustments.

As a facilitator, you may observe that participants need more time to fully grasp a particular topic or complete an exercise. You can watch for signs that participants are struggling with a topic. Participants may have lots of questions or need time to work through challenges. You can slow down to let participants discuss issues of importance to them (as long as the group is staying on topic). Slowing down may be necessary to build buy-in and ownership. At other times, participants

may understand but feel resistant. Or, they may need extra time to complete an activity. In some instances, you may notice participants are overwhelmed or have low energy.

When participants are fully grasping the concepts and showing a high level of motivation to apply what they are learning to their work, there are extra exercises in the Guide, so that you can add an activity for a group that is moving faster. It may be particularly helpful to move to activities that allow participants to develop plans towards the end of the modules.

When you sense that an adjustment is necessary, it is important to respond with flexibility and awareness. Before adjusting the schedule, you can do a quick 'temperature check' to understand how participants are feeling. You can use:

- One-word check-ins: Ask each person to share one word about how they're feeling.
- Group reflections: Facilitate a brief open discussion on how the session is going.
- Short pulse surveys: Use paper or digital tools to gather feedback anonymously.

If feedback suggests more time is needed, and the schedule allows, consider adjusting the training flow by extending time for an activity or re-ordering sessions to revisit complex issues.

For training that involves more than one day, you can consider building in an end-of-day evaluation to gather structured feedback to identify topics that may need to be revisited and paced differently, and to plan real-time changes for the next day.

When changes are made, it is important to communicate these changes transparently to participants. Emphasise that their learning needs are guiding the decisions and the pace of the training, and explain the changes to the schedule.

## After the training

The period after the training is an excellent opportunity to guide participants towards engagement in building and finalising their Just Transition action plan. This could be done by planning a follow-up meeting or one-on-one conversations (face-to-face, online, or by phone).

You can ask questions such as:

- How useful was the information in the training?
- What did you find most interesting?
- Which lessons were most and least useful?
- What was new? What do you want to learn more about?
- Did your experience in the training change or influence actions you have taken or plan to take?

You can evaluate learning in different ways. For example, you can adapt the Spectrum Exercise in Module 1, which also serves as a baseline, to take stock of what participants have learned and how comfortable they feel about the topics discussed in these modules. In that case, you can adapt the prompts to:

- I feel confident in my ability to explain how climate change affects workers in my sector.
- I would like to learn more about this topic.
- I think it is important for my union to act on climate change/Just Transition.

Developing a plan to continue connecting with participants on Just Transition can be an effective

way to support follow-through on interest and commitments from participants. Some ways to stay connected as a facilitator:

- Offer guidance to finalise their action plan on Just Transition, and invite others to provide guidance from inside the union and at regional and global levels. This could include experts on Just Transition, organising, etc. (Consider adding contact information: ITUC Africa, ITUC JTC.)
- Develop a WhatsApp (or other messaging platform) group for all participants to continue the conversation.
- Share the core teaching content and other resources to support participants to continue learning.
- Connect participants with existing Just Transition committees and bodies in their union, federation or community.

A very effective next step for participants after a training session is to set up a Just Transition workplace committee within their union/worker organisation, either at the shop floor level, or higher up in the union if participants are in leadership. This can be done informally among workers. Some workers have gone on to bargain for bilateral Just Transition and climate change committees in their collective bargaining agreements.

### Sector tip sheets

The tip sheets below offer background and guidance for facilitators running training in the following sectors. Each tip sheet includes some common content with specific guidance according to the situation of each sector. These are intended to be read separately depending on which sector(s) are involved in the training. Each tip sheet includes links to further resources.

Agriculture

Energy

Informal Economy

Care Work

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## FACILITATOR TIP SHEET: AGRICULTURE

This tip sheet intends to complement — not replace — the resources and analysis that unions already have. The tip sheet offers ideas for specific resources that could deepen a facilitator's understanding of the experiences of workers in agriculture. This is not an exhaustive list.

### Background

*“In Africa, the direct impacts of climate change on agriculture are longer and more severe drought, soil exhaustion, decline in water supplies, a decrease in yields, the shortening of vegetative cycles and early flowering, higher prices, and loss of biodiversity. Governments and corporates are not taking the necessary actions to halt and reverse the climate changes which will become irreversible if the current level of inaction continues.”<sup>2</sup>*

-International Union of Food, Agricultural, Hotel, Restaurant, Catering, Tobacco and Allied Workers' Associations (IUF)

In Africa, agriculture plays a critical role in both the economy and livelihoods, but it is also highly vulnerable to climate change. According to the International Fund for Agricultural Development, Africa is estimated to have 600 million hectares of arable land.<sup>3</sup> Agriculture is a major economic sector in many African countries and employs a large number of the workforce, including in the subsistence and informal economies. The agriculture sector in Africa also employs a large percentage of women, and migrant workers from within Africa.

