



International
Labour
Organization



▶ **A self-assessment
method for social
dialogue institutions**

SAM-SDI

Booklet no. 6: Annexes

**A self-assessment method for
social dialogue institutions
SAM-SDI**

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Acronyms

| | |
|------------------|---|
| ACT/EMP | Bureau for Employers' Activities, ILO |
| ACTRAV | Bureau for Workers' Activities, ILO |
| AICESIS | International Association of Economic and Social Councils and Similar Institutions |
| CEACR | Committee of Experts on the Application of Conventions and Recommendations |
| CFA | Committee on Freedom of Association |
| CSO | civil society organization |
| DIALOGUE | Social Dialogue and Tripartism Unit, ILO |
| ILC | International Labour Conference |
| ILO | International Labour Organization/International Labour Office |
| IOE | International Organisation of Employers |
| ITCILO | International Training Centre of the ILO, Turin |
| ITUC | International Trade Union Confederation |
| LDR | labour dispute prevention and resolution |
| M & E | monitoring and evaluation |
| MGA | Mutual Gains Approach |
| NATLEX | ILO database of national labour, social security and related human rights legislation |
| NGO | non-governmental organization |
| NORMLEX | ILO information system on international labour standards |
| SAM-SDI | self-assessment method for social dialogue institutions |
| SDG | Sustainable Development Goal |
| SDI | social dialogue institution |
| Sida | Swedish International Development Cooperation Agency |
| SWOT | strengths, weaknesses, opportunities, threats |
| ToC | Theory of Change |
| UN | United Nations |



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▶ Annex 1: Glossary of key terms

▶ Collective bargaining

Collective bargaining is a form of social dialogue involving only employers' and workers' representatives. The Collective Bargaining Convention, 1981 (No. 154), defines collective bargaining as:

"all negotiations which take place between an employer, a group of employers or one or more employers' organisations, on the one hand, and one or more workers' organisations, on the other, for--

- a. determining working conditions and terms of employment; and/or
- b. regulating relations between employers and workers; and/or
- c. regulating relations between employers or their organisations and a workers' organisation or workers' organisations." (Article 2).

▶ Consultation

Consultation is the most widespread practice of social dialogue. It is the process by which governments and the social partners not only share information on policy issues, but also engage in more in-depth discussion on them. While consultation itself does not carry decision-making power, it can take place as part of a decision-making process. Consultation is about asking others for their views and involving them openly in discussion.⁷¹ The Consultation (Industrial and National Levels) Recommendation, 1960 (No. 113), urges member States to take measures to promote effective consultation and cooperation between government and the social partners, with the general objective of "promoting mutual understanding and good relations between public authorities and employers' and workers' organisations, as well as between these organisations, with a view to developing the economy as a whole or individual branches thereof, improving conditions of work and raising standards of living" (Paragraph 4).⁷²

▶ Decent work

Decent work for all is the over-riding policy goal of the ILO. It means work that is productive and delivers a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men.⁷³ Decent work is as much concerned with the unemployed, and with policies to overcome unemployment and underemployment, as it is with the promotion of rights at work. Therefore, employment promotion, including creating an enabling environment for enterprise development, is a central objective. Social dialogue is one of the four pillars of the ILO Decent Work Agenda.

⁷¹ ILO (2013a), *op. cit.*

⁷² ILO (2017), *op. cit.*

⁷³ ILO (n.d.). "Decent work".

▶ Efficiency

Efficiency is the accomplishment of a task with a minimum expenditure of time and effort.

▶ Equal footing

The participation in tripartite social dialogue of the government and the social partners on an equal footing means that the voices of all three parties carry equal weight in the discussions.

▶ Freedom of association

Freedom of association is the right of workers and employers to establish and join organizations of their own choosing without prior authorization.⁷⁴ The Freedom of Association and Protection of the Right to Organise Convention, 1948 (No. 87), is one of eight fundamental ILO Conventions, as referenced in the 1998 ILO Declaration on Fundamental Principles and Rights at Work. It sets out the right of all workers and employers, without distinction whatsoever, to establish and, subject only to the rules of the organization concerned, to join organizations of their own choosing without previous authorization. It states that public authorities shall refrain from any interference which would restrict this right or impede the lawful exercise of it.

