

Social Dialogue Concept Catalogue



DTDA - Danish Trade Union Development Agency
DI - Confederation of Danish Industry
3F - United Federation of Workers in Denmark

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Introduction

The Labour Market Consortium consisting of leading Danish social partners, Danish Trade Union Development Agency (DTDA), United Federation of Workers in Denmark (3F) and, Confederation of Danish Industry (DI) was formed as a platform for entering into a Strategic Partnership Agreement (SPA) with the Danish Ministry of Foreign Affairs for a four-year period (2018-2021). The overall aim of the consortium is to support the development of well-functioning labour markets and a conducive business environment which contribute to inclusive growth with due respect of human rights.

Each member of the consortium is building on a tradition for social dialogue as a means for economic and social progress at enterprise and sector levels in order to progress in society and in the achievement of the UN 2030 Agenda for Sustainable Development, the Sustainable Development Goals (SDGs). At the same time, each of the three members has extensive experience in working individually or jointly with social partners in the developing world.

A sustainable development of the labour market and adequate generation of decent jobs depends on the capacity to deliver relevant inputs from all three sides of the labour market. The consortium represents two of the three sides, employers and trade unions, and through the partnership with the Danish government and through partnerships with the social partners in programme countries, members of the consortium promotes an understanding of the roles of duty-bearers as well as rights holders according to the consortium's human rights bases approach.

Each consortium member bases their efforts on partnerships with organisations and supports the development of their capacity based on the local context and the partner-organisations own strategies. Only if the local partners have an interest and equal organizational maturity, it might be relevant for partners to simultaneously accept joint and identical activity types. Nevertheless, as the consortium partners build on the same orientation towards strengthening social dialogue, it is often possible to involve employers in 3F or DTDA supported activities and unions in DI supported activities with partners.

The consortium members bring in experience and well-tested methods for bi- and tripartite dialogue and negotiation between social partners. These are important mechanisms for securing voice, representation, and participation in decision making in the labour market as well as in economic and social policy formation in society at large. To balance interests and secure influence, active use of social dialogue tools becomes a means for checks and balances, ensures ownership of decisions and thereby contributes to democratic development, good governance, and social stability.

This catalogue outlines several concepts or intervention areas where the consortium, jointly or each working with their respective partners, are building on the basic understanding of the role of bi- and tripartite social dialogue in pursuing economic and social development. Each of these concepts are briefly outlined in the catalogue and supported by a set of introductory modules, tools and materials annexed to the catalogue.

In reading the catalogue it should be noted, that it is reflecting that members of the consortium operates with different approaches based on different experiences and traditions, but with a still wider area of coordinated efforts giving the members a shared learning platform linked to the consortium's theories of change. As such, this is a living document in process of adjustment to the reality of the consortium and the practical experiences gained by the consortium and our partners.

This catalogue further puts emphasis on the social dialogue aspect of the work, while both the consortium and our partners have other areas of support and interventions, which is not included here.

Abbreviations used in the catalogue:

ADR	Alternative Disputes Resolution
CSR	Corporate Social Responsibility
ILO	International Labour Organisation
OECD	Organisation for Economic Development and Cooperation
OHS	Occupational Health and Safety
RPL	Recognition of Prior Learning
SDG	Sustainable Development Goals
TVET	Technical and Vocational Education and Training
UN	United Nations
DTDA	Danish Trade Union Development Agency
DI	Confederation of Danish Industry
3F	United Federation of Danish Workers

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1. The Labour Market Consortium and its approach

1.1 The Labour Market Consortium

The overall backdrop for the Labour Market Consortium is the UN 2030 Agenda for Sustainable Development, the Sustainable Development Goals (SDGs), especially the fulfilment of goal no 8: “*Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all*” and encompassing goal no 5: “*Achieve gender equality and empower all women and girls*”. The consortium is committed to providing focused support to the overall strategic points of the Danish Strategy for Development Cooperation and Humanitarian Action (2017), particularly its third point: Inclusive, sustainable growth and development.

The consortium contribution is divided into four main thematic objectives:

1. Labour market organisations are capable of securing labour rights and decent jobs
2. Well-functioning bi- and tri-partite social dialogue
3. Framework conditions support private sector development and inclusive growth
4. Competitive companies operate sustainably and responsibly.

The consortium is operating in a wide range of countries in Asia, Africa, Latin America, Middle East and Eastern- and Central Europe.

Where two or three of the consortium members are present, coordination of interventions is taking place to maximize synergy effects, and when possible and relevant the consortium members implement joint intervention and activities together with their partners. In countries, where the consortium members work individually, the interventions will be informed by shared context analysis and reinforced by extension of networks and sharing of lessons learned by other consortium members operating in the same region and/or within the same thematic objective. The work of the consortium is a continued learning process and the work will develop as the consortium members get practical experience with joint and coordinated interventions.

Countries where two or three consortium members are working with partners within the Strategic Partnership Agreement (SPA) with the Danish Ministry of Foreign Affairs:

- Africa: South Africa, Kenya, Uganda, Tanzania, Rwanda, Burundi
- Asia: Bangladesh, Myanmar, Philippines
- Latin America: Bolivia, Colombia
- Middle East: Jordan

Countries where one consortium member is working with partners with SPA funding:

- Africa: Ethiopia, Malawi, Zimbabwe and, Zambia
- Asia: India, Nepal, Pakistan
- Latin America: Honduras
- Middle East and Turkey: Lebanon and Turkey
- Europe: Ukraine

The consortium members thus cooperate on specific coordinated or joint interventions, at the same time as the different complementary approaches of the consortium members remain. 3F primarily works with workers at sector level as well as in specific company

value chains, the DTDA works with trade unions at sector and national level and focus on labour market framework conditions including the public sector and the informal economy. This is complementary as interventions and advisory assistance is targeting different levels and groups of beneficiaries, leading to a more comprehensive approach to achieving decent work. DI primarily focuses on improving business environment, responsible and sustainable business conduct, national social dialogue and works with the employers' side at sector level. Thus, DIs focus complements both 3F and DTDA approaches to labour market frameworks.

Intervention and activities are thus implemented in respect of the different interests represented by the consortium members, as well as their partners across the globe. Even if there are indeed clear differences between the interests pursued by the consortium's partners, there is also an understanding of the need to achieve sustainable economic growth and decent work - including promoting social dialogue and dialogue based industrial relations in order to progress in society and in the achievement of the UN SDGs.

1.2 Partnership approach

The labour market consortium is using a participatory approach and methodology in the cooperation with its partners. The local partner organisations' knowledge and competencies are combined with the experience and knowledge of the consortium member, which is key to the success of any programme collaboration. A key element is to secure that support and interventions are based on demand and/or aligned to the strategic plans, priorities, and activities of the partner organisation. Another important element is to secure that activities in the cooperation are considered complementary to the daily work of the involved staff and members in the partner organisation. Finally, an important tool is learning from good practices and practical experiences in different parts of the world, and not least from countries in the partner country region. This approach ensures ownership and sustainability.

This means that a first step in a partnership, be it on trade union or employers' side, is a dialogue where the strategic priorities of the partner are identified. Based on this, common ground can be established on how the Danish partners can give the best support according to the needs of local partners and the competences of the Danish organisation.

The aim is to enable the partner organisation to develop into a sustainable learning organisation capable of continuing its democratically decided course of development.

Such organisations will have the capacity to form a continuous robust social dialogue and have the capacity to deal with disputes and handle problems as will occur in the process.

This approach embraces the elements of advice, training, and assistance in establishing structures and opening dialogue, which is reflected in this catalogue.

1.3 Levels of interventions

The Labour Market Consortium generally operates with three levels of intervention: a) direct cooperation with sister organisations independent of the other consortium partners, but where important experiences and lessons learned can be shared within the consortium; b) direct cooperation with sister organisations in coordination with the other members of the consortium and; c) joint interventions or activities between two or three members of the consortium and their partners.

As described above, all three levels take point of departure in the partners' strategic priorities and experiences.

Independent cooperation with sister organisations

This level of partnership cooperation can either take the form of single activities or projects, or it can be a more comprehensive cooperation focusing on general development of the partner organisation.

It is key to this level of cooperation that the two organisations - the consortium member and its partner - gain mutual trust and share experiences and knowledge.

Coordinated activities

In some situations, two or three consortium members are working at the same time with their partners in the same country. The cooperation and activities may not be equally developed for all partners, and they may not even be completely overlapping time wise, but the consortium ensures coordination and offers the possibility to conduct joint activities or to share experiences between the partners.

Completely joint approach

In some cases, the consortium members (two or three) and their partners conduct joint activities, normally evolving around one specific theme, e.g. social dialogue. This could be in situations where social dialogue is already present but needs to be developed in order to deliver its full potential. In this case, the process will be very specific and focused on social dialogue learning and understanding to develop capacity for bi- or tripartite social dialogue. Also, in this kind of scenario, the active facilitation of social dialogue will play an important role.

1.4 Approaches and tools

The consortium members are using several approaches and instruments and based on practical experiences these instruments are continuously developed. The following list describes some of the approaches and instruments used by the consortium members when working with social dialogue. It is important to add that not all consortium members are necessarily using the same approaches and instruments.

Capacity building:

Depending on the maturity of social dialogue in the specific country, capacity building is an essential element in the development of social dialogue. The purposes of capacity building directed at both the trade union and the employer sides are several: ensuring organisational strength, ensuring qualified officials, ensuring strength to communicate and make members/companies follow agreements and decisions, and enable the organisation to be an able and credible partner in social dialogue.