According to the East African Trade Union Confederation:

*“Climate change is significantly impacting agriculture in East Africa, a region heavily dependent on rain-fed farming systems. The effects of climate change, including rising temperatures, shifting precipitation patterns, and increasing extreme weather events, are posing substantial challenges to food security and agricultural productivity across the region. East Africa's agriculture is particularly vulnerable due to its reliance on rainfall. This vulnerability is exacerbated by climate-related phenomena such as droughts, floods, and the emergence of pests and diseases. For instance, recent years have seen the spread of fall armyworms, an invasive pest that has threatened maize yields, a staple crop in the region. This outbreak has been linked by some scientists to climate change, highlighting the interconnectedness of climate variability and agricultural health.”<sup>4</sup>*

Climate change and the policies designed to respond to climate change have significant and complex effects on the rights of workers in the agriculture sector.

Climate change worsens working conditions. Higher temperatures and more frequent heat waves expose agricultural workers — especially those working outside — to dangerous working conditions. According to the World Health Organization, heat stress is the leading cause of weather-related deaths and can exacerbate underlying health conditions, including heart disease,

<sup>2</sup> IUF, Climate Crises, available at: [www.iuf.org/what-we-do/policy-perspectives/climate-crisis/](http://www.iuf.org/what-we-do/policy-perspectives/climate-crisis/).

<sup>3</sup> International Fund for Agricultural Development, Field Report, available at: [www.ifad.org/thefieldreport/](http://www.ifad.org/thefieldreport/).

<sup>4</sup> East African Trade Union Confederation, Climate Change and Just Transition Training Manual, available at: <https://eatuc.org/climate-change-and-just-transition-training-manual>.

asthma and kidney disease.<sup>5</sup> Heat stress also amplifies pesticide exposure risk for agriculture workers. The International Labour Organization (ILO) estimated that there are at least 300,000 deaths annually from pesticide poisoning.<sup>6</sup>

Climate change can result in increased drought, extreme weather and flooding, which may result in fewer crops and reduced income. Changing weather patterns may shift planting and harvesting times, which may also reduce the duration of employment, resulting in more seasonal employment and migration.

Climate change is intensifying soil and water salinisation across Africa, posing a serious threat to agriculture and rural livelihoods. Rising temperatures, shifting rainfall patterns and sea level rise are key drivers behind the increasing salt concentrations in both soils and groundwater. These changes degrade the soil quality, reduce crop yields, strain freshwater supplies, and heighten food insecurity – potentially leading to displacement in the most affected regions. Without worker and union involvement in decision making, water resources may be diverted away from communities to support agribusiness profits.

As working conditions in the agriculture sector become more difficult and dangerous, it may be harder for employers to find national workers willing to work on farms and plantations. Such labour shortages are often filled by migrant workers who, by the nature of their immigration status, often have fewer workplace protections, especially those related to wage and occupational safety and health. Migrant workers are also less likely to be organised into a union and be covered by a collective bargaining agreement that could provide them with protections against heat stress, etc.<sup>7</sup> The fluctuations in agricultural yields and variations in planting/harvesting seasons due to climate change also create precarity for all workers, but especially for migrant workers who rely on housing and wage guarantees. Moreover, many workers within Africa migrate to neighbouring countries for higher wages and more job opportunities in the agriculture sector as there are labour shortages to fill in these destination countries (such as in South Africa). However, many of these migrant workers leave their origin countries because they and their families may be facing displacement or lack of job opportunities due to climate change. This makes them more vulnerable when they migrate. Their precarious situation and desperation increase the risk of falling into debt bondage and forced labour indicators such as wage theft in destination countries.

## Power building resources

**The Core Teaching Content** has additional information and resources.

Nigerian Labour Congress, Just Transition in Nigeria: Case of Agriculture and Petroleum Sectors, available at: [www.ituc-csi.org/IMG/pdf/210429\\_-\\_just\\_transition\\_in\\_nigeria.pdf](http://www.ituc-csi.org/IMG/pdf/210429_-_just_transition_in_nigeria.pdf)

IUF, Health and Safety for Workers in the Banana Export Industry: A Manual for Workers, 2023, available at: [www.iuf.org/wp-content/uploads/2025/07/2025-Health-and-Safety-for-Banana-Workers.pdf](http://www.iuf.org/wp-content/uploads/2025/07/2025-Health-and-Safety-for-Banana-Workers.pdf)

IUF, Fighting for our Future: An IUF Guide on Tackling the Climate Crisis in Intensive Livestock Production, 2022, available at: [www.iuf.org/wp-content/uploads/2022/04/IUF-Climate-Crisis-Guide-Activity-book-ENGLISH.pdf](http://www.iuf.org/wp-content/uploads/2022/04/IUF-Climate-Crisis-Guide-Activity-book-ENGLISH.pdf)

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<sup>5</sup> World Health Organization, Heat and Health, World Health Organization, 2024, available at: [www.who.int/news-room/fact-sheets/detail/climate-change-heat-and-health](https://www.who.int/news-room/fact-sheets/detail/climate-change-heat-and-health).

<sup>6</sup> ILO, Ensuring Safety and Health at Work in a Changing Climate, April 2024,

<sup>7</sup> See as an example: [https://www.intellinews.com/foreign-agricultural-workers-flock-to-south-africa-as-sector-expands-368918/#:~:text=Foreign%20farmers%20and%20agricultural%20workers,\(Agbiz\)%2C%20old%20BusinessTech](https://www.intellinews.com/foreign-agricultural-workers-flock-to-south-africa-as-sector-expands-368918/#:~:text=Foreign%20farmers%20and%20agricultural%20workers,(Agbiz)%2C%20old%20BusinessTech).

