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Klimagerechtigkeit und Soziale Arbeit in Österreich

Utilizing International Group Work to Address the Impact of Climate Change on Social Work Practice
A Mutual Aid Approach

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Zusammenfassung

Die Klimakrise ist ein Thema der sozialen und ökologischen Gerechtigkeit und hat Auswirkungen auf die Praxis der Sozialarbeit. Zwar haben Sozialarbeiter*innen begonnen, die Bedeutung der Klimakrise für ihre Arbeit zu erkennen, aber der Kampf um die Bewältigung der damit verbundenen Herausforderungen für die Soziale Arbeit kann zu Gefühlen der Hilflosigkeit und Frustration führen. Dieser Artikel untersucht die Auswirkungen der Klimakrise auf das Feld der Sozialarbeit aus der Perspektive internationaler Sozialarbeiter*innen und konzentriert sich auf die Rolle, die Mutual-Aid-Gruppen für Sozialarbeiter*innen spielen können, die versuchen, die Auswirkungen der Klimakrise auf benachteiligte Personengruppen zu minimieren. Die Untersuchung zeigt die Relevanz einer aktiven Auseinandersetzung mit den Auswirkungen von Klima-Ungerechtigkeiten. Darüber hinaus hebt die Studie das Potenzial von Gruppenarbeit als Methode hervor, um Sozialarbeiter*innen zu befähigen, aktiver gegen die Klimakrise vorzugehen.

Schlagworte: Klimagerechtigkeit, Praxis der Sozialarbeit, internationale Gruppenarbeit, Mutual Aid, ökologische Sozialarbeit

Abstract

The climate crisis is a social and ecological justice issue with implications for social work practice. While social workers have begun to recognize the importance of this in their work, the struggle to establish a role in addressing it lingers, resulting in feelings of helplessness and frustration. This paper explores the impact of the climate crisis on the field of social work from international social work perspectives and focuses on the role that mutual aid groups can play for social workers seeking to minimize the impact of the climate crisis on disadvantaged populations. This research highlights the relevance of actively engaging with the implications of climate injustice within social work practice. Additionally, the study highlights the potential of group work as a method to empower social workers to more actively address the climate crisis.

Keywords: climate justice, social work practice, international group work, mutual aid, eco social work

1 Introduction

Challenges facing the field of social work (SW) today are compounded by the climate crisis that continues to negatively impact the environment, and in turn continues to disproportionately affect marginalized groups worldwide (cf. Dominelli 2012; Erikson 2018: 1–5ff.). Social workers (SWrs) have begun to recognize the importance of the climate crisis in their work, although the role of SWrs in climate crisis is still unclear (cf. Blum 2023: 200–201ff.; Humer 2023: 75f.). These challenges have been identified in national and international SW organizations around the world (cf. Arkert/Jacobs 2023: 144–146f.; Wilson/Lynch/Fisch 2023: 1824–1826ff.). This can lead to SWrs feeling frustrated, overwhelmed, and lonely as they attempt to combat unfriendly environmental practices within their professional roles.

Mutual aid groups are a core component of SW group methods used to empower group members, provide support, and allow group members to move toward problem-solving approaches (cf. Gitterman/Schulman 2005: 21f.; Giacomucci 2021: 171f.). In 2022, The International Social Work Group on Ecological Justice (ISWGEJ) was established as one of two eco-social work groups affiliated with the International Association of Social Work with Groups (IASWG). The group began with over 16 group members from six countries around the world with the purpose of raising awareness and consciousness about the environmental crisis. This paper explores the impact of the climate crisis on the field of SW from international SW perspectives and focuses on the role that mutual aid groups can play for SWrs trying to address the crisis.

This research aims to enhance SW‘s understanding of international group work and mutual aid in addressing the climate crisis, thereby enhancing their role in addressing climate injustice.

2 Climate Justice and the Relevance for SW Practice

Research indicates that global understanding of the climate crisis is shifting towards climate justice (CJ) (cf. Gach 2019). CJ frames climate change as a global, ethical, and social concern, emphasizing the need to address the disproportionate effects of the climate crisis on various populations and seeking to rectify the associated injustices through fair and equitable measures (cf. Arcaya/Gribkoff 2022). CJ seeks to implement systematic changes that address structural inequalities to prevent marginalization, exploitation, oppression, and challenging power dynamics responsible for various climate injustices (cf. Rice/Burke/Heynen 2015).

