



International
Labour
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► Skills development and responsible business conduct

Fundamental principles and rights at work,
skills for digital transformation, and skills
for environmental sustainability

Training manual for trainers



Supported by



► **Skills development and responsible business conduct**

Fundamental principles and rights at work, skills for digital transformation, and skills for environmental sustainability

Training manual for trainers

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Introduction

This training manual for trainers has been developed under the ILO Skills Development and Responsible Business Conduct for Transition Project at the ILO Regional Office for Asia and the Pacific and was funded by Japan's Ministry of Economy, Trade and Industry.

With the global workforce facing challenges such as an ageing population, barriers in accessing and participating in education and learning, and rapidly changing technologies and digitalization that affect all levels of businesses, it is crucial for both employers and workers to invest in the continuous development of the in-demand technical and soft skills of the workforce. These skills enable workers to improve their employability and productivity and enterprises to improve their competitiveness, thereby supporting both individual career development and overall organizational transformation.

Responsible business conduct (RBC) refers to the practices that businesses adopt to contribute positively to economic, environmental and social progress. This includes complying with laws related to human rights, environmental protection, labour standards and anti-corruption, as well as proactively promoting human welfare and sustainable development. Promoting RBC through skills development prioritizes enhancing workforce capabilities, promoting continuous learning, and ensuring that employers and workers can adapt to changing market needs and technological advancements.

RBC also involves respecting human rights throughout business operations and supply chains. That's where inclusive growth comes in. The term "inclusive growth" means creating opportunities for all segments of society and distributing the benefits of increased prosperity fairly across the population. This approach focuses not just on the rate of economic growth but also on the extent to which that growth is shared among all groups, including marginalized and disadvantaged communities.

The key components of inclusive growth include:



Equitable access to opportunities: Ensuring that all individuals have fair access to education, healthcare, employment and other essential services.



Social protection: Providing safety nets and support systems for vulnerable populations to protect them from economic shocks and uncertainties.



Job creation: Fostering an environment that generates employment opportunities, especially in sectors that can absorb a large workforce.



Reducing Inequality: Implementing policies and initiatives that reduce income and wealth disparities, thereby promoting a more equitable distribution of resources.

Inclusive growth is essential, because it fosters social stability, reduces poverty and ensures that economic benefits are not concentrated in the hands of a few. It also promotes a more sustainable economic model, since broad-based growth is less likely to lead to economic downturns driven by inequality.

The training modules outlined below are designed to support workers and businesses, particularly small and medium-sized enterprises (SMEs), in improving productivity while adhering to RBC standards, in order to reach the aim of inclusive growth. The modules also aim to support the creation of decent jobs, while enhancing

enterprises' productivity and competitiveness and their ability to meet consumers' expectations for responsible business practices. Lastly, the modules aim to facilitate the reskilling and upskilling of workers in response to rapid technological advancements.

The modules developed are introductory and have been designed to raise the awareness of employers and workers and equip participants with fundamental knowledge on key concepts in each topic, with a view to promoting upskilling/reskilling with the support of human resources focal points/departments and public training institutions. The practical examples that inform the modules, in particular those described in module 2, are primarily taken from Thailand's automotive sector and Indonesia's electronics sector. To make the process more inclusive, different training techniques and materials, including visual, auditory and kinesthetic techniques and materials, are used throughout the modules.

The purpose of developing detailed modules is to ensure that the training is delivered in a standardized and correct manner that guarantees that all participants receive the same quality training. In order to reach the desired level of quality, trainers have been selected by the ILO among technical, vocational and educational (TVET) trainers from public institutions or those serving as enterprise-based trainers, as well as representatives of trade unions and employer organizations who are already experienced in delivering training to workers.

Upon completion of the training, trainees should be equipped with fundamental knowledge and skills on how to promote fundamental principles and rights at work, facilitate adaptation to the digital transformation and improve responses to environmental challenges.

Programme and learning objectives

Title	Learning objectives	Duration
Opening session	Overview of RBC	60 mins
Module 1: Fundamental principles and rights at work	Participants will: ▶ understand the key reasons behind the ILO's fundamental principles and rights at work and how they protect enterprises and workers; ▶ develop a basic understanding of labour rights and the responsibilities that workers have; ▶ recognize why it is important to have the freedom to join and create worker unions and to have the right for collective bargaining; ▶ learn what forced and child labour are and why it is crucial to eliminate these practices; ▶ recognize the importance of eliminating discrimination in employment and occupation and understand the role of workers in achieving this; and ▶ be aware of the importance of ensuring a safe and healthy working environment	240 mins
Module 2: Skills for digital transformation	Participants will: ▶ understand the impact of digital technologies on the way we work, particularly in the automotive manufacturing and electrical and electronics sectors; ▶ understand how digital technologies and skills can contribute to increasing productivity and efficiency, while remaining consistent with sustainable and inclusive growth; ▶ understand the basic use of digital tools relevant to their occupations; ▶ recognize the impact of digital technologies on occupational safety and health (OSH); ▶ understand how digital tools can enhance sustainable work practices and productivity; ▶ apply problem-solving techniques and innovative thinking using digital tools; and ▶ understand the principles of decent work and responsible supply chains in the context of digital technologies.	240 mins

Title	Learning objectives	Duration
Module 3: Skills for environmental sustainability	Participants will: ▶ understand the concept of environmental sustainability and its relevance to and connection with work practices; ▶ be aware of how business activities, especially those of SMEs, have an impact in the environment in which they operate and how they are affected by them; ▶ recognize environmental challenges and the role of employers and workers in addressing them; ▶ understand energy efficiency and resource-management practices; and ▶ develop innovative solutions and practices for environmental sustainability.	240 mins
Closing session		30 mins

Use of this training manual



Expectations from trainers

- ▶ Ensure the successful implementation of training, using the materials provided, and achieve the training programme objectives.
- ▶ Facilitate the development and execution of activities in line with the objectives, content, methods, techniques and strategies of the training.
- ▶ Provide feedback and reporting on the implementation of the training, especially regarding encountered challenges, and suggest, propose and implement corrective measures, when necessary.
- ▶ Anticipate the issues, risks and bottlenecks that could affect the progress of training, while ensuring that it runs efficiently and promptly.
- ▶ Manage the training design and delivery-related tasks and procedures.



Preparing the training

- ▶ Arrange the training environment in a way that facilitates effective communication among participants (preferably in a V-shape).
- ▶ Ensure that the necessary climate control, lighting and sound arrangements are made, based on the number of participants.
- ▶ The most effective number of participants is recommended at 20; the total number should not exceed 30.
- ▶ When creating lists of participants, inclusivity rules such as achieving a balanced or nearly balanced gender distribution should be prioritized, as well as including participants with disabilities.
- ▶ When necessary, communicate with the human resources representative or department in which the training will be conducted and review the training procedures of the organization.
- ▶ Verify that the materials to be used in the training are sent at least three days before the training starts so that the staff in the organization is available.
- ▶ Read the training content the day before the training and complete the preparations.
- ▶ Arrive at the training location at least 20 minutes before the start, and check the presentation and sound system.
- ▶ Review the lists and profiles of participants before the training is delivered.



Duration of training

- ▶ The total duration of the training programme is 12 hours and consists of three different modules, each lasting 4 hours – with a 1 hour opening session and a ½ hour closing session.



Training method

- ▶ Active teaching methods and techniques in the framework of adult education (andragogy) are used to achieve the training objectives. Throughout the training, individuals are encouraged to engage in activities that spark curiosity, exploration, analysis and the application of what they are learning to their individual experiences, which will support their active participation in learning. Therefore, participants should be encouraged to share their ideas and experiences at every stage of the training.
- ▶ Individuals will be encouraged to engage in self-learning activities outside the training in order to reinforce what they have learned.



Relations between trainers

- ▶ If possible, all activities should be conducted by two trainers.
- ▶ Trainers should share topics with each other beforehand and ensure that the subjects are divided as equally as possible.
- ▶ If the training is conducted by a male and a female trainer, prioritize the male trainer to discuss gender-equality issues. If this is not possible, explain the topic together. Avoid having only the female trainer explain the subject.
- ▶ The trainers should discuss and agree whether feedback is desired at the end of the training; if one trainer does not want feedback, comments on their training method and attitude should be avoided.
- ▶ Never interrupt one another, do not intervene unless in the event of a sexist, racist or discriminatory attitude, and do not speak unless you are given the floor.



Some tips on time management under time pressure

- ▶ Allocate time appropriately for each section and adjust the schedule according to the progress made during the training.
- ▶ Use short breaks strategically to manage time and maintain participants' focus and energy.
- ▶ Be flexible and be ready to adjust the training flow if certain sections take longer than expected, while ensuring that the core content is still covered adequately.

Opening session

Dear trainers,

In this section, you will be meeting people who are participating in the training programme for the first time. It is essential for them to understand who you are, why you are delivering the training and what function this programme serves for them. The introduction is crucial for building trust between the trainer and the participants. Your expectations from the participants, as well as their expectations from the training, should be clear and explicit. Participants may attend all three training modules outlined in this guide or they may attend just one or two. Therefore, regardless of which training module you begin with, if it is the group's first time attending, start with the opening session. At the opening session, you should also provide an overview of RBC and the relation between labour principles and businesses. The overview should also include the importance of promoting due diligence on business and human rights.

First, greet the participants with a warm smile. Then introduce yourself.

Introduction of trainers

Hello, I am ...

Introduce yourself in two or three sentences. Be sure to mention your name, your education and your role in the programme.

I will be conducting this workshop together with my fellow trainer.

Hand it over to your partner to introduce themselves similarly.

Brief introduction with participants

Now, I would like to get to know you briefly. Can everyone kindly say their name, their position and how many years they have been working in one or two sentences?

Ask the participants to introduce themselves one by one.

Thank you all very much, now we are briefly acquainted. Shortly, we will play a little game to get to know each other better, but first I would like to briefly introduce you to the ILO.

What is the ILO?



Note to trainers: Briefly explain the ILO based on the information provided below.

The International Labour Organization – the ILO – is an Organization of the United Nations that aims to regulate, develop and improve working life at the local, national, regional and international levels. It strives to develop, promote and implement international labour standards, including fundamental principles and rights in the workplace. The ILO is the only tripartite UN agency and since 1919 it has maintained and developed a system of international labour standards aimed at promoting opportunities for women and men to obtain decent and productive work, in conditions of freedom, equity, security and dignity. The ILO has made several concrete achievements that have significantly impacted labour standards and workers' rights globally. The establishment of the eight-hour workday in 1919 is one of the most concrete achievements of the ILO.

In today's globalized economy, international labour standards are essential components of the international framework that ensure that the growth of the global economy provides benefits to all. International labour standards seek to ensure that economic growth goes hand in hand with improved living standards. In the context of globalization, international labour standards also help to prevent governments and employers from lowering labour standards in the pursuit of greater comparative advantages in international trade.

Here is the ILO's Decent Work Agenda:



Note to trainers: Develop slides to convey the information below to trainees. The slides must include a summary and additional information will be shared verbally.

The ILO's Decent Work Agenda

Promoting jobs and enterprise, guaranteeing rights at work, extending social protection and promoting social dialogue are the four pillars of the ILO's Decent Work Agenda, with gender as a cross-cutting theme.

The four pillars of the Decent Work Agenda are:

- ▶ **Promoting jobs:** Prioritizing job creation and opportunities for entrepreneurship, skills development and investment.
- ▶ **Guaranteeing rights at work:** Obtaining recognition and respect for the rights of all workers. All workers, in particular vulnerable workers, need representation, participation and laws that uphold their rights.
- ▶ **Extending social protection:** Providing a social protection floor that ensures access to health care and income security, particularly in cases of old age, unemployment, sickness, invalidity, work injury, maternity or loss of a main income-earner.
- ▶ **Promoting social dialogue:** Building consensus around policies that build social cohesion, as well as economic growth. This requires strong and independent employers' and workers' organizations and institutions that promote dialogue.

The Decent Work Agenda has been endorsed by the international community. As the foremost centre of knowledge on the world of work, the ILO works with its government, employer and worker constituents to mainstream action on decent work, measure and show results, and develop country programmes that put the Decent Work Agenda into action and demonstrate how to make inclusive and sustainable development a reality.

Relevance of the four pillars of the ILO's Decent Work Agenda

1. Employment promotion

Employment promotion and the creation of decent jobs are central to enabling countries to address the multiple transitions their societies, economies and labour markets are undergoing due to climate change, demographic shifts and technological developments. Achieving the goal of full, productive and freely chosen employment, tackling poverty and inequalities and ensuring an inclusive structural transformation are essential for making progress on the Sustainable Development Goals (SDGs), especially SDG 8, and require comprehensive employment policy frameworks that address both the short- and longer-term impacts of such changes.

This includes promoting pro-employment macroeconomic, sectoral and labour market policies that are critical for ensuring social, economic and environmental transitions. It also includes the creation of quality jobs in the green, circular, digital and care economies; multi-stakeholder engagement; social dialogue; and the strengthening of partnerships for coordinated, coherent and integrated policy responses, including through the Global Accelerator on Jobs and Social Protection for Just Transitions. These are key solutions for strengthening productive capacities, creating more and better jobs and promoting formalization.

2. Guaranteeing rights at work through international labour standards

Since 1919, the ILO has maintained and developed a system of international labour standards that is aimed at promoting opportunities for women and men to obtain decent and productive work in conditions of freedom, equity, security and dignity. In today's globalized economy, the international labour standards are an essential component of the international legal framework for ensuring that the growth of the global economy provides benefits to all.

The international labour standards are legal instruments drawn up by the ILO's constituents (governments, employers and workers) that set out basic principles and rights at work. They are either Conventions or Protocols, which are legally binding international treaties that may be ratified by Member States, or Recommendations, which serve as non-binding guidelines. The development of the international labour standards at the ILO is a unique legislative process that involves representatives of governments, employers and workers from all regions of the world.

3. Extending social protection

Social protection, or social security, provides benefits to individuals on the basis of the risks they face across the life cycle (unemployment, disability, maternity and so on) and to those who suffer general poverty and social exclusion. Social protection schemes can be financed through contributions from wages (social insurance) or through general taxation (social assistance).

Since the turn of the last century, social protection programmes have continued to grow in every region of the world and their function in stabilizing the economy and protecting vulnerable groups has been repeatedly demonstrated, including during recent global crises. Although their benefits are widely accepted, additional investments are still needed to increase the coverage of social protection schemes globally, in particular in lower-income countries.

The nine branches of social security include the following.

- ▶ **Health protection.** The ILO promotes a rights-based approach to social health protection, with the objective of ensuring effective access to quality healthcare without hardship and impoverishment. This rights-based approach is rooted in the body of human rights and ILO standards, which represent a global consensus to guide the development of social health protection systems.
- ▶ **Sickness benefits (earning replacement).** Sickness benefits provide income security in case of illness. They promote the realization of the human rights to health and social security, while supporting public health and the prevention of poverty.
- ▶ **Unemployment benefits.** Unemployment protection is essential for ensuring that individuals enjoy income security when they lose earnings due to their inability to obtain suitable employment and, when linked with active labour market policies, can also promote full and productive employment.
- ▶ **Old-age pensions.** Old-age pensions are essential for ensuring the income security of older persons and allow for the enjoyment of a life in dignity among the elderly, often following a lifetime of work.
- ▶ **Employment injury benefits.** Enterprises of all types have the responsibility to mitigate the risk and effects of workplace injuries and occupational diseases. Employment injury protection in case of workplace accidents or illnesses is vital for preserving workers' rights and business continuity.
- ▶ **Family and child benefits.** Child benefits are a critical form of social protection that is intended to promote the long-term well-being of children. Delivered as cash or tax credits, child benefits are essential for reducing poverty and accessing healthcare, nutrition, quality education, water and sanitation. In addition, these benefits support socio-economic development, particularly in times of crisis.
- ▶ **Maternity benefits.** Safeguarding the health of expectant and nursing mothers and protecting them from job discrimination is a precondition for achieving genuine equality of opportunity and treatment for men and women at work and enabling workers to raise families in conditions of security.

- ▶ **Disability benefits.** All types of protection interventions should ensure the inclusion of persons with disabilities, with particular emphasis on removing barriers and avoiding adverse effects. In addition, disability-specific programmes can deliver the support and benefits specifically required by persons with disabilities that are not provided by mainstream programmes.
- ▶ **Survivors' benefits.** Survivors' benefits provide financing protection for widows and widowers, as well as dependent children, in case of the death of family breadwinner.

4. Social dialogue and tripartism

Effective social dialogue between governments, employers and workers' organizations is essential for advancing social justice, fostering inclusive economic growth, improving wages and working conditions and supporting sustainable enterprises. As a cornerstone of good governance, social dialogue creates the conditions necessary to achieve decent work for all, while promoting social peace, stability and effective labour market governance.

Social dialogue is instrumental in achieving several SDGs, including SDG 8 on promoting decent work and economic growth, SDG 10 on reducing inequalities within and among countries and SDG 16 on promoting peace, justice and strong institutions.

Social dialogue includes all types of negotiation, consultation and exchange of information between or among representatives of governments, employers and workers on issues of common interest relating to economic and social policy.

Social dialogue is both a means to achieve social and economic progress and an end in itself, as it gives people a voice and a stake in their societies and workplaces. As a key element of the ILO's mission, social dialogue is embedded in nearly all ILO Conventions and Recommendations and in the Decent Work Agenda. Many of these instruments explicitly require governments to ensure consultations with the social partners.

There is no universal model for social dialogue. Its success depends on adapting to the specific contexts of different countries, reflecting their unique needs and ensuring full ownership by the parties involved. While approaches may vary, the foundation of effective social dialogue rests on respecting, promoting and realizing the fundamental principles and rights at work, in particular the freedom of association and the effective recognition of the right to collective bargaining.

Info card: The ILO's fundamental Conventions

	Adoption year	Purpose
1. Forced Labour Convention (No. 29)	1930	To prohibit forced or compulsory labour.
2. Protocol of 2014 to the Forced Labour Convention, 1930 (No. 29)	2014	To supplement the Forced Labour Convention, 1930 (No. 29) and to complement existing international instruments by providing specific guidance on effective measures to be taken to eliminate all forms of forced labour.
3. Abolition of Forced Labour Convention (No. 105)	1957	To ensure the abolition of forced labour in all its forms.
4. Freedom of Association and Protection of the Right to Organise Convention (No. 87)	1948	To guarantee the freedom of association and the right to form and join trade unions.

	Adoption year	Purpose
5. Right to Organise and Collective Bargaining Convention (No. 98)	1949	To protect the right to organize and promote collective bargaining.
6. Minimum Age Convention (No. 138)	1973	To establish a minimum age for admission to employment.
7. Worst Forms of Child Labour Convention (No. 182)	1999	To eliminate the worst forms of child labour.
8. Equal Remuneration Convention (No. 100)	1951	To ensure equal remuneration for men and women workers for work of equal value.
9. Discrimination (Employment and Occupation) Convention (No. 111)	1958	To eliminate discrimination in employment and occupation. Workers should not face discrimination based on race, colour, sex, religion, political opinion, national extraction or social origin.
10. Occupational Safety and Health Convention (No. 155)	1981	To ensure a coherent national occupational safety and health policy, as well as action to be taken by governments and within enterprises to promote occupational safety and health to improve working conditions.
11. Promotional Framework for Occupational Safety and Health Convention (No. 187)	2006	To promote the continuous improvement of occupational safety and health in order to prevent occupational injuries, diseases and deaths.

These Conventions form the core of the ILO's efforts to improve working conditions and protect workers' rights globally. Each Convention sets out specific standards and obligations to ensure that workers are treated with dignity and respect (for the Conventions ratified by Indonesia and Thailand, see Annex III).

Relevance of RBC

Three international instruments have become the key reference points for RBC, in terms of expressing clear expectations and guidance on how companies can act responsibly:

- ▶ Tripartite Declaration of Principles concerning Multinational Enterprises and Social Policy (MNE Declaration)
- ▶ OECD Guidelines for Multinational Enterprises on Responsible Business Conduct
- ▶ Guiding Principles on Business and Human Rights: Implementing the United Nations "Protect, Respect and Remedy" Framework.