▶ Gender mainstreaming

Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women, as well as of men, an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality.⁷⁵

▶ Governance

The manner in which power and authority are exercised by both public and private bodies. Covers management, the legal framework, accountability and transparency.⁷⁶

▶ Monitoring and evaluation

Monitoring involves the collection, analysis, communication and use of information about in progress the implementation of a project, plan, programme or policy. Evaluation is the assessment of the efficiency, effectiveness, impact, sustainability and relevance of a project, given its stated objectives.

⁷⁴ ILO (n.d.). *ILO Thesaurus*.

⁷⁵ ILO (n.d.). "Gender Equality Tool".

⁷⁶ ILO. (n.d.). *ILO Thesaurus*.

► Negotiation

Negotiation is the most formal and binding form of social dialogue, which in most cases takes place in formal institutions. If successful, it often results in some sort of formal agreement which is binding on the parties to the negotiation. Tripartite negotiations aim to achieve agreements between the government and the social partners.⁷⁷

► Risk and threat

A risk is the probability of liability, loss, or any other negative occurrence that is caused by external or internal vulnerabilities, and that may be avoided through pre-emptive action. A threat is an external event that is likely to cause damage, harm or loss. Threats cannot be removed, but action can be taken to minimize or reduce their impact.

► Social dialogue

According to ILO's broad working definition, which reflects the wide range of practices found worldwide, social dialogue includes all types of negotiation, consultation or information sharing among representatives of governments, employers and workers or between those of 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 goals and an objective in itself, as it gives people a voice and stake in their societies and workplaces. It can be bipartite, between workers and employers, or tripartite, including government. It can take place at different levels from the local to the global. Social dialogue can improve the design of policy measures, contribute to their effective implementation and improve the quality of the outcomes.⁷⁸

► Social dialogue institution

In the context of the SAM-SDI, a social dialogue institution refers to any institution, mechanism or process in or through which social dialogue occurs between or among government, employers' and workers' organizations on an institutionalized, rather than ad hoc, basis. The term covers a wide range of institutions of various sizes and known by different names depending on the national context, such as tripartite labour advisory council, national tripartite committee, economic and social council or national council for social dialogue.

► Social partners

Workers' and employers' organizations are the ILO's social partners. They are key actors for the good governance of the labour market and for the development of sound industrial relations, which in turn promote stability, social justice and peace.⁷⁹ Employers' and workers' organizations should be representative and defend the interests of their members, as well as of the broader employer and worker constituencies. Social partners need the technical capacity, skills and confidence to be able to participate in an informed manner in social dialogue for policy

⁷⁷ ILO (2013a), *op. cit.*

⁷⁸ ILO (2013a), *op. cit.*

⁷⁹ *Ibid.*

consultation, to negotiate with each other and with the government on an equal footing and to deliver and implement the agreements concluded.⁸⁰

▶ Tripartism

Tripartism is a foundational principle and fundamental value of the ILO. It is defined as “the interaction of government, employers and workers (through their representatives) as equal and independent partners to seek solutions to issues of common concern” (*ILO Thesaurus*). Tripartism requires the views of each constituency to be given equal consideration in any forum, even if they do not have equal numbers of representatives present. Tripartism does not imply that the responsibilities of the three parties are the same; rather, each side has a specific role and function to fulfil.⁸¹

⁸⁰ Ibid.

⁸¹ Ibid.

► Annex 2: ILO instruments of particular relevance to tripartite social dialogue

Freedom of Association and Protection of the Right to Organise Convention, 1948 (No. 87)

Convention No. 87 provides for the right of workers and employers to establish or join organizations of their own choosing without prior authorization, and for such organizations to establish and join federations and confederations and to affiliate with international organizations. Organizations have the right to draw up their rules and constitutions, elect their representatives and formulate their programmes without interference from public authorities. Any State ratifying the Convention undertakes to take all necessary measures to ensure that employers and workers can freely exercise the right to organize.⁸²

Right to Organise and Collective Bargaining Convention, 1949 (No. 98)

Convention No. 98 provides for the right of workers to be protected against discrimination by their employer as a result of their membership of a trade union or participation in union activities. Workers' and employers' organizations must enjoy protection against any acts of interference by each other. Measures appropriate to national conditions have to be taken to promote the use of machinery for voluntary negotiation between workers' organizations and employers or their organizations to regulate terms and conditions of employment by means of collective agreements.