Communities contributing the least to the crisis are the most unduly harmed by its impacts (cf. Sultana 2022: 2f.). Past injustices and systematic oppression make certain groups vulnerable to climate impacts and increase vulnerability. This makes it integral to consider the intersectional gendered, racial, classist, and indigenous aspects of CJ (cf. Whyte 2020). CJ is deeply rooted in

grassroots initiatives, fostering collaborations through community-based mobilization and alliances. Thus, CJ extends beyond an academic interdisciplinary field to also encompass social, racial, and environmental movements bridging scholarly discourse with activism (cf. Sultana 2022).

SWrs are charged to take up the historically neglected roles towards protecting the environment (cf. Gray/Coates 2016), considering how the climate crisis impacts food and water availability, physical and mental health, economic issues and community engagement. Anderson (2021) argued that SWrs can contribute to the mitigative and adaptive efforts to address the crisis through advocacy, policy contributions, community mobilization, awareness creation, ecological-justice, individual practice, and post-disaster humanitarian therapeutic support.

3 SW Challenges in Addressing Climate Injustice

While the prospects of SW involvement in climate related matters have been identified in literature, challenges have also been documented. These challenges revolve around teaching, research and practice.

Harris and Boddy (2017) found the inclusion of topics related to the natural environment in SW education to be insufficient, with only 0.43% inclusion of these topics in the curriculum. Papadimitriou (2023) found that despite the call for inclusion of the natural environment in SW's theory, education, and practice, it remains nearly absent in SW curricula of European Universities. In South Africa, Akert and Jacobs (2023) similarly found that despite the positive perception SW educators have about the natural environment, its inclusion in curriculum remains minimal.

Other factors identified as barriers to SW involvement in climate matters are at personal levels. Strayer, Joseph and Stoeffler (2023) found that SW educators who had prior training on environmental justice found it relevant and felt more prepared to teach about the environment compared to their counterparts. With limited curriculum attention, the question of how future educators can gain confidence in teaching these topics arises. This can be extrapolated to SW researchers and practitioners as well.

At the professional level, Cumby (2016) attributed barriers to the separation of 'persons' from the 'environment' in SW´s conceptualization of the person-in-environment paradigm. Zapf (2010) argued that this hinders the profession's understanding of environmental issues and the development of effective strategies to curtail them within SW education, research, and practice.

Finally, Harris & Boddy (2017) argue that limited integration related to the natural environment within SW curriculum is associated with wider institutional and structural factors. These include the adoption of Neoliberal ideology that commercializes curriculum, tailoring it towards market demand, and limiting the autonomy of academics to shape content (cf. Harris/Boddy 2017).

4 A Continuum from Mutual Aid to Social Action in Eco-Social Work

Groups formed for community change exist on a continuum from personal to political and individual to social (cf. Cohen/Mullender 1999; Staples 2012). Group work (GW) as a methodology recognizes that the principles of mutuality and communality can lead to social action for and/or social change (cf. Parra 2018).

The mutual approach is the basis for SW with groups. Bergart & Simon (2005: 18f.) emphasized that feeling supported through GW benefits SWrs well-being. This is "relevant for all social action groups" when building community (Fleming/Ward 2017: 75f). By transforming an individual's issue into a group opportunity, collaborative problem solving during mutual aid can help members, improve decision making, and strengthen group cohesiveness (cf. Arches/Fleming 2007: 44f.; Kurland/Salmon 2006: 127f.).

Kurland & Salmon (1999) point out that the group's purpose should be clear and concise, providing direction and relevant content based on the needs of all participants. It should also be specific enough to be measurable when achieved and evolve as the group matures. This common purpose differs from individual expectations and goals of group members (cf. Kurland/Salmon 1999: 107–108ff.).

Social action and social justice are rarely mentioned as core values of group work (cf. Breton 2006). Northen (2004: 77f.) identifies social justice as one of the three key GW values along with valuing inherent dignity of individuals, and shared responsibility. The aim of a social action group is to unite people for a cause which leads to pressure on external decision-makers to achieve a specific goal, focusing on reducing injustices (cf. Staples 2016: 9f.). For a truly empowering and critical social action practice, it is crucial to pose the question 'why' it happens and identify the root causes of problems linked to structural inequality (cf. Ledwith/Springett 2010).