Capacity building itself contains elements such as building strength through organizing; organizational and thematic training of staff or assistance to establishing own training systems on issues like OHS, bargaining, organizational finances, including consultancy on strategic planning.

The consortium's capacity building activities will typically take place bilaterally (trade union to trade union and employer to employer).

In terms of concrete capacity building, financial and technical support is required for training of principal representatives of employers' organisations, trade union and shop stewards for building knowledge and skills such as:

- Communication and dialogue skills
- Negotiation techniques and collective bargaining (collective agreements, agreements, policies, and guidelines)

- Conflict resolution (recognition, labour law, and collective agreement compliance and breaches), dispute resolution at workplace level, mediation/arbitration, handling of cases in industrial courts
- Analytical skills, data collection, and research
- Lobby/advocacy, awareness raising, sensitization, and campaigning

Awareness building:

Raising awareness is a key element in the process of building up a robust social dialogue system. The benefits of bi- and tri-partite social dialogue and the possibilities for social dialogue to deliver results must be presented. In several cases, social dialogue modules can suitably be introduced in training and other activities concerning issues like OHS, TVET, Economics, and CSR.

It is important that both trade unions and employers' organisations acquire an understanding of the business case for social dialogue. Important arguments are the gains of productivity, improved recruitment and retention, reduced risk and stability for investments and brand reputation. But an important argument is also the usefulness of social dialogue as a common platform for the improvement of the business climate and solving concrete problems. Awareness building must happen based on the specific experiences and in support of the strategies of the partner organisations.

Social dialogue training and skills development:

Social dialogue carries its own particular skill set. Especially when it comes to areas like disputes handling and out of labour court processes to offer an alternative to slow legal systems, there is a scope for a relatively thorough exposure to the possibilities and pitfalls of such a process.

Mediation and arbitration techniques are key to many social dialogue processes. In case of mediation, this kind of training is relevant not only for the mediators themselves, but also for the social partners participating in the process.

Consultancy:

Consultancy is typically done as part of an overall process where it supplements other kinds of activities, like training of relevant persons. It is an important part of helping establish systems, like disputes handling, and for setting up rules and procedures for social dialogue, including collective bargaining. But it is also relevant in other areas, such as building shared platforms and initiating and developing social dialogue on a range of issues, including national social and economic policy, and disputes settlement. Finally, consultancy is an important tool to help partners establish organisational strategies and implement strategic planning.

2. Social dialogue

2.1 Social dialogue and the consortium

ILO defines social dialogue as *“all types of negotiation, consultation or simply 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 can be a tripartite process, wherein actors are government representatives and employers’ and workers’ organisations.”

“It can also consist of bipartite relations between trade unions and employers’ organisations, in which the government is involved either directly or indirectly.”

“It is a most suitable tool for promoting better living and working conditions and greater social justice.”

A successful and long-running dialogue requires some fundamentals to be in place:

First and foremost is the existence of independent workers' and employers' organizations with the technical capacity and access to relevant information to participate and create results through social dialogue, and the political strength to secure the fully implementation of the results of the dialogue.

It is also necessary that there is the political will and commitment within the organisations to build mutual trust and engage in the dialogue in good faith.

This presupposes the respect of fundamental rights of freedom of association and collective bargaining at all levels, both from the authorities and among the partners of the dialogue.

Finally, appropriate institutional support will enable a much closer and strengthened dialogue.

Social dialogue works best when different levels reinforce each other: Formally and informally at enterprise level, at sector as well as at national and regional levels. Synergy develops when shop stewards and supervisors have capacity to solve issues at local level, trade union representatives maintain dialogue with the company management, while the business association and the union federation or confederation meet in formalised bi- and tripartite social dialogue structures. Furthermore, strong social partners can influence the framework conditions for private sector development (business environment) and inclusive growth.

The consortium members bring in experience and well-tested methods for bi- and tripartite dialogue and negotiation between social partners. These are important mechanisms for securing voice, representation, and participation in decision making in the labour market as well as in economic and social policy formation in society at large. To balance interests and secure influence, active use of social dialogue becomes a means for checks and balances, ensures ownership of decisions and thereby contributes to democratic development, good governance and social stability.

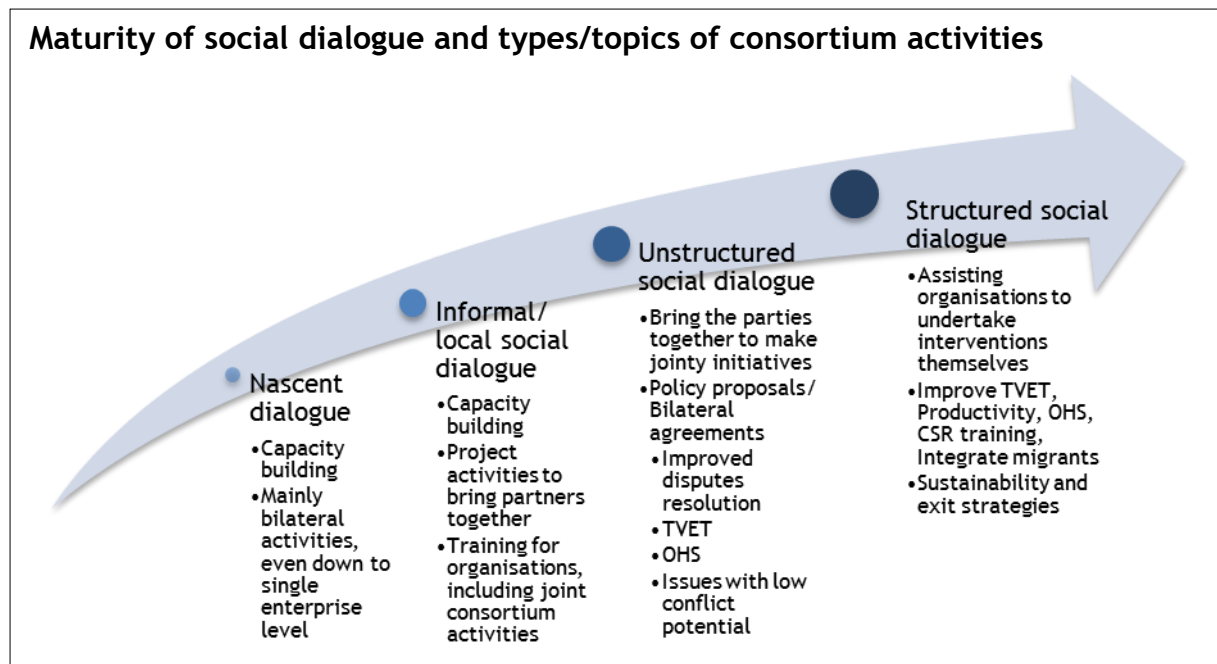
The efforts are not aimed at exporting the specific “Danish Model”, but to assist partners drawing on Danish and international experiences and getting inspiration and methods from it - elements they can use meaningfully within their own context and strategy. Such collaboration holds the potential of developing strong, independent, and legitimate change agents, capable of influencing conditions, decision making, and development from international and national policy levels to the very shop-floor level in private enterprises and in public sector workplaces.

2.2. Different stages of social dialogue

Social dialogue in developing countries and growth economies cannot be advanced by a one-size-fits-all approach.

The methods and instruments included in this catalogue must be adapted to the situation in different countries, depending on e.g. existing social dialogue structures, political developments, and historical background of the different countries. Finally, the underlying principle of basing activities firmly on the strategies of the partners applies everywhere.

The instruments needed and the ways they are applied depend on the maturity of social dialogue and the historical situation in the specific country.



It is also clear that developments of labour market organizations and institutions are not always symmetrical with employers' organisations and trade unions developing in the same time and pace. Asymmetrical developments require asymmetrical interventions, so a variety of instruments may be relevant in one country without so in another. This underscores the necessity of coordinated but different activities from the consortium partners.

Nascent dialogue:

At this stage, employer organisations and trade unions have been established, but little contact exists between the organisations. The relationship between the organisations is often contentious, and the organisations offer little to the members in terms of services and structured advocacy.

Social dialogue may develop in individual enterprises, but that does not represent the general picture. Tripartite structures might exist but are not utilized effectively by the organisations and representatives may be individually appointed, without the democratic process, within the organisations they profess to represent.

Informal social dialogue:

At this stage, the organisations have become more representative and stronger in terms of capacity. They offer a limited range of services to their members and have some policy advocacy capacity.

The relations between the labour market parties are often contentious, but lines of communication have been opened between the parties. Some coordination may take place before meetings in tripartite structures, but generally there is little contact between the partners with no formal agreements between them.

Activities with this segment will still focus on capacity building, supplemented with initiatives bringing the partners together, information about the benefits of social dialogue, and provide training to organisations and their members. Specific issues such as CSR, OHS and TVET can form part of the discussion and be used to promote more generalised and systematic social dialogue.

Unstructured social dialogue:

The organisations at this stage have capacity to support members on issues related to social dialogue such as collective bargaining agreements, dispute resolution and training in organisation at company level. Some collective bargaining agreements are made, mainly at company level. Tripartite institutions are normally established and coordination between the social partners at sector and national level is seen by both sides as relevant when possible.