Tripartite Consultation (International Labour Standards) Convention, 1976 (No. 144)

Member States commit to institute procedures for effective consultations between representatives of the government, of employers and of workers in respect of five specific matters concerning the activities of the ILO (as listed in Article 5). Such procedures are determined in accordance with national practice, after consultation with the most representative organizations of employers and workers enjoying the right of freedom of association.

Employers and workers have to be represented on an equal footing on any consultation bodies established. The organizations of employers and workers must be able to freely choose their own representatives to participate in the procedures. Consultations have to occur at appropriate intervals fixed by agreement, but at least once a year.

Tripartite Consultation (Activities of the International Labour Organisation) Recommendation, 1976 (No. 152)

Consultations may be undertaken through a variety of means, including a specifically constituted committee, a body with general competence in the economic, social or labour field, different bodies specialized in particular subject areas or through written communications, where this is agreed by all the parties concerned.

The competent authority should consult the representative organizations to determine whether these procedures should be used for consultations on other matters of mutual concern. It should also assume responsibility for the administrative support and financing of the consultation procedures, including of associated training where necessary.

⁸² ILO (2014). *Guide to international labour standards*, International Training Centre of the ILO, Turin.

Consultation (Industrial and National Levels) Recommendation, 1960 (No. 113)

Measures should be taken to promote effective consultation and cooperation at the industrial and national levels between public authorities and employers' and workers' organizations, as well as between these organizations, for certain specified purposes and other matters of mutual concern as agreed by the parties.

The general aim of such consultation is to promote mutual understanding and good relations between the parties with a view to developing the overall economy or individual sectors, improving conditions of work and raising standards of living.

In particular, the consultations should aim to achieve agreed solutions between employers' and workers' organizations on matters of mutual concern, and to ensure that the public authorities seek the views of employers' and workers' organizations, in an appropriate manner, in respect of matters, including laws and regulations and national institutions, relating to employment, vocational training and labour protection, and economic and social development planning.

▶ Annex 3: Toolbox for decision-making and consensus-building

This toolbox includes various resources to help explore different methods of trust-building and effective communication for inclusive decision-making and consensus-building.

▶ Mutual Gains Approach (MGA)

The Mutual Gains Approach (MGA) uses four steps to negotiate better outcomes, which in this case, means deciding whether to undertake the self-assessment and highlighting the mutual gains of such an exercise. The approach is based on the notion that all parties to a negotiation or a common decision have different interests that may be reconciled through trust building, as well as a careful analysis of the mutual gains and final outcomes benefitting all parties.

The first step is to understand the interests of all the members. The second is to create value by exploring options without committing, and separating interests (needs) from positions (demands or wants). The third step is aimed at developing options from which all parties can gain and benefit. The fourth step is to consider future challenges and their solutions, by imagining the types of issues that could derail the outcome or produce future conflict or uncertainty.

Reading

CBI (n.d.). “Mutual Gains Approach to Negotiation”, Consensus Building Institute.

The Mutual Gains Approach to Negotiation (MGA) is a process model, based on hundreds of real-world cases and experimental findings, which lays out four steps for negotiating better outcomes while protecting relationships and reputation.

▶ Theory of Change (ToC)

The Theory of Change (ToC) can be used for the planning, participation in, evaluation and promotion of social change. The theory is based on long-term goals and the mapping of influential links and preconditions for success. This method could be applied to help conceptualize the entire self-assessment process and its desired outcome. Developing a ToC involves a comprehensive description and analysis of how and why a desired change (in this case, the increased inclusiveness and effectiveness of the SDI) is expected to happen in a given context.

The ToC uses six steps to define the necessary and sufficient conditions required to achieve a stated long-term outcome, as follows: ⁸³

1. Identifying the long-term goal
2. Backwards mapping to identify the preconditions or requirements necessary to achieve that goal
3. Identifying underlying assumptions

⁸³ Center for Theory of Change (n.d). “How does theory of change work?”

4. Identifying interventions to create the desired change
5. Developing indicators to measure the progress and impact of the interventions
6. Writing a narrative to explain the logic of the initiative

Readings

ILO (n.d.). [“Theory of change”](#), Guidance Note 1.

A theory of change is the underlying logic linking together programme inputs and activities to a set of outcomes. It is the articulation of the way in which programme planners aim to produce results, and it might be premised on past research or, it might be created inductively through a consultation process.

Center for Theory of Change. [Homepage](#).