These three instruments are aligned in their approaches and complement each other.

The ILO promotes RBC for the realization of decent work and encourages businesses of all sizes and sectors to align their operations with the principles of international labour standards and the guidance offered by the

MNE Declaration, which reflect good practices for all enterprises. The MNE Declaration also provides guidance for governments and social partners on a conducive environment for RBC.

By integrating the principles of RBC, enterprises can make a significant positive contribution to economic and social progress and the realization of decent work for all, and to minimizing and resolving the difficulties to which their various operations may give rise.

The MNE Declaration is the ILO instrument on RBC that provides direct guidance for enterprises (multinational and national) on social policy and inclusive, responsible and sustainable practices for the realization of decent work (Goal 8 of the SDGs). It is the only global RBC instrument that was elaborated and adopted by governments, employers and workers from around the world. It was adopted in 1977 and has since been amended several times – in 2000, 2006, 2017 and most recently in 2022. Its principles are addressed to multinational and national enterprises, governments of home and host countries, and employers' and workers' organizations, and it provides guidance in such areas as employment, training, conditions of work and life, industrial relations and general policies. The guidance contained in the MNE Declaration is founded primarily on the principles contained in international labour standards.

Overview of RBC and human rights due diligence



Note to trainers: Develop slides to convey the information below to trainees. The slides must include a summary and additional information will be shared verbally.

Businesses contribute to economic and social development through job creation, the development of skills and technology and the provision of goods and services. At the same time, business activities can have adverse impacts on people, the environment and society. For this reason, RBC is becoming increasingly important in all sectors.

General policies of RBC to be considered and promoted by enterprises as per OECD Guidelines for Multinational Enterprises on Responsible Business Conduct.

As set out in Chapter II of the OECD Guidelines, enterprises should take fully into account the established policies in the countries in which they operate. In this regard:

A. Enterprises should:

1. Contribute to economic, environmental and social progress with a view to achieving sustainable development.
2. Respect the internationally recognized human rights of those affected by their activities.
3. Encourage local capacity building through close co-operation with the local community, including business interests, as well as by developing the enterprise's activities in domestic and foreign markets, consistent with the need for sound commercial practice.
4. Encourage human capital formation, in particular by creating employment opportunities and facilitating training opportunities for employees.
5. Ensure transparency and integrity in lobbying activities, and refrain from seeking or accepting exemptions that are not contemplated in the statutory or regulatory framework related to human rights, environmental, health, safety, labour, taxation, financial incentives, or other issues.
6. Support and uphold good corporate governance principles and develop and apply good corporate governance practices, including throughout enterprise groups.
7. Develop and apply effective self-regulatory practices and management systems that foster a relationship of confidence and mutual trust between enterprises and the societies in which they operate.

8. Promote awareness of and compliance by workers employed by multinational enterprises with respect to company policies, through appropriate dissemination of these policies, including through training programmes.
9. Refrain from discriminatory or disciplinary action or otherwise engaging in reprisals against workers, trade union representatives or other worker representatives who make bona fide reports to management or, as appropriate, to the competent public authorities, on practices that contravene the law, the *Guidelines* or the enterprise's policies.
10. Refrain from and take steps to prevent the use of reprisals, including by entities with which the enterprise has a business relationship, against any persons or groups that may seek to or do investigate or raise concerns regarding actual or potential adverse impacts associated with the enterprise's operations, products or services. This includes promoting an environment in which individuals and groups feel safe to raise concerns and, where relevant, contributing to the remediation of the adverse impacts of reprisals when they occur.
11. Carry out risk-based due diligence, for example by incorporating it into their enterprise risk management systems, to identify, prevent and mitigate actual and potential adverse impacts as described in paragraphs 12 and 13, and account for how these impacts are addressed. The nature and extent of due diligence depend on the circumstances of a particular situation.
12. Avoid causing or contributing to adverse impacts on matters covered by the *Guidelines*, through their own activities, and address such impacts when they occur, including through providing for or co-operating in the remediation of adverse impacts.
13. Seek to prevent or mitigate an adverse impact where they have not contributed to that impact, when such impacts are nevertheless directly linked to their operations, products or services by a business relationship. This is not intended to shift responsibility from the entity causing an adverse impact to the enterprise with which it has a business relationship.
14. In addition to addressing adverse impacts in relation to matters covered by the *Guidelines*, encourage, compatible with the *Guidelines*.
15. Engage meaningfully with relevant stakeholders or their legitimate representatives as part of carrying out due diligence and in order to provide opportunities for their views to be taken into account with respect to activities that may significantly impact them related to matters covered by the *Guidelines*.
16. Abstain from any improper involvement in political activities.

B. Enterprises are also encouraged to:

1. Engage in or support, where appropriate, private or multi-stakeholder initiatives and social dialogue on responsible business conduct, while ensuring that these initiatives take due account of their social and economic effects on developing economies and of existing internationally recognized standards.

Overview of human rights due diligence

In order to identify, prevent, mitigate and account for how they address their adverse human rights impacts, business enterprises should carry out human rights due diligence. The process should include assessing actual and potential human rights impacts, integrating and acting upon the findings, tracking responses and communicating how impacts are addressed.

Human rights due diligence:

- A. should cover adverse human rights impacts that the business enterprise may cause or contribute to through its own activities, or that may be directly linked to its operations, products or services by its business relationships;
- B. will vary in complexity with the size of the business enterprise, the risk of severe human rights impacts and the nature and context of its operations;
- C. should be ongoing, recognizing that the human rights risks may change over time as the business enterprise's operations and operating context evolve.

Please share the link of the HRDD Interpretive Guide with the participants so they can learn more:

[Human Rights Due Diligence: An Interpretive Guide](#)

Introduction of programme



Note to trainers: Develop slides to convey the information below to trainees. The slides must include a summary and additional information will be shared verbally.

Skills development is a key policy priority for achieving a just transition towards environmentally sustainable economies and societies. The ILO's Guidelines for a just transition towards environmentally sustainable economies state that governments and social partners should provide training opportunities for upskilling and reskilling and initial learning in green business practices and environmentally friendly technology and innovation.

Today, we will be working together for three to four hours.



Note to trainers: Hand out Appendix I: Training programme for each module.

As you can see in the programme, we will primarily focus on three main topics: fundamental principles and rights at work, skills for the digital transformation and skills for environmental sustainability. We will talk about a wide range of topics, such as our rights in the workplace, union rights, discrimination, effective intercultural communication, gender equality, environmental sustainability awareness and a just transition. When needed, we will provide you with information for reading, but mostly you will be discussing topics with the other participants. We will have various activities, group work and games. We will also have breaks, including coffee and meal breaks.



Note to trainers: When introducing the programme, it is sufficient to mention the topics. To use time efficiently, we recommend not going into details about what will be done under each topic.

Setting common rules

Throughout the training, we aim to create an environment in which everyone can share examples from their own lives, share their experiences and have conversations. To make this work as productive as possible, it is important to understand each other's needs and establish common rules.

When you think about this three to four hour training programme, what do you want to learn here?



Note to trainers: Listen to the answers. Explain whether you can meet the expectations. Indicate which part of the workshop programme will address the expectations you can meet.

For a productive workshop, there will be some rules that you and we, as trainers, need to follow as a group. What do you think these might be? What distracts you? What would you prefer not to be done?



Note to trainers: Based on the answers, you can make the following explanations. If these answers do not come from the group, either encourage them or add these comments yourself.

The concepts we will cover in the workshop follow each other and form a whole. Therefore, we expect you to participate in the entire workshop. We ask you to actively participate in this process by leaving aside things that may distract you, such as computers and phones. Asking questions, making contributions and sharing your life experiences will facilitate learning from each other here.

It is very important to respect each other's thoughts while speaking, avoid accusations and judgements and not interrupt each other. Only if we can create such an environment can our discussions and exchanges here be productive.

We must emphasize that what participants share here should not be discussed with people outside this group. Of course, you can share the concepts you learn here with others to spread knowledge. However, all life experiences shared here are unique to this group and should remain confidential. If we can ensure this sense of security, we can have genuine, natural exchanges and have the chance to reflect on ourselves.

Principles of non-violent communication: There is an approach we call non-violent communication, which we especially emphasize in adult education. We all have different needs, observations, feelings and requests. With 8.1 billion people in the world, these can vary for each person. Therefore, when communicating with each other, we should first observe without judging the other person. We should be able to express our feelings while conveying things that are meaningful to us. For example, there is a big difference between saying "you are terrible" to someone and saying "this behaviour makes me very angry". When we say "you are terrible", we judge the other person's character and leave them with no words to defend themselves. But if we say "this behaviour makes me very angry", we give the other person a chance to understand the impact of their behavior on us. Therefore, let us not hesitate to express our feelings to each other and communicate our needs and feelings.

Icebreaker



Note to trainers: Please select an appropriate icebreaker from Annex I, based on the group's size and level. You can also choose an icebreaker of your own. If you prefer to do so, please keep in mind that the purpose of the icebreaker is to increase the group's participation, build trust and boost motivation by facilitating interaction within the group.

Module 1: Fundamental principles and rights at work

Aim of the module

Improving workers' access to and knowledge on business and human rights, with a focus on the ILO's core Conventions and the fundamental principles and rights at work, including workers' rights in general; freedom of association and the effective recognition of the right to collective bargaining; the elimination of child labour; the elimination of all forms of compulsory labour; the elimination of discrimination of all kinds; and promoting OSH. Thus, the aim is to increase the ability of workers to adapt to changing working conditions and improve their productivity as a result, provide them with knowledge and increase their awareness, and ultimately contribute to the reduction of inequalities and the overall goals of prosperity and sustainability.

Learning outcomes

By the end of this module, participants will:

- ▶ understand the key reasons behind the ILO's fundamental principles and rights at work and how they protect enterprises and workers;
- ▶ develop a basic understanding of labour rights and the responsibilities that workers have;
- ▶ recognize why it is important to have the freedom to join and create worker unions and for collective bargaining;
- ▶ learn what forced and child labour are and why it is crucial to eliminate these practices;
- ▶ recognize the importance of eliminating discrimination in employment and occupation and understand the role of workers in achieving this; and
- ▶ be aware of the importance of ensuring a safe and healthy working environment.

Detailed session plan

Duration: 240 minutes			
Session	Time	Outcomes	Methods
1. Introduction and overview	15 mins	Introduction to purpose and content of module 1. Participant introductions and setting expectations	Briefing and participant interaction.

Duration: 240 minutes			
Session	Time	Outcomes	Methods
2. Fundamental principles and rights at work	45 mins	▶ Understanding the ILO's fundamental principles and rights at work (that is, the elimination of child labour; the elimination of all forms of forced or compulsory labour; the elimination of all forms of discrimination; occupational safety and health; and the freedom of association and the recognition of the right to collective bargaining) ▶ Opportunities for women and men to obtain decent and productive work in conditions of freedom, equity, security and dignity ▶ Decent work ▶ Stability and security of work ▶ Equal and decent wage ▶ Social security	▶ Brief interactive presentations and group discussions ▶ Activity: Walk to talk ▶ Video: "This Way to Social Justice"
3. Elimination of child labour	30 mins	▶ Understanding child labour ▶ Global context ▶ The ILO's position ▶ What must be done?	▶ Presentation/activity: True or false? ▶ Group discussion
4. Elimination of forced labour		What is forced labour?	Examples, group discussion
<i>Break</i>	10 mins		
5. Elimination of all forms of discrimination	45 mins	▶ Understanding the elimination of discrimination in respect of employment and occupation ▶ Types of discrimination (gender, ethnic, race, LGBTI+, refugees) ▶ How to deal with discrimination?	▶ Presentation ▶ Case studies and group discussion ▶ Video: "ILO C190"
6. Occupational safety and health (OSH)	45 mins	Understanding the importance of OSH	Presentation/activity: Hazards identification

Duration: 240 minutes			
Session	Time	Outcomes	Methods
7. Freedom of association and collective bargaining	30 mins	▶ Understanding the right to freedom of association and collective bargaining ▶ Importance and relevance ▶ The ILO's position on freedom of association ▶ The role and functions of trade unions	▶ Group discussion ▶ Video: "A Just Garden" Activity: Union advocates
8. Closing remarks and evaluation	10 mins	Evaluation of module 1	Collection of feedback and closing remarks

Session 1: Introduction and overview

	Duration: 15 minutes
	Method: Presentation, group discussion
	Materials: Projector, slides, notebooks, pen

In module 1, we will address our fundamental rights and responsibilities as workers.

Our work enables us to provide for our families, ensuring they have access to food, shelter, education and healthcare, and as a result of our work we can contribute to a more secure and nurturing environment for our loved ones. However, this requires ensuring that there are opportunities for women and men to obtain decent and productive work in conditions of freedom, equity, security and dignity.

In turn, decent and productive work contributes to the betterment of the community we live in. In addition, through our work we can also contribute to the provision of services or products that others in the community might need. Lastly, if our activities are fully declared, covered by legislation, and provide adequate labor and social protection, encompassing the legal recognition and registration of enterprises and their compliance with regulations, these also support the financing of public services such as education, infrastructure and public safety.

Therefore, by having opportunities to access decent and productive employment, we become an effective actor in our country's development.

Let's start with a question to the group:



Question: *How does your work benefit you?*



Note to trainers: Listen to the answers from the group. You may use the responses below as a reminder or to complete the answer.



Question: What are the personal benefits of working as you see them?

1. Financial independence

- ▶ **Stable income:** Working provides a steady income, allowing individuals to support themselves and their families, pay bills and save for the future.
- ▶ **Savings and investments:** Regular employment facilitates the ability to save money and invest in long-term financial goals, such as buying a home or funding education.

2. Personal growth and development

- ▶ **Skill development:** Jobs often require learning new skills or enhancing existing ones, which can lead to personal and professional growth.
- ▶ **Career advancement:** Gaining experience and expertise in a field can open doors to promotions and new opportunities.

3. Mental and physical well-being

- ▶ **Sense of purpose:** Having a job can provide a sense of purpose and fulfillment, contributing to overall mental health.
- ▶ **Routine and structure:** Employment provides a structured routine, which can improve time management and productivity.

4. Social interaction

- ▶ **Networking opportunities:** Workplaces are social environments in which individuals can meet new people, form professional relationships and expand their networks.
- ▶ **Team collaboration:** Collaborating with colleagues on projects fosters teamwork and communication skills.

5. Contribution to society

- ▶ **Economic contribution:** Working individuals contribute to the economy through their productivity and by paying taxes, which support public services and infrastructure.
- ▶ **Community engagement:** Employment often involves participating in community activities and supporting local businesses, fostering a sense of community and civic responsibility.

6. Personal fulfillment

- ▶ **Achieving goals:** Work allows individuals to set and achieve personal and professional goals, leading to a sense of accomplishment.
- ▶ **Work-life balance:** Many jobs offer benefits, such as paid time off, healthcare and retirement plans, which contribute to a balanced and healthy lifestyle.

By recognizing and appreciating these benefits, individuals can find greater satisfaction and motivation in their work, leading to a more fulfilling and balanced life.

Session 2: Fundamental principles and rights at work

	Duration: 45 minutes
	Method: Presentation, group discussion, group activities
	Materials: Projector, slides, notebooks, pen, sign cards, true or false cards

Activity: Walk to talk¹



Objective: Understanding participants' current levels and their expectations from the training.



Duration: 15 minutes



Directions: Initiate a discussion on employment by organizing a space line-up. You will have posted these signs in the four corners of the rooms:

"Absolutely"

"Yes, to some extent"

"Not really"

"Absolutely not"

Then you will make some statements and participants are asked to move to the corner they feel is closest to their answer. The statements maybe:

- A. I feel confident I can get a decent job in the short term.
- B. Part-time and informal jobs are the problem of workers, not employers.
- C. I know enough about digitalization of work.
- D. I feel confident I can recruit someone with the right skill set to fill my vacancy.
- E. Unions have contributed to defend workers' rights in the last few years.
- F. My company has been supportive of workers and provided them with accurate and up-to-date information regarding their rights.
- G. I have a clear understanding of my rights and entitlements as a worker.
- H. My company engages meaningfully with employees and their representatives in carrying out due diligence on fundamental principles and rights at work and in order to provide opportunities for workers' views to be taken into account with respect to activities that may significantly impact their work and well-being.
- I. Green jobs are important for our future. I am not afraid of them.
- J. Green jobs and the skills needed to access these jobs are important for our future prosperity.
- K. Discrimination in the workplace is normal.

¹ Adopted from ILO, *Youth Rights @ Work: A Facilitator's Guide by and for Indonesian Trade Unions*.

You can ask participants why they feel this way. However, do not let the discussion deepen. Explain that this training is designed to create an opportunity for them to improve in areas they feel lacking, and that there will be ample opportunity to discuss all these topics in detail throughout the training process.

Decent work

Let's start with a key concept for us: "Decent work".

Yes, we know that working is both a responsibility and a necessity for us. However, we cannot claim that every form of work or practice within the working life is carried out in a manner that is worthy of human dignity. For example, throughout history and until relatively recently, slavery and forced labour were prevalent forms of work, as seen in ancient civilizations such as those of Egypt and Rome, the transatlantic slave trade and serfdom in medieval Europe, as well as in modern practices such as bonded labour, human trafficking and state-imposed forced labour.

Although it is not as widespread and systematic as it used to be, we can still see it continuing today. The ILO estimates that there are still 27.6 million people, mostly migrants, who are victims of forced labour. Migrant workers are three times more likely than other workers to be in forced labour due to factors such as lack of legal status, language barriers and limited social networks.

Unfortunately, the practice of child labour remains widespread. We also frequently encounter issues such as harassment and psychological violence in the workplace. Therefore, it is critical for employers to facilitate the access of women and men to decent and productive work in conditions of freedom, equity, security and dignity, and in alignment with international labour standards, including the ILO fundamental principles and rights at work.



Question: *What is decent work for you?*



Note to trainers: *Listen to the answers. After receiving four or five responses, proceed with the following definition. Develop one slide to convey the information below to trainees.*

The ILO defines the concept of decent work as productive and high-quality jobs that are performed with freedom, equality, security and respect for human dignity. This concept has four main elements:

1. **Productive and freely chosen work:** People should be able to work in their desired field and this work should be productive.
2. **Rights and social protection:** Workers should have basic labour rights and should be able to benefit from social security systems.
3. **Social dialogue:** There should be an effective communication and cooperation process between employers, workers and the government.
4. **Social protection and safety net:** Security should be provided for situations such as unemployment, illness and old age.



Question: *What is "competitive and responsible business" as you see it?*



Note to trainers: Listen to the answers. After receiving four or five responses, proceed with the following definition. Develop one slide to convey the information below to trainees.

- ▶ **Competitiveness:** Businesses should have the capacity to successfully compete with other firms in the market and operate innovatively and efficiently.
- ▶ **Responsibility:** All businesses, regardless of their location, size, sector, operational context, ownership and structure, should act responsibly and should identify and manage the risks of impacts linked to their operations, products or services, including in their supply chains and other business relationships. In this context, competitive and responsible businesses not only aim to be economically successful but also embrace the principles of sustainability and responsibility in social and environmental terms.



Question: What do you think needs to be done to make a business responsible?



Note to trainers: Listen to the answers. The discussion here may be limited to the rights of individual workers. If that is the case, remind participants of topics such as child labour, equal pay for women, and responsibilities towards the planet, and ask them to expand on these areas.

Our world is changing. This change has both positive and negative aspects. For instance, we have access to much more information than ever before. Technology is making tasks easier. On the other hand, we worry about robots taking our jobs. The knowledge we gain in schools becomes outdated quickly, making it harder to find jobs. Our population is ageing.

To have decent jobs and leave a better future for our children, we must guide this change. We, too, should have a say in the direction of this change.

The current direction of this change is not exactly what we desire:



Note to trainers: Develop one slide to convey the information below to trainees.



We face persistent insecurity and inequality, as well as informality in the world... We must act. Not doing so is not an option.

Gilbert F. Hounbo
ILO Director-General



To take action, we first need to know our rights and at the same time our responsibilities. There are international Conventions, national laws and workplace policies that protect us and pave the way to participating in ruling processes at organizational and country levels. However, as workers, we may not possess the same skills for protecting ourselves, our jobs and our planet as those we have on the production line.