The organisations are in dialogue on various policy issues, but the concept of coordinating policy proposals is still the exception. Social dialogue initiatives are centred on bringing the partners together to make joint agreements and services.

This may be based on policy proposals or more direct bipartite agreements e.g. improved dispute resolution. Interventions on TVET, OHS and other issues with low conflict potential will often be relevant here and joint information campaigns can draw on the CSR perspective.

Structured social dialogue:

At this stage, the organisations are highly representative, operate quite professionally, and numerous agreements exist between the organisations, possibly with both main agreements, sector specific and company level collective agreements.

With a view to securing sustainability, cooperation will be more focused on assisting the organisations to undertake activities themselves rather than support their building of internal capacity.

Direct interventions with companies to improve TVET, OHS, productivity, CSR training or interventions to integrate migrants are examples. Sustainability and exit strategies are inherent issues from the very beginning of the cooperation at this level of cooperation.

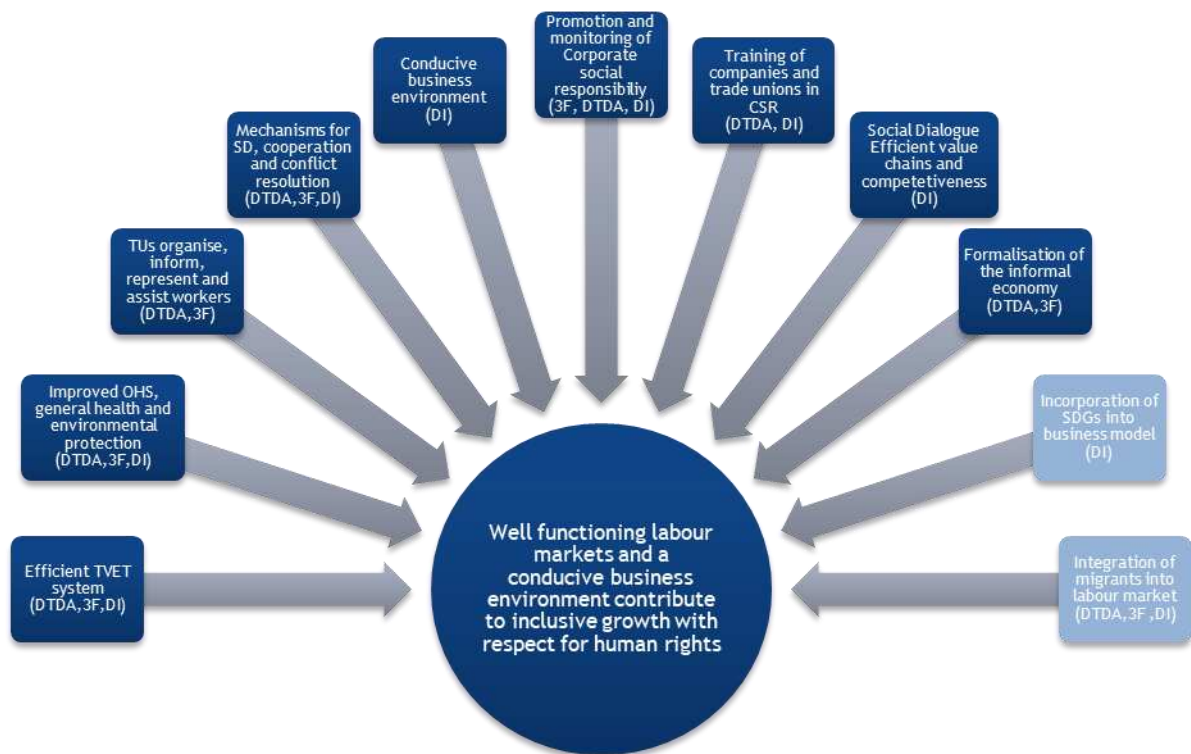
3. Concepts and instruments

3.1. Overview of the concepts and approaches

The consortium has a wide experience from past and present programmes, from activities inside and outside the current collaboration. As part of these many activities, a large body of training and process materials has been developed. Likewise, the consortium has a rich insight into the realities and challenges of the consortium members' partners abroad, their strategies to meet the challenges and how effective the strategies have been.

The concepts and social dialogue tools presented in this section represent only selected parts of the development assistance of the consortium. The catalogue will be expanded to meet future needs and the lessons learned through its innovative practice.

Main areas and approaches of the consortium contributing towards improved labour markets and creation of decent work



These are the main areas of partner support undertaken by the consortium. It illustrates that the development of social dialogue can be supported by efforts from different angles. Combined with some of the areas mentioned in the section above, is the basis for further development of the joint efforts of the labour market consortium.

Target group for the concepts and instruments

The target group for this catalogue comprise the consortium members including the short-and-long-term advisors, facilitators and consultants who are the ones to select the instruments and adapt them to the specific situation and the needs of the partners. A wider *indirect target group* comprise leaders, facilitators, and trainers of the partner organisations in the selected countries.

The areas of assistance target both local, sectoral, national and - in principle - also international levels of social dialogue. Most instruments and concepts have been developed in cooperation with partner organisations at national level but can easily be adapted and developed for other levels. Most instruments may be used at all levels.

The method is open for variations and improvisation. Generally, the concepts are intended to be used:

- By one of the consortium members alone
- By two consortium members in close coordination or jointly
- By all three consortium members in a concerted way or jointly
- By the partners of the different consortium members with assistance from the consortium members

3.2. The individual concepts

The concepts presented are based on practical experience of the consortium members in recent years and the modules will serve as tools to make social dialogue processes a vital part of other main themes and establish the necessary training to enable their partners to be qualified and active participants in social dialogue. They will also fit into some of the concepts described above.

The description included in this catalogue is essentially an overview of each concept. It includes a short description of the background, which maturity of social dialogue is it designed for and which preconditions are expected to be fulfilled. It then establishes objectives and examples of outputs and outcomes as well as the structure for the consortium and the target groups. This is followed by a description of the process and elements, expectations to the facilitators and finally an overview of the materials available.

The developed and tested materials will be shared in a joint database of the consortium, which can later be used for training of new advisors and for general inspiration. New and/or revised materials will be uploaded as these are developed and tested.

Materials

The materials annexed to this catalogue include various forms of presentations, exercises, role plays etc.; activity sheets describing various form of participant activity, including group discussions and roleplays; cases may be the basis for various group activities; background papers may be used for facilitators or for groups and individual participants.

The concept catalogue represents an innovative sharing of knowledge and experience within the consortium. PowerPoint presentations and other files may be used as inspiration for other forms of presentation and interaction with participants. Activity sheets and cases should always be adapted to the actual local circumstances and specific target group. The materials are first and foremost resources for inspiration.

General requirements and approaches

Generally, the following requirements must be considered in the planning stages of the consortium's activities:

- The facilitators/advisors/counsellors/consultants/experts must have experience from social dialogue, be familiar with the local context and take the opportunity to also train co-facilitators, consultants, or trainers of the local partners.
- The planning and organising of activities must be done in due time to ensure the target group a fair chance to free themselves from other obligations
- The venue must be adequate for the purpose - and the partners should always be consulted about an adequate and sustainable level of the venue
- Time must be sufficient for the workshop/training/debate to achieve their objectives
- Economic support must be sufficient to have the relevant participants
- The number of participants as well as the learning methods must promote active participation and team building
- The programming will include feed-back sessions. It must ensure that learning-by-doing is prioritised and the time to meet after some intermediate time and discuss the experiences obtained and ensure they are systematized and transformed into experience-based learning.

3.3 Concepts

The consortium has chosen to focus on the presentation of the following concepts, where experience and materials already exist:

1. **Social dialogue and collective bargaining at company and sectoral level**
2. **Improved bi-partite disputes resolution systems**
3. **Strengthening tri-partite disputes processes**
4. **Joint policy advocacy**
5. **Social dialogue as a tool for gender equality**
6. **OHS and social dialogue**
7. **TVET and social dialogue**
8. **Corporate Social Responsibility and social dialogue**
9. **The climate challenge and social dialogue**

New concepts will be added as needed when they are developed.

Concept 1: Social dialogue & collective bargaining at enterprise and sector level	
Can be used by	Any combination of consortium members in cooperation with bipartite or individual partners. The modules can be integrated into a wide variety of training processes
Relevant at SD development level	Countries with nascent, unstructured or structured social dialogue or with informal/local social dialogue
Most relevant target groups	Union officers at national and regional level Employers and employers' representatives at national, regional level Social partners at enterprise level.
Special requirements	When planning the process it is necessary to include local experience and legislation
Specific qualifications needed to facilitate?	At least one facilitator or resource person must have practical collective bargaining experience.

Challenges and opportunities

The social partners generally improve their capacity to negotiate and sign binding agreements with one another based on a stepwise achievement of successes and positive experience. It sometimes starts as a written agreement that settles a dispute. It may also be initiated by copying what is already stated in the labour law or international conventions in an agreement signed by the two parties.

Generally, collective agreements only become legally binding when they are signed by two independent juridical persons (or legal units). Therefore, workers need their independent and legally recognised organisations to bargain collectively. Employers can negotiate on their own behalf at enterprise level. But they need to form a legally registered employers' organisation if they wish to establish minimum working conditions in order to establish a level playing field.

In most cases the main challenge is that neither of the two parties trust the other to comply with signed agreements. This often stops both sides from being able to compromise - to give and take during negotiations.