One-Acre Fund, What Climate Change Means for Agriculture in Africa, 2023, available at: <https://oneacrefund.org/articles/what-climate-change-means-agriculture-africa>

WHO, Heat and Health, 2024, available at: [www.who.int/news-room/fact-sheets/detail/climate-change-heat-and-health](http://www.who.int/news-room/fact-sheets/detail/climate-change-heat-and-health)

## Before the training

Know your audience, research information as needed.

- Who are the participants?
  - How many participants and which sector or sectors are represented?
  - Are workers employed in the formal or informal economy? Is there a clear employer? Are workers employed in the same workplace or are they separated?
  - What are the demographics? (What is the breakdown by gender, age, migration status, etc.?)
  - If the group includes migrant workers, are they internal migrants or do they represent multiple nationalities? Which regions or countries of origin are represented? (This information will help you consider what climate impacts participants may have faced, and if climate or environmental factors could have contributed to their migration status.)
    - ◆ Note: Migrant workers face vulnerability due to climate impacts as they are less protected in destination countries under labour laws and labour law enforcement, and are often less likely to be in a union. They may also have initially migrated because they and their families are facing climate impacts at home that displaced them from their traditional livelihoods or access to decent work. Such pressures at home may result in migrant workers being less likely to speak up about occupational safety and health issues and other climate impacts in the workplace because they fear losing their jobs.
  - Gender balance and inclusion: Is there a balanced representation of genders? Are women concentrated in certain work functions, and if so, how might they be experiencing climate impacts differently?
- Is this training grouping workers by geography, work function, agricultural product (crop, livestock, etc.), buyer, or some other category? How does this grouping help or create additional opportunities or challenges? Within the group, are some participants employed through subcontracting or in the informal economy?
- How much do you think participants already know about climate change/Just Transition? Are there likely to be any strong opinions? (Tip: Not all workers can easily define these terms, but almost all workers can identify their experiences of climate change or their concerns about transition.)
- What kinds of climate change impacts are the training participants likely to have experienced in the past week? The past year? The past five years? (E.g., a recent flood, worsening heat/current heat wave, a drought last year that affected crop yield.) Keep in mind whether participants work indoors (in a greenhouse or packing facility) or outdoors, what the likely climate impacts have been in their communities, and how these climate impacts are manifesting in relationship to the key workplace issues workers have been most concerned about. Remember: while working outdoors obviously exposes workers to weather elements, pests, etc. indoor workers (such as those working in greenhouses) could experience higher levels of heat stress.

- How is the participants' sector impacted by climate change? Ask yourself if drought, excess or untimely rain, increase in crop diseases, access to water/irrigation, or other changing factors have affected the sector. Are there pressures on workers to migrate?
- What kinds of climate policies/plans are the participants likely to have been affected by recently or face in the near future? (*E.g., For export crops, have there been new regulations put in place, such as requirements for net zero or carbon-neutral farming, creating new challenges for the industry? Does access to agricultural land conflict with access to certain minerals or other land-use priorities?*)
- What are the major issues not directly related to climate change/Just Transition that this union or these workers are currently facing? Is there any way that organising on climate/Just Transition could strengthen strategy on those issues, including through coalition building?
- (Reflect if you know): How agitated are participants in this group already about any of the issues above?

## FACILITATOR TIP SHEET: ENERGY

This tip sheet intends to complement — not replace — the resources and analysis that unions already have. The tip sheet offers ideas for specific resources that could deepen a facilitator's understanding of the experiences of workers in the energy/mining sector. This is not an exhaustive list.

### Background

Tackling climate change starts with how we produce and use energy. For over a century, fossil fuels have powered homes, industries and transportation. In doing so, this has driven most of the world's carbon emissions. Almost three-quarters of emissions come from energy use.<sup>8</sup> As a result, the energy sector is a target of climate mitigation efforts. This plays out in two ways: first, the reduction of fossil fuel-based energy systems (from mining to energy generation and use) and second, the development and implementation of new 'renewable' energy technologies and systems. These two pathways will affect workers significantly.

For many workers in coal, oil and gas, the energy transition is not just a policy shift. It is deeply personal. When a mine, factory or power plant shuts down, it is more than the loss of jobs. It is often the loss of a shared identity, of generations of work and pride, and of the networks of jobs that depend on these facilities. In many regions where these industries dominate local economies, such closures can devastate entire communities. Workers in these industries have often struggled over many years to organise into unions and achieve better working conditions and wages, even when the jobs remain dangerous and underpaid. Such closures also increase pressure on workers to migrate to find job opportunities elsewhere. Forced migration can add stress to families that may be separated, break up communities, and create new vulnerabilities for workers who have migrated.

8 Hannah Ritchie, Sector by sector: where do global greenhouse gas emissions come from? (2020), available at: <https://ourworldindata.org/ghg-emissions-by-sector>.