The Centre exists to advance social change in human rights, public health, education and more.

Stein, D. and C. Valters (2012). *Understanding theory of change in international development: A review of existing knowledge*, JSRP Paper 1, The Justice and Security Research Programme and The Asia Foundation.

A review of the concepts and common debates within theory of change material, resulting from detailed analysis of donor agency and expert guidance documents.

Taplin, D., H. Clark, E. Collins and D. C. Colby (2013). *Theory of Change, Technical papers*, ActKnowledge, New York.

A series of papers to support development of theories of change based on practice in the field.

▶ Annex 4: Secondary sources of information for the self-assessment

Various background documents may be helpful for the self-assessment, including:

- ▶ National development plans, economic data and official economic and social reports and analysis
- ▶ National labour law and other relevant legislation
- ▶ A list of ratified ILO Conventions and the comments of the ILO supervisory bodies on the most relevant standards, in particular Conventions Nos. 87, 98 and 144
- ▶ The founding documents of the SDI, such as its statutes, constitution, tripartite agreement, Memorandum of Understanding, regulations, terms of reference, etc.
- ▶ Recent annual reports of the SDI
- ▶ Recent and current work plans of the SDI
- ▶ The budget and expenditure of the SDI for the current and recent years
- ▶ Opinions, recommendations, reports, tripartite agreements and any other policy outputs of the SDI
- ▶ Information on recent policy or legal reforms or other initiatives in which the SDI has been involved or influential (and others where it has not)
- ▶ Media coverage or other communication material on or about the SDI
- ▶ Annual reports of the social partner organizations
- ▶ National industrial relations data on, for example, trade union and employer organization density, industrial disputes etc.
- ▶ Academic articles on social dialogue, industrial relations, economic and social development issues
- ▶ Contact details for:
 - current leaders and members of the SDI
 - secretariat staff of the SDI
 - former leaders and members of the SDI
 - parliamentarians, government officials, academics or consultants/experts who have an interest in, or past involvement with, the work of the SDI.

► Annex 5: Further sources of information and insights

| Desk research | Workshops and group activities | Interviews with key actors |
|--|--|--|
| <p>The team can access additional useful information from secondary sources, including to fill gaps in the knowledge or experience of team members. Sources can be found through the Internet, university or public libraries, government archives, press clippings, personal contacts, or in many other ways.</p> | <p>You may find it helpful to try out different group activities to make the work of the assessment team more interactive, creative and fun. Activities can help stimulate better discussion and outcomes than would be achieved through a straightforward conversation or round-table discussion.</p> | <p>You may wish to consult individuals or institutions beyond those represented in the assessment team. Should you wish to conduct interviews, it is advisable to prepare flexible guidelines or checklists in advance.</p> |
| <p>Secondary sources:</p> <ul style="list-style-type: none"> ▶ national legislation and official gazettes ▶ government webpages ▶ the websites of workers' organizations ▶ the websites of employers' organizations ▶ national and international academic journals ▶ reports of ILO-AICESIS global conferences ▶ NORMLEX (the ILO database on international labour standards). ▶ NATLEX (the ILO database of national labour, social security and related human rights legislation). ▶ The website of the ILO | <p>Group activities:</p> <ul style="list-style-type: none"> ▶ Five whys ▶ Open Space ▶ Round Robin ▶ 1-2-4-All ▶ Brainstorming ▶ Brainwriting ▶ World Cafe ▶ TRIZ ▶ Wicked Questions | <p>Key informants:</p> <ul style="list-style-type: none"> ▶ officials of the Ministries of Labour, Finance, Economy, Planning, etc. ▶ parliamentarians ▶ former officers of workers' and employers' organizations ▶ past members of the SDI ▶ members of other social dialogue bodies ▶ academics or experts in specific technical fields ▶ journalists and political commentators ▶ officials of international or regional institutions |

▶ Annex 6: Guidelines for the organization of a consultation event

1. Determining the format of the consultation

First, decide how to organize the consultation process for the review and endorsement of the self-assessment report and action plan by SDI members and other concerned stakeholders. Different methods can be used to foster a collaborative and inclusive consultation. Reaching consensus and creating ownership of the plan are important aims of the process.

Various methods are proposed below, and you should choose the approach that best suits the context.