Another main challenge is that members of organisations on one or both sides are often hesitant to give their representatives a mandate to negotiate on their behalf. This is holding the social partners back from reaching agreements, and advantages as well as disadvantages should be discussed frankly with partners in each country as part of the advisory assistance.

In some countries, a sector-wide collective bargaining has been a tripartite process. In South Africa, Sector Collective Bargaining Councils were established by the government after the fall of Apartheid. In Nicaragua and Honduras, tripartite agreements were negotiated between government, employers and trade unions of the export production zones. In Zimbabwe, the results of collective bargaining between the employers and the union of the respective sectors are turned into binding standards by the government.

Collective bargaining leading to legally binding agreements is an advanced form of social dialogue. More general clauses negotiated at national level leaving it to local partners to make additional and detailed agreements is a highly flexible form of collective bargaining.

According to experience from trade union development programmes, CBA's and skills upgrading are the most effective and sustainable way to lift workers from being working poor on the way towards decent work.

Exchange of experience within the same company or sector between neighbouring countries often contributes to the development of negotiating capacity.

CBA's provide a very useful tool for the regulation of pay and working conditions and may also be used for a wide variety of other purposes, such as employee training, and streamlining production structure and efficiency.

The concept focuses on showing the benefits for both parties of regulating employment conditions through collective bargaining. It establishes the fundamentals of what is a good collective bargaining within the framework of the industrial relations system of the respective partner country and include a skills section on how to prepare and negotiate a good collective agreement.

The concept has been developed based on projects in Myanmar, Uganda and Zanzibar, sector-oriented programmes in Latin America, Southern Africa, the Middle East and Eastern Europe as well as on European collective bargaining experiences.

From the international level, efforts are under way to strengthen the social dialogue at sectoral levels. An example is the cooperation between major garment companies, including Danish companies, and IndustriAll. The concept would aim at helping to establish a social dialogue including collective agreements in the supplier companies and in their sector. At the same time, it would provide a strong base for policy advocacy from the sector towards the national governments on issues like social security, minimum wages, and special efforts in the field of building safety and occupational health and safety.

The currently most prominent example comes from ACT (Action, Collaboration, Transformation). This is a process in the textile sector in a number of mainly Asian countries: Bangladesh, Myanmar, Cambodia and Turkey. A global memorandum of understanding has been signed between, IndustriAll Global Trade Union and 20 of the largest global fashion companies, with significant production in the respective countries.

The most important aim of this process is to ensure a sustainable textile and garment industry where workers can earn decent wages within normal working hours, and which is regulated through sectoral social dialogue and collective agreements

In this way, the MOU involves trade unions and sectoral employers' federations as key players in the process. At this stage of social dialogue the Danish consortium's partners can play an important role with capacity building and consultancy on the process.

Similar initiatives are in the pipeline within large scale agriculture, services and hospitality, and furniture manufacturing.

Basis for the concept:

- Projects in Myanmar, Uganda, and Zanzibar
- Partnerships in Bolivia, Colombia, Central America, Zambia, Zimbabwe, South Africa, Bangladesh, Myanmar, the middle East and Central and Eastern Europe.

Objectives

- The tools and modules focus on benefits for both parties of regulating employment conditions through a collective agreement

- It would then establish the fundamentals of what a good collective agreement is, in the framework of the industrial relations system of the respective partner country
- Finally, it would include a skills section on how to prepare and negotiate a good collective agreement.

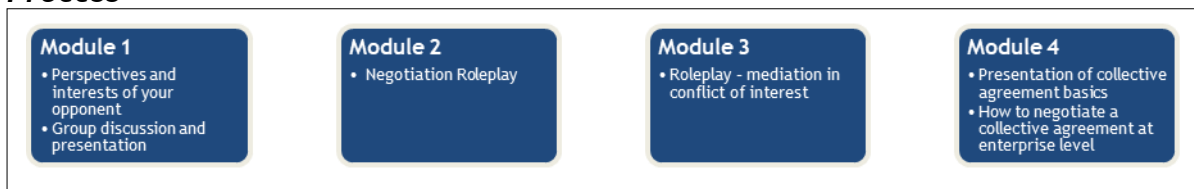
Process elements

- Developing the understanding that social dialogue and collective bargaining is based on understanding of your opponents interests as well as your own.
- Develop the understanding that there is a large common interest in a good workplace between the social partners even during a bargaining session
- Develop the understanding that social dialogue requires preparation, a clear mandate from your constituencies and an openness to look at solutions which were not your first priority

Output and outcome

- Understanding of social dialogue as an important tool for more decent jobs
- More constructive collective bargaining skills.
- Negotiations on collective bargaining agreements

Process



The four modules can be used together as an extended social dialogue and collective bargaining training, but they can also be used individually according to the concrete need. It is intended that each of the modules is accompanied with some sort of presentation. The PowerPoint presentations in the materials can be used, but they may also serve as inspiration for a range of other types of presentations or teaching situations.

Module one deals with the perspectives and interests of your opponent.

Module two is a negotiations roleplay. Based on a simple set of problems it sets up a process where the participants can experience a negotiation situation. Focus of the activity is to develop the understanding that there is a large common interest in a good workplace between the social partners.

Module three is also roleplay based. The focus is to develop the understanding that social dialogue requires preparation and an openness to look at solutions which were not your first priority.

Module four is a presentation of collective agreement basics and how to negotiate a collective agreement at enterprise or sectoral level. The information needed for this can be found in the PowerPoint presentations and it can indeed be done with the use of those. It can also be adapted for other forms of presentations and linked to one of the previous modules.

The focus of the modules is to develop the understanding that social dialogue and collective bargaining is based on understanding your opponents interests as well as your own, and that there is a large common interest in a good workplace between the social partners even during a bargaining session. Finally, the modules aim to develop the understanding that social dialogue requires preparation and an openness to look at solutions which were not your first priority.

Materials available

The following materials are available for this module:

- PowerPoint presentations
 - Shared interest and conflict
 - What is a good collective agreement?
 - Negotiation - How to negotiate a collective agreement at enterprise level
- Cases
 - Case 1 - Garment factory “Three Star”
 - Case 2 - “Kampala Coffee Processing Plant”
- Activity Sheets
 - Activity Sheet 1 - Perspectives and interest of your counterpart
 - Activity Sheet 2 - Negotiation role play - An extra allocation
 - Activity Sheet 3 - Role Play - mediation interest dispute

Concept 2: Improved bi-partite disputes resolution systems	
Can be used by	All consortium members jointly or individually. Participation of two of the consortium members representing the two social partners is an advantage.
Relevant at SD development level	This concept is mainly used in countries with an informal or unstructured social dialogue. It builds on an established dialogue between the national social partners and presupposes that there is a clear understanding of the need for better disputes resolution, for instance to keep labour court process times at a minimum. It also requires a desire to establish such a system in the participating organisations on both trade union and employers' side.
Most relevant target groups	The target group is the employer's organisations and national confederation of trade unions. This includes decision makers, legal consultants, paralegals, and union officers at national and sector levels and if possible, also regional/provincial level.
Specific requirements	The consortium's representatives must be familiar with the juridical precedence in the targeted country and the partners' strategic considerations. At least one visit between each of the workshops is needed.
Specific qualifications needed to facilitate?	Facilitation requires thorough knowledge and experience of dispute resolution systems and capacity to understand the specific context in the target country. A facilitator who has experience with similar systems in other countries, generally or in the region, will be useful. A consultant with local knowledge and credibility is needed to keep the process on track.

Challenges and opportunities

In most developing countries, the dispute settlement system is slow, inefficient, and inadequate. There is a growing challenge with the length of time and cost of taking disputes through to the national industrial court. This frustration is experienced by both employers and unions, who find disputes difficult to solve. It is also an issue when compensation cases have excessive delays. This creates unnecessary hardship for employees and operational insecurity for the employer.

In several countries, bilateral "alternative" disputes handling has been established or is under way. This process is rooted in both the national employers' organisations and trade union (federations).

This concept is based on these practical experiences. It consists of a mixture of activities, and it includes both training and consultancy. It is imperative that the concept builds on a desire from both social partners to establish such a scheme. The process will have several steps and be a mixture of sessions with training and development of understanding, interrupted by periods where the partners themselves develop the necessary basis and joint understanding. A level of consultancy is needed for this process to produce the results desired by our partners.

It is also clear that although this concept is based on a bilateral structure, it can also be adapted to take other structures into account.

Objectives

The objectives of this concept are directed at developing a disputes resolution system and at the same time strengthen the institutional capacity of the involved organisations to engage in disputes handling. It aims at building a fundamental understanding of the functioning of a rights conflict system and help the national partners reach a common understanding and develop strategies for establishing a functional Alternative Disputes Resolution (ADR) structure.