At the same time, workers and nearby communities often bear the direct costs of extraction and energy production. Mining and energy facilities can cause air and water pollution, land degradation, and even land dispossession — impacts that undermine health, livelihoods, and local environments. Workers employed within facilities also experience serious occupational safety and health hazards due to exposure to various toxic substances such as coal dust, asbestos and other chemicals. The impact of these exposures can range from respiratory conditions to cancers and cardiovascular diseases.

Fighting for healthy and safe workplaces and communities is a core union principle. An unplanned transition out of these industries would be unjust, as job losses and wider economic losses also affect public services and broader community welfare. Just energy transition for workers means the meaningful participation of workers and their unions in transition planning, along with job skilling and retraining as part of a viable plan for workers to find decent work in other industries.

The other side of energy transition is the development and implementation of renewable energy. While this brings hope for increased energy access and new jobs, it is also crucial that workers and unions organise and advocate for these industries to be developed with access to decent work that benefits workers and communities.

Some see renewable energy as a source of job replacement, but the reality is more complex. Many renewable energy projects are not located in the same regions where fossil fuel jobs are being lost. In many cases, the number of new jobs does not match the scale of those being phased out. Unions therefore need to push governments and corporations to invest in alternative employment opportunities. While renewable energy can lead to job creation and growth, these jobs are not necessarily benefiting those workers who stand to lose jobs.

The demand for critical minerals needed to build renewable energy is fuelling a new mining boom — this time, it is happening faster and with greater urgency because of the climate crisis. However, mining still carries the same risks it always has: polluted land and water, unsafe and precarious jobs, and human rights abuses. The challenge now is to ensure that the race to build a clean energy future does not come at the expense of workers and communities.

This video from Brazil highlights an example of an unjust transition with the development of a new solar energy initiative: [www.youtube.com/watch?v=scUfCqr\\_fo4](https://www.youtube.com/watch?v=scUfCqr_fo4).

Recognising that the burning of fossil fuels is a key driver of climate change and environmental degradation, many communities and social justice movements campaign actively for fossil fuel phase-outs. Without meaningful social dialogue with impacted workers, the creation of decent work in other sectors, and adequate social protection, workers and communities are effectively pitted against one another in a false dichotomy of jobs versus the environment.

## Before the training

Know your audience, research information as needed.

- Who are the participants?
  - How many participants and which sub-sectors or sectors are represented? For example,

are the participants working in energy generation or distribution? Does the group include workers from mining and extractive industries?

- Are workers employed in the formal or informal economy? Is there a clear employer? Are workers employed in the same workplace or are they separate, e.g., mine workers, power station workers, contract workers, and/or community members?
  - What are the demographics? (What is the breakdown by gender, age, roles, migration status, etc.?)
  - If the group includes migrant workers, are they internal migrants or do they represent multiple nationalities? Which regions or countries of origin are represented? (This information will help you consider what climate impacts participants may have faced, and if climate or environmental factors could have contributed to their migration status.)
    - ◆ Note: Migrant workers face vulnerability due to climate impacts as they are less protected in destination countries under labour laws and labour law enforcement, and are often less likely to be in a union. They may also have initially migrated because they and their families are facing climate impacts at home that displaced them from their traditional livelihoods or access to decent work. Such pressures at home may lead to migrant workers being less likely to speak up about occupational safety and health issues and other climate impacts in the workplace because they fear losing their jobs.
  - Gender balance and inclusion: Is there a balanced representation of genders? Are women concentrated in certain work functions, and if so, how might they be experiencing climate impacts differently?
  - Is this training grouping workers by geography, work function, or some other category? How does this grouping help or create additional opportunities or challenges? Within the group, are some participants employed through subcontracting or in the informal economy?
  - How much do you think participants already know about climate change/Just Transition? Are there likely to be any strong opinions? (Tip: Not all workers can easily define these terms, but almost all workers can identify their experiences of climate change or their concerns about transition.) The understanding of knowledge ought to be structured into these categories: as basics of climate science, trade unions or civic society contribution, national policy and funding (international and nationally).
  - What are the unspoken and biggest fears around climate change and Just Transition? (for instance, are my skills relevant or worthless in a green economy? Am I too old to retrain?).
  - To what extent has energy transition been a topic of discussion in the country, locality, company, workplace or community? What is the narrative on energy transition, and who has controlled or influenced it?
  - Has this group of workers been engaged in energy transition discussions before? How did it go?
  - What kinds of climate change or environmental impacts are the training participants likely to have experienced in the past week? The past year? The past five years? (E.g., exposure to toxic chemicals, worsening heat, polluted air, extreme weather events such as sudden or severe storms.) Keep in mind whether participants work indoors or outdoors, what the likely climate impacts have been in their communities, and how these climate impacts are manifesting in relation to the key workplace issues workers have been most concerned about. Are workers in
-

the sector feeling pressure to migrate for better or different jobs?

- How is the participants' sector impacted by climate-change policies? Is energy sector work the predominant industry or employment opportunity in the community? What kinds of climate policies/plans are the participants likely to have been affected by recently or face in the near future? (E.g., Are there multilateral or bilateral agreements influencing energy transition discussions? Are companies closing mines or decommissioning power plants?)
- Are there mechanisms or forums for influencing energy transition policymaking or planning? Who is at the table?
- Which other actors are influential or active in energy transition debates?
- What are the major issues not directly related to climate change/Just Transition that this union or these workers are currently facing? Is there any way that organising on climate/Just Transition could strengthen strategy on those issues, including through coalition building?
- (Reflect if you know): How agitated are participants in this group already about any of the issues above?
- What might limit or stop the participants from fully participating? (An example would be barriers to participation including but not limited to disability, language, literacy, childcare needs.) The facilitator must already be thinking about the plan to mitigate these.