In focusing on a task, the outcome or personal changes are not the main goals (cf. Fleming/Ward 2017: 79f.). A continuous and lengthy group process is helpful to have new perspectives and cultivate hope (cf. Pyles 2017: 641f.; Macy 2022: 25f.). Relevance and inevitable tension which exist between the desire for action and the desire for process in group life is expected. Both are essential requirements for effective empowerment practice. For Vinik & Levin (1991: 4f.), "[t]heir interaction is the catalyst for social action." When the group's purpose and process unfold, this tension can provide energy for its own release and resolution towards group action (cf. Vinik/Levin 1991: 4f.).

It is important to emphasize the role of SWrs facilitators in the emergence of mutual aid including factors such as setting the stage, ensuring safety, and shifting power to the group (cf. Muskat et al. 2020). The social group worker must work especially hard to find the underlying commonality regarding needs, desires, and hopes that bind all members together (cf. Steinberg

2014; Knight/Gitterman 2014). They should believe in mutual aid values and be able to see the broader socioeconomic forces that created the challenges they face (cf. Knight/Gitterman, 2018; Roy/Pullen-Sansfaçon 2016: 16f.). The facilitator must also recognize the political relevance of personal struggles and be prepared to address privilege and how this affects members´ views of others or themselves as well as their willingness to engage (cf. Knight/Gitterman 2018: 9f; Hayes/Blashki/Wiseman/Burke/Reifels 2018). SW facilitators help to challenge thoughts and behaviors in the group and enable the group to address structural inequalities along their process (cf. Roy/Pullen-Sansfaçon 2016). The facilitator, together with participants, builds a group space "as a refuge from outside forces, having flexibility in relation to organizational issues, and facilitating members to take action outside of the group" (Muskat et al. 2020: 250f.).

Bergart & Simon (2005) describe how GW can be a method to face professional isolation and prevent 'burnout' by SW practitioners and educators. Weil (2005) affirms that few government jobs for SWrs offer opportunities to develop a model of critical practice and political freedom necessary to advocate for change. Similarly, "[i]n academia there is also a scarcity of peer support, frequently a competitive, rather than cooperative, work environment" (Bergart/Simon 2005: 19f.).

GW does not need to necessarily take place in person. Online groups, as a substitute for traditional forms of groups, were uncommon before the Covid-19 pandemic (cf. Hung/Lee/Cheung 2021). However, online mutual support groups have been found to be positive in developing support for clients and SWrs (cf. Cabiati 2021: 678f.). Nevertheless, research on international SW support groups remains limited.

5 Methodology

Research questions to guide this project included:

- How do international SWrs view the impact of the climate crisis on the field of SW?
- How can mutual aid group approaches be used to facilitate actions related to the climate crisis within the field of SW?
- In what ways has this international approach to group work impacted participating SWrs and the work they engage in, in attempting to address the climate crisis?

Data collection was conducted using recordings of previous group meetings (N=3), as well as individual reflection letters collected using phenomenological polyethnography approaches (N=8) (cf. Olt/Telman 2019). Consent to use group meeting recordings and letters was obtained before data collection. Recordings were transcribed following Vanover (2022) guidelines, and letters were adapted to follow these guidelines.

This material was analyzed using interpretative phenomenological analysis (IPA) with a coding team comprised of 4, to ensure validity and reliability (cf. Smith/Flowers/Larkin 2022). This included a multi-phase coding process, with a specific focus on hermeneutics and individual experiences (cf. Smith et al. 2022). For the purposes of this study, the focus remains on group experiential themes as opposed to personal experiential themes.

Data from members not active in the group was excluded in this study. Members of the group represent six countries including: Nigeria, USA, Namibia, Austria, South Africa, and Spain. Members largely identify as female (N=7), with three males and one nonbinary member. Ages range from 35 years to 65 and older. With at least half of the members from countries in Africa, and most members identifying as female or non-binary, these demographics represent some of the largest populations most impacted by the climate crisis (cf. Benevolenza/DeRigne 2019; Hayes et al. 2018; Teixeira/Krings 2015; Tilley/Ranawana/Baldwin/Tully 2023).

Professionally, most members have a master's degree or higher and reside in countries requiring licensure for SWrs. Members largely hold professional roles in academia (N=10), although other roles are concurrently held (ex. researcher, student, community/policy worker, social group work practitioner, etc.). Members described varying eco-social work roles, including tasks such related to eco-social work in academia inclusive of dissertation writing, boosting awareness of the importance of eco-social work by talking about it, volunteering with eco related groups, and participating in other forms of activism related to the topic. Members have extensive experience in SW (+11 years on average); however, they are less experienced in eco-social work, with all having less than 5 years' experience.