Let's watch a short video together:

Video: “This Way to Social Justice” (Thai language video)



Question: *What did you think about the video you watched?*



Note to trainers: *Listen to the answers from five or six participants.*



Question: *What are the most vital components of work for you?*



Note to trainers: *Listen to the answers and discuss the titles below with the participants.*

Stability and security of work

Stability and security of work are fundamental aspects of a decent work environment. They ensure that workers have a predictable and reliable source of income, which is crucial for their economic and social well-being. Stability in employment allows workers to plan for the future, invest in their education and skills and support their families. Job security, on the other hand, protects workers from arbitrary or unjust dismissal, providing them with a sense of safety and continuity in their careers. This stability and security are vital for fostering a motivated and productive workforce, which in turn benefits the overall economy.

Minimum wage

The concept of a minimum wage is designed to ensure that all workers receive a base level of income that meets their essential needs. It sets the lowest legal amount that can be paid to workers, providing a safety net that protects them from exploitation and poverty. A fair minimum wage helps reduce income inequality and supports economic stability by boosting the purchasing power of low-income workers. It also promotes social justice by ensuring that even the most vulnerable workers can earn a livelihood that allows them to live with dignity and meet basic living standards.

Equal and decent wage

Equal and decent wages are critical for achieving fairness and equity in the workplace. An equal wage ensures that individuals performing the same work receive the same pay, regardless of gender, race or other discriminatory factors. This principle combats wage discrimination and promotes a culture of fairness and respect. A decent wage, on the other hand, refers to a level of pay that is sufficient to provide workers with a standard of living that meets social and economic standards. It provides not just the minimum resources required to survive but enough to enjoy a decent quality of life, including access to education, healthcare and leisure activities.

Social security

Social security is a vital component of a comprehensive welfare system that supports individuals during various life events, such as retirement, illness, unemployment and disability. It provides financial assistance and services to ensure that people can maintain an adequate standard of living when they are unable to earn an income due to their age, their state of health or the loss of a job. Social security systems are designed to

reduce poverty, promote social inclusion and enhance the overall well-being of society. By providing a safety net, social security helps to stabilize the economy, as individuals are less likely to fall into severe financial hardship during challenging times.

These are some of the most important components of the right to work. Now, let's take a test together. Below, please mark your yes or no answers to the questions I will ask. Then, I would like to hear how many yes and how many no answers you gave.

Test: Right to work

1. Do you believe everyone should have equal access to employment opportunities?	Yes	No
2. Should working conditions be safe and healthy for all workers?	Yes	No
3. Is it important for workers to receive fair wages that provide a decent standard of living?	Yes	No
4. Should forced labour be completely abolished?	Yes	No
5. Shall businesses stop hiring children below the minimum age for work?	Yes	No
6. Do you think everyone should have the right to earn a living that supports themselves and their families?	Yes	No
7. Should individuals have access to education and vocational training to prepare them for the job market?	Yes	No
8. Is it important for workers to have the freedom to form and join trade unions?	Yes	No
9. Should there be measures to protect individuals against unemployment?	Yes	No
10. Do you believe in non-discrimination in hiring, promotion and training opportunities?	Yes	No

Yes, it seems we truly believe in the right to work. But there are also some vulnerable and marginalized groups in society that require specific attention and support. Who are they?



Note to trainers: Listen to the answers and add any of the groups below that are not mentioned.

- ▶ **Children:** Children have the right to education and play. Child labour can harm their physical and mental development, which is why it is prohibited.
- ▶ **Elderly and retirees:** Individuals who have reached a certain age and have earned the right to retire have the right not to work. Retirement allows individuals to rest and live on their pension after many years of working.
- ▶ **People with disabilities:** Depending on the nature of their disability, some individuals have the right not to work. In such cases, social security systems and support programmes for people with disabilities come into play.
- ▶ **Pregnant women and new mothers:** Pregnant women and mothers who have recently given birth have the right not to work for a certain period and may receive paid leave during this time.

Various programmes, such as social security, retirement pensions, childcare support and disability benefits, exist to meet the basic needs of these individuals. In this way, the most vulnerable groups in society are protected and social justice is ensured.

In addition, in South-East Asia, a significant portion of the workforce engages in informal employment, with high percentage of the employed population in the region working in the informal sector, posing challenges for social protection and decent work. High poverty incidence, inadequate social protection, poor governance and low productivity are some of the obstacles that enterprises and workers face when in informal employment.

In many countries, the informal economy represents a significant part of the labour market and plays a major role in production, employment creation and income generation. However, informality puts workers at a higher risk of vulnerability and precariousness. It has a strong adverse impact on the adequacy of earnings, occupational safety and health and working conditions in general.

The informal economy refers to all economic activities by economic units and workers that are – in law or in practice – not covered or insufficiently covered by formal arrangements.

Lastly, it is important we recognize that the right to rest is just as important as the right to work for workers.



Question: *What tools do you think we use to exercise our right to rest?*

The right to rest is a fundamental human right that is recognized in various international human rights instruments, including the Universal Declaration of Human Rights and the International Covenant on Economic, Social and Cultural Rights. This right ensures that individuals have adequate time to rest and recuperate from work, which contributes to their overall health, well-being and quality of life.

Key aspects of the right to rest in the context of decent working conditions:



Note to trainers: *Please adjust your national norms and regulations to the topics mentioned below.*

Working hours regulation

Limits on the number of hours that an individual can be required to work in a day or week. This includes setting maximum working hours and ensuring that work beyond these hours is voluntary and adequately compensated.

In Thailand, this limit is 8 hours per day or at a maximum 48 hours per week for normal work and 7 hours per day and 42 hours per week for hazardous work. All employees are entitled to at least one hour of daily rest after working five consecutive hours. Any extra hours beyond the standard 8 hours on a typical workday are compensated at 150 per cent of the employee's hourly wage. Up to 8 hours of work during a holiday or day off are paid at a base rate of 200 per cent, while any additional hours worked during a holiday or day off are paid at a rate of 300 per cent of the base hourly rate.

Daily and weekly rest periods

Workers are entitled to daily rest periods between shifts and weekly rest periods. For instance, a standard daily rest period may be at least 11 consecutive hours of rest in a 24-hour period, while a weekly rest period may be at least 24 consecutive hours of rest in each seven-day period.

Paid annual leave

Workers have the right to a minimum period of paid annual leave, allowing them to take time off work while still receiving their regular pay. This is crucial for their physical and mental health, enabling them to recharge and spend time with family and friends. In Thailand, after an employee has completed one full year of consecutive work, they are entitled to no fewer than six days of paid annual leave per year.

Public holidays

The recognition of national and public holidays as non-working days provides additional opportunities for rest and relaxation. In Thailand, employees are entitled to be granted a minimum of 13 public holidays by their employers.

Maternity and paternity leave

The right to rest also includes maternity and paternity leave, which allows parents to take time off work following the birth or adoption of a child. This leave is often paid and aims to support the health and well-being of both the parent and the child.

In Thailand, the maximum maternity leave that an expectant mother is entitled to is 98 days (inclusive of holidays), including the leave taken for prenatal care. An expectant mother can expect to receive up to 45 days of equal pay throughout the leave period. Within 30 days after the child's birth, state employees or those working in the public sector are eligible for up to 15 days of paid leave. Officials who take extra time off to care for their infants will not be compensated. In the private sector, paternity leave is not granted by statute, although employers can provide paid or unpaid time off.

Sick leave

Workers are entitled to take time off work when they are ill, without fear of losing their job or income. Paid sick leave ensures that workers can recover from illness without financial stress. In Thailand, employees are entitled to sick leave as long as the employee is sick, and if the employee takes a sick leave for more than three days, the employer may require a medical certificate from a licensed physician or official medical establishment. An employee is allowed up to 30 days of sick leave per year.

Breaks during work

The right to rest includes the provision of breaks during the workday, such as lunch breaks and short rest breaks, to help prevent fatigue and maintain productivity.

Now, let's take a break for 10 minutes and get some rest together.

- Break -

Welcome back. Have you had the opportunity to discuss the concept of social justice further among yourselves? Is there anyone who would like to add to what we discussed in the previous session?



Note to trainers: Listen to the responses.

Session 3: Elimination of child labour

	Duration: 30 minutes
	Method: Presentation, group discussion, group activities
	Materials: Projector, slides, notebooks, pen, true or false cards

When we talk about social justice, one of the most important components, both for the ILO and RBC, is children, who will secure our future. In this section, I want to focus particularly on child labour. You all work in corporate workplaces, maybe you haven't encountered this phenomenon in the factory or workplace where you work. But I still want to ask.



Question: Have you encountered people under the age of 18 working in your previous workplaces or around you? Are there any of you who started working before the age of 18?



Note to trainers: Listen to the answers.

Global estimates for 2020 indicate an increase to 160 million children – 63 million girls and 97 million boys – engaged in child labour, of whom 79 million were engaged in hazardous work.² Indonesia and Thailand ratified Convention No. 182, which aims to eliminate the worst forms of child labour and increase the protection of children and young persons, as well as Convention No. 138, which aims to ensure the effective abolition of child labour and to progressively raise the minimum age for admission to employment or work to a level that is consistent with the fullest physical and mental development of young persons. However, there is still a risk for children in Indonesia and Thailand to be subjected to different forms of child labour.

Activity: True or false?

	Objective: Raising awareness about child labour and testing participants' knowledge.
	Duration: 10 minutes
	Materials: ▶ "True" and "False" cards or signs ▶ A list of true and false statements about child labour

2 ILO and UNICEF, *Child Labour: Global Estimates 2020, Trends and the Road Forward*, 2021.

**Instructions:**

- ▶ Give each participant “True” and “False” cards or signs.
- ▶ Prepare several true and false statements about child labour (examples are provided below).
- ▶ Explain the rules to the participants as follows: For each statement I read out, if you think it is true, raise the “True” card. If you think it is false, raise the “False” card.
- ▶ Read the statements one by one and have the participants raise their cards.
- ▶ After each statement, reveal the correct answer and provide a brief explanation. For example, “True, child labour is more prevalent in poorer regions because economic hardships may force families to make their children work”.

Statements:

- ▶ There is a worldwide movement against child labour. Convention No. 182 on eliminating the worst forms of child labour has been universally ratified. (*True*)
- ▶ Child labour hinders children’s right to education. (*True*)
- ▶ Child labour is more prevalent in poor regions. (*True*)
- ▶ Child labour only occurs in the agricultural sector. (*False: It occurs in almost all sectors*)
- ▶ Child labour negatively affects children’s physical and mental health. (*True*)
- ▶ All forms of child labour are harmful and should be eradicated. (*True*)
- ▶ Child labour is only a problem in developing countries. (*False: It can also be found in developed countries*)
- ▶ Child labour is necessary to improve the economic status of families. (*False: In the long run, it perpetuates the cycle of poverty*)
- ▶ The worst forms of child labour include child forced labour and hazardous work. (*True*)
- ▶ Child labour positively impacts children’s social development. (*False: It often leads to social isolation and developmental delays*)
- ▶ Education plays an important role in reducing child labour. (*True*)
- ▶ Child labour only occurs in rural areas. (*False: It is also common in urban areas*)
- ▶ Child labour increases children’s self-confidence. (*False: It often leads to a loss of self-confidence*)
- ▶ Only governments are responsible for combating child labour. (*False: Employers, workers, NGOs, businesses and individuals also have some responsibility*)
- ▶ Child labour should be accepted as a way for families to make a living. (*False: It perpetuates the cycle of poverty in the long run*)

The ILO defines child labour as:



Note to trainers: Develop one slide to convey the information below to trainees.

“work that is mentally, physically, socially or morally dangerous and harmful to children; and/or interferes with their schooling by: depriving them of the opportunity to attend school; obliging them to leave school prematurely; or requiring them to attempt to combine school attendance with excessively long and heavy work” (ILO, “[What is Child Labour?](#)”).

Not all forms of work undertaken by children are considered to be child labour. The minimum age varies from country to country, as does the hazardous work list. However, the basic elements of child labour do not change. There are activities that children can engage in – such as helping their family in the house or assisting in a family business to earn an allowance during the school holidays – that can be positive for their development and provide children with skills and experience in order to prepare them for adulthood (ILO, “What is Child Labour?”).

Info card: Effects of child labour and key international documents

Child labour has devastating effects on children's lives, robbing them of their childhood and future opportunities. Here's how it impacts them:

- ▶ **Education:** Poverty, as the main driver of child labour, pushes children into work and forces them to either leave school early or combine school and work. Globally, one third of children engaged in child labour are excluded from school and there is a strong correlation between a child's participation in hazardous work and low school attendance.³ There are several reasons why child labour affects children's education. For example, the work may be very demanding, they may be unable to access education or free schooling, an alternative may not exist or their families may push them to work since in certain cultures family perceptions related to work and earning money are more important than education.⁴ Globally, as of 2020, the share of children between the ages of 5 and 14 years who do not attend school stands at 15.5 per cent in Latin America and the Caribbean, 28.1 per cent in Northern Africa and Western Asia, 28.1 per cent in sub-Saharan Africa, 35.3 per cent in Central and Southern Asia, and 37.2 per cent in Eastern and South-Eastern Asia.⁵
- ▶ **Health:** Working in hazardous conditions exposes children to physical injuries, illnesses and long-term health problems. This can lead to developmental issues and affect their well-being throughout their lives.
- ▶ **Psychological well-being:** Child labour can lead to emotional distress, trauma and psychological problems. It can cause anxiety, depression and a sense of hopelessness.
- ▶ **Social development:** Children who work are often isolated from their peers, miss out on social interaction and can develop social skills deficits.
- ▶ **Exploitation and abuse:** Children working in unsafe and unregulated environments are often vulnerable to exploitation, abuse and trafficking.
- ▶ **Cycle of poverty:** Child labour perpetuates poverty by preventing children from breaking free from it. They often end up in low-paying jobs, with few opportunities for advancement, and are thereby trapped in a cycle of poverty.

In conclusion, child labour is a serious violation of children's rights and has a detrimental impact on their physical, emotional, social and economic development. It is crucial to raise awareness and advocate for policies and initiatives that eliminate this harmful practice.

Key documents and international legal instruments

A number of international legal instruments recognize and address child labour, including:

- ▶ Convention No. 138 and Recommendation No. 146 (on minimum age for admission to employment) (1973)

3 ILO and UNICEF.

4 ILO and UNICEF.

5 ILO and UNICEF.

- ▶ Convention No. 182 and Recommendation No. 190 (concerning the prohibition and immediate action for the elimination of the worst forms of child labour) (1999)
- ▶ Convention No. 189 and Recommendation No. 201 (concerning decent work for domestic workers) (2011)
- ▶ UN General Assembly optional protocol on the sale of children, child prostitution and child pornography (2000)
- ▶ UN General Assembly optional protocol on the involvement of children in armed conflict (2000)
- ▶ UN General Assembly resolution S-27/2, A world fit for children (2002)
- ▶ Convention on the Rights of the Child
- ▶ African Charter on the Rights and Welfare of the Child

Session 4: Forced labour

	Duration: 15 minutes
	Method: Presentation, case studies
	Materials: Projector, slides, notebooks, pen

The notion of forced labour is sometimes difficult to understand, especially in the poorest parts of a given country. The related ILO Convention considers several factors when assessing whether work is in fact forced labour. In particular, it should be “against the will” of the worker or “under the threat of a penalty”. According to Convention No. 29, forced or compulsory labour is all work or service that is exacted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily.

Ask participants to come up with examples of potential forced labour they are aware of.

Here are some examples of forced labour:

- ▶ Tee owes a significant amount of money to his employer. The interest rate on his debt is so high he will never be able to repay his loan. He has been asked to work for his employer for as long as it takes to pay back his debt.
- ▶ Bee is a young Burmese girl. Her parents were deceived by traffickers who promised to give her an education. She now works at events as a barmaid in Pattaya and does everything the bar owner asks her to avoid being abused.
- ▶ Da is a Lao domestic worker in Thailand, where her employer is withholding her passport. She has already suffered abuse and has to work for more than 12 hours a day in order not to be beaten.

According to the ILO, about 27.6 million people globally were in forced labour as of 2021. In this context, we are merely introducing the concept of forced labour because it is not an issue that can be resolved without addressing its root causes, such as creating real economic opportunities and combating discrimination. However, by being aware of the existence of such a problem and demanding more legal regulations, increased penalties, intensified inspections and the implementation of RBC across all sectors and workplaces, we can contribute to making progress in tackling this issue.

Forced labour and human trafficking

“Forced labour” and “human trafficking” (also called “trafficking in persons”) are terms that are often used interchangeably. However, while these concepts do have significant overlap, they are conceptually distinct and each has a clear definition in international law.

What is trafficking in persons?

The definition of trafficking in persons, as provided by the United Nations Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime, 2000 (the Protocol), Article 3(a), encompasses three elements:

- ▶ **Acts:** Recruitment, transportation, transfer, harbouring or receipt of persons.
- ▶ **Means:** The means that are used to accomplish one of the prohibited acts; namely, the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person.
- ▶ **Purpose:** Whether this act, using the above means, was conducted for the purpose of exploitation. The Protocol provides that “exploitation” includes “at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs”.

Human trafficking and trafficking in women: Definition, challenges and solutions

Human trafficking is a grave violation of human rights and dignity that involves the recruitment, transportation, transfer, harbouring or receipt of persons through force, fraud, or coercion for the purpose of exploitation. A significant portion of victims are women and girls, making trafficking in women a critical issue that requires focused intervention.

The United Nations Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children (Palermo Protocol) defines human trafficking as:

“The recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.”

Exploitation includes forced labour, sexual exploitation, organ trafficking and other forms of modern slavery.

Trafficking in women

Trafficking in women is a specific dimension of human trafficking that disproportionately targets women and girls for:

- ▶ **Sexual exploitation:** Women are often coerced into prostitution or other forms of sexual exploitation.
- ▶ **Forced labour:** Many trafficked women are exploited in domestic work, agriculture and manufacturing under coercive conditions.
- ▶ **Child marriage:** Girls are trafficked for forced or early marriages, violating their rights and freedom.

Key statistics

- ▶ **Global impact:**
 - ▶ Forced labour is a severe violation of human rights, which affects 27.6 million men, women and children in all countries and all economic sectors. Some 39.4 per cent of those affected are women and

girls (4.9 million in forced commercial sexual exploitation and 6 million in other economic sectors) and 12 per cent are children (3.3 million). More than half of these children are victims of commercial sexual exploitation. In addition, the risk of forced labour for migrant workers is three times greater than for other workers (ILO and UNICEF, *Child Labour: Global Estimates 2020, Trends and the Road Forward*, 2021)

- ▶ According to the United Nations Office on Drugs and Crime, 49 per cent of detected trafficking victims are women and 23 per cent are girls.
- ▶ **Regional trends:** South-East Asia, including countries such as Thailand, is a known trafficking hotspot due to its porous borders and the high demand for exploitative labour.

Human trafficking, particularly trafficking in women, is a systemic issue that is rooted in inequality, exploitation and vulnerability. Tackling this challenge requires a multifaceted approach that involves legal reform, victim support, public awareness and international collaboration. By addressing the root causes and prioritizing survivor-centred strategies, governments and organizations can create safer, more equitable societies that are free from the scourge of trafficking.

Session 5: Elimination of all forms of discrimination

	Duration: 45 minutes
	Method: Presentation, group discussion, group activities, video
	Materials: Projector, slides, notebooks, pen, video, sound system

Activity:⁶ Case studies on discrimination

	Duration: 30 minutes
	Method: Small group discussion
	Materials: Case cards

Ask participants to pair up, review the five cases set out below for 15 minutes and decide whether any of them demonstrates some form of discrimination, and if so on what grounds.

Case 1. Ida's story: Ida applied for a contract job at a large department store. The store manager said that they don't hire for summer positions. A few weeks later, Ida, who is of Papua New Guinean origin, notices that one of her school friends works at the store. Her friend says she was hired a few days ago to help with the busy summer months.

⁶ Adopted from ILO, *Youth Rights @ Work*.