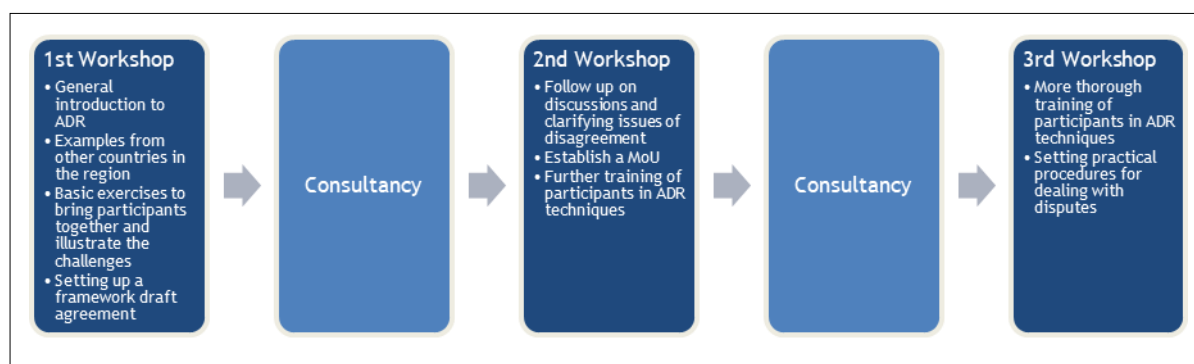
Outputs and outcomes

The concept aims at the following outputs and outcomes:

- Development and agreement on a Memorandum of Understanding on establishment of a Bilateral Committee or other bipartite institutional mechanisms which will undertake Alternative Disputes Resolution to alleviate the workload of the labour court, and ensure a substantially shorter process time
- Actual establishment and commencement of operations of A Bilateral Committee to undertake improved dispute resolution
- Even if a bilateral committee is not established, the outcome will be improved understanding among key office holders of the importance and usefulness of social dialogue
- Increased skill in disputes handling in both organisations

Process elements

The concept envisages a mixed process with elements of training and periods of consultancy. The process below is an ideal version of attaining results but variations might occur based on the local context



The process will be driven by workshops where the social partners will discuss and lay the foundation for establishing a joint system. The Danish partners will facilitate the dialogue and contribute with best practices and expert knowledge on the various elements. Key elements will be basic social dialogue skills, mediation, and dealing with both conflicts of rights and interests.

The first workshop should include a general introduction to dispute resolution, supported by examples from other countries in the region or other sectors, as well as basic exercises to bring participants together and illustrate the challenges. The outcome of this workshop should be the setting up of the basic principles for a framework draft agreement.

The second workshop should follow up on discussions and clarify issues of disagreement which have emerged in the process since the first workshop. The purpose of this would be to establish a Memorandum of Understanding between the partners. *The third workshop* will take place after an agreement between the social partners, and it should be aimed more on training of future members of the alternative disputes resolution system and help establish practical procedures for dealing with disputes.

The focus of all three workshops will be negotiation skills and techniques for resolving interest disputes, including how to prepare and present views; mediation skills and techniques for resolving interest disputes; the importance of sharing knowledge and perspectives on productivity and working conditions as part of reaching solutions in dispute settlement and structuring the conciliation process in the bipartite committee - focusing on the importance of a standardised, transparent and mutually agreed way of working in the bipartite committee

Materials available

The following materials are available for this concept:

- PowerPoint presentations
 - Alternative disputes resolution
 - ADR experiences from other countries
 - Dialogue Negotiation and Mediation
- Cases
 - Cases for rights dispute
 - Rights dispute - Green Hill Brewery
 - Rights dispute - PTTEP International
 - Cases for interest dispute
 - Interest dispute - Kampala Coffee Processing Plant
 - Interest dispute - Garment Factory Three Star
 - Note: Cases are in some respects specific to the country they come from. This should be adapted when they are used elsewhere. Local realities should be reflected in cases.
- Activity Sheets
 - Form and function of the Bipartite Committee
 - Role Play rights and interest disputes

Concept 3: Strengthening tri-partite disputes processes	
May be used by	Requires participation of min. two of the Danish consortium members, representing both social partners, and it is relevant to also draw on expertise from the Danish tripartite disputes system, such as the Danish industrial court. In the partner country, participation should come from national and regional trade union and employers' federations, as well as representatives from the Ministry of Labour at national or especially regional level
Relevant at SD development level	This concept is directed at countries with a well-developed unstructured or structured social dialogue. It builds on an established dialogue between the national social partners and the existence of a labour law structure in place. It presupposes that there is a clear understanding in the partner organisations of the need for improving the processing of the disputes handling system.
Most relevant target groups	Broad representation from all three sides, and the participants should be experienced officers who have or will be getting an actual responsibility for these issues.
Specific requirements	The consortium's representatives must be familiar with the juridical precedence in the targeted country and the partners' strategic considerations. At least one visit between each of the workshops is needed.
Specific qualifications needed to facilitate?	The facilitators must have practical experience with social dialogue. A facilitator who has experience with similar systems in other countries, generally or in the region, will be useful.

Challenges and opportunities

In several developing countries, disputes handling systems at national and/or regional level have been established in the labour law. These systems are run by the ministries of labour and they involve the social partners and sometimes other actors as well. The systems are often inefficient and the representatives from the social partners are untrained in the representation of their members' interests in this process. They rarely utilize the possibility of longer-term solutions through mediation.

An example of such a situation is Myanmar, where the consortium members have been involved to strengthen the formal dispute-handling system in collaboration with the Danish Labour Court.

Several the elements of this concept will also apply in the dispute resolution concept. They include disputes handling, the role and responsibility of the social partners in a public dispute-handling system, and improvement of the dispute-handling procedures, not least improvements in the time it takes to handle an industrial dispute.

Objectives

The main objective is to strengthen the quality and speed of dispute-handling. An important contribution to this is reducing the case load through improved social dialogue at company level to solve problems early. This again demands improved institutional capacity of organisations to engage in dispute-handling. Other important contributions are establishing a fundamental understanding of the functioning of conflict of rights systems

and help the national partners and the Ministry of Labour personnel to establish a common understanding.

Examples of outputs and outcomes

The concept aims at the following outputs and outcomes:

- Decrease in the number of industrial disputes which are not handled at enterprise level
- Improved handling of disputes in public bodies, in particular, a higher quality of the process so all interests are better represented
- Improved understanding among key office holders of employers, trade union and MOL of the importance and usefulness of social dialogue
- Increased skill in disputes handling in all structures

Process

The basic process of this concept is a number of training sessions.



The training is proposed to take place in four two- to three-day workshops.

Key training elements will be basic social dialogue skills, mediation and dealing with both conflicts of rights and interests. Participants will undergo training in both mediation and arbitration techniques.

The first workshop should include a general introduction to social dialogue and disputes handling. It should provide examples from other countries in the region and it will use basic exercises to bring participants together and illustrate the challenges.

The second workshop should provide further training in social dialogue with focus on disputes handling and social dialogue at enterprise level. It should also include training in good faith collective bargaining and practical mediation techniques

The third and fourth workshops should focus on training in participation in official disputes handling structures, training in representing the involved parties and training in practical mediation and arbitration techniques.

The focus of all four workshops will be negotiation skills and techniques for resolving disputes, including how to prepare and present views, mediation skills and techniques for resolving disputes. The process will underline the importance of sharing knowledge and perspectives on productivity and working conditions as part of reaching solutions in dispute settlement and is intended to bring about an increased understanding of the situation of the opposite side and the need to achieve a balanced solution.

Materials available

The following materials are available for this concept:

- PowerPoint presentations
 - Disputes resolution
 - Dialogue negotiation and mediation
 - Process of conciliation
 - Shared interest and conflict
- Cases
 - Cases for rights dispute
 - Rights dispute - Green Hill Brewery
 - Rights dispute - PTTEP International
 - Cases for interest dispute
 - Interest dispute - Kampala Coffee Processing Plant
 - Interest dispute - Garment factory Three Star
 - Cases for training of mediation and conciliation
 - Myanmar Solamoda Garment Factory workers' case
 - KGG Garment Factory workers' case
 - Poppy Snack Factory workers' case
 - South Bay Garment Factory workers' case
 - Sein Gabar Yarn factory workers' case
 - Myanmar Sincerece Co. Ltd (garment factory) workers' case
 - Labour issue in production of fishing nets and equipment
 - Labour Issue at Chi Chi Industry Co.
 - Labour Issue at wool textile factory
 - Labour Issue at woven bag (Penang) factory
 - Activity Sheets
 - 1.1 - Experiences with conciliation
 - 1.2 - Roles, rights and duties in conciliation
 - 1.3 - Preparation for a successful mediation - Interest dispute
 - 2.1 - Key learning points and expectations
 - 2.2 - Preparation for a successful mediation - Interest dispute
 -
 - 3.2 - Capacity building
 - 3.3 - Preparation for a successful mediation
 - 3.4 - Perspectives and interests of your counterpart
 - 3.5 - Key learning points and recommendations
- Role Plays: Preparation for a successful mediation
 - Role Play: Negotiation role play - An extra allocation

Note: Cases are in some respects specific to the country they come from. This should be adapted when they are used elsewhere. Local realities should be reflected in cases.