▶ Possible methods for the consultation

- ▶ single validation workshop
- ▶ several workshops with different constituent groups
- ▶ online consultation
- ▶ plenary session of the SDI
- ▶ special meeting of the SDI

2. Identifying the main issues for discussion

Given the assessment team's in-depth knowledge of the self-assessment process and its outcomes, the team members should together identify the key points on which feedback and inputs are desired from the participants in the consultation process or event. Compile a list of key unresolved issues, questions, information gaps and so on. Prepare the programme for an event or a process that will meet the objectives of the consultation.

3. Planning the consultation

Make a list of the participants to be included in or invited to the consultation.

If the event(s) is face-to-face, consider the selection of a suitable and accessible venue, and the technical/material requirements, such as microphones, projectors, and writing materials. Plan for the travel (as required) of the participants and provide them with information on the objectives, programme and logistical arrangements. Make sure that the materials and location accommodate the diversity of the participants.

If the event(s) is online, make sure that all participants understand the technical modality of the process, have the required IT equipment and are comfortable participating in this way.

Share the agenda in advance with the participants, as well as the draft report and action plan.

The following guiding questions may be useful in planning the process or event.



Planning a consultation event

- a. What are the objectives of the event(s)?
- b. How will the agenda/programme be structured?
- c. Who should make opening and closing remarks? Who will present the findings of the self-assessment and the draft action plan?
- d. What is the cost of the event(s) and who will provide the funding/other resources?
- e. Who should be invited to participate? Should any observers be invited?
- f. How can a gender balance be ensured among the participants?
- g. Who should facilitate the event? For example, is it necessary to hire a professional facilitator or external expert?
- h. How can the participants be involved in an interactive and engaging way, for example through group work or break-out sessions, including to encourage the participation of groups or individuals who may be less willing or able to express their views?
- i. What logistical arrangements need to be made and who is responsible? Do special arrangements need to be made for participants with a disability or who have other personal needs?
- j. How will the discussions be recorded and the report prepared on the outcome of the event?

4. Holding the event

The following are some tips to help ensure a productive consultation, regardless of the method(s) chosen.

- ▶ Try to create an engaging atmosphere from the beginning.
- ▶ If the event is face-to-face, make sure the venue is set up appropriately.
- ▶ Introduce the approach or methodology to be used.
- ▶ Explain the objectives of the consultation clearly.
- ▶ Explain the ground rules for participation in the event: for example, all mobile telephones must be switched off; all participants are treated with courtesy and respect; the role of the chairperson(s) and facilitators; confidentiality of the proceedings etc.
- ▶ Develop engaging activities to foster active participation and encourage everybody to contribute, regardless of their background or profile.
- ▶ Ensure that each participant has prior access to the documentation. Keep extra copies of the report and action plan at hand.
- ▶ Make sure that the discussions, recommendations and conclusions of the event are written up accurately and in full.

▶ Annex 7: Activities and tools to facilitate participatory and productive team work

▶ Activities

Many types of activity can help create honest, respectful and open communication, which contributes to building trust, making the work more interactive, productive and enjoyable, and facilitating discussions. You can find further activities on [The Compass website](#).

The list provides links to various activities that may be useful at different stages of the SAM-SDI process.

▶ Five Whys

The Five Whys formula helps to clarify the aims of a team's project or an individual's task.

▶ Heard, Seen, Respected (HSR)

This activity stimulates the ability of participants to empathize through three simple steps: listening, recognizing and responding. The art of listening increases mutual trust, and participants become more conscious and responsive listeners.

▶ Open Space

Open Space allows participants to drive the development of an agenda that deals with multiple issues around a central theme. It uses the self-organizing capacity and ingenuity of participants to achieve learning objectives.

▶ Purpose to Practice (P2P)

P2P brings focus to an initiative involving a large number of stakeholders, defining the elements to be implemented by them. The group focuses on purpose, principles, participants, structure and practices to scale up for success.

▶ TRIZ

The TRIZ method poses the provocative question of which actions could lead to the worst possible results. In a relaxed and playful atmosphere, participants acknowledge ineffective activities and habits, leaving space for best practice ideas.

▶ 15% solution

This method focuses on drawing out the contributions, major and minor, that one team member can make, with a view to identifying a breakthrough on an issue or problem.

▶ Agreement and certainty matrix

Challenges can be classified into simple, complicated or complex and be matched with an appropriate change method. This activity helps to label and match challenges to the right solution, thereby optimizing effort and avoiding mismatches between the challenge and a suitable solution.