Case 2. Siriwan's story: Siriwan applies for a job at a local company that routinely hires high-school students for construction work. The manager, however, tells Siriwan there are no construction jobs available, but a secretarial position has just opened up at the company's headquarters. Siriwan applies and gets the job. After few weeks, she hears the manager told a co-worker that he did her a favour to employ her as a secretary, since working in construction is a man's job.

Case 3. Korn's story: Korn has just started working part-time at a popular clothing store. He is one of 50 operators responsible for taking phone orders. All of the operators work in small workstations in one large room. The employees are not assigned a specific workstation; they choose their own workstations on a "first come, first served" basis. Korn uses a wheelchair and has difficulties moving up and down the narrow aisles. Even though Korn arrives 30 minutes early every day, he cannot always find an available workstation near the entrance before his scheduled shift. Korn tells his manager about his problem and asks to be assigned to a workstation close to the door. The manager tells Korn that the company does not give special treatment to anyone and suggests he tries coming to work earlier.

Case 4. Nadech's story: The new manager of a software firm believes that sales can be boosted by hiring a mature graphic designer despite the fact that 25-year-old Nadech, the company's

designer, has attracted many new clients during his six-month tenure with the firm. The new manager does not renew Nadech's limited duration contract and replaces him with Somsak, a 40-year-old marketing expert.

Case 5. Wandee's story: Wandee, a 23-year-old woman, began working as a secretary at a finance firm. After four weeks on the job, one of her colleagues has been making remarks about her appearance, often commenting on the length of her skirt. As a result, Wandee started wearing trousers at work instead. The same colleague then began to send her emails with pictures of models in underwear and frequently brushed his hand along her shoulders when passing by her desk. Wandee told her manager about these incidents. Her manager said he didn't have time to deal with it and told her she could work elsewhere if it bothered her.



Note to trainers: After small group discussions, organize an open discussion eliciting answers on these cases.

- ▶ **Ida** was discriminated against if the store did not hire her because she is of Papua New Guinean origin. However, it would be difficult to prove this was the main reason for not hiring her.
- ▶ **Siriwan** was discriminated against, as the manager did not hire her for a construction job because she is a woman.
- ▶ The clothing store manager discriminated against **Korn** when he refused his request for reasonable accommodation at the workplace, which he required because of his disability.
- ▶ The manager discriminated against **Nadech** if he did not renew Nadech's contract because of his age. However, if the job description for the position was changed and included more work experience requirements – which Nadech does not have – there is no discrimination.
- ▶ In the case of **Wandee**, her colleague is sexually harassing her. It is her employer's responsibility to respond to instances of sexual harassment so as to prevent and address discrimination on the basis of gender in the workplace. If her employer does not address this issue, the employer can be held accountable for any sexual harassment that occurs.

Video: “Violence and Harassment Convention, 2019 (No. 190)”

IndustriALL pamphlet on Convention No. 190 (Thai language)

Ensuring that countries ratify Convention No. 190 is crucial. Global campaigns are already under way for this cause. However, the issues that women face in the workplace due to their gender extend beyond sexual violence and harassment.



Question: What other problems do you think women might encounter in the workplace due to their gender?



Note to trainers: Listen to the answers and develop slides to convey the information below to trainees. The slides must include a summary and additional information will be shared verbally.

Problems women may face in the employment because of their gender



- ▶ **Pay inequality:** Women often earn less than men for the same work (16 per cent less).
- ▶ **Lack of advancement opportunities:** Women may face barriers to promotions and leadership roles (glass ceiling).
- ▶ **Work-life balance challenges:** Women often struggle to balance work with family responsibilities (care work and social reproduction). Most of the women cannot work because of childcare or household chores.
- ▶ **Gender stereotyping:** Women may be stereotyped into certain roles or judged based on gender-based expectations (such as that men should be technicians or women should be assistants).
- ▶ **Under-representation in certain fields:** Women are often under-represented in science, technology, engineering and mathematics (STEM) and other traditionally male-dominated fields.
- ▶ **Limited access to mentorship and networks:** Women may have fewer opportunities for mentorship and networking, which are crucial for career development.



Note to trainers: If participants request further information, you can use the following note.

Thailand

Thailand has made progress in gender parity according to the World Economic Forum's Global Gender Gap Index for 2024, improving its ranking by five places to 74th of 146 countries. The Index measures gender gaps across four key areas: economic participation and opportunity, educational attainment, health and survival, and political empowerment.

In specific areas, Thailand has performed especially well in educational attainment, where it is ranked 61st globally. This marks a significant rise from its previous ranking of 92nd, indicating improvements in secondary education enrollment and overall educational parity.⁷

However, the country faces challenges in political empowerment, where it is ranked 120th – much lower. This highlights a significant gender gap in political representation and leadership roles.

In the area of economic participation and opportunity, Thailand is ranked 24th, showing a relatively stronger performance in this area.⁸

Overall, while Thailand has made strides in certain areas, continued efforts are needed to address gaps, particularly in political empowerment and infrastructure improvements to further enhance gender parity and overall socio-economic development.⁹

Indonesia

Indonesia's performance in the World Economic Forum's Global Gender Gap Index for 2024 shows mixed results, placing it 103rd of 146 countries. This ranking indicates some significant gender gaps that need to be addressed.

Key areas:

- ▶ **Economic participation and opportunity:** Indonesia ranks 97th, reflecting ongoing challenges in labour force participation and wage equality. Despite efforts, gender disparities in economic roles remain significant.¹⁰
- ▶ **Educational attainment:** The country has shown improvement in educational parity, achieving a score of 0.97, which indicates near parity in education. This improvement suggests progress in access to education for both genders.¹¹
- ▶ **Health and survival:** Indonesia's ranking in this category is relatively high, showing that gender differences in health and survival rates are minimal. This is a positive aspect of the country's gender-equality efforts.¹²
- ▶ **Political empowerment:** This is where Indonesia lags significantly and is ranked 117th. The representation of women in political positions remains low, highlighting a critical area for improvement.¹³

Overall, while Indonesia has made strides in educational attainment, substantial work is needed in the areas of economic participation, wage equality and political representation in order to close the gender gap further.¹⁴

Reasonable adjustment

Reasonable adjustment is often associated with creating inclusive workplaces for persons with disabilities. While it is a critical element of ensuring equity for persons with disabilities, it is not limited to this group. Reasonable adjustments are a fundamental right for all workers, addressing diverse needs arising from health conditions, personal circumstances or workplace dynamics.

7 See The Nation, "Thailand's Gender Parity Scores Improve, Pushing it up 5 Places", 26 June 2023; and Thai PBS World, "Global Gender Gap Index Reports Rise in Thailand's Educational Attainment", 24 June 2023.

8 The Nation.

9 World Economic Forum, "This is the state of Gender Parity in 2024 - and What Needs to Happen to Close the Global Gender Gap", 12 June 2024.

10 See World Economic Forum, *Global Gender Gap Report 2024*, 2024.

11 World Economic Forum, *Global Gender Gap Report 2024*; and GoodStats, "Kesenjangan Gender Jadi Topik Pembahasan di WEF 2024, Bagaimana Indeks Kesenjangan di Indonesia?", 27 January 2024.

12 World Economic Forum, *Global Gender Gap Report 2024*; and GoodStats.

13 World Economic Forum, *Global Gender Gap Report 2024*; and GoodStats.

14 World Economic Forum, *Global Gender Gap Report 2024*; and GoodStats.

Reasonable adjustments extend beyond disability accommodations to benefit all employees. They address needs such as:

- ▶ **Health conditions:** Flexible schedules for workers undergoing medical treatment or recovering from illness.
- ▶ **Parenting responsibilities:** Work-from-home options or adjusted shifts for parents balancing childcare with work-related commitments.
- ▶ **Age-related needs:** Ergonomic adjustments to accommodate older workers and reduce strain.
- ▶ **Stress management:** Providing quiet zones or wellness programmes for employees dealing with mental health challenges.

Session 6: Occupational safety and health



Duration: 45 minutes



Method: Presentation, group discussion, group activities



Materials: Projector, slides, notebooks, pen, small rewards

One of the essential elements of decent work is ensuring that we do not compromise our health and safety at the workplace and the need to prevent occupational accidents and diseases – known as occupational safety and health or OSH. It is crucial for workers to feel safe and to know that all safety and health hazards are identified and addressed and that the necessary preventive measures have been taken, as this is also vital for their psychological well-being. Therefore, OSH aims to maintain the workplace safe and without risks to health.



Question: *You work in a workplace and sector where recently two occupational accidents happened. Have you or a colleague ever experienced an occupational accident before? Would you like to share your experiences with us?*



Note to trainers: *Listen to the answers. If participants do not answer, it may be it is because they do not want to talk about their workplace in front of “strangers”. If you think this is the case, you may reformulate the question to refer to their previous workplaces or to accidents that happened to their friends.*



Question: *Do you think these accidents could be prevented?*



Note to trainers: *Listen to the answers from the group. The answers to this question are likely to be that the workplace did not take adequate prevention measures or did not comply with the law. Then summarize as follows:*

Employers are responsible for ensuring safe and healthy working environments and conditions, including compliance with OSH requirements in accordance with national laws and regulations. They are entrusted with the assessment of work-related hazards and risks and their management, pursuant to their adoption of the relevant preventative and control measures.

Workers and their representatives should actively participate in the development and implementation of preventive and control measures by cooperating with their employer. This gives them the right to be adequately informed about the occupational hazards and risks inherent in their tasks, so that they may take care of their own safety and health and that of others.

Work without hazards does not exist, but occupational accidents can be prevented if workers are aware of the risks and know how to minimize them. Let us examine how we can address the risks around us.

Activity: Hazard identification



Objective: Raising awareness among participants about OSH in both educational and workplace settings and developing skills in identifying and eliminating hazards.



Duration: 30 minutes



Materials:

- ▶ Note papers and pens
- ▶ Small rewards (such as pens, notebooks or snacks)



Instructions:

- ▶ Explain the purpose and rules of the game to the participants. Participants will try to identify OSH hazards present in the educational environment and write down each hazard they find on notepaper.
- ▶ Divide participants into groups of three.
- ▶ Provide each group with notepaper and pens.
- ▶ Groups will spend the designated time exploring the educational environment and noting down any potential hazards they observe.
- ▶ At the end of the designated time, all groups will come together and share the hazards they have identified one by one.
- ▶ Review the hazards identified by each group and conduct a risk assessment, including any missed hazards. The OSH risk assessment process involves five key steps, as follows.
 1. Identifying hazards.
 2. Determining who might be harmed and how.
 3. Evaluating the risks and identifying and deciding on the safety and health risk control measures.
 4. Recording who is responsible for implementing which risk control measure and the time frame in which they should do so.
 5. Recording the findings, monitoring and reviewing the risk assessment and updating the assessment when necessary.
- ▶ Discuss how the identified hazards are harmful to health and how such harm can be prevented.
- ▶ The group that contributes the most to the discussion will be rewarded with small prizes.

Examples of hazards in the educational environment:

- ▶ tangled electrical cables on the floor
- ▶ spilled water
- ▶ improperly placed chairs or tables
- ▶ inappropriate seating arrangement
- ▶ no (or incorrectly placed) warning signs
- ▶ windows that are difficult to open
- ▶ no (or not enough) valid fire extinguishers
- ▶ unmarked or blocked exits
- ▶ inadequate lighting
- ▶ unstable furniture

Discussion: Hazards in the workplace

Give the small groups a few minutes to list potential hazards they may encounter in workplace. Then ask them to present their list to the group. During the discussion, talk about how these hazards are harmful to health and how to mitigate them.

Examples of hazards in the workplace:

- ▶ improper use or maintenance of machinery and equipment
- ▶ inadequate lighting
- ▶ noise and vibration
- ▶ chemicals
- ▶ work at height
- ▶ blocked or obstructed fire exits
- ▶ prolonged sitting, heavy lifting
- ▶ inadequate use and maintenance of personal protective equipment (PPE)

Workers have rights to safe and healthy working environment, but they also have duties for protecting themselves and keeping the workplace safe for themselves and their fellow workers.

Many accidents at work can be prevented by behaving, acting and reacting thoughtfully.

That is why:

- ▶ workers, in the course of performing their work, are required to cooperate in the fulfilment by their employer of the obligations placed upon them;
- ▶ representatives of workers in the undertaking are required to cooperate with the employer in the field of occupational safety and health;
- ▶ representatives of workers in an undertaking are required to be given adequate information on measures taken by the employer to secure occupational safety and health and may consult their representative organizations about such information provided that they do not disclose commercial secrets;
- ▶ workers and their representatives in the undertaking are required to be given appropriate training in occupational safety and health;
- ▶ workers or their representatives and, as the case may be, their representative organizations in an undertaking, in accordance with national law and practice, are required to be enabled to enquire into, and are consulted by the employer on, all aspects of occupational safety and health associated with their work; for this purpose, technical advisers may, by mutual agreement, be brought in from outside the undertaking;

- ▶ workers are required to report forth with to their immediate supervisors any situation which they have reasonable justification to believe presents an imminent and serious danger to their life or health; until the employer has taken remedial action, if necessary, the employer cannot require workers to return to a work situation in which there is continuing imminent and serious danger to life or health.

In summary, while each party has distinct roles and responsibilities, the ultimate goal of ensuring a safe and healthy workplace can only be achieved through a concerted effort. By working together, the government, employers and workers can create a preventive culture of safety and health that benefits everyone.

Gender and OSH: Gender-related risk factors and gender-responsive preventive measures

Workplace safety and health is not gender-neutral. Female and male workers often face unique challenges, both physical and psychological, that can increase the risks to their safety and health, including violence, harassment and discrimination. Addressing these challenges is essential for creating a safe, healthy, equitable and inclusive working environment.

Gender-specific hazards and risk factors



Question: What are the key OSH topics that come to mind related to gender issues?



Note to trainers: Listen to the answers.

- ▶ **Violence and harassment:** Women are disproportionately affected by workplace harassment and gender-based violence, particularly in sectors with significant power imbalances, such as the hospitality, healthcare and manufacturing sectors.
 - ▶ *Example:* In a 2022 study of garment workers in Thailand, 75 per cent of women reported experiencing sexual harassment in their workplaces, which significantly impacted their mental health and productivity.
- ▶ **Inadequate PPE:** Workplaces often provide PPE that is designed for male workers, which may not fit female workers.
 - ▶ *Example:* Female factory workers in Chon Buri, Thailand, reported that ill-fitting PPE, such as oversized gloves and boots, were provided. Such ill-fitting PPE is less effective in risk reduction/control.
- ▶ **Discriminatory policies and practices:** Women often work in lower-paying, precarious jobs with limited access to health and safety protections. Domestic workers and female migrant workers are particularly vulnerable due to informal or unregulated employment conditions.

Case studies: Addressing gender issues for better safety

Case study 1. Hospitality sector: Reducing harassment in hotels

A hotel chain in Hua Hin, Thailand, implemented a zero-tolerance policy for harassment, alongside training for all employees and providing panic buttons for housekeepers.

- **Outcome:** Reports of harassment decreased by 40 per cent and worker retention improved, demonstrating how proactive measures can create a safer and more respectful work environment.

Case study 2. Manufacturing sector: Gender-inclusive PPE design

In Samut Prakan, Thailand, a manufacturing company partnered with designers to develop PPE tailored for women, such as smaller gloves and better-fitting harnesses.

- **Outcome:** The number of injuries among female employees dropped by 30 per cent and satisfaction with workplace safety increased significantly.

Case study 3. Agricultural sector: Supporting female farmworkers

In Khon Kaen, Thailand, an agricultural cooperative addressed unsafe working conditions by offering OSH training specifically for women and improving sanitary facilities.

- **Outcome:** Productivity increased, absenteeism decreased and women reported feeling more valued and protected.

Addressing gender-specific OSH hazards and risks is not just about protecting specific gender — it benefits all workers. Safe, healthy, more equitable workplaces lead to higher productivity, better morale and stronger organizational reputation. By learning from successful case studies and implementing targeted solutions, organizations in Thailand can ensure that workplace safety is inclusive and effective for all.

Session 7: Freedom of association and collective bargaining



Duration: 30 minutes



Method: Presentation, group discussion, group activities



Materials: Projector, slides, notebooks, pen, blue and red ribbons



Note to trainers: Develop slides to convey the information below to trainees. The slides must include a summary and additional information will be shared verbally.

Every person has the right to live and defend his or her life and existence.

Yes, we tried to draw a picture which is not very bright, as you can see. That shows us we have a lot more to do. But the things that we can do personally are very limited, as you may already have said to yourself.

The distribution of wealth in a country partly depends on how employers and workers negotiate it. The stronger one party is, the more the balance will lean towards it. Workers' bargaining power through trade unions is therefore of critical importance for ensuring the fair distribution of resources, decent work for all and the efficient and effective reduction of poverty.

All employers and all workers have the right to form groups freely and join groups for the promotion and defence of their occupational interests. For example, in Thailand the Federation of Thai Industries and the

Thai Chamber of Commerce are very effective employer associations, while the State Enterprises Workers' Relations Confederation and the Thai Labour Solidarity Committee are good examples of workers unions. In Indonesia, the Indonesian Employers Association is an employers' organization and the Confederation of Indonesian Trade Unions is a large and effective worker's union.

Freedom of association, together with such basic civil and political rights as freedom of expression, provides the basis for democratic representation and governance in the world of work.

Those concerned need to be able to exercise their right to influence matters that directly concern them. In other words, their voice needs to be heard and taken into account.

The right to run their own activities freely means that employers' and workers' organizations can independently determine how they govern their organizations and how they wish to promote and defend their occupational interests. This covers both long-term strategies and action in specific circumstances, including the recourse to strikes and lockouts. They can independently affiliate with, cooperate with and receive assistance from international organizations.



Question: *What are the advantages of unions?*



Note to trainers: *Listen to the answers.*

Yes, unions offer numerous advantages for workers, including:

- ▶ **Collective bargaining power:** Unions negotiate better wages, benefits and working conditions on behalf of their members.
- ▶ **Job security:** Unions provide greater job stability by advocating for fair treatment and protection against unjust dismissal.
- ▶ **Health and safety:** Unions play a crucial role in ensuring safer workplace environments by enforcing OSH regulations.
- ▶ **Advocacy and support:** Unions offer legal representation and support in disputes with employers.
- ▶ **Training and development:** Unions often provide training and educational opportunities to help members advance their skills and careers.

The density rate of unions in 2019 was 3.3 per cent in Thailand and 13 per cent in Indonesia, according to the ILO.

We all know it is not easy to become a member of a union and sign a collective agreement. Obviously, there are economic, cultural, social and psychological obstacles to being organized in the unions. Or you may even dislike the unions or their leadership in your sector. But is that really a reason not to defend the right to decent work, for yourself and generations to come?

Activity: Union advocates



Objective: To educate participants on the importance of union organization and the role of unions in defending workers' rights in a fun and effective way.



Duration: 30 minutes



Materials:

- ▶ Notepaper and pens
- ▶ Blue and red ribbons



Instructions:

- ▶ Divide participants into two groups, using blue and red ribbons. The group with blue ribbons will play the role of employers, while the group with red ribbons will play the role of workers.
- ▶ Present the following scenario to the participants: Workers' working conditions have deteriorated, their wages are low and they are expected to work overtime. Workers will try to address these issues by speaking individually to the employers.



Instructions (cont):

- ▶ Workers will speak individually to employers, presenting their demands. Each worker will have a short discussion with an employer to convey their demands.
- ▶ After the discussions, ask the workers how many of them had their demands accepted and how many were rejected. Employers will likely reject the demands and say, "If you don't like it, resign".
- ▶ After that, workers will select three people from among themselves who they believe can best represent them. Employers will also select three representatives.
- ▶ Worker and employer representatives will begin negotiations in front of the entire group. Worker representatives will present the workers' demands and employer representatives will respond. During negotiations, worker representatives will consult with their group for ideas and strategies.
- ▶ At the end of the game, all participants will come together to discuss how the game and negotiations went.
- ▶ Gather feedback on how the union played a role in defending workers' rights and the importance of organization.
- ▶ Provide a brief explanation on the critical role of union organization in protecting and improving workers' rights.