Concept 4: Joint policy advocacy	
May be used by	Jointly by two or three consortium members. In the partner country participation should be bilateral at national, sectoral and company level.
Relevant at SD development level	This concept is directed at countries with an unstructured or structured social dialogue. It builds on an established dialogue between the national and/or enterprise level social partners and a desire to use advocacy as a method to effect social, economic or industrial changes
Most relevant target groups	<p>Preferably experienced officers who have or will be getting actual responsibility for these issues. A limited number (12-16) of participants is recommended with equal numbers from both social partners. Preferably, the same participants will participate in both workshops.</p> <p>The target groups are representatives at executive level from the employers' organisations and trade unions. These include union officers at national and regional level, and employers and employers' representatives at national and regional level</p>
Specific qualifications needed to facilitate?	<p>Facilitators must have practical experience with political advocacy, and it is especially necessary for the consultancy that the facilitator or consultant has experience with similar issues in other countries, generally or in the region.</p> <p>In between the workshops, a consultant with local knowledge and credibility is needed to keep the process on track. One visit between each of the three workshops is needed.</p>

Challenges and opportunities

Joint policy advocacy can happen on every level of social dialogue. It is a valuable tool in situations when the social partners' interests are overlapping. Experience shows that initiatives made jointly by the social partners are much more difficult for public authorities and political bodies to reject. This is relevant at national levels on issues like pensions, workers' compensation, and minimum conditions. But it is equally so at enterprise level, where a joint initiative can improve the situation for the company and remove obstacles for its operation.

Themes for joint policy advocacy can be framework conditions for enterprises, environmental issues - including just transition, formalization of informal economy through common initiatives like application of minimum conditions across society, social security, TVET, OHS, and education. It can also be local community decisions concerning transport, energy and other key public services.

In the past years, the consortium has successfully executed projects on this theme in East Africa, with specific results in the area of minimum wage in for instance Uganda. It is the experiences from these projects which form the basis for this concept.

This concept is based on defining common areas of interest and assisting the relevant social partners with developing their common approach for policy advocacy. The key processes are establishing and expanding common understanding of issues, training to develop social dialogue skills, and policy development. The concept will also have a

substantial consultancy component in the different stages of the process and in the action on chosen policy issues.

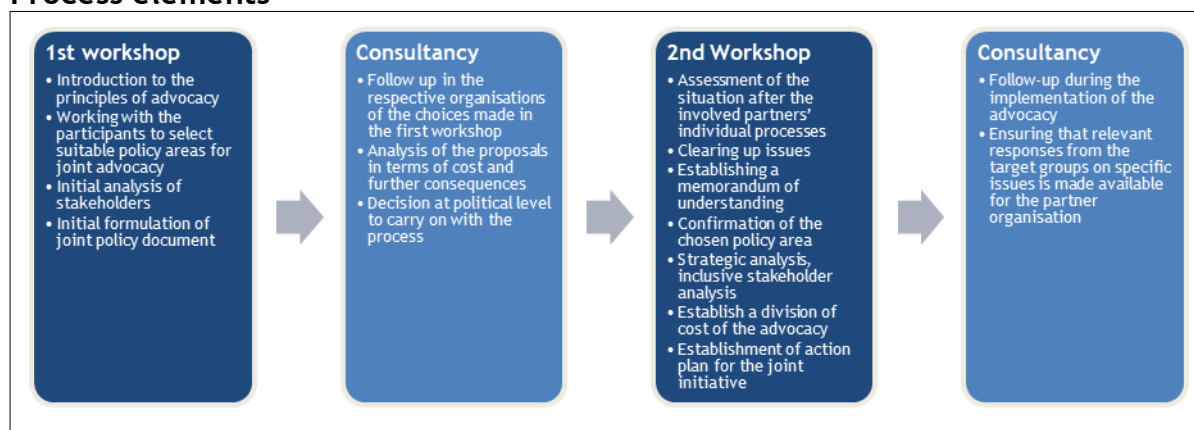
Objectives

The main objective is to widen the experience of organisations in the use of social dialogue for joint action to effect changes for instance in the field of minimum employment conditions, functioning of labour market institutions, and influencing business climate. A part of this is to train participants in social dialogue and policy formulation techniques.

Examples of outputs and outcomes

- Development and agreement on a Memorandum of Understanding on the chosen policy area
- Developing the organisation's understanding of the potential of joint advocacy action
- Actual change of the official policy in the selected area
- Increased skill in social dialogue in both organisations.

Process elements



This concept contains a mixture of workshops and relatively extensive consultancy.

The process will be based on two workshops with partner organisation, which include discussions between the workshops assisted by regional representatives from consortium members.

Key elements will be basic social dialogue skills, identifying stakeholders, challenges and shortcomings in the area concerned, establishing a vision, setting targets for the advocacy, gathering arguments and finally executing the advocacy.

The first workshop should include a general introduction to the principles of advocacy. Working with the participants, suitable policy areas for joint advocacy will be selected, an initial analysis of stakeholders will take place, as well as the initial formulation of joint policy document.

The first consultancy phase will ensure follow up in the respective organisations of the choices made in the first workshop. It will promote analysis of the proposals in terms of cost and further consequences, and further a decision at political level to carry on with the process.

The second workshop will assess the situation after the involved partners' individual processes and clear up outstanding issues with the purpose of establishing a memorandum of understanding. This should confirm the chosen policy area. On the basis of this, the participants will make a strategic analysis, inclusive stakeholder analysis, establish a division of cost for the advocacy, and an action plan for the joint initiative.

The second consultancy phase will follow the process during the implementation to ensure that differences are dealt with quickly to avoid that they develop into obstacles for continued advocacy.

Workshops will be process oriented and serve the purpose of helping the involved partners to reach agreement and assist them in establishing a viable strategy for their joint action.

Materials

- PowerPoint presentations
 - Joint Policy Advocacy
- Activity Sheets
 - Activity Sheet 1 - Possible joint policy areas
 - Activity Sheet 2 - Ownership and beneficiaries
 - Activity Sheet 3 - Stakeholder analysis
 - Activity Sheet 4 - Concrete steps to achieve change
 - Activity Sheet 5 - Assumptions
 - Activity Sheet 6 - Resources
 - Activity Sheet 7 - Action Plan and Monitoring

Concept 5: Social dialogue as a tool for gender equality	
May be used by	Can be used by any combination of consortium members in cooperation with bipartite or individual partners. The modules can be integrated into a wide variety of training and awareness creating processes.
Relevant at SD development level	This concept is directed at countries with unstructured or structured dialogue. It presupposes an established social dialogue between national or enterprise level social partners.
Most relevant target groups	Policy and strategic decision makers and union representatives/negotiators/shop stewards in the partner organisations. The target group comprises representatives from national employers' organisations, national confederation for trade unions, union officers at local, regional and national level and representatives from ministry of labour.
Specific requirements	Gender balance should be practised through the whole process including selection of participants, facilitators, organisation and management.
Specific qualifications needed to facilitate?	Facilitators must have practical experience with social dialogue and gender issues. Experience with facilitation of training on gender and discrimination, violence and harassment is useful.

Challenges

Gender equality cuts across all aspects of working life. Industrial and large scale agriculture employment of women in developing countries is rising. With that come challenges of equality of conditions and opportunities.

At the same time, the issue of sexual harassment and violence against women in the workplace remains a serious challenge. The first of these modules addresses the use of social dialogue to entrench the discussion on gender equality at all levels and provide a forum to constantly improve equality of employment conditions and opportunities, as well as equal access to qualifications development. The second module addresses the role of social dialogue in prevention of violence at work, including sexual harassment. Both modules will focus on how gender equality and harassment can be dealt with in the work of existing social dialogue structures or, alternatively, be the target of separate structures.

The modules are based on projects in Uganda, partnerships in Central America, Southern Africa and South/Southeast Asia and activities by global social partner organisations.

Objectives

There are two main objectives of these modules:

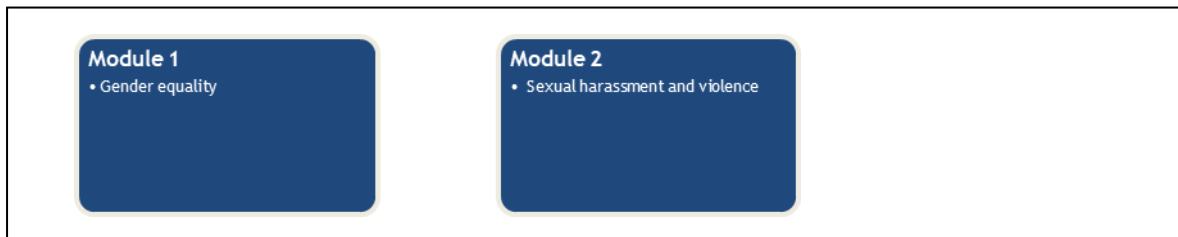
- * To develop a joint understanding of the special challenges met by women in the production
- * To develop a joint understanding of the importance of dealing with sexual harassment and violence in the workplace.

The modules aim at helping the parties establish a common understanding of the use of social dialogue as a tool to deal with gender issues in the enterprise. The modules can be used for both individual employers and trade union groups as well as for bipartite groups.

Examples of outputs and outcomes

- Understanding how to promote gender equality in social dialogue and how social dialogue can promote gender equality
- Development of adequate policies and guidelines for handling cases of sexual harassment, threats and violence

Process elements



The concept can be a part of a larger social dialogue concept, but they can also be elements in general capacity building and awareness training. The material available is in the form of both PowerPoint presentations and practical examples of social dialogue-based action on gender equality and sexual harassment. It also includes model procedures, tools for handling sexual harassment cases. The use of these materials is not bound by their form. They can be used as is, but they can also serve as inspiration for various other methods of presentation.

Module one focuses on gender equality in general. Existing employment issues in developing countries in general may have different impacts on men and women workers. Facilitators will provide an opportunity for participants to relate their own personal experience (and refer to local and national situations) and exchange views with other participants in order to arrive at a deeper understanding of the gender facets of each issue.