## FACILITATOR TIP SHEET: INFORMAL ECONOMY

This tip sheet intends to complement — not replace — the resources and analysis that unions already have. The tip sheet offers ideas for specific resources that could deepen a facilitator's understanding of the experiences of workers in the informal economy. This is not an exhaustive list.

### Background

Workers in the informal economy — who may work in the streets, fields, markets, warehouses, factories, dumpsites, or homes — face increasing challenges with climate change. Women and migrant workers also make up a large percentage of the informal economy. Extreme and unpredictable weather changes can throw into question their ability to earn a stable income. For example, extremely hot weather can make it dangerous for street vendors to work under the sun, restricting the hours they are able to bring in income. Even formal sectors such as manufacturing employ workers informally, outside of the regular employment relationship, and when they do, they often deny them personal protection equipment and other health and safety protections. Informal sector workers must increasingly face the question of whether to put themselves in danger or forgo earning money.

Climate-related policies also have significant impacts on informal economy workers. Industrial changes that are part of climate-response measures — such as plant or mine closures — also have impacts on workers in the informal economy. Informal food vendors who sell meals to workers at

the industrial plants, for example, face loss of livelihood as well. Informal workers whose sectors face 'greening' or 'modernisation' may have fewer opportunities to participate meaningfully in the input and development of these policies. For example, municipalities may establish more formalised recycling and waste management systems without ever recognising the rights, knowledge, and contributions of informal recyclers and waste pickers. Urban transport workers across the world demonstrate powerful examples of organising for their wellbeing and rights in these transition processes. See the textbox below for examples.

Better social protection policies are thus an important demand of unions and worker organisations that consider the needs of workers in the informal economy. Some unions have also devised a strategy of registering informal workers for social protection schemes to prepare for these times. As migrant workers are also often part of the informal economy, special consideration needs to be given to ways in which to provide them with access to social protection policies as well.

As the climate crisis deepens, it's not only the environment that suffers — it is people's livelihoods. Extreme weather events, floods, droughts and heat waves are destroying workplaces, disrupting supply chains, and wiping out jobs. When formal jobs disappear, many workers, especially those already living on the edge, are forced into the informal economy just to survive. At the same time, environmental and climate change and related crises can push more workers into the informal economy. According to ILO's 2025 Informal Economy report:

“Climate-induced shocks create immediate disruptions by destroying infrastructure, enterprises and jobs in the formal economy, pushing workers into informality as a survival strategy, while economic instability may discourage investment in formalisation. More generally, in conflict-affected and fragile situations or in crisis contexts, a large part of the population often has no alternative to operating in the informal economy to secure livelihoods.”<sup>9</sup>

For millions of workers, 'informality' isn't a choice; it is a matter of survival. These workers rebuild, trade, and care for their communities in the face of disaster, yet their contributions are often invisible and unsupported. Women in Informal Employment: Globalizing and Organizing (WIEGO) reminds us that:

“As the climate changes, governments and industries must put workers at the centre of climate resilience and adaptation planning, policy design and implementation, to ensure safe, healthy and secure work conditions and workplaces.

“Workers in informal employment – who work in the streets, in warehouses, dumpsites, markets, and in their homes – face increasingly extreme and unpredictable weather conditions, especially heat, fires and flooding. This impacts their health, productivity and earnings. A set of policies to cater for the specific needs of those living and working informally is crucial.”<sup>10</sup>

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<sup>9</sup> ILO, Innovative approaches to addressing informality and promoting the transition to formality for decent work (2025), available at: [www.ilo.org/sites/default/files/2025-04/LC113-VI-AP-FORMALIZATION-%5B250131-003%5D-Web-EN.pdf](http://www.ilo.org/sites/default/files/2025-04/LC113-VI-AP-FORMALIZATION-%5B250131-003%5D-Web-EN.pdf).

<sup>10</sup> WIEGO, Climate Change and Just Transition, available at: [www.wiego.org/themes/climate-change-just-transition/](http://www.wiego.org/themes/climate-change-just-transition/).

## Power building resources:

The International Transport Workers Federation (ITF) report 'A Just Transition for Urban Transport Workers' includes several examples of informal transport workers organising for their rights and wellbeing in the context of electrification or modernisation programs:

"[Informal] workers do not have access to stable pay, decent working conditions, health and safety protection, or any recognition of their trade union rights. Because of these conditions, informal workers are especially vulnerable to climate change[...]"

A first step is recognising the rights to freedom of association and collective bargaining for informal transport workers. It is often assumed that informal workers do not have collective organisations, when often trade unions in the sector are already present. When introducing changes to transport systems, it is essential that informal transport workers have a seat at the table collectively.

Once that recognition and negotiation is in place, core concerns of informal urban transport workers need to be addressed:

- A worker-led formalisation.
- A change to fixed, decent and stable wages.
- Extending, in law and practice, to all workers in the informal economy, social security, maternity protection, and decent working conditions.
- Regulating, in coordination with workers, informal transport networks."