Discussion topics:

- ▶ the role of unions in defending workers' rights
- ▶ the benefits of forming and joining unions for workers
- ▶ the impact of unions in negotiations between employers and workers
- ▶ how union organization improves working conditions for workers

Let us watch another video together and discuss what we can do:

Video: “A Just Garden”



Question: *What do you think about the video you watched? Would you like to share the personal lessons you draw from this session?*



Note to trainers: *Listen to the answers and conclude the first session as follows.*

Session 8: Closing remarks and evaluation



Duration: 10 minutes



Method: Presentation, group discussion



Materials: No materials needed

Yes, we touched on a lot of topics in a short period of time, each of which is as important as the next and which we actually experience frequently in our daily lives.



Question:

- ▶ *Which topic interested you the most?*
- ▶ *What is the state of implementation of labour rights and standards in your enterprise and how could you make it better?*
- ▶ *Can you tell us three concepts/things you learned that you will take away or benefit from?*

Thank you all for your participation.



Note to trainers: *If the time schedule is fixed for the other two sessions, please remind participants.*

Module 2: Skills for digital transformation

Aim of the module

Enhancing productivity with “digitally aware” workers, who are familiar with recent tools relevant to their occupations and sectors and who are provided with the basics of generic STEM skills related to navigating digital environments and strengthening their employment resilience in the face of technological advancements and digitalization.

Learning outcomes

By the end of this module, participants will:

- ▶ understand the impact of digital technologies on the way we work, particularly in the automotive manufacturing and electrical and electronics sectors;
- ▶ understand how digital technologies can contribute to increasing productivity and efficiency, while remaining consistent with sustainable and inclusive growth;
- ▶ understand the basic use of digital tools relevant to their occupations;
- ▶ recognize the impact of digital technologies on OSH;
- ▶ understand how digital tools can enhance sustainable work practices and productivity;
- ▶ apply problem-solving techniques and innovative thinking using digital tools; and
- ▶ understand the principles of decent work and responsible supply chains in the context of digital technologies.

Detailed session plan

Duration: 240 minutes			
Session	Time	Outcomes	Methods
1. Introduction and overview	30 mins	Introduction to purpose and content of module 2	▶ Briefing ▶ Activity: Kahoot quiz
2. The benefits of being digitally skilled	30 mins	Understanding the advantages and disadvantages of digital skills for both the workplace and workers	▶ Group discussions ▶ Activity: Manual versus digital problem-solving: Creating a five-day lunch menu
		Advantages of digital skills in increasing efficiency and productivity	Activity: The most feared feature of digitalization

Duration: 240 minutes			
Session	Time	Outcomes	Methods
3. How does digital transformation impact workplace practices?	60 mins	Understanding the specific impacts of digital technologies on the automotive manufacturing and electrical and electronics sectors	Group discussion
		Adapting to technological advancements in these sectors	
		Techniques for using digital tools to boost productivity	Group discussion
		Best practices in the automotive and electrical and electronics sectors	
		Case studies and practical examples of productivity improvements	
4. Digital literacy for the workforce	60 mins	Basic use of digital tools and awareness of digital security	Activity: Assess your digital literacy level
		Introduction to digital tools and basic usage: Why do I need them?	
		What is my plan to improve my digital literacy?	
Break	10 mins		
5. Problem-solving and innovation	30 mins	Developing problem-solving techniques and innovative thinking using digital tools	Activity: Can generative AI help me find solutions?
		Problem-solving and innovative thinking using digital tools	
6. Closing remarks	30 mins	▶ Evaluation of the training module and feedback collection ▶ Preparation of action plan	Activity: Preparing my action plan to improve my digital skills

Session 1: Introduction and overview



Duration: 30 minutes



Method: Presentation, group discussion, group activities



Materials: Smartphones, prepared Kahoot test

In this module, we will focus on enhancing productivity with “digitally aware” workers. First, it is important to understand that being digitally skilled is not only beneficial for your personal growth but also for enterprise productivity and competitiveness.

Digital technologies are transforming entire economic sectors and societies and reinventing business models. The World Bank estimates that the digital economy contributes to more than 15 per cent of global gross domestic product (GDP), while in the past decade it has been growing 2.5 times faster than the non-digital economy component of GDP.

However, our societies have not adapted to this digitalization process. Indeed, we can say that the formal education system is not adequate to meet this need. Even those who graduated in computer engineering a few years ago did not fully master artificial intelligence (AI). This is because those who taught them graduated 15 to 20 years ago, in an environment in which AI was only discussed at a theoretical level.

Workers across different generations may have varying comfort levels with new technologies. Older employees may struggle with adopting digital tools, while younger workers may adapt more quickly. Our populations are also ageing. Some people also think that they will not be able to adapt to digitalization and that it may perhaps put them out of a job. Probably for this reason, they are developing resistance against it.



Question: *What methods can you think of in order to overcome these challenges?*



Note to trainers: *Listen to the answers.*

Intergenerational dialogue and tailored training programmes are key to bridging gaps and maximizing the benefits of digital advancements.

Let us play a game together.

Role play: Explaining AI to a 70-year-old worker

Scenario: You are part of the training team introducing AI-powered safety tools to the factory staff. Among the attendees is Anchalee, a 70-year-old worker with 40 years of experience in the industry. She is skeptical about AI, viewing it as complex and unrelated to her practical knowledge.

Sample role play

Trainer: “Hello Anchalee, I’m excited to talk to you today about the new tools we’re using to make your workplace safer. I know AI might sound like a big, complicated concept, but let me explain it simply.”

Anchalee: “I’ve been working here for decades. We’ve always managed safety with our eyes and instincts. Why do we need these machines now?”

Trainer: “You’re absolutely right, Anchalee. Your experience is invaluable, and that’s something no machine can replace. But think of AI as a tool to make your instincts even sharper. It’s like a safety assistant that never gets tired and can see risks we might miss.”

Anchalee: “An assistant? How does it work?”

Trainer: “Exactly! Let’s take an example from your daily work. AI uses sensors and cameras to monitor the factory floor. If it detects something unusual, like a machine overheating or someone stepping into a dangerous area, it sends an alert immediately. Imagine it as an extra set of eyes watching out for you and your team.”

Anchalee: “That sounds useful, but what if it makes mistakes? Can it really understand the factory like I do?”

Trainer: “That’s a great question. AI isn’t perfect — it’s here to help, not to replace your judgment. It’s like having a checklist that reminds you of things. You still make the final decision because your experience and common sense are things AI doesn’t have. For example, it might detect a small noise from a machine. You’d know whether it’s normal or dangerous because you’ve worked with it for years.”

Anchalee: “So, it’s like a helper, not a boss?”

Trainer: “Exactly! You’re still in charge. AI just makes it easier to spot problems early so you can fix them before they get serious. It’s here to protect you, not to take over.”

Anchalee: “Alright, but how will I learn to use it? I don’t know much about these modern devices.”

Trainer: “That’s where we come in. We’ll show you how to use it step by step. And honestly, you don’t need to be a tech expert. If you can press a button or read an alert, you’re good to go. Plus, you can always ask questions or call for help if you’re unsure.”

Anchalee: “Hmm, it sounds less scary now. I’ll give it a try, but don’t expect me to become a computer engineer!”

Trainer: “Fair enough, Anchalee! We’re not asking you to become an engineer — just to use this tool to make your work safer and easier. And with your experience, you’ll pick it up in no time.”

Key takeaways:

- ▶ **Respect experience:** Acknowledge the worker’s expertise and frame AI as a complement, not a replacement.
- ▶ **Simplify concepts:** Use simple comparisons such as “extra eyes” or “assistant” to demystify AI.
- ▶ **Address concerns:** Be patient with skepticism and emphasize how AI enhances safety.
- ▶ **Empower learning:** Provide assurances that learning to use AI tools will be simple and supported.

This approach ensures that workers like Anchalee feel valued, understood and open to adopting new technology.

Dear participants:

Digital skills allow you to navigate modern work environments efficiently, stay relevant in the face of technological advancements and contribute to sustainable practices in your industry. Let’s start with a short game.

Activity: Kahoot quiz



Instructions:

Creating a Kahoot account:

- ▶ Visit the [Kahoot](#) website.
- ▶ Click on “Sign up FREE” to create a free account.
- ▶ Choose your role (for example, “Teacher”, “Student”, “Family & Friends”).
- ▶ Fill in the required details and complete the sign-up process.

Creating a Kahoot quiz:

- ▶ Once logged in, click on the “Create” button on the dashboard.
- ▶ Enter a title and description for your quiz.
- ▶ Add questions:
 - ▶ Click on “Add question” and choose the type of question (for example, multiple choice, true/false).
 - ▶ Enter your question and answer options.
 - ▶ Indicate the correct answer.
 - ▶ Repeat this process to add more questions.
- ▶ You can add images or videos to your questions to make them more engaging.
- ▶ Once done, click “Save” and then “Test” to ensure that everything works correctly.

Hosting a Kahoot session:

- ▶ Go to your dashboard and select the quiz you want to host.
- ▶ Click on “Play” and then “Teach” to launch the quiz.
- ▶ Share the game PIN:
- ▶ A unique game PIN will be displayed on your screen.
- ▶ Share this PIN with your participants so they can join the game.
- ▶ Participants go to the web portal [kahoot.it](#) and enter the game PIN.
- ▶ They will then enter a nickname and join the game.



Note to trainers: *If participants connect Kahoot on mobile phones, they will see only the signs of options on their screen. They should read the options from the big screen first. Please warn them before starting.*

Example: Kahoot quiz for digital literacy

1. What is a strong password?

- A. 12345
- B. password
- C. P@ssw0rd!
- D. abcdef

Correct answer: C. P@ssw0rd!

2. Which of the following is a common digital communication tool?

- A. Email
- B. Instant messaging
- C. Videoconferencing
- D. All of the above

Correct answer: D. All of the above

3. What should you do if you receive a suspicious email?

- A. Open it immediately
- B. Delete it without opening
- C. Forward it to friends
- D. Reply to sender

Correct answer: B. Delete it without opening

4. Why is it important to update your software regularly?

- A. To get new features
- B. To improve security
- C. To make your device faster
- D. All of the above

Correct answer: D. All of the above

5. What is digital literacy?

- A. The ability to read digital books
- B. The ability to use digital tools effectively
- C. The ability to code
- D. The ability to use social media

Correct answer: B. The ability to use digital tools effectively

As you can see, the digital world also gives us an opportunity to have fun, too.

But we may feel that the digital world sometimes makes us afraid. We may be afraid that we cannot keep up with the latest developments or are not competitive enough, or we may be afraid of diminishing our culture and societal norms. How does that sound to you? Do you feel the same way?



Note to trainers: Listen to the answers. By integrating a wider range of digital engagement tools such as Kahoot, Mentimeter, Slido and Canvas into training programmes, you can enhance interactivity, foster deeper learning and cater to diverse participant needs.

Info card: Most feared consequences of digitalization for workers

1. Job displacement

- ▶ **Automation:** Increased use of digital tools and automation can lead to job losses, especially in roles that involve repetitive tasks.
- ▶ **Skill gaps:** Workers may find their skills becoming obsolete if they do not continuously update and adapt to new technologies.

2. Increased work pressure

- ▶ **Expectations:** Digital tools can raise expectations for constant availability and faster work pace, leading to increased stress and burnout.
- ▶ **Performance monitoring:** Enhanced digital monitoring and tracking can create a pressure-filled work environment in which workers feel constantly scrutinized.

3. Privacy concerns

- ▶ **Data security:** The widespread use of digital tools increases the risk of data breaches and the potential misuse of personal information.
- ▶ **Surveillance:** Digitalization can lead to increased surveillance and invasion of workers' privacy, both at and away from the workplace.

4. Technological dependency

- ▶ **Reliability:** Dependence on digital tools and systems can cause significant disruptions if these technologies fail or experience downtime.
- ▶ **Skill erosion:** Over-reliance on digital tools may erode traditional skills and manual capabilities.

5. Social isolation

- ▶ **Remote work:** While remote work has its benefits, it can also lead to feelings of isolation and disconnection from colleagues and the workplace community.
- ▶ **Reduced Interpersonal Interaction:** Increased use of digital communication tools can decrease face-to-face interactions, affecting team cohesion and collaboration.

6. Digital divide

- ▶ **Access inequality:** Not all workers have equal access to digital tools and high-speed internet, creating disparities in opportunities and productivity.
- ▶ **Skill disparity:** There may be significant differences in digital proficiency among workers, leading to inequalities in performance and advancement.

7. Health issues

- ▶ **Physical strain:** Prolonged use of digital devices may cause physical issues such as eye strain, repetitive strain injuries and poor posture.
- ▶ **Mental health:** The constant connectivity and digital overload may contribute to mental health issues, including anxiety and depression.

8. Work-life balance

- ▶ **Blurring boundaries:** Digital tools can blur the lines between work and personal life, making it harder for workers to disconnect and relax.
- ▶ **Overtime:** The ability to work from anywhere may lead to longer working hours and difficulty in managing personal time effectively.

Session 2: The benefits of being digitally skilled



Duration: 30 minutes



Method: Presentation, group discussion, group activities



Materials: Smartphones or computers for the participants



Note to trainers: Develop one slide to convey the information below to trainees.



Once you stop learning, you start dying.

Albert Einstein

Yes, we may have some concerns about digitalization and they may be justified. But this process has inevitably entered our lives and there will be no escape from it. So the best thing for us is to adapt to it and to ensure democratic control of the digitalization process, while ensuring that workers take part as decision-makers alongside other actors. The data shows that when we adapt and develop our digital skills, we can contribute to the improvement of both our workplace and our country. So let us look at the digital transformation from its bright side.



Question: What are the benefits of being digitally skilled for you?



Note to trainers: Listen to the answers from the group. Use the responses below as a reminder or to complete the answer.

Info card: Benefits of being digitally skilled

1. Enhanced employability

- ▶ **Competitive advantage:** Possessing digital skills makes you more attractive to employers, increasing your chances of securing and retaining a job.
- ▶ **Career opportunities:** Digital proficiency opens doors to new roles and career paths that require technical expertise.

2. Increased productivity

- ▶ **Efficiency:** Digital tools help streamline tasks, reducing the time and effort required to complete work.
- ▶ **Automation:** Automating repetitive tasks creates time for more complex and creative activities.

3. Professional growth

- ▶ **Skill development:** Learning to use new digital tools and technologies helps you stay current and continuously improve your capabilities.
- ▶ **Career advancement:** Enhanced digital skills can lead to promotions and new responsibilities in your organization.

4. Personal well-being

- ▶ **Job satisfaction:** Using digital tools effectively can make your work more engaging and enjoyable.
- ▶ **Work-life balance:** Digital skills can enable flexible working arrangements, allowing for a better balance between professional and personal life.

5. Social connectivity

- ▶ **Networking:** Digital platforms provide opportunities to connect with professionals, share knowledge and collaborate on projects.
- ▶ **Community engagement:** Engaging with digital communities can enhance your professional network and support system.

6. Economic impact

- ▶ **Financial stability:** Digital skills can lead to better-paying jobs and financial security.
- ▶ **Economic contribution:** Increased productivity and efficiency contribute to the overall economy by supporting growth and development.

7. Innovation and problem-solving

- ▶ **Creative solutions:** Digital tools facilitate innovative thinking and the development of creative solutions to workplace challenges.
- ▶ **Adaptability:** Being proficient in digital skills makes it easier to adapt to new technologies and changing work environments.

8. Sustainable practices

- ▶ **Environmental impact:** Digital tools can help implement eco-friendly practices, such as reducing paper usage and optimizing resource management.
- ▶ **Sustainable growth:** Embracing digital skills supports sustainable business practices that benefit the environment and society.

By embracing digital skills, you not only enhance your personal and professional growth but also contribute positively to your workplace, your community and the broader economy.

Now, let us consider an example of how we can use digitalization for problem-solving.

Activity: Manual versus digital problem-solving: Creating a five-day lunch menu



Objective: To demonstrate the advantages of using digital tools compared to manual methods for solving problems.



Duration: 20 minutes

**Materials:**

- ▶ Notepaper and pens (for the manual group)
- ▶ Computers, tablets, or smartphones (for the digital group)

**Instructions:**

Explain the purpose and rules of the activity to the participants. This activity aims to explore different approaches to problem-solving using manual and digital tools.

Divide the participants into two groups. One group will use manual methods, while the other group will use digital tools.

Present the same problem to both groups: "Create a healthy and balanced five-day lunch menu for an average workplace".



Note to trainers: Please emphasize that preparing a healthy diet for the workplace requires professionals. This is just an example of how we can use digital tools to improve our working life conditions.

Manual group: Use notepaper and pens to brainstorm and write down lunch menu ideas.

Digital group: Use computers, tablets or smartphones to research lunch menu ideas using generative AI sources such as Google or ChatGPT, and calculate the average calorie needs of a worker to tailor their menu accordingly.

Both groups should prepare their menus within 10 minutes.

Each group presents their prepared menu and explains their methods.

After the presentations, discuss the experiences and results of both groups. Evaluate which group provided faster or more effective solutions (Consider the calories, variety of foods and how healthy they are in general).

Discuss the ease of use provided by digital tools and the in-depth thinking facilitated by manual methods. Discuss other ways that participants can use digital solutions at the workplace.

Example results:

Manual group:

- ▶ Menu and calorie count:
 - ▶ **Monday:** Grilled chicken with sticky rice (500 calories)
 - ▶ **Tuesday:** Beef noodle soup (850 calories)
 - ▶ **Wednesday:** Pad Thai pork (450 calories)
 - ▶ **Thursday:** Tom yum goong with rice (300 calories)
 - ▶ **Friday:** Stir-fried vegetables with rice (350 calories)

Digital group:

- ▶ **Calorie calculation:** An average worker needs 600 to 700 calories for lunch.
- ▶ Menu:
 - ▶ **Monday:** Chicken green curry with rice (524 calories, based on Google nutrition data)
 - ▶ **Tuesday:** Khao Soi (2 cups)(666 calories, based on a ChatGPT recipe)

- ▶ **Wednesday:** Grilled fish with salad (378 calories, using a nutrition app)
- ▶ **Thursday:** Tofu and vegetable stir-fry (700 calories, based on protein content verified on Google)
- ▶ **Friday:** Spicy salmon Laab (744 calories, based on a ChatGPT vegan recipe)

Session 3: How does digital transformation impact workplace practices?

	Duration: 30 minutes
	Method: Presentation, group discussion
	Materials: No materials needed

Digitalization has the potential to significantly boost productivity and foster inclusive growth by enhancing operational efficiency, reducing costs and creating new economic opportunities. Let us explore how this can be achieved with examples from the automotive sector in Thailand.

Thailand's automotive sector

1. Enhanced manufacturing efficiency

- ▶ In Thailand's automotive sector, the use of digital technologies such as automation and the internet of things (IoT) has revolutionized production lines. Automated robots and IoT sensors monitor equipment performance, predict maintenance needs and optimize production schedules. This reduces downtime and increases output.¹⁵
- ▶ **Impact:** By incorporating these technologies, Thai automotive manufacturers have reported up to a 20 per cent increase in production efficiency and a 15 per cent reduction in operational costs.

2. Workforce upskilling

- ▶ The adoption of digital tools in Thailand's automotive industry requires workers to develop new skills, such as operating advanced machinery and using data analytics for quality control. Training programmes are established to equip employees with these digital skills.¹⁶
- ▶ **Impact:** Upskilling programmes have led to a 25 per cent improvement in worker productivity and a 30 per cent increase in job satisfaction among employees.

3. Sustainable practices

- ▶ **Example:** Digital technologies help Thai automotive manufacturers implement sustainable practices. For instance, using digital twin technology, manufacturers can simulate and optimize production processes to minimize energy consumption and reduce carbon footprints.¹⁷
- ▶ **Impact:** These sustainable practices have resulted in a 10 per cent reduction in energy usage and a 12 per cent decrease in waste production, contributing to overall cost savings and environmental benefits.

¹⁵ Thailand Board of Investment, "The Future of Automotive Manufacturing in Thailand: Embracing Industry 4.0", 2022.

¹⁶ World Economic Forum, "Upskilling and Reskilling in the Automotive Industry: Case Study of Thailand", 2021.