Module two presents the issue of sexual harassment and violence against women in the workplace. It contains a practical case of harassment and gives the participants a chance to debate how such a matter can be handled and what particular role social dialogue can play in such a process and in efforts to prevent harassment in general.

The focus of the first module is to develop a deeper and shared understanding of existing gender differences in employment and working conditions and allow an in-depth consideration of existing problems, introducing a gender perspective. For the second module, focus will be on developing an understanding of the challenge of sexual harassment and train the use of a procedure at company level for dealing with sexual harassment.

Materials available

The following materials are available for this module:

- PowerPoint presentations
 - Social dialogue and gender based inequality
 - Sexual Harassment and gender based violence
- Practical examples
 - Practical examples of gender equality through social dialogue
 - Practical example - Challenging sexual harassment in horticulture through social dialogue in Uganda
 - Practical example - Main points of a sexual harassment procedure
- Process tools
 - Process tool: Where does Sexual Harassment take place? - farm
 - Process tool: Where does Sexual Harassment take place? - factory
- Activity Sheets
 - 1: Exploring gender-specific elements of women's employment in global supply chains
 - 2: Sexual harassment procedure - Case

Concept 6: Occupational health and safety and social dialogue	
May be used by	All consortium members jointly or individually in cooperation with bipartite or individual partners. The elements can be integrated into a wide variety of OHS training processes.
Relevant at SD development level	The concept is directed at countries with unstructured or structured dialogue. It is particularly relevant as icebreaker for stepping up systematic social dialogue.
Most relevant target groups	Decision makers, union representatives/OHS representatives at workplace level and in the partner organisations. The target group is national federation of employers and national confederation for trade unions, union officers at national and regional level and employers and employers' representatives at national and regional level.
Special requirements	Acknowledge workers and employers as experts in their own working conditions. Activities must follow the path of including participants experience and observations as the most important element of the learning process.
Specific qualifications needed to facilitate?	Basic knowledge and experience from working with OHS as well as experience with participatory training methods. Facilitators must have practical experience with social dialogue and OHS and should be acquainted with OHS standards and rules in the respective country.

Challenges and opportunities

Occupational Health and Safety (OHS) is a key problem in many workplaces across the globe. OHS is at the same time an issue where the benefits of social dialogue-based solutions can be clearly demonstrated. OHS is, at its base, an issue of rights. The right to a safe and healthy working environment is part of the ILO core conventions. At the same time, there is a relatively large element of overlapping interest between the social partners on OHS issues. A healthy workplace benefits not only the employee, but also the employer through higher productivity and better quality of products and services delivered.

These modules use either some concrete cases as a starting point or work on the basis of an analysis of the concrete situation in a single enterprise. The modules focus on demonstrating how the establishing of social dialogue structures can improve the OHS situation. They also focus on showing the mutual benefit of improved OHS through better working conditions, improved quality of production and higher productivity.

The modules are developed on the basis of partnerships, projects and programmes in countries across the globe.

Objectives

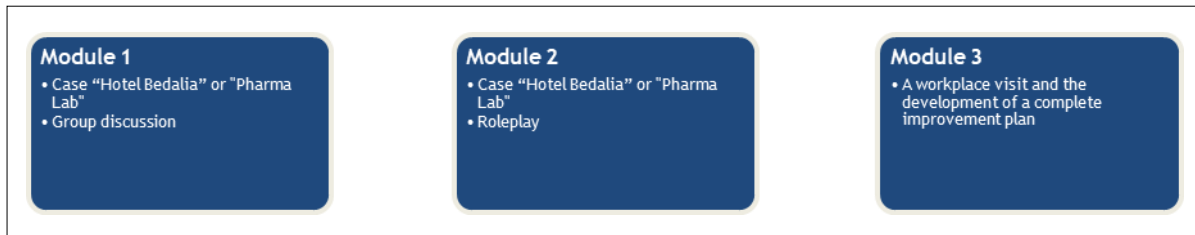
The main objective is to establish an understanding of the overlapping interests in the field of OHS and assist the partners establish a common understanding of the use of social dialogue as a tool to deal with OHS problems in the enterprise. The modules also aim at training participants in initial OHS analysis. Finally, they have the dual purpose of introducing OHS in a general social dialogue process and to introduce social dialogue into

an OHS process. The ultimate goal of the process will be the establishment of common guidelines and structures for how employees' representatives and enterprises can work with OHS

Examples of outputs and outcomes

- Understanding of social dialogue as an important tool for better OHS
- Increased skill in evaluating and prioritizing OHS problems
- Action plan for specific health and safety improvements

Elements



The modules can be a part of a larger OHS concept, but they can also be elements in general capacity training.

The material includes a model description of a complete OHS workshop.

Module one and two are based on the cases "Hotel Bedalia" and "Pharma Lab". Module one uses the cases as the basis for a group discussion of the participants' own experiences, followed by a plenary session. The focus is on OHS issues from their own sector and methods of solving the issues through social dialogue at different levels.

Module two use the cases as basis for a mediation roleplay in order to illustrate the capacity of social dialogue to solve OHS problems, while at the same time underline the thoroughness of preparation which should go into an actual dialogue.

Module three goes deeper into a holistic OHS approach. It is centred around a visit to a company, where the participants in groups analyse and evaluate the working environment and point out issues which have to be dealt with. This is followed up with a discussion on a prioritized action plan, as well as the tools which can be used for dealing with these problems, centring on social dialogue.

The focus of the modules is to develop the understanding of OHS as rights based, but with a large area of common interest, and that a proactive approach to improving the work environment has the potential of benefitting both employers and workers. On that basis, they contain a skills training through joint workplace inspection and follow up discussions and exercises.

Materials available

The following materials are available for this module:

- PowerPoint presentations
 - OHS and social dialogue
- Cases
 - Case “Hotel Bedalia”
 - Workplace visit
- Process tools
 - Background sheet Workplace visit - for facilitator
 - General elements of an OHS inspection
 - Detailed guide for elaborating OHS suggestions
- Activity Sheets
 - Activity sheet “Hotel Bedalia” - Group discussion
 - Activity sheet “Hotel Bedalia” - Roleplay
 - Activity sheet Workplace visit - participants
- Supplementary
 - An OHS training Workshop model

Concept 7: Technical and vocational education and training (TVET)	
May be used by	Any combination of consortium members in cooperation with bipartite or individual partners. The modules can be integrated into various training processes.
Relevant at SD development level	The concept is directed at countries with unstructured or structured dialogue. They presuppose that social dialogue is established between national or enterprise level social partners.
Most relevant target groups	The target group is policy decision makers in partner organisations, officers with TVET responsibility, national federation of employers and national confederation for trade unions, union officers at national and regional level, and employers and employers' representatives at national, regional and workplace level
Specific qualifications needed to facilitate?	Practical experience with social dialogue. It will be useful for a facilitator to have experience or be familiar with similar TVET systems in other countries.

Challenges and opportunities

Technical and vocational education and training (TVET) is a key to economic and social development everywhere. It is one of the most important elements needed to be in place for the SDG 8 to be fulfilled. It is also a crucial for strengthening the low-skilled workers position on the labour market and increases their value for employers.

There is a long tradition for building technical colleges in developing countries, but, unfortunately, they often operate in a void when it comes to input and needs of the social partners. This is clearly problematic as it is the social partners who have the current and specific knowledge of educational requirements in the near and medium term.

It is on that basis that the consortium members have prioritized TVET for a number of years. Support to partners has been provided to countries in Southern Africa, East Africa and the Middle East.

The core of the modules is policy, advocacy for improving the TVET governance and infrastructure in the respective country. They contain elements of analysis of the TVET system, negotiation between the social partners, formulating a joint platform of understanding, as well as a vision of the future, define desired changes, analysis of stakeholders and establishment of a common base for joint advocacy action, and involvement with the public structures in this field. Partners can also choose to engage in pilot projects within specific sectors to demonstrate the value of social partners involvement in the TVET system. Finally they deal with the important role which recognition of prior learning (RPL) can play in formalizing employment.

Objectives

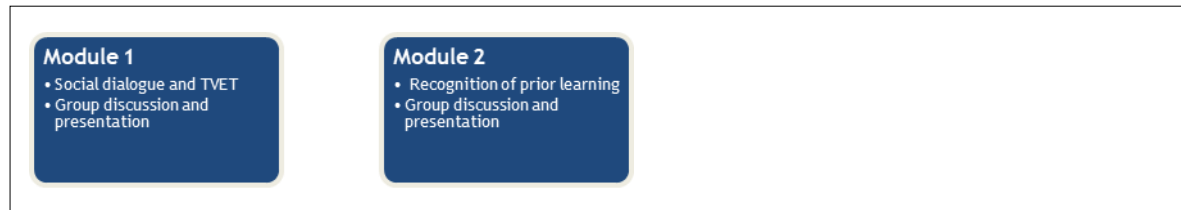
The main objective of these modules is to establish a joint understanding of the overlapping interests of the social partners in the field of TVET. The modules also aim at helping the partners establish a joint understanding of the use of social dialogue as a tool to deal with TVET at regional or national basis. Finally, it is an objective to demonstrate the role recognition of prior learning can play in bringing people from the informal to the formal labour market. These modules can provide the basis for a common understanding

on the TVET issues which can lead to joint actions on this issue. For further information on supporting joint actions see the Consortium's paper on TVET interventions.