These characteristics are important to note, as they represent the contexts in which the group does their work, informing the way this group and research project were approached. Such diverse representation adds value to this research and gives voice to some of the populations frequently left out of the conversation around the crisis.

6 Results

Five main group experiential themes were identified after triangulation of data from video and letter analyses. These themes will be further explored in the next section.

Figure 1: Group Experiential Themes derived from IPA.

6.1 Sense of Community Belonging as Motivation to Be Part of the Group

Attempting to be active in this field can be an isolating experience (cf. Kurland/Salmon 2005). The ISWGEJ provided a supportive community for participating SWrs, allowing them to feel like a part of something bigger and combat feelings of isolation (cf. GM_7: 6, GM_4: 8).[i] Emotional support was a major reason for people to continue with the group: "[I]t was an emotional experience, and I felt a sense of belonging." (GM_5: 13-14) There was also validation provided, with SWrs feeling heard from others who shared their concerns about the environmental crisis (cf. GM_3: 10). This sense of community led to feelings of optimism and inspiration, where group members described gaining hope from one another through feelings of belonging (cf. V2: 368–370). Group members also served as consistent reminders for each other regarding incorporation of core SW values into practice, including regarding action related to CJ. Being surrounded by others who have similar values allowed for SWrs to more actively reflect on their own principles and contributed to increased feelings of being a part of a community of SWrs (cf. GM_3: 33–34; GM_2: 37–38).

6.1.1 Group Members as Friends and Mentors

Group members were able to move beyond being professional colleagues and reported developing deeper personal connections (cf. GM_7: 9, GM_5: 15–16). Examples of this included receiving support when struggling with practice challenges (cf. V1: 91–93), as well as "celebrating accomplishments of group members" (GM_5: 16). In addition, referring to each other as "family" was also mentioned by some group members (cf. GM_4:15, V2: 353). The personal connection alone was not the only way group members felt support. Having the ability to learn from one another in a supportive environment was described as having a mentor figure in other group members (cf. GM_8: 11, GM_5: 14, GM_3: 39). This allowed group members to ask questions of each other and learn in a safe and supportive group setting.

6.1.2 Group Members Being Accountable and Accommodating to One Another

Group members attributed some of the group´s success to feelings of responsibility. "As the group has evolved, so has my sense of duty and accountability towards my colleagues." (GM_2: 11–12) This was echoed by other members, who noted that the sense of community contributed to feelings of obligation, which included wanting to take on more active roles (cf. GM:4: 24, GM_3: 26, V3: 178–179). This accountability was perceived as intrinsic as opposed to being an outside pressure, which helped to build a sense of connection (cf. GM_1: 31–32).

6.2 Group Offering the Opportunity for International Interaction

One theme that was consistently echoed was the experience of group members feeling privileged to have access to international interactions. Being able to collaborate with individuals from across the world led others to feeling more empowered and understood. This included recognizing similarities that international SWrs also struggle with and acknowledging the importance of various perspectives when addressing macro-level issues (cf. GM_4: 29; GM_7: 4–5). Being a part of international collaboration allowed group members to feel more inspired in addressing CJ on local scales (cf. GM_1: 50–51; GM_8: 28–29). This included SWrs feeling more confident to include international approaches within their work in academia (cf. GM_2: 4).

Group members discussed the richness that comes from engagement with diverse individuals, including leading to expanded worldviews (cf. GM_4: 8–9). This led to a deeper understanding of social injustices on global levels and prompted group members to become more aware of international issues (cf. GM_7: 25–26, GM_3: 21–22, GM_2: 29–30).

6.3 Challenges the Group Faced

The ISWGEJ faced various challenges that threatened group stability and outcomes. Some of these included logistic factors that were able to be overcome. Others were more complicated to address, such as having to confront injustices that impact group members, as well as deciding on what direction the group should go in. Despite the challenges, group members recognized the effectiveness of the group and felt these challenges allowed the group to develop resilience (cf. GM_3: 21).

6.3.1 Scheduling Challenges

Coordinating meeting times proved to be a challenge for group members who were on different time zones and balancing busy schedules (cf. GM_5: 19, GM_4: 17–18, GM_2: 35). Compromises were able to be made, allowing for the group to overcome this challenge with various discussions (cf. GM_4: 20–21).