¹⁷ McKinsey & Company, "Sustainable Manufacturing in the Automotive Industry", 2023.

Indonesia's electrical and electronics manufacturing sector

1. Improved operational efficiency

- ▶ **Example:** In Indonesia's electrical and electronics manufacturing sector, digitalization through advanced manufacturing technologies such as computer-aided design and computer-aided manufacturing streamline production processes. These technologies enable precise design and efficient manufacturing of electrical components (Asian Development Bank, 2022).
- ▶ **Impact:** This has led to a 15 per cent increase in production speed and a 20 per cent improvement in product quality, allowing manufacturers to meet growing market demands more effectively.

2. Supply chain optimization

- ▶ **Example:** Digital tools such as blockchain and IoT are used in Indonesia's electrical manufacturing sector to improve supply chain transparency and efficiency. Real-time tracking of materials and products ensures timely deliveries and reduces delays (*International Journal of Production Research*, 2022).
- ▶ **Impact:** Optimized supply chains have resulted in a 25 per cent reduction in delivery times and a 20 per cent decrease in inventory costs, enhancing overall productivity and reliability.

3. Enhanced worker safety

- ▶ **Example:** Implementing digital safety systems, such as wearable devices and automated monitoring systems, helps Indonesian electrical manufacturers improve workplace safety. These systems alert workers to potential hazards and ensure compliance with safety protocols (ILO, 2021).
- ▶ **Impact:** Enhanced safety measures have led to a 30 per cent reduction in workplace accidents and a 15 per cent improvement in workers' OSH, contributing to increased productivity and employee well-being.

Digitalization in the Thai automotive and Indonesian electrical and electronics manufacturing sectors demonstrates how integrating advanced technologies can lead to significant productivity gains. These gains are achieved through enhanced operational efficiency, workforce upskilling, optimized supply chains and improved safety measures. In addition, sustainable practices, including the respect for human rights, may expand the above-mentioned gains.

In summary, the strategic application of digital technologies not only boosts productivity but also fosters a more inclusive and sustainable economic growth, benefiting workers, employers, industries and the broader society.

Session 4: Digital literacy for the workforce

	Duration: 60 minutes
	Method: Presentation, group discussion, group activities
	Materials: Three signs for the corners (beginner, intermediate, advanced)

Digital literacy is essential for workers to thrive in the modern workplace. It encompasses the ability to use digital tools effectively, understand digital security and navigate digital environments with confidence.

Activity: Assess your digital literacy level



Objective: To help participants self-assess their digital literacy level and encourage movement and engagement.



Duration: 20 minutes



Materials:

- ▶ Three large signs or posters
- ▶ Markers
- ▶ Tape or adhesive to attach the signs to the walls



Instructions:

Create the signs:

- ▶ Sign 1: "Beginner"
- ▶ Sign 2: "Intermediate"
- ▶ Sign 3: "Advanced"

Place the signs:

- ▶ Attach each sign to a different corner of the room.

Instructions for participants:

- ▶ Explain to participants that they will be assessing their own level of digital literacy.
- ▶ Describe the three levels briefly:
 - ▶ **Beginner:** Limited experience with digital tools and technology: Can play digital games, browse the web, send emails, use social media
 - ▶ **Intermediate:** Comfortable using digital tools for everyday tasks: Can create documents/spreadsheets, use Zoom/Microsoft Teams, set up strong passwords.
 - ▶ **Advanced:** Highly proficient in using a variety of digital tools and technologies, including data analysis, programming at different levels, implementing cybersecurity measures, video editing, designing and so on.

Ask participants to move to the corner of the room that best represents their current level of digital literacy.

- ▶ If they consider themselves beginners, they should move to the corner with the "Beginner" sign.
- ▶ If they think they are at an intermediate level, they should move to the "Intermediate" corner.
- ▶ If they feel they are advanced, they should move to the "Advanced" corner.



Discussion:

- ▶ Once participants have moved to their chosen corners, ask a few volunteers from each group to explain why they chose that level.
- ▶ Facilitate a short discussion on what skills or experiences make them feel they are at that level and what they might need to advance further.



Wrap-up:

- ▶ Conclude by acknowledging the different levels and emphasizing that the goal of the training is to help everyone improve their digital literacy skills, regardless of their starting point.

This activity will help participants self-assess their digital literacy and foster a sense of community as they see others who are at similar levels.

Session 5: Problem-solving and innovation



Duration: 30 minutes



Method: Presentation, group discussion, group activities



Materials: Smartphones or computers for participants

Activity: Can generative AI help me with solutions?

Duration: 20 mins

Divide the group into four or five subgroups. Each subgroup should consist of at least four people. Give them the question below and ask to discuss it for about 5 minutes.

The worker you are responsible for at work is constantly disrupting the line. The employers are complaining. They say "I'm going to fire you and replace you with a robot". What do you do?

After 5 minutes, ask each of the groups to summarize their discussion.

Then, ask them to refer the same question to a source of generative AI such as Google or ChatGPT and evaluate its answer.

A possible answer would be that:

If you are faced with a situation in which a subordinate is consistently causing delays on the production line and employers are beginning to complain, it is important to handle the situation professionally and effectively. Here are the steps you can take:

Understanding and professionally managing the situation

Step 1: Situation assessment and analysis

First, try to understand the root cause of the issue.

Gather data: Collect data on when and under what conditions the production line delays occur.

Conduct a meeting: Have a one-on-one meeting with the employee involved to understand the reasons behind the delays directly. It could be a technical issue, lack of training or personal problems.

Step 2: Constructive one-on-one Meeting

Explain the issue: Clearly but kindly explain the situation to the employee, mentioning the dissatisfaction of the employers.

Offer support: Determine what kind of support the employee needs to resolve the issue. This might include additional training, better equipment or adjustments in work hours.

Step 3: Communicate with employers

Report the situation: Inform the employers about the root cause of the problem and the steps being taken to resolve it. This shows that you are proactive and committed to finding a solution.

Suggest solutions: Share any suggestions for technological improvements, automation or other enhancements with the employers.

Step 4: Training and development

Training programmes: Organize training programmes to address any skill gaps.

Mentorship and support: Provide mentorship to help the employee work more efficiently and effectively.

Step 5: Performance monitoring and feedback

Regular monitoring: Continuously monitor the employee's performance and keep the employers updated on the progress.

Provide feedback: Give regular feedback to the employee, highlighting both improvements and areas needing further enhancement.

Step 6: Evaluate the use of robots

Cost-benefit analysis: Conduct a cost-benefit analysis of using robots and present the advantages and disadvantages to the employers.

Human and robot collaboration: Consider how the integration of robots might impact the workforce and plan how employees could be reassigned to other roles.

Sample conversation scenario

Beginning the conversation: "Hello [employee's name], we have noticed that the production line has been experiencing frequent delays recently. This situation is negatively impacting our workflow and the employers are not happy about it. I would like to discuss this with you to understand what is causing these delays so that we can find a solution together."

Offering support: "I understand the root cause of the problem and would like to know what kind of support you need to address it. Maybe additional training, better equipment, or a different work schedule could help."

Communicating with employers: "I have informed the employers about the situation and the steps we are taking to resolve it. Also, I have suggested some technological improvements and how existing employees can adapt to these changes. Our goal is to increase efficiency while ensuring job security for our team."

Now, ask the group to compare their answers and those obtained from generative AI sources. They will find both positive and negative aspects of them.

Ask them if they have more positive or more negative findings.

Ask them to assess how much they would use this information to solve their problem.

End the activity with a reminder that we should not be prejudiced against AI and that it can be used for our own development as it provides easy-to-use and useful information.



Question:

- ▶ Which digital tools are you using at your workplace? Which ones do you like and which ones do you dislike?
- ▶ Would you like to identify digital tools or technology that might help you in future to increase your productivity?

Session 6: Closing remarks



Duration: 30 minutes



Method: Individual work, group discussion



Materials: Notepaper and pen

As you can see, robots and AI have entered our lives very quickly. The structure of our jobs is changing accordingly. We need to make a decision at this point: Are we going to resist this change or are we going to be part of it?



Note to trainers: *Listen to the answers.*

Activity: Preparing my action plan to improve my digital skills

Duration: 15 mins

So what should we do to be a part of this change? Now, as we approach the end of this session, I would like you to create a list of things that you will do in the next one month and the next six months to improve your digital skills. If you think that your employer has a responsibility in this, please indicate that as well.



Note to trainers: *Ask the participants to share their action plan with the group. If needed, you can give examples such as self-assessment and goal-setting, enrolling in an e-learning course, seeking mentorships, asking the employer to get training and so on.*

Thank you for your participation. Please follow your own commitment to your action plans.

Module 3: Skills for environmental sustainability

Aim of the module

Fostering a workforce that is conscious of the environmental challenges posed by the adoption of green technologies, demographic changes, globalization and economic growth, urbanization, the use of fossil fuels and waste management, with an emphasis on the role that participants play in facilitating decarbonization of the respective sectors in which they are working. Therefore, the module aims to increase employers' and workers' awareness and understanding of environmentally sustainable and green business practices.

The South-East Asia region, including Indonesia and Thailand, is currently at a cross-road, as the creation of more and better jobs and the advancement of social justice are seriously challenged by the negative effects of climate change and rapidly changing labour markets. Thus, the future prosperity of the region depends on its ability to accelerate inclusive structural transformation towards more a productive and environmentally sustainable economy, with a focus on job creation from decarbonization and climate change adaptation, and in which local populations, especially younger people, are equipped with the right skills.

In this context, skills development is essential for effectively responding to environmental challenges in Indonesia and Thailand, as well as for promoting innovation, investment and competitiveness in these countries, which will in turn contribute to social development and justice. Skills development is also essential for helping workers who have lost their jobs or those at risk in declining sectors in the region to make transitions to new jobs, and for assisting enterprises in obtaining access to skilled workers, improving their productivity and becoming environmentally sustainable.

However, effective skills development must be informed by consultation and collaboration between governments, employers' organizations and workers, so that the ability of enterprises and workers to respond to environmental challenges improves as a result. Therefore, skills development that is based on social dialogue will accelerate the adoption of responsible business conduct and will have a greater impact in supporting sustainable enterprises, achieving sustainable economic growth and advancing decent work and social justice.

Module 3 aims to contribute to environmental sustainability by making participants aware of their role as key stakeholders in addressing current challenges and encouraging them to seek efficient and innovative solutions.

Learning outcomes

By the end of this module, participants will:

- ▶ understand the concept of environmental sustainability and its relevance to and connection with sustainable work practices;
- ▶ be aware of how business activities, especially those of SMEs, impact the environment in which they operate and how they are affected by them, including the resilience, productivity and profitability of SMEs;
- ▶ recognize environmental challenges and the role of employers and workers in addressing them;
- ▶ understand energy efficiency and resource-management practices; and
- ▶ develop innovative solutions and practices for environmental sustainability.

Detailed session plan

Duration: 180 minutes			
Session	Time	Outcomes	Methods
1. Introduction and overview	10 mins	Introduction to purpose and content of module 3	Briefing and participant interaction
2. Understanding environmental sustainability	45 mins	Understanding environmental sustainability	Video
		▶ Introduction to climate change concept ▶ Introduction to results of climate change	Group discussion
3. OSH and environmental sustainability	20 mins	Realizing the connection between environmental sustainability and occupational safety and health (OSH) issues	Group discussion
4. Sustainability	30 mins	▶ Understanding the multidimensional concept of sustainability ▶ Sustainable Development Goals (SDGs) ▶ Green jobs and just transition	Group discussions and practical examples
5. Just transition	30 mins	▶ Understanding environmental challenges and the role of workers in addressing them ▶ Role and demands of workers	
Break	10 mins		
6. Carbon-neutral measures	15 mins	▶ Understanding the importance of carbon-neutral measures ▶ Country-specific measures	Lecture
7. Green jobs	20 mins	▶ Understanding the value of green jobs ▶ Luddite movement ▶ Defining green jobs ▶ Defending green jobs	Group discussion, historical examples of resistance to change
8. My action plan	20 mins	Creating an action plan	Small group discussions and group presentations

Session 1: Introduction and overview

	Duration: 15 minutes
	Method: Presentation, group discussion, group activities
	Materials: Smartphones or computers for the participants

Hello, welcome back. Today, we are going to talk about “change” – change in technology, change in jobs and most importantly, change in the environment and of our earth.

	Question: <i>Has anything changed in your life in the last few months?”</i>
	Note to trainers: <i>Listen to the answers.</i>

As you can see, things are constantly changing in our lives. If I had asked the question, “What has changed in your life compared to five years ago?” I would have received very different answers.

Sometimes change is for the better and sometimes for the worse. But we have more or less power to determine the direction of change. For that, we need to recognize that power and, if necessary, take risks to change accordingly.

Why did I use the word “risk”? Because people often want things to change around them, but they don’t want to change themselves. Change makes us afraid. But it occurs generally as the fear of “unknown”. If we know the possible direction of change, we have more power to give it a new direction that is more desirable for us.

Session 2: Understanding environmental sustainability

	Duration: 45 minutes
	Method: Presentation, group discussion, group activities
	Materials: Smartphones or computers for the participants, flipchart papers and pens, video and sound system

In this session, we are going to talk about environmental sustainability and the role played by employers and workers in achieving this. Let us start with a short video.

Video: “One Earth – Environmental Short Film”

Nature and work are intrinsically connected. Our lives depend on the natural environment. Our jobs and businesses depend on a healthy planet. Our future depends on a just transition to a carbon- and resource-efficient economy. Climate change and environmental degradation are already disrupting millions of jobs and livelihoods. Yet countless opportunities lie ahead to boost the economy and improve the quality of working lives.

Environmental sustainability is the practice of managing natural resources responsibly to meet current needs, while also ensuring that future generations can meet their own needs. It involves balancing ecological, economic and social goals.

Here are some examples of environmental sustainability:

- ▶ **Reducing consumption:** Reducing food waste and eating more plant-based foods
- ▶ **Using less plastic:** Using reusable water bottles and tote bags instead of single-use plastic items
- ▶ **Using energy-efficient light bulbs:** Replacing incandescent light bulbs with more energy-efficient bulbs
- ▶ **Eating locally:** Eating foods that haven’t traveled far to get to your plate
- ▶ **Repurposing items:** Using old clothes or bedsheets for cleaning rags or reusing glass jars to store dry foods
- ▶ **Planting your own plants:** Planting your own plants to help prevent harmful chemicals from infecting the environment
- ▶ **Sustainable forestry:** Regulating forest resources to meet the needs of society and industry while preserving the forest’s health

Environmental sustainability is important because it helps to maintain an ecological balance and protect the natural environment. Without environmental sustainability, climate disasters and severe weather events are likely to become more common, along with the negative effects they bring to economies and societies.



Question: Have you seen “Ice Age” or the “Planet of Apes” series or any similar local films?



Note to trainers: Listen to the answers and let participants discuss the films for about 5 minutes, then conclude and summarize their arguments.

Both series focus on characters who must adapt to changing environments to survive. In “Ice Age,” the prehistoric animals navigate through the challenges of a glacial period. In “Planet of the Apes,” humans and apes deal with the aftermath of societal collapse and the need to adapt to new power dynamics and environments.

The theme of evolution is central to both franchises. “Ice Age” explores the evolutionary changes of its characters and their species over time. “Planet of the Apes” delves into the evolution of apes into intelligent beings capable of speech and complex society, juxtaposed with the devolution of human society.



Question: For the last ten years in particular, we have been hearing news about the consequences of climate change almost every day. Do you remember the news about climate change that affected you the most?



Note to trainers: Listen to the answers.



Note to trainers: Develop slides to convey the information below to trainees.

Some newspaper clippings on climate disasters due to environmental changes.



Note to trainers: In the newspaper clippings above, phenomena such as loss of biodiversity, extreme heat, difficulties in food production and fires caused by climate change are covered. You can use these or you can use new clippings from national and reliable newspapers.

I am not here to tell you a horror story, but we need to recognize that climate change has catastrophic dimensions. We need to accept it so that we can explore what we can do to change it right here, right now.

Activity: Understanding climate change



Objective: To enhance participants' understanding of climate change, its causes and its impacts through interactive group research and presentations.



Duration: 60 minutes



Materials:

- ▶ Computers, tablets or smartphones with internet access
- ▶ Notebooks and pens
- ▶ Whiteboard and markers
- ▶ Projector and screen (optional for presentations)



Instructions:

Explain the objective and structure of the activity to participants.

Emphasize the importance of understanding climate change and its effects on businesses, particularly SMEs.

Divide the participants into three groups.

Assign each group a specific research topic:

- ▶ **Group 1:** What is climate change?
- ▶ **Group 2:** What are the key causes of climate change?
- ▶ **Group 3:** What are the impacts of climate change?

Each group will use the internet to research their assigned topic (10 minutes).

Each group should prepare a short presentation (5 minutes) to explain their findings to the rest of the class.

Each group presents their findings to the class. Trainers will highlight any corrections or additional important information and will emphasize the interconnectedness of climate change, its causes and its impacts.

Detailed roles for each group:

Group 1: What is climate change?

- ▶ Research the definition of climate change
- ▶ Understand the difference between weather and climate
- ▶ Explain the concept of global warming
- ▶ Provide examples of historical climate changes

Group 2: What are the key root causes of climate change?

- ▶ Human activities contributing to climate change (fossil fuel burning, deforestation, waste management and so on)
- ▶ Discuss emission of greenhouse gases and their role in the greenhouse effect

Group 3: What are the impacts of climate change?

- ▶ Understand the environmental impacts (earthquakes, heavy rain and flooding, extended draught seasons, rising sea levels, changing weather patterns and so on)
- ▶ Understand the economic impacts (damage to infrastructures, effects on agriculture production and so on)
- ▶ Identify the social impacts (health effects, displacement of communities and so on)

Info card: Impacts of climate change

Impact on ecosystems and biodiversity:

- ▶ Shifts in climate zones force species to migrate, adapt or face extinction.
- ▶ Coral reefs, rainforests and Arctic ecosystems are particularly vulnerable.

Agricultural impacts:

- ▶ Changes in temperature and precipitation patterns affect crop yields and livestock productivity.
- ▶ Increased incidence of pests and diseases can further impact food security.

Human health risks:

- ▶ Heatwaves and other extreme weather events can lead to heat-related illnesses and deaths.
- ▶ Changes in climate can influence the spread of infectious diseases.

Economic and social impacts:

- ▶ There is damage to infrastructure from extreme weather events and rising sea levels.
- ▶ There are increased costs related to disaster response, healthcare and food production.
- ▶ There is potential for increased migration and conflict over resources.

Now, let us talk on a more concrete level. Climate change affects us, but we also contribute to climate change. I specifically want to focus on SMEs, which we also work with. SMEs contribute to climate change through significant energy consumption for production, heating, cooling and transportation, especially if they are reliant on fossil fuels. Their use of raw materials can lead to deforestation and habitat destruction, producing waste that can result in methane emissions and pollution. Transportation of goods and services also contributes to carbon emissions, while their role in larger supply chains means they can influence overall greenhouse gas emissions significantly.

However, SMEs, particularly those in developing and emerging countries, are among the most affected by climate change. SMEs face significant operational disruptions due to extreme weather events such as floods, hurricanes and heatwaves, which can damage infrastructure and disrupt supply chains. Resource scarcity due to droughts and changing weather patterns can also affect production. Economically, SMEs may encounter increased costs, including higher energy prices from transitioning to renewable energy and higher insurance premiums to cover climate-related damages. Market fluctuations may also occur as consumer demand shifts towards more sustainable products.

Session 3: Occupational safety and health (OSH) and environmental sustainability



Duration: 30 minutes



Method: Presentation, group discussion, group activities



Materials: No materials needed.

Environmental sustainability and occupational safety and health (OSH) are closely related in several ways:

► **Environmental sustainability can help advance OSH**

Sustainability can help improve workers' occupational safety and health and in return can also help improve the productivity of businesses.

► **OSH can be integrated into business practices promoting environmental sustainability**

Businesses can integrate OSH into their sustainability strategies.

► **Environmental sustainability can help identify opportunities for innovation**

Sustainability can help identify new ways to protect workers and improve OSH, which will also have positive effects on business productivity and competitiveness.