Examples of outputs and outcomes

- Understanding of social dialogue as an important tool for TVET
- Increased skill in using TVET as a social dialogue advocacy subject
- Increased openness towards recognition of prior learning among the social partners

Process elements



These modules can be used for both individual employers and trade union groups as well as for bipartite groups. They can be a part of a larger TVET concept, but they can also be elements in general social dialogue capacity training. They can be used both to introduce TVET in a general social dialogue process, and to introduce social dialogue into a TVET process. Finally they can also be part of a social dialogue advocacy concept.

The modules need to be considered as a whole, with a combination of group activities and presentations. The format of presentations in the materials is PowerPoint, but the information can be presented in any number of formats. In that case, the PowerPoint presentations only serve as a repository for knowledge and inspiration.

Module one is directed at presenting and opening the relevance of TVET in the respective sector of the participants. It is based on the information from the TVET PowerPoint presentation coupled with the experiences and knowledge of the participants.

Module two deals specifically with RPL. It aims at demonstrating the potential of RPL to bring informal workers into the formal sector through formal accreditation of their prior skills. It also presents a possible process for RPL and acquaints the participants with the problems and issues faced during a RPL process.

The focus of the modules is developing the understanding that TVET is an area of key joint interest where social dialogue and advocacy can play an important role and increasing the understanding of the importance of recognition of prior learning as a tool to help the passage from an informal to the formal labour market.

The modules have been developed for 10-20 participants, but they can be used both for smaller and larger groups, depending on the context.

Materials available

The following materials are available for this module:

- PowerPoint presentations
 - TVET and Social Dialogue
 - Social partners and TVET - The European experience
 - Recognition of Prior Learning
- Activity Sheets
 - Activity sheet Social dialogue and TVET - Group discussion
 - Activity sheet Recognition of Prior Learning - Group discussion
- Background papers
 - Consortium paper on TVET interventions

Concept 8: Corporate Social Responsibility and Social Dialogue	
May be used by	This concept will benefit from the participation of two Danish consortium members, though separate sessions of the two social partners should also be used. In the partner country, participation should include representatives at national, sectoral and company level.
Relevant at SD development level	A well-developed unstructured or structured social dialogue. It may build on an established dialogue between the social partners or be a tool to open the doors towards such dialogue. It presupposes a clear understanding in the partner organisations of the need for respecting labour and human rights.
Most relevant target groups	The target groups are employers' organisations, national confederation for trade unions, sector oriented unions, union officers at national and regional level, and not least employers and employees' representatives at enterprise level. An equal number from each side is an advantage. There should be a balance between participants from pilot enterprises and representatives who will be trained as local facilitators. The latter group should include officers with some social dialogue experience.
Specific qualifications needed to facilitate?	The facilitators must have practical experience with CSR and social dialogue at enterprise level. For both introduction and follow-up, a facilitator from the country in question, with knowledge of the specific industrial relations- and social dialogue system in the partner country should participate.

The challenges and opportunities

Corporate Social Responsibility (CSR) was developed in response to challenges meeting enterprises related e.g. to globalisation. The intention is to meet stakeholders' expectations by documenting the company's responsible performance - often including both labour rights, human rights, development issues and the capacity to avoid negative effects on society including local communities and environmental issues.

An increasing number of global and national companies develop CSR policies. Many companies in developing economies encounter CSR because they are - or wish to become - part of global value- and production chains. CSR-tools such as Codes of Conduct are often chosen by the lead company in the value chain, while supplier companies are often requested to follow suit. Individual companies in developing countries also undertake CSR as part of their strategy and business values.

In many cases this is a challenging process and both employers and trade unions often demand more knowledge about how to drive and facilitate the implementation of rights-based, inclusive, and business sustainable CSR policies.

Over the last few years, two consortium members have been involved in a project in the Philippines which has endeavoured to follow individual pilot programs in companies while at the same time training local facilitators from the social partners to be able to work broadly on the issue of CSR. This project is the foundation for this concept.

This concept envisages a process which involves a mixture of representatives from pilot companies and trainee local facilitators. The pilot companies would be from one or a few

specific sectors, like textile, plastics or electronics, and the concept aims at either introducing CSR or, if CSR is already underway, to strengthen the implementation of the SDGs in the CSR plans of the companies.

The trainee facilitators would come from their respective trade union and employers' organisations, and they will be tasked with spreading the understanding of CSR and social dialogue beyond the pilot companies.

The concept aims to create awareness of the mutual benefits of social dialogue and rights-based CSR policies. It is intended to demonstrate the importance of effective social dialogue for establishing and maintaining CSR and focus on how the increasing requirement for CSR in the supply chain can be used as the basis for establishing a robust social dialogue.

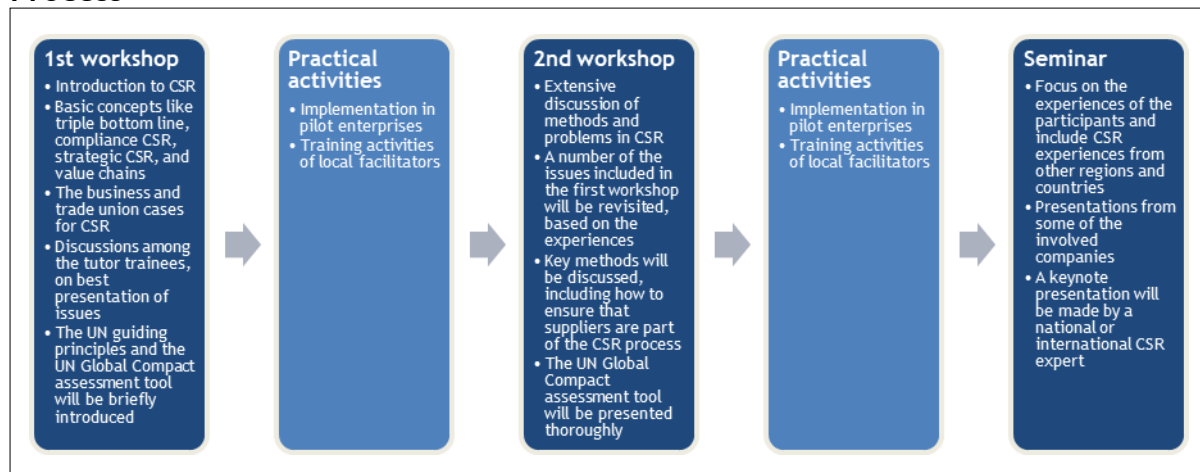
Objectives

The first objective is to strengthen the understanding of different forms and potentials of CSR, and establish a fundamental understanding of the advantage of basing CSR on social dialogue. The second objective is to build capacity in the national organisations to advise and support their members at local level on CSR issues, and also provide management and workers' representatives from the pilot enterprises with the knowledge and skills on the concept, principles, and practices of rights-based, inclusive, and business sustainable CSR.

Examples of outputs and outcomes

- Introduction of CSR in pilot companies
- Training of CSR trainee facilitators in the social partner organisations
- Development of CSR understanding in more companies
- Increased CSR skills among participants.

Process



The concept is based on developing CSR processes in 4-6 pilot enterprises. Simultaneously with this, a number of facilitators from the trade union and employers' association, respectively, will be trained in working on CSR issues in more enterprises.

The process is based on two two-day workshops interspersed with time for the pilot enterprises and the local facilitators to gain experience. At the end of the project all companies which have been involved in developing CSR. Both pilot companies and companies supported by the social partners' local facilitators will be invited to a joint one day seminar where experiences can be shared and the basis laid for further activities.

Creation of awareness, identifying stakeholders, challenges and shortcomings of the CSR status of enterprises, and social dialogue skills are among the key elements.

The first workshop should include a general introduction to CSR concepts like triple bottom line, compliance CSR, strategic CSR and value chains. It should present the business and trade union cases for CSR thoroughly, especially including discussions among the local facilitators, on how these issues can be presented. Finally the UN guiding principles and the UN Global Compact assessment tool should be briefly introduced.

The second workshop will take its departure from the participants' experiences from the period since the first workshop, and an extensive discussion of methods and problems in CSR will take place. A number of the issues included in the first workshop will be revisited based on the experiences of the participants, and key methods will be discussed, including how to ensure that suppliers are part of the CSR process. Finally, the UN Global Compact assessment tool will be presented thoroughly.

The seminar will focus on the experiences of the participants, and it will include presentation of CSR experiences from other regions and countries. The involved companies will present their experiences and a keynote presentation will be made by a national or an international CSR expert.

The focus of the workshops will be the understanding of the usefulness of CSR, especially, but not only, for companies in global value chains. There will be focus on the role social dialogue is playing at enterprise level for successful development and implementation of CSR. The participants should acquire an understanding of CSR principles and be acquainted with CSR and compliance monitoring tools. Finally, the workshops will build up the ability to transmit CSR principles, structures and tools among the local facilitators.

Materials available

The following materials are available for this concept:

- PowerPoint presentations
 - CSR Introduction
 - Value chains and social dialogue
 - CSR - Business case
 - Strategic CSR Compliance
 - The UN Global Compact assessment tool
- UN Global Compact self assessment tool
- Learning booklets
 - These are simple introductions to a variety of CSR topics. They are intended to be used by the local tutors, but they will also form the basis of the group discussions during the workshops.
 1. What is CSR
 2. Triple bottom line
 3. Historical development and approaches to CSR
 4. What is Strategic Corporate Social Responsibility
 