▶ 25/10 Crowd Sourcing

25/10 is a group activity in which 20 minutes can be long enough for a large team to generate and organize great and daring ideas. It creates a playful atmosphere and allows for dynamic team thinking and bold steps.

▶ [Jigsaw](#)

A jigsaw is a cooperative learning strategy that encourages people to develop their own understanding and then share knowledge with the group as a whole.

▶ [After Action Review](#)

After Action Review is a participatory reflective tool to review and critique completed actions, in order to improve performance and solutions in the future.

▶ [Round Robin](#)

The Round Robin is for rapid and intense engagement with the subject matter. Participants address the subject matter in a series of rotations within small groups.

▶ **Online tools**

Online tools can help organize the work, manage projects, develop and monitor work plans and action plans, and provide online spaces for collaboration between the members of the team. Links to a selection of such tools are provided below.⁸⁴

▶ [Google Sheets](#)

Online and collaborative spreadsheet tool

▶ [How to make a Gantt Chart in Excel](#)

Tutorial on creating a Gantt chart using Excel

▶ [Google Doc](#)

Platform to work together on a shared document

▶ [Dropbox](#)

Platform to work together on a shared document

▶ [Google Meet](#)

Platform for online meetings

▶ [Webex](#)

Platform for online meetings

▶ [Zoom](#)

Platform for online meetings

▶ [Typeform](#)

Platform to develop and implement a survey

▶ [SurveyMonkey](#)

Platform to develop and implement a survey

▶ [Google Forms](#)

Platform to develop and implement a survey

⁸⁴ The inclusion of a commercial product in this list does not imply its endorsement by the ILO.

▶ Annex 8: Proposed outline for a report on the self-assessment

The following provides a proposed outline for the report on the self-assessment. This may be modified in light of the national circumstances and to reflect how the SAM-SDI was implemented in practice by the social dialogue institution.

Executive summary

1. Introduction

- i. Rationale for the self-assessment: How and why the decision was taken to apply the SAM-SDI
- ii. Composition of the self-assessment team
- iii. Methodology: How the SAM-SDI was applied in practice, including the main secondary sources of information used, persons and institutions consulted etc; critical evaluation of the method (including challenges encountered and how these were overcome)
- iv. Results of the “snapshot quiz” on the current status of the SDI

2. History and context of the SDI

- i. Objectives of the SDI
- ii. History/timeline of the SDI
- iii. Institutional environment of the SDI

3. Assessment of the inclusiveness of the SDI

- i. Summary of the findings regarding each dimension of inclusiveness that the team examined, highlighting the main strengths and weaknesses with respect to each one:
 - ▶ Membership
 - ▶ Decision-making body/ies
 - ▶ Gender, diversity and inclusion
 - ▶ Representativeness
 - ▶ Issues
- ii. Initial priorities and recommendations for action to enhance inclusiveness (objectives and possible action to take in the short and medium/long term), as well as risks.

4. Assessment of the effectiveness of the SDI

- i. Brief description of the assessment process – e.g. which of the five dimensions were retained (and why), any new dimensions that were added, list of the selected results of the SDI (achievements and disappointments) that formed the basis for the assessment, which team members were involved in each sub-step, any other stakeholders who were consulted.