► **Environmental sustainability can help achieve a better balance between people, the planet and economic gains.**

Some ways to integrate sustainability and OSH include:

- conducting environmental impact assessments
- identifying potential risks
- implementing preventive measures
- reducing energy consumption
- implementing recycling programmes
- promoting the use of sustainable materials and equipment
- encouraging sustainable transportation options

To promote environmentally sustainable enterprises and economies so that these are more inclusive requires promoting decent work and reducing inequalities. Moreover, environmental sustainability must prioritize the protection of workers in the transition, including with respect to their safety and health. There are risks associated with environmental shifts (heat stress, floods and so on) that affect the safety and health of workers. Therefore, it is important for SMEs to integrate sustainable OSH practices to mitigate these risks.



Question: *How do you think the impacts of climate change are seen in the sector in which you work and how does this affect your OSH?*



Note to trainers: *Listen to the answers. You can use the info cards below to further develop the discussion on the issue.*

Info card: Possible climate change impacts on workers in terms of OSH¹⁸

Heat stress: Increased temperatures and heatwaves may lead to heat stress and related health issues among workers, especially those working on the production floor or in non-air-conditioned environments.

Extreme weather events: Floods, storms and other extreme weather events may disrupt production, endanger workers' safety and cause workplace damages.

Air quality: Poor air quality resulting from climate change may exacerbate respiratory problems for workers.

¹⁸ ILO, *Working on a Warmer Planet: The Impact of Heat Stress on Labour Productivity and Decent Work*, 2019; and ILO, *Safety and Health at the Heart of the Future of Work: Building on 100 Years of Experience*, 2019.

Risk of electrocution: Damage to electrical infrastructure due to extreme weather may increase the risk of electrocution and other injuries. The ILO recommends regular maintenance and rapid repair of damaged infrastructure to mitigate these risks.¹⁹

Operational changes: Companies may need to adjust working hours and conditions to cope with climate impacts, such as introducing cooling breaks or modifying shifts to avoid peak heat hours.

Increased illness: The prevalence of climate-related diseases, such as dengue fever, malaria and other vector-borne diseases, may increase, affecting workers' health and productivity.

Mental health: The stress and uncertainty associated with climate impacts and job security may also affect workers' mental well-being.

Job instability: Climate-related disruptions may lead to job instability and economic insecurity for workers, contributing to stress and mental health issues.²⁰

Community impact: The broader economic impact of climate change on local communities can affect workers' social stability, access to resources and overall quality of life.

As we have seen again and again, climate change affects our daily lives as human beings, but at the same time it has very serious effects on us as workers in terms of OSH as well.

In conclusion, addressing the impacts of climate change on OSH requires a comprehensive approach involving preventive measures, regulatory updates, OSH training, health interventions and infrastructure investments. And let us not forget that as one of the three participants in social dialogue, it is workers' right and responsibility to seek effective OSH measures together with the other social partners.



Question: *So far, we have talked about the eradication of the effects of climate change. But still, one big issue remains untouched. How can we mitigate climate change? Do you have any ideas to share?*



Note to trainers: *Listen to the answers. In particular, wait for the answer about reducing carbon emissions. If there is no response from the group about reducing carbon emissions, ask whether participants have heard of this measure and discuss what should be done to reduce carbon emissions.*

Now I would like to talk to you about a concept that has been introduced by the international community, which you may have heard of: "sustainability".

Session 4: Sustainability



Duration: 30 minutes



Method: Presentation, group discussion, group activities



Materials: SDG chart

¹⁹ ILO, *Safety and Health at the Heart of the Future of Work*.

²⁰ ILO, *Safety and Health at the Heart of the Future of Work*.



Question: How many of you have heard this term before? What does the concept remind you of?

I am sure you have seen this chart before:



Does that sound good to you? No poverty, no hunger, decent work, clean water, affordable energy, peace and justice... and so on.

Yes, of course it is. Each and every one of us deserve to live like that. And children also deserve a better world.

The 2030 Agenda for Sustainable Development, which was adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 SDGs, which are an urgent call for action by all countries – both developed and developing countries – in a global partnership.

The SDGs are inherently interconnected, so that progress towards one Goal often directly or indirectly influences progress towards other Goals.

Info card: Interconnectedness of SDGs

Here are some examples to illustrate this interconnectedness:



End to poverty (SDG 1) and zero hunger (SDG 2)

Reducing poverty can lead to better access to food and nutrition. When people have sufficient income, they can afford nutritious food, leading to improved health outcomes and reduced hunger. On the other hand, ensuring zero hunger can improve people's health and productivity, enabling them to lift themselves out of poverty.



Quality education (SDG 4) and gender equality (SDG 5)

Providing quality education for all children, especially girls, can significantly advance gender equality. Educated women are more likely to participate in the workforce, make informed health choices and contribute to economic growth. Gender equality, in turn, ensures that both boys and girls have equal opportunities for education, promoting overall societal development.



Clean water and sanitation (SDG 6) and health and well-being (SDG 3)

Access to clean water and sanitation is crucial for maintaining good health and preventing diseases. Improved water quality and sanitation facilities reduce the incidence of waterborne diseases, thus enhancing overall health and well-being. Better health allows individuals to participate more actively in education and work and thereby contribute to economic development.



Affordable and clean energy (SDG 7) and action to combat climate change (SDG 13)

Promoting affordable and clean energy solutions reduces reliance on fossil fuels, thereby lowering greenhouse gas emissions and combating climate change. Climate action, including the transition to renewable energy sources, can mitigate climate-related risks and promote sustainable energy access, particularly in vulnerable regions.



Decent work and economic growth (SDG 8) and reduced inequalities (SDG 10)

Creating decent work opportunities and promoting economic growth can help reduce inequalities within and among countries. Inclusive economic growth ensures that the benefits of development are shared equitably, providing marginalized and disadvantaged groups with better job prospects and income levels, thus narrowing the inequality gap.



Sustainable cities and communities (SDG 11) and responsible consumption and production (SDG 12)

Building sustainable cities involves promoting responsible consumption and production patterns. Efficient use of resources, waste reduction and sustainable urban planning contribute to creating resilient and inclusive communities. These practices also reduce environmental impacts and promote sustainable lifestyles.



Conservation of life below water (SDG 14) and life on land (SDG 15)

Protecting marine ecosystems (SDG 14) is closely linked with protecting the health of terrestrial ecosystems (SDG 15). For example, reducing pollution and preserving coastal habitats can prevent the degradation of marine life and also support the biodiversity and health of land ecosystems. Conservation efforts in one area often benefit other areas, promoting overall ecological balance.

These examples demonstrate that achieving one SDG often supports the achievement of multiple other Goals, emphasizing the need for integrated and holistic approaches to sustainable development.

The SDG chart shows both the problems and the solutions.

Let me explain what I mean: For example, hunger is a big problem in the contemporary world. According to the World Bank, a total of 712 million people worldwide were living in extreme poverty in 2022, an increase of 23 million people compared to 2019. Therefore, eliminating poverty is a very real and serious solution to bring about a sustainable world. It is the same with reaching clean water resources. According to the UN, 2.2 billion people have no or limited reach to clean water today, which creates a big problem for their health.

And you know what – we can be among these people in any minute.

Secondly, if you have a closer look at the chart, you can see most of the problems that are shown in the chart are caused by climate change itself.

As we talked before, the increase in the numbers of the people who suffer from hunger has a lot to do with the droughts or floods caused by climate change.

The extinction of some species of fishes and the fact that some fisheries have ceased to be one of the main sources of people's livelihood are also very much linked with ocean acidification caused by climate change.

Climate change also affects our safety and health as workers. Micro, small and medium-sized enterprises and their workers are increasingly affected by climate change and environmental degradation. More frequent extreme weather conditions, increasing heat stress, resource scarcity and the legislative and regulatory action driving the shift towards a more environmentally sustainable economy, have significant implications for the resilience, productivity and profitability of SMEs, which are vital for economic development and decent work, as well as for the living standards of workers.

Therefore, we may say that these are not just UN development goals – they should be our goals as well. Sudden changes caused by climate change should be prevented before they happen. Actually, it is us who can intervene in the declining quality of life of all living things on the planet, as members of our societies and as workers and social partners.

Session 5: Just transition



Duration: 30 minutes



Method: Presentation, group discussion, group activities



Materials: Powerpoint presentation



Question: What do you understand when you hear the term “just” transition? Do you think that the green transformation should and could be “just”?



Note to trainers: Listen to the answers and develop slides to convey the information below to trainees. The slides must include a summary and additional information will be shared verbally.

“A just transition promotes environmentally sustainable economies in a way that is inclusive, by creating decent work opportunities, reducing inequality and by leaving no one behind”. (ILO, Resolution and conclusion concerning a just transition towards environmentally sustainable economies and societies for all, 111th Session, 2023, para. 11).

It is important to note that there are many approaches to achieving sustainability and not all of them may prioritize workers' interests. For instance, an environmental extremist group might argue that reducing the population or allowing certain regions to disappear from the map would enable the remaining small population to live comfortably. Similarly, some business stakeholders may believe that reducing greenhouse gas emissions to achieve sustainability is not their responsibility. Therefore, some approaches to combating and adapting to climate change may tend to exclude workers' interests, so that workers may need to be aware of whether climate action programmes protect their interests and ensure that they have a voice in programmes to combat climate change. In other words, workers may need to fully participate in a just transition to ensure that their interests are not ignored.

To maximize the social and economic benefits of climate and environmental action, it is vital to support sustainable enterprises and to minimize the challenges posed by these transitions by providing targeted skills development support to SMEs and their workforces. This requires the creation of an enabling environment that is grounded in effective social dialogue, respect for fundamental principles and rights at work, and alignment with international labour standards.

Whose responsibility is it to combat climate change?



Question: Who do you think is responsible for combating climate change in the context of a just transition towards a sustainable economy?

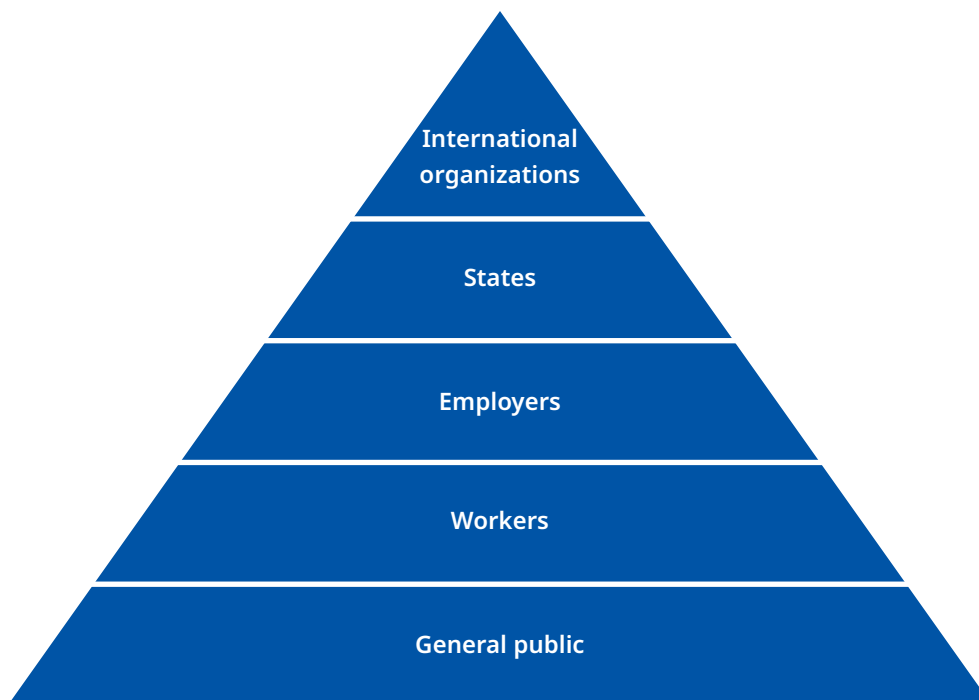


Note to trainers: Listen to the answers. Most people will probably say that it is the responsibility of governments since it requires powerful laws, the responsibility of international organizations since it is a global issue, or the responsibility of capital since it is a primary polluter, and so on.

Yes, you are all right. It is the responsibility of everybody at different levels.



Note to trainers: Develop one slide to convey the information below to trainees.



Question: What do you see in this slide?



Note to trainers: Listen to the answers, then ask the following questions.

Does this diagram show all the structures responsible for preventing further climate change? Which others can we add?

Does one structure shown in this diagram have more responsibilities than another? Which ones do you think?

Do you think we could prevent further climate change if we removed any of the structures in this diagram?



Note to trainers: In preventing further climate change, we often hear from people that it is the responsibility of others, especially governments and companies, and that they themselves are not contributing to this change. Your discussion of this diagram aims to show that States and companies are partly responsible, but that individual workers also have a big responsibility. At the end of the discussion, you should emphasize that all five actors have a big role to play.

Yes, it is mostly the poor, workers, women, migrants and children who are affected by climate change. This means that the pace and impacts of climate change should be reduced through social dialogue so that workers are least affected by the consequences of the change within the just transition to a sustainable economy. If climate change is affecting workers in their workplaces and in their daily lives and if it is affecting the lives of children and young people, then workers need to join with the social partners to take action together with them in order to address those consequences in a just way.

Session 6: Carbon-neutral measures



Duration: 15 minutes



Method: Presentation, group discussion, group activities



Materials: Smartphones or computers for the participants

As you may have heard, the international community is constantly discussing measures to slow the pace of the climate crisis and reduce its impacts. This is a process that started with the 1992 Rio Summit and has reached a very meaningful point with the 2015 Paris Agreement. Here, carbon-neutral measures were the most emphasized issue by States. Currently, in addition to mitigating the effects of climate change, taking carbon-neutral measures to reduce the pace of climate change is an idea that all States agree on.



Note to trainers: Whichever country you are teaching in, please provide general information about that country on the info card below. It is also recommended that you take a look at the additional resources before you start training.

Info card

Thailand has committed to reducing its greenhouse gas emissions by 20 per cent from the projected business-as-usual level by 2030. This target can increase to 25 per cent with international support and cooperation. Thailand also aims to achieve carbon neutrality by 2050 and net-zero greenhouse gas emissions by 2065. Its key strategies are:

- ▶ **Energy efficiency:** Implementing energy-efficiency measures in various sectors, including the industry, transportation and buildings sectors
- ▶ **Renewable energy:** Increasing the share of renewable energy in the national energy mix, with significant investments in solar, wind and biomass energy
- ▶ **Forestry and land use:** Enhancing carbon sequestration through reforestation and sustainable forest management practices

(For more info, please see NDC Partnership, “[Thailand](#)”; and Thailand, “[Thailand’s 2nd Updated Nationally Determined Contribution](#)”.

Session 7: Green jobs

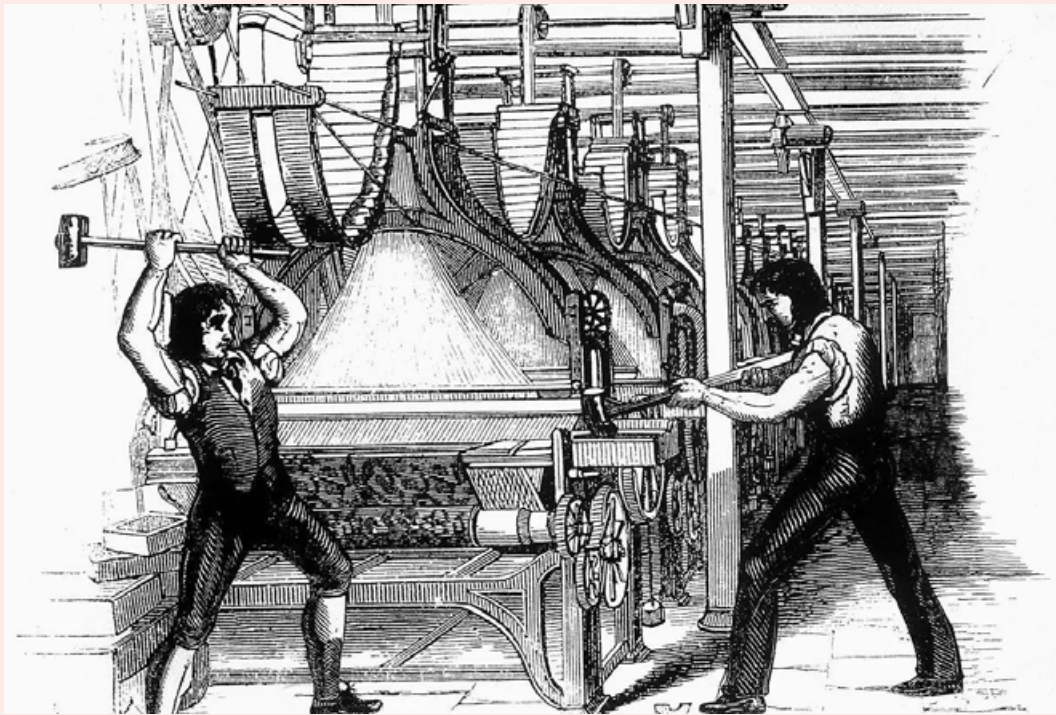
	Duration: 20 minutes
	Method: Presentation, group discussion, group activities
	Materials: Smartphones or computers for the participants

We mentioned at the beginning that this whole transformation can be worrying. We are most afraid of losing our jobs and therefore our security of life, and this is a very understandable, human feeling.

	Question: <i>Have you heard the term “green jobs” before?</i>
	Note to trainers: <i>Listen to the answers.</i>
	Question: <i>What would a “green job” be like for you? Is it like working in the woods, under the sky (wouldn’t that be nice), or is it about the carbon emissions that the workplace produces?</i>
	Note to trainers: <i>Listen to the answers and develop slides to convey the information below to trainees.</i>



Question: What do you think these two people in the picture are doing?



We call them Luddites.

Let me tell you their story: The rapid industrialization of Britain brought about significant changes in the textile industry. New machines such as the spinning jenny, the power loom and other mechanized equipment dramatically increased production efficiency.

These technological advancements often resulted in the displacement of skilled workers. Many traditional textile workers found themselves unemployed or forced to accept lower wages, as factories could produce goods more cheaply and more quickly with fewer labourers.

The Luddites, named after the mythical figure Ned Ludd, engaged in the destruction of textile machinery. They targeted factories and mills, smashing looms and other equipment in an effort to halt what they saw as the dehumanizing effects of industrialization.

As the Luddite movement and many other events have shown us, the dehumanization of the production process is not a solution. First of all, there can be no production without consumption. So we have to use the productive labour of human beings. But why not do it with green jobs? The international community agrees on this.

The transition to a green economy is expected to create significant employment opportunities worldwide. The ILO projects that about 24 million new green jobs could be generated globally by 2030 if sustainable practices are adopted extensively across industries.

Transitioning to a more environmentally sustainable economy will bring significant changes to sectors such as the automotive and electronics sectors. These changes will affect the skills required for workers and the operational processes within these industries.

In the automotive sector, there will be a shift towards skills in electric vehicle technology, software development and sustainable manufacturing practices. Similarly, the electronics sector will see a need for skills in eco-design, recycling and green manufacturing.

Companies will need to adapt their operational processes to incorporate sustainable sourcing, energy-efficiency and life-cycle assessments in order to reduce their environmental impact and meet new regulatory requirements.

This is one side of the story. Our jobs will and should be greener. But there will also be new green jobs.



Question: *What could be the new green jobs?*



Note to trainers: *Listen to the answers. You can use the list below provided by the [ILO](#).*

- ▶ **Renewable energy.** Significant job creation is anticipated in the renewable energy sector, including roles in the solar, wind and bioenergy sectors.
- ▶ **Energy efficiency.** The number of jobs related to improving energy use in buildings and industries is also expected to increase.
- ▶ **Sustainable agriculture and forestry.** This includes positions in organic farming, sustainable land management and forest conservation.
- ▶ **Waste management and recycling.** The recycling industry and the waste management sector will see an increase in employment opportunities.
- ▶ **Green construction.** The demand for green architects, sustainable construction managers and LEED-certified professionals is growing.