6.3.2 Managing Uncertainty within the Group Process

The group struggled at times to achieve a consensus about what direction the group should take. While mutual aid remained a focus, after a time, there was frustration with wanting to move beyond this due to feelings of needing to act (cf. GM_2: 32). In addition, the group required a stabilization period, which some group members found to be challenging. People would come and leave the group making it difficult to develop a steady group dynamic (cf. GM_2: 34–35; GM_3: 17–18). These issues required discussion but also created a learning effect for the group: “Looking back, this was exactly what we needed to go through to come out as the group we are now.” (GM_2: 33)

6.3.3 Facing Injustices

Not all group difficulties were able to be solved with discussion. Part of the challenges included discrimination some group members faced, which required the understanding that these issues would not be fixed overnight. Examples of this became present when various members from African countries were limited in being able to participate in a conference due to visa challenges (cf. GM_2: 28–29). This experience was met with feelings of frustration and helplessness, which also led to an increased desire to change systemic inequities. Other inequalities stemmed from a lack of access to infrastructure supporting internet, which caused some frustration and feelings of not being heard (cf. GM_5: 18, GM_15–16, GM_4: 19). Those impacted by this were primarily members from various African countries. Similarly, not all group members felt comfortable at times communicating in English (cf. GM_1:37, GM_7:18–19). Being mindful of this was also critical to help the group avoid

perpetuating injustices (cf. GM_7: 19).

In addition, there were uncomfortable moments that arose when group members were confronted with different realities. One example of this was media coverage, where a major event had occurred in one African country, and SWrs from western countries were not aware of it: “Some news is treated as ‘more important’ than others, not by us but by larger media outlets.” (GM_2: 30) Other examples include the recognition that advocacy is not a privilege that may exist among all group members:

> “[W]hat is activism, what will activism mean in the global south and activism in the global north? But also, it is important that in our activism we should not put our families’ lives in danger and also our lives in danger.” (V2: 331–334)

> “Having a fine that you have to pay, for example, is very different to potentially losing your life over being an activist...we have to also be up front and talk about there’s different levels of ways we can do activism in safe ways. And that is a privilege that some people can choose that, and other people can’t.” (V2: 206–209)

The discourse in the group regarding these injustices, although initially overwhelming and frustrating, also led to the group wanting to push forward and talk about these topics, including discussing ways to protect each other and also address systemic injustices: “And that the profession should be more of an activist, because a profession is something that is more difficult to attack than a person or a group.” (V2: 232–233)

6.4 Environmental Advocacy and Empowerment Through SW Group Practice

Group members consistently mentioned the frustration they felt with the lack of engagement from the SW profession related to addressing CJ. For some, this had led to disillusionment and feeling disconnected from the profession (cf. GM_7: 22–23, GM_3: 8–9). Other examples from academia included lecturers feeling discouraged due to a lack of curriculum focusing on this issue, which they believed led to a lack of student engagement (cf. V1: 349). With motivation from the group, the sense of responsibility to move towards advocacy became a focus (cf. V1: 362–363, V2: 330–331, GM_4: 30).

This motivation included members being inspired to write and publish articles addressing the issues discussed in the group, (cf. GM_2: 46, V2: 486, V3: 27–28) as well as wanting to take on more active roles in local community advocacy (cf. GM_3: 37, GM_5: 22–23). Calls to address local

governments as SW professionals also became a focus (cf. V2: 249–250, GM_1: 70–71). Group members were able to continue to stay motivated as they experienced the group constellation itself to be an inspiring place (cf. GM_8: 21–22), which allowed for collaborative advancement. This sense of responsibility to advocate for change resulted in the group moving towards action which included things such as conference presentations, plans for future meetings, and journal publications (cf. V2: 335, V3: 147–149, GM_2: 46).

6.5 Group Fostering Individual Growth, Enhancing SW Identity

The group served as a space for continuous learning which in turn led to individual reflection and new knowledge (cf. GM_7: 25–26, GM_5: 21–22). Increased understanding of GW methods themselves was also noted to be one of the outcomes experienced (cf. GM_5: 23–24). Through this continuous cycle of discussing, learning, and applying knowledge learned, group members were able to identify a shift in re-alignment of their professional SW values with their personal values: "It allows me to grow both personally and professionally by providing a platform for collaboration and networking that goes beyond individual cases and technical solutions." (GM_1: 52–54)

Individual changes were noted to be a positive and sustainable outcome of being a part of the group. This included being actively more aware and searching for non-biased media reporting (cf. GM_2: 44) and applying the techniques learned to practice, for example: "[I]ntegrating Eco-social work in my academic work of teaching and sensitizing students and colleagues on Eco-justice." (GM_5: 31–32) Among all group members, there were positives overwhelmingly reported: "As a person it has been transformative." (GM_3: 34–35) This helped the group members to feel an increased sense of pride in their profession as SWrs, and a renewed sense of optimism about the field.