## Power building resources

The Core Teaching Content has additional information and resources.

International Labour Organization, Accelerating the transition to formality for decent work and social justice (July 2025), available at: [www.ilo.org/publications/accelerating-transition-formality-decent-work-and-social-justice](http://www.ilo.org/publications/accelerating-transition-formality-decent-work-and-social-justice)

Women in Informal Employment: Globalizing and Organizing, Climate change and Just Transition, available at: [www.wiego.org/themes/climate-change-just-transition](http://www.wiego.org/themes/climate-change-just-transition)

Olivier De Schutter, Weathering the storm: poverty, climate change and social protection. Report of the Special Rapporteur on extreme poverty and human rights, 2025 [www.ohchr.org/en/documents/thematic-reports/ahrc5951-weathering-storm-poverty-climate-change-and-social-protection](http://www.ohchr.org/en/documents/thematic-reports/ahrc5951-weathering-storm-poverty-climate-change-and-social-protection)

## Before the training

### Know your audience, research information as needed.

- Who are the participants?
  - How many participants and which sector or sectors are represented?
  - Do participants have the same employer ('employer' is used loosely here and could include the local municipality)? Are workers employed in the same workplace or are they separated?
  - What are the demographics? (What is the breakdown by gender, age, migration status, etc.?)
- If the group includes migrant workers, are they internal migrants or do they represent multiple nationalities? Which regions or countries of origin are represented? (This information will help you consider what climate impacts participants may have faced and if climate or environmental factors could have contributed to their migration status.)
  - ◆ Note: Migrant workers face vulnerability due to climate impacts as they are less protected in destination countries under labour laws and labour law enforcement, and often less likely to be in a union. They also may have initially migrated because they and their families are facing climate impacts at home that displaced them from their traditional livelihoods or access to decent work. Such pressures at home may lead to migrant workers being less likely to speak up about occupational safety and health issues and other climate impacts in the workplace because they fear losing their jobs.
- Gender balance and inclusion: Is there a balanced representation of genders? Are women concentrated in certain work functions, and if so, how might they be experiencing climate impacts differently?
- Is this training grouping workers by geography, work function, or some other category? Do the participants rely solely on their labour, or do they rely on other inputs (such as a personal vehicle, supplies provided by another party, etc.)? How does this grouping help or create additional opportunities or challenges?
- Do the participants rely on their relationship with local authorities in order to work? Do they currently engage in a form of collective bargaining? If yes, with whom?

- How much do you think participants already know about climate change/Just Transition? Are there likely to be any strong opinions? (*Tip: Not all workers can easily define these terms, but almost all workers can identify their experiences of climate change or their concerns about transition.*)
- What kinds of climate change impacts are the training participants likely to have experienced in the past week? The past year? The past five years? Are workers feeling pressure to migrate or feeling that they may be displaced? (*E.g., a recent flood, worsening heat/a current heat wave, air pollution, severe storms.*) Keep in mind whether participants work indoors or outdoors, what the likely climate impacts have been in their communities, and how these climate impacts are manifesting in relation to the key workplace issues workers have been most concerned about. (*E.g., if workers are concerned about access to bathrooms, this issue is magnified by high heat and access to drinking water.*)
- How is the participants' sector impacted by climate change? Ask yourself if drought, excess heat, sudden or severe storms, pollution, or other changing factors have affected the sector.
- What kinds of climate policies/plans are the participants likely to have been affected by recently or face in the near future? (*E.g., Are there climate-related transportation policies being developed that could change transport systems or how workers travel? Will there be associated costs passed on to workers?*)
- What are the major issues not directly related to climate change/Just Transition that this union or these workers are currently facing? Is there any way that organising on climate/Just Transition could strengthen strategy on those issues, including through coalition building?
- (Reflect if you know): How agitated are participants in this group already about any of the issues above?

## FACILITATOR TIP SHEET: CARE WORK

This tip sheet intends to complement – not replace – the resources and analysis that unions already have. The Tip Sheet offers ideas for specific resources that could deepen a facilitator's understanding of the experiences of workers in the care sector. This is not an exhaustive list.

### Background

*"The Just Transition agenda will not be possible if the importance of care work is not recognized, and unless initiatives are developed for it to be distributed fairly and channels for participation and leadership are opened for caregivers."*

-International Labour Organization

Care work — caring for children and the elderly, maintaining households, cooking meals, fetching water, tending for the sick — whether paid or unpaid, is important to building and maintaining

healthy and strong societies, even more so in the climate crisis. Making sure that care work — which can be in the health, education, and personal and household services sectors — is also decent work will be even more important in the future, as climate change continues to impact communities and change economic activities.

According to the ILO, **over 76 per cent of unpaid care work is carried out by women; two-thirds of paid care workers are also women.** In particular, women belonging to groups at risk of social, economic, and environmental vulnerability are employed in care work.<sup>11</sup> Migrant workers also make up a significant portion of the care economy in many countries. Globally, the International Labour Organization (ILO) estimates that around 28 per cent of migrant women and 12.4 per cent of migrant men are employed in the care economy. Migrant workers are often overrepresented in the less visible and less regulated parts of the care economy, such as domestic work and home-based care services.<sup>12</sup> Rural women, children, older people, and Indigenous Peoples are especially affected by the care-related consequences of climate change. Their exposure to environmental and economic vulnerability — due to climate change — means they have fewer resources to allow them to adapt or recover.