Question: *Are there any questions or doubts about this scenario?*



Note to trainers: *Please listen carefully and reflect. Participants may say that they do not believe that States are trying to create new jobs, or they may reveal their biased approach against some of the “green jobs” and say that being farmers or working in animal husbandry or as garbage collectors are not “decent jobs” for them. If you encounter these types of resistors, you may give the following answer.*

First of all, let us look at the commitments of governments to create green jobs. The United Nations and the ILO actively support green jobs under the SDGs. The ILO’s Green Jobs Programme aims to promote jobs that contribute to preserving or restoring the environment, while supporting economic growth and social inclusion. National policies and investments, such as the European Green Deal, are also creating jobs with these goals in mind.

Now let us consider the perception that some green jobs are not “decent”. These jobs are valuable and meaningful in many ways. For instance, green jobs often come with better working conditions. Sustainable farming and waste management practices lead to healthier environments for workers. These jobs make significant contributions to society by helping mitigate climate change and reducing environmental degradation. Also, many green jobs require specialized skills and provide opportunities for training and advancement. Roles in the renewable energy sector, such as technicians and energy-efficiency consultants, are perfect examples of this.

Changing perceptions about these jobs is crucial. All jobs, including those in agriculture and waste management, deserve respect and dignity. These roles are essential for the proper functioning of society and contribute to

the greater good by supporting sustainable practices. Green jobs also contribute to economic growth. The renewable energy sector, for example, is one of the fastest-growing industries worldwide, offering high-paying jobs and driving innovation.

Green jobs have significant economic, social and environmental benefits. Governments and international organizations are committed to creating these jobs as part of their strategies for sustainable development. Ensuring that these jobs meet decent work standards and changing societal perceptions about their worth is key to achieving a sustainable and inclusive future.

But still, the emergence of green jobs does not mean that all jobs except green jobs should remain the same. We should also make our “brown” jobs and sectors “greener” for our health and future, working together with States and employers.

For a moment, let us leave aside States and employers and talk about what we can do to make our lives and workplaces greener.

ILO definition of a green job

Green jobs are decent jobs that contribute to preserve or restore the environment, be they in traditional sectors such as manufacturing and construction, or in new, emerging green sectors such as renewable energy and energy efficiency.

Green jobs help:

- ▶ improve energy and raw materials efficiency;
- ▶ limit greenhouse gas emissions;
- ▶ minimize waste and pollution;
- ▶ protect and restore ecosystems;
- ▶ support adaptation to the effects of climate change.

At the enterprise level, green jobs can produce goods or provide services that benefit the environment, such as green buildings or clean transportation. However, these green outputs (products and services) are not always based on green production processes and technologies. Therefore, green jobs can also be distinguished by their contribution to more environmentally friendly processes. For example, green jobs can reduce water consumption or improve recycling systems. Yet, green jobs as defined through production processes do not necessarily produce environmental goods or services.

Session 8: Action plan



Duration: 20 minutes



Method: Individual work, group discussion



Materials: No materials needed.

Activity: My action plan

Now we are going to form groups of four.



Note to trainers: Divide the total number of people by 4 to form groups. For example, if there are 20 people, $20/4 = 5$, so have them count up to 5 starting from the first person. Then ask them to start from 1 again. Then put all the 1s in a corner, all the 2s in another corner and so on until you have 5 groups. Then give the following instructions.

Now choose a group spokesperson. I want you to take a flipchart paper and divide it in half with a pencil. In the first column write “what I can do at work” and in the second column “what I can do at home and in my daily life”.

How will you contribute to sustainability? Now I would like you to discuss this for 5 minutes.



Note to trainers: Now call each group spokesperson to the stage and ask them to present to the group.

After finishing the presentations, ask the large group the following question: Were there any good measures that you could not think of, but that someone else in the group mentioned, and would you like to add them to your list?

Listen to the answers and ask participants to add those measures to their action plan. Then ask the group members to take a photo of the flipchart and have a look at it from time to time to evaluate themselves.

The reason why we are working as a small group in this activity is to provide an opportunity for different points of view and to give a sense of collective work to the group. Allow individual work only if group dynamics are not favourable.

Info card: Sample action plan

What I can do at work	What I can do in my daily life
Reduce energy consumption:	Energy efficiency:
▶ Turn off lights and equipment when not in use ▶ Use energy-efficient appliances and light bulbs ▶ Implement and advocate for energy-saving policies	▶ Use energy-efficient appliances and light bulbs ▶ Insulate my home to reduce cooling needs ▶ Use smart thermostats to optimize energy use
Promote sustainable practices:	Reduce, reuse, recycle:
▶ Encourage paperless communication and documentation ▶ Use recycled paper and office supplies ▶ Implement a robust recycling programme for paper, plastics and electronics	▶ Implement a comprehensive recycling programme at home ▶ Reuse items, whenever possible, and minimize single-use products
Sustainable commuting:	Sustainable transportation:
▶ Encourage carpooling, biking or using public transportation ▶ Advocate for remote work options, where feasible	▶ Walk, bike or use public transportation instead of driving ▶ Consider an electric or hybrid vehicle

What I can do at work	What I can do in my daily life
Green workplace spaces: ▶ Decorate with plants to improve air quality ▶ Ensure proper ventilation and natural lighting	Water conservation: ▶ Install low-flow faucets and showerheads ▶ Fix leaks promptly and use water-efficient appliances
Sustainable purchasing: ▶ Source products from environmentally responsible suppliers ▶ Choose sustainable materials for office supplies and furniture	Sustainable eating: ▶ Reduce meat consumption and eat more plant-based meals ▶ Buy locally produced and seasonal food to reduce carbon footprint
Engage and educate: ▶ Organize workshops and training sessions on sustainability ▶ Create awareness campaigns about energy conservation and waste reduction	Conscious consumption: ▶ Purchase products with minimal packaging ▶ Choose sustainable brands and avoid fast fashion
	Renewable energy: ▶ Install solar panels, if possible ▶ Choose green energy options from my utility provider

Training programme closure

	Duration: 10 minutes
	Method: Group discussion
	Materials: No materials needed.

Dear participants,

We have reached the end of an intense training programme. I would like to thank each and every one of you for your interest, attention and patience, for the care and respect you have shown to the training environment, and for your valuable contributions that have turned this process into a learning experience for us as well.



Question: Dear participants, I would like to ask you now: During sessions, which information was the most surprising, new or useful for you?



Note to trainers: Listen to the responses. If, for example, the response is “unemployment benefits”, ask if this information was surprising, new or useful. Try to give everyone a chance to speak. This way, you will be able to review the topics generally.



Question: And my last question: What is the emotion you feel the most right now? Eagerness, anger, helplessness, relief, anxiety, confidence and so on.



Note to trainers: Take a few comments.

Let us trust that we can be part of a better future. And let us remember that each one of us has the power to make a unique contribution.

Annex I: Icebreakers

1. Two truths and a lie

Objective: Participants introduce themselves and learn interesting facts about each other

1. Ask each participant to come up with three statements about themselves. Two of these statements should be true and one should be a lie.
2. Each participant takes turns sharing their three statements with the group.
3. The rest of the group tries to guess which statement is the lie.
4. After the guesses, the participant reveals the lie and gives more context about the true statements.

2. Human bingo

Objective: Participants interact with each other to find common interests or experiences

1. Prepare bingo cards with different characteristics, hobbies or experiences in each square (for example, "Has travelled to another country", "Loves spicy food", "Has more than two siblings").
2. Distribute the bingo cards and pens to all participants.
3. Participants mingle and try to find someone who matches each square on their card, writing that person's name in the square.
4. The first person to complete a row, column or diagonal shouts "Bingo!" and shares a few interesting things they learned about other participants.

3. Speed networking

Objective: Facilitate quick introductions and initial connections

1. Arrange chairs in two rows facing each other.
2. Ask participants to sit facing each other.
3. Give them two minutes to introduce themselves to the person across from them and share something interesting about their work or personal life.
4. After two minutes, one row of participants moves one seat to the right and the process repeats with a new partner.
5. Continue until the participants have met several new people.

4. The name game

Objective: Help participants remember each other's names and create a fun, interactive environment

1. Have all participants stand in a circle.
2. The first person says their name and an adjective that starts with the same letter (for example, "Joyful John").
3. The next person repeats the previous person's name and adjective and then adds their own (for example, "Joyful John, Kind Kate").
4. Continue around the circle, with each person repeating all the previous names and adjectives before adding their own.
5. For a smaller group, you can go around the circle multiple times to reinforce memory.

5. Find someone who

Objective: Encourage participants to mingle and find commonalities

1. Create a list of characteristics or experiences (for example, "Find someone who has visited more than three countries", "Find someone who speaks more than one language").
2. Give each participant a copy of the list and a pen.
3. Participants circulate and find someone who matches each item on the list, writing that person's name next to the item.
4. After a set amount of time, gather everyone and discuss the interesting things participants found out about each other.

6. The story of my name

Objective: Allow participants to share a personal story and learn more about each other

1. Ask each participant to share the story behind their name. This could be the meaning of their name, why their parents chose it, any interesting facts or any nickname they prefer.
2. Each person takes turns sharing their story with the group.
3. This activity helps participants learn more about each other's backgrounds and cultures.

7. Common ground

Objective: Identify shared interests and experiences among participants

1. Divide participants into small groups of three or four people.
2. Give them five minutes to find as many things as possible that they all have in common (for example, hobbies, favourite foods, places visited).
3. After five minutes, each group shares their commonalities with the larger group.
4. This activity helps participants find connections and start conversations.

8. Desert island

Objective: Promote creativity and collaboration

1. Divide participants into small groups of four or five people.
2. Explain that they are stranded on a desert island and can only bring three items with them. As a group, they must decide which three items to bring.
3. Give them five to ten minutes to discuss and decide.
4. Each group presents their items and explains their choices to the larger group.
5. Discuss the different survival strategies and the reasoning behind their choices.

9. Would you rather

Objective: Facilitate fun and engaging conversations

1. Prepare a list of "Would you rather" questions (for example, "Would you rather have the ability to fly or be invisible?", "Would you rather live by the beach or in the mountains?").
2. Ask participants to pair up or form small groups.
3. Read out a "Would you rather" question and give participants a few minutes to discuss their choices and reasons.
4. After each question, invite a few participants to share their answers with the larger group.
5. This activity helps participants learn about each other's preferences and encourages light-hearted conversation.

Annex II: ILO Conventions

The ILO distinguishes between its fundamental Conventions and other Conventions based on the core principles they address. Here are the key differences:

Fundamental Conventions

- 1. Core principles:** Fundamental Conventions cover principles that are considered essential for the protection of workers' rights. These principles include:
 - ▶ freedom of association and the right to collective bargaining
 - ▶ elimination of forced or compulsory labour
 - ▶ abolition of child labour
 - ▶ elimination of discrimination in respect of employment and occupation
- 2. Universal applicability:** These Conventions are considered to be of universal relevance and importance. They apply to all Member States of the ILO, regardless of their level of development.
- 3. Priority status:** Fundamental Conventions are given the highest priority by the ILO. Member States are encouraged to ratify and implement these Conventions as a matter of urgency.
- 4. Regular reporting:** Countries that have ratified fundamental Conventions are required to report regularly to the ILO on their implementation. The ILO provides technical assistance and support to help countries comply with these Conventions.

Other Conventions

- 1. Specific Issues:** Other ILO Conventions address a broader range of labour issues that might be specific to certain industries, regions or types of work. These include OSH, employment policy, social security, working conditions and many others.
- 2. Context-specific application:** These Conventions may be more relevant to certain countries or contexts, depending on their specific labour market needs and conditions. They are not considered universally essential in the same way as the fundamental Conventions.
- 3. Optional ratification:** While the ILO encourages the ratification of all its Conventions, the ratification of non-fundamental Conventions is often based on a country's specific needs and circumstances. Countries may choose which of these Conventions to ratify based on their national priorities.
- 4. Less frequent reporting:** The reporting requirements for non-fundamental Conventions may be less stringent or less frequent compared to those for fundamental Conventions. However, the ILO still monitors compliance and provides support, where needed.

In summary, the fundamental Conventions are distinguished by their focus on core labour standards that are deemed universally applicable and essential for all ILO Member States. They receive priority attention and require regular reporting and compliance. Other ILO Conventions, while still important, address a wider array of labour issues and may be more context-specific, with optional ratification and less stringent reporting requirements.

For more detailed information, see the ILO's official website and documents on fundamental and other Conventions.

1. Conventions ratified by Indonesia as of 31 December 2024

- ▶ Fundamental Conventions: **9 of 10**
- ▶ Governance Conventions (priority): **2 of 4**
- ▶ Technical Conventions: **9 of 177**
- ▶ Of the **20** Conventions ratified by Indonesia, of which **18** are in force, **1** Convention has been denounced; **1** instrument has been abrogated; and none have been ratified in the past 12 months

Fundamental

Convention	Date	Status	Note
C029 - Forced Labour Convention, 1930 (No. 29)	12 Jun 1950	In force	
C087 - Freedom of Association and Protection of the Right to Organise Convention, 1948 (No. 87)	09 Jun 1998	In force	
C098 - Right to Organise and Collective Bargaining Convention, 1949 (No. 98)	15 Jul 1957	In force	
C100 - Equal Remuneration Convention, 1951 (No. 100)	11 Aug 1958	In force	
C105 - Abolition of Forced Labour Convention, 1957 (No. 105)	07 Jun 1999	In force	
C111 - Discrimination (Employment and Occupation) Convention, 1958 (No. 111)	07 Jun 1999	In force	
C138 - Minimum Age Convention, 1973 (No. 138) <i>Minimum age specified: 15 years</i>	07 Jun 1999	In force	
C182 - Worst Forms of Child Labour Convention, 1999 (No. 182)	28 Mar 2000	In force	
C187 - Promotional Framework for Occupational Safety and Health Convention, 2006 (No. 187)	31 Aug 2015	In force	

Governance (priority)

Convention	Date	Status	Note
C081 - Labour Inspection Convention, 1947 (No. 81)	29 Jan 2004	In force	
C144 - Tripartite Consultation (International Labour Standards) Convention, 1976 (No. 144)	17 Oct 1990	In force	

Technical

Convention	Date	Status	Note
C019 - Equality of Treatment (Accident Compensation) Convention, 1925 (No. 19)	12 Jun 1950	In force	
C027 - Marking of Weight (Packages Transported by Vessels) Convention, 1929 (No. 27)	12 Jun 1950	In force	

Convention	Date	Status	Note
C045 - Underground Work (Women) Convention, 1935 (No. 45)	12 Jun 1950	Not in force	Abrogated Convention - By decision of the International Labour Conference at its 112th Session (2024)
C069 - Certification of Ships' Cooks Convention, 1946 (No. 69)	30 Mar 1992	Not in force	Automatic denunciation on 12 Jun 2018 by MLC, 2006
C088 - Employment Service Convention, 1948 (No. 88)	8 Aug 2002	In force	
C106 - Weekly Rest (Commerce and Offices) Convention, 1957 (No. 106)	23 Aug 1972	In force	
C120 - Hygiene (Commerce and Offices) Convention, 1964 (No. 120)	13 Jun 1969	In force	
C185 - Seafarers' Identity Documents Convention (Revised), 2003, as amended (No. 185)	16 Jul 2008	In force	
Amendments of 2016 to the Annexes to Convention No. 185	08 Jun 2017	In force	
MLC, 2006 - Maritime Labour Convention, 2006 (MLC, 2006) <i>In accordance with standard A4.5 (2) and (10), the Government has specified the following branches of social security: old-age benefit; employment injury benefit and invalidity benefit.</i>	12 Jun 2017	In force	MLC amendments

2. Conventions ratified by Thailand as of 31 December 2024

20 Conventions and 1 Protocol

- ▶ Fundamental Conventions: **7 of 10**
- ▶ Governance Conventions (Priority): **2 of 4**
- ▶ Technical Conventions: **11 of 177**
- ▶ Of the **20** Conventions and **1** Protocol ratified by Thailand, of which **18** are in force, **1** Convention has been denounced; **1** instrument has been abrogated; and **1 instrument** has been ratified in the past 12 months

Fundamental

Convention	Date	Status	Note
C029 - Forced Labour Convention, 1930 (No. 29) P029 - Protocol of 2014 to the Forced Labour Convention, 1930 ratified on 4 June 2018 (in Force)	26 Feb 1969	In force	
C100 - Equal Remuneration Convention, 1951 (No. 100)	08 Feb 1999	In force	
C105 - Abolition of Forced Labour Convention, 1957 (No. 105)	02 Dec 1969	In force	

Convention	Date	Status	Note
C111 - Discrimination (Employment and Occupation) Convention, 1958 (No. 111)	13 Jun 2017	In force	
C138 - Minimum Age Convention, 1973 (No. 138) <i>Minimum age specified: 15 years. Pursuant to Article 5, the provisions of the Convention shall be applicable to the following branches of economic activity: mining and quarrying; manufacturing; construction; electricity; gas and water; sanitary services; transport; storage service and communication; and plantations and other agricultural undertakings mainly producing for commercial purposes, with the exception of family and small-scale holdings producing for local consumption and not regularly employing hired workers.</i>	11 May 2004	In force	
C182 - Worst Forms of Child Labour Convention, 1999 (No. 182)	16 Feb 2001	In force	
C187 - Promotional Framework for Occupational Safety and Health Convention, 2006 (No. 187)	23 Mar 2016	In force	

Governance (priority)

Convention	Date	Status	Note
C122 - Employment Policy Convention, 1964 (No. 122)	26 Feb 1969	In force	
C144 - Tripartite Consultation (International Labour Standards) Convention, 1976 (No. 144)	12 Jun 2024	Not in force	The Convention will enter into force for Thailand on 12 June 2025

Technical

Convention	Date	Status	Note
C014 - Weekly Rest (Industry) Convention, 1921 (No. 14)	05 Apr 1968	In force	
C019 - Equality of Treatment (Accident Compensation) Convention, 1925 (No. 19)	05 Apr 1968	In force	
C080 - Final Articles Revision Convention, 1946 (No. 80)	05 Dec 1947	In force	
C088 - Employment Service Convention, 1948 (No. 88)	26 Feb 1969	In force	
C104 - Abolition of Penal Sanctions (Indigenous Workers) Convention, 1955 (No. 104)	29 Jul 1964	Not in force	Abrogated Convention - By decision of the International Labour Conference at its 107th Session (2018)
C116 - Final Articles Revision Convention, 1961 (No. 116)	24 Sep 1962	In force	

Convention	Date	Status	Note
C123 - Minimum Age (Underground Work) Convention, 1965 (No. 123)	05 Apr 1968	Not in force	Automatic denunciation on 11 May 2005 by Convention C138
C127 - Maximum Weight Convention, 1967 (No. 127)	26 Feb 1969	In force	
C159 - Vocational Rehabilitation and Employment (Disabled Persons) Convention, 1983 (No. 159)	11 Oct 2007	In force	
MLC, 2006 - Maritime Labour Convention, 2006 (MLC, 2006) <i>In accordance with standard A4.5 (2) and (10), the Government has specified the following branches of social security: medical care; employment injury benefit; family benefit; invalidity benefit and survivors' benefit.</i>	07 Jun 2016	In force	MLC Amendments
C188 - Work in Fishing Convention, 2007 (No. 188)	30 Jan 2019	In force	

Annex III: Training evaluation form

Please mark the box that best reflects your opinion for each statement below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
General evaluation					
Overall, the training programme met my expectations and was beneficial.					
Evaluation of training content					
The training helped reduce some of my concerns and anxieties about working life.					
The training was beneficial for learning about my rights in the workplace.					
The training increased my awareness of gender equality.					
The training was beneficial for understanding my rights and responsibilities regarding occupational health and safety.					
The training increased my knowledge about the consequences of climate change and motivated me to take action starting from my workplace.					
The training made me feel more willing and confident to communicate with my colleagues.					
I believe this training will increase my productivity at the workplace.					
Trainers and training environment					
I think the methods used (group work, games, videos and so on) were effective.					
I think the duration was sufficient.					
I believe the trainers were knowledgeable about the topics they presented.					
I think the trainers were competent in group management/leadership.					

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