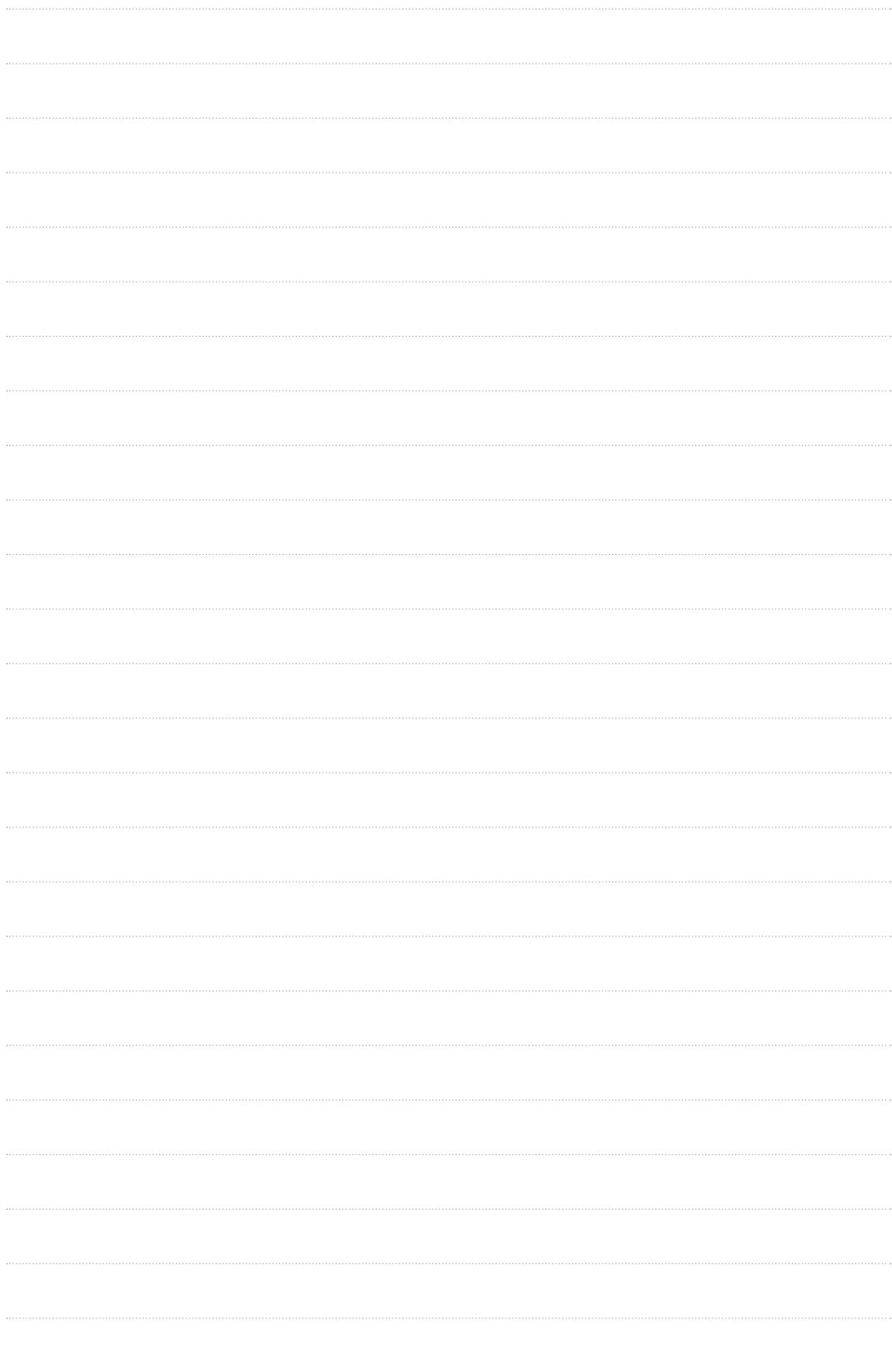
- ii. Summary of the findings regarding each *substantive* dimension of effectiveness that the team examined, highlighting the most important enabling and constraining factors, external and internal, with respect to each:
 - ▶ Agenda effectiveness
 - ▶ Consensus-building effectiveness
 - ▶ Policy influence effectiveness
 - ▶ Social peace effectiveness
 - ▶ Any other substantive dimension(s)
- iii. Summary of the findings regarding the *operational and communication* effectiveness dimension, highlighting main strengths and weaknesses regarding the SDI's:
 - ▶ Internal procedures, working methods and tools
 - ▶ Communication
- iv. Main findings regarding prioritization of the influencing factors, and which ones may be acted upon
- v. Initial priorities and recommendations for action to enhance effectiveness (objectives and possible action to take in the short and medium/long term), as well as risks.

5. The action plan

The full action plan, once endorsed by the SDI members and leaders, should be included in the final report of the self-assessment.

► Notes

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► Notes

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The International Labour Organization is the United Nations agency for the world of work. We bring together governments, employers and workers to drive a human-centred approach to the future of work through employment creation, rights at work, social protection and social dialogue.

The self-assessment method for social dialogue institutions

The self-assessment method for social dialogue institutions (SAM-SDI) has been developed by the International Labour Organization to help constituents analyse and strengthen the inclusiveness and effectiveness of their social dialogue institutions.

Booklet number 6 includes Annexes to the SAM-SDI containing additional information and resources.

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