### According to UN Women:

- In Sub-Saharan Africa, women devote 3.1 times more time on unpaid care and domestic work than men on average (more than 2.5 times the global average).
- 62.7 per cent of women in intra-African cross-border trade and 55 per cent of women business owners in Africa spend between 2 and 5 hours per day on unpaid care and domestic activities.
- Rural women in West and Central Africa are the most time-poor: Rural women can devote up to 12 hours daily to unpaid work. Rural women and girls are responsible for collecting water in six households out of 10.
- Climate change is intensifying rural women's care work, increasing time spent collecting wood and water because of deforestation and land degradation, as well as time spent caring for those who are sick as a result of climate-induced diseases or natural disasters.

Source: UN Women, UN Women's strategy to transform care systems in West and Central Africa (2024).

<sup>11</sup> International Labour Organization, *Mainstreaming Care Work to Combat the Effects of Climate Change*, 2023, available at: [https://www.ilo.org/sites/default/files/wcmsp5/groups/public/@americas/@ro-lima/documents/publication/wcms\\_888607.pdf](https://www.ilo.org/sites/default/files/wcmsp5/groups/public/@americas/@ro-lima/documents/publication/wcms_888607.pdf).

<sup>12</sup> International Labour Organization, *International migrants are vital force in the global labour market*, 2024, available at: <https://www.ilo.org/resource/news/international-migrants-are-vital-force-global-labour-market>

The climate crisis and environmental degradation — together with natural disasters and extreme weather, desertification and deforestation — intensify the work of caring for people, animals, plants, homes and spaces. This places greater stress on households and healthcare systems, and the people who provide that work.

Furthermore, economies built on extractivism and oppressive labour systems often have a dual system of exploitation, which involves care work and industrial work as two sides of the same coin. As an example, The Congress of South African Trade Unions (COSATU) articulates how this plays out in South Africa in its Just Transition Blueprint and Gender Toolkit:

“The [Mineral-Energy Complex] still dominates South Africa’s economy. Men’s waged labour and women’s unpaid reproductive labour are two sides of the same coin of exploitation in South Africa. The capitalist class ‘externalised’ the cost of the reproduction of labour onto black working class women. The low wages were only possible due to the unpaid care work carried out in the home (most commonly by women). Also, air, soil and water pollution created by the MEC have fallen on workers and their families, affecting their health, livestock and food growing.”<sup>13</sup>

Domestic workers are a type of care worker. According to the International Domestic Worker Federation (IDWF), domestic workers — who make up nearly 80 million people globally, with over 76 per cent being women — are essential to both economies and care systems. Among these, migrant domestic workers make up an estimated 17.2 per cent of the global domestic worker population, representing more than 12 million workers.<sup>14</sup>

Yet most work under informal conditions, lack adequate labour protections, and earn low wages. Despite their vital role, they remain one of the most vulnerable labour groups. Climate change further worsens their situation, especially in the global south, where domestic workers bear the brunt of environmental impacts such as pollution, resource shortages, rapid urbanisation, and the lack of affordable housing driven largely by high-emission economies. And if they are migrants, they face even more precarity because their immigration status often means that they are covered by less labour law protection and have fewer labour rights under the law, or ability to access their rights.

According to IDWF’s 2023 position paper for the International Labour Conference:

“Specifically, climate change does not only affect biodiversity loss, deforestation, and land use, but also entire labor sectors, acting as an exacerbator of existing precarities and endangering domestic workers by exposing them to health risks. Many domestic workers used to work the land as farmers and suffered the impacts of the contamination of our lands, rivers, and the weakened ecosystem, unable to reduce virus emergence. On one hand, domestic workers are disproportionately affected: they come from agrarian backgrounds, live in crowded unsanitary conditions, and do not have access to social protection. On the other hand, they are the agents of the transition, as they handle waste within households and do food rationing in times of shortage, among other ways in which they fight in their daily tasks.”<sup>15</sup>

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<sup>13</sup> COSATU, Just Transition Gender Toolkit, page 12, available at: <https://mediadon.co.za/wp-content/uploads/2024/12/158878-COSATU-Just-Transition-Gender-Toolkit.pdf>.

<sup>14</sup> International Labour Organization, Migrant Domestic Workers Across the World: global and regional estimates, 2015, available at: [Migrant Domestic Workers Across the World: global and regional estimates | International Labour Organization](#)

<sup>15</sup> International Domestic Worker Federation Position Paper for the International Labor Conference (2023), available at: [www.ilo.org/media/6096/download https://idwfed.org/calls-to-action/global-calls-to-action/idwf-position-paper-for-the-international-labor-conference-2023/](https://idwfed.org/calls-to-action/global-calls-to-action/idwf-position-paper-for-the-international-labor-conference-2023/).

## Power building resources

The **Core Teaching Content** has additional information and resources.