7 Conclusions and Future Recommendations

This research demonstrates the value and contribution of GW to the SW discourse around the climate crisis, and its significant role in promoting multilevel social action, while also highlighting the complexity of CJ and GW. In relation to the first research question, it is evident that the international group members view the impact of the climate crisis on the field of SW as a complex network of intersecting oppressions that exacerbate already existing injustices. The general sense is that this crisis impacts all areas of SW practice, yet the profession globally has not done enough to address this and sometimes puts up barriers to such work.

In answer to the second research question, by offering a supportive environment to unpack the complexity of the climate crisis as it relates to SW, mutual aid groups offer a venue to overcome

the above and reduce hopelessness, burn out, and inaction. Referring to climate injustice and the social, economic, and environmental inequalities that characterize a complex world, the mutual aid group oriented to social action can offer a process of reciprocal learning and support among members, a solidarity test for society, and be a reminder of how SW is passionate, creative, and highly mobile (cf. Cabiati 2021). It is evident that mutual aid and social action groups focused on CJ can foster a sense of belonging, thus promoting a sense of empowerment that allows for personal and collective growth towards creating eco-social work identities and professional environments which support climate action.

Regarding the third research question, the group impacted members in significant ways, thus changing the work they engaged in. Members felt as though they were able to develop connections in the form of friendship and mentorship, build awareness and skills, develop a shared sense of empowerment, and more, which has led them to feel more confident. This has enhanced capacity to act and has led to more production of scholarly work such as presentations and publications, enhanced engagement in advocacy and governmental work, and further integration of eco-social work within teaching.

The biggest impact on members came from the international element of the group. While initially focused more on individual local issues (i.e. resistance to eco-social work within a particular university) members have developed a clear sense of understanding about the interconnection between global and local climate crisis related issues. This realization supports the literature which says that overcoming the local approach to CJ will enhance our ability to address climate injustice on a larger scale (cf. Pellow 2018). At the same time, while GW is an example of our capacity for crossing borders and reducing geographic and cultural limitations, global digital connections present real inequities. Structural injustices persist in GW, often mirroring those of the larger society, and require more action on environmental and climate justice.

These contributions are significant as work to address the climate crisis continues to be done within structures and systems that seem resistant to such work. SWrs can benefit from considering the use of eco-social group work mutual aid and social action groups for SW staff as well as clients, communities, and students. These small groups would be enhanced by being connected with others outside of their geographic areas to expand understanding of the complexity of the climate crisis and move towards action. Ideally, the development of a community practice network for eco-social work would be developed.

With the climate crisis still so minimally integrated into the SW curriculum (cf. Akert/Jacobs 2023; Harris/Boddy 2017; Papadimitriou 2023), GW offers an ideal inlet for further integration. SW educators would be remiss not to reinforce and center the use of collective methodologies

using GW exercises in class that integrate policy and social action and foster critical thinking about the international lens of the crisis. To enhance the international lens, educators should foster collaboration with other scholars doing this work in other countries and continents, allowing space for their students to connect. SWrs engaged in policy and community work would also benefit from similar approaches in developing space for collective action and allowing for the centering of voices of those most impacted by the climate crisis.

SW researchers might consider conducting more research on the role of GW in addressing the climate crisis and fostering climate justice action within other international networks or with other types of practitioners to explore if the emergent themes here are consistent or specific to this group. Furthermore, research in the above practice, policy, and pedagogical recommendations would enhance understanding of this topic. The facilitator's role in creating an environment in which belonging is promoted is also a recommended area for future research.

Now is the time to better enhance mutual aid and social action group work into all areas of practice if SWrs are to tackle the ever-expanding injustice that is the climate crisis.

Verweise

[i] In total three video transcripts were made, which will be referred to in the following as V1–V3; Group Member Letters 1–8 will be referred to as GM_1–GM_8.

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