COSATU, Just Transition Blueprint Gender Toolkit (see pg. 12 on care), available at: <https://mediadon.co.za/wp-content/uploads/2024/12/158878-COSATU-Just-Transition-Gender-Toolkit.pdf>

PSI, Care Manifesto: Rebuilding the Social Organization of Care (2025), available at: <https://peopleoverprof.it/campaigns/care-manifesto-rebuilding-the-social-organisation-of-care?id=11655&lang=en>

IDWF, Position Paper for the International Labor Conference (2023), available at: <https://idwfed.org/calls-to-action/global-calls-to-action/idwf-position-paper-for-the-international-labor-conference-2023/>

ILO, Mainstreaming Care Work to Combat the Effects of Climate Change, available at: [https://genderclimatetracker.org/sites/default/files/Resources/ILO\\_2023\\_Mainstreaming-Care-Work-to-Combat-the-Effects-of-Climate-Change.pdf](https://genderclimatetracker.org/sites/default/files/Resources/ILO_2023_Mainstreaming-Care-Work-to-Combat-the-Effects-of-Climate-Change.pdf)

ILC, Outcome of the General Discussion Committee on Decent Work and the care economy (2024), available at: [www.ilo.org/sites/default/files/2024-08/ILC112-Record-8A-EN-Final\\_0.pdf](http://www.ilo.org/sites/default/files/2024-08/ILC112-Record-8A-EN-Final_0.pdf)

ILO, Mainstreaming Care Work to Combat the Effects of Climate Change (2023), available at: [www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/documents/publication/wcms\\_888607.pdf](http://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/documents/publication/wcms_888607.pdf)

Just Transition Platform, Centering care: How feminist economics can reshape Africa's green transition, available at: <https://jump-lab.org/centering-care-how-feminist-economics-can-reshape-africas-green-transition/>

UN Women, UN Women's strategy to transform care systems in West and Central Africa (2024), available at: [https://africa.unwomen.org/sites/default/files/2024-10/strategy-un\\_women\\_west\\_and\\_central\\_africa\\_care\\_economy\\_-\\_eng.pdf](https://africa.unwomen.org/sites/default/files/2024-10/strategy-un_women_west_and_central_africa_care_economy_-_eng.pdf)

UN Women, The climate–care nexus: Addressing the linkages between climate change and women's and girls' unpaid care, domestic, and communal work, available at: [www.unwomen.org/en/digital-library/publications/2023/11/working-paper-the-climate-care-nexus-addressing-the-linkages-between-climate-change-and-womens-and-girls-unpaid-care-domestic-and-communal-work](http://www.unwomen.org/en/digital-library/publications/2023/11/working-paper-the-climate-care-nexus-addressing-the-linkages-between-climate-change-and-womens-and-girls-unpaid-care-domestic-and-communal-work)

## Before the Training

**Know your audience, research information as needed.**

- Who are the participants?
  - How many participants and what kind of care work do they perform?
  - Are workers employed in the formal or informal economy? Is there a clear employer? Are workers employed in the same workplace or are they separated?
  - What are the demographics? (What is the breakdown by gender, age, ethnicity, nationality, migration status, etc.?) If the group includes migrant workers, are they internal migrants or do they represent multiple nationalities? Which regions or countries of origin are represented?

(This information will help you consider what climate impacts participants may have faced, and if climate or environmental factors could have contributed to their migration status.)

- ◆ Note: Migrant workers face vulnerability due to climate impacts as they are less protected in destination countries under labour laws and labour law enforcement, and often less likely to be in a union. They may also have initially migrated because they and their families are facing climate impacts at home that displaced them from their traditional livelihoods or access to decent work. Such pressures at home may result in migrant workers being less likely to speak up about occupational safety and health issues and other climate impacts in the workplace because they fear losing their jobs.
- Gender balance and inclusion: Is there a balanced representation of genders? Are women concentrated in certain work functions, and if so, how might they be experiencing climate impacts differently?
- How much do you think participants already know about climate change/Just Transition? Are there likely to be any strong opinions? (Tip: Not all workers can easily define these terms, but almost all workers can identify their experiences of climate change or their concerns about transition.)
- What kinds of climate change impacts are the training participants likely to have experienced in the past week? The past year? The past five years? (E.g., a recent flood that disrupts commutes, worsening heat/a current heat wave that makes employers more likely to remain at home, or worsening air pollution that could result in more frequent illnesses.) Keep in mind whether participants work indoors or outdoors (such as garden work), what the likely climate impacts have been in their communities, and how these climate impacts are manifesting in relation to the key workplace issues workers have been most concerned about.
- What kinds of climate policies/plans are the participants likely to have been affected by recently or face in the near future? (E.g., The lack of climate adaptation planning or badly-developed Just Transition policies can result in job losses in a given sector or region, resulting in higher levels of migration for work, including domestic work or care work.)
- What are the major issues not directly related to climate change/Just Transition that this union or these workers are currently facing? Is there any way that organising on climate/Just Transition could strengthen strategy on those issues, including through coalition building?
- (Reflect if you know): How agitated are participants in this group already about any of the issues above?

For translation purposes, a Word version of this document is available for download at the following link: [ITUC Facilitation Prep Module.docx](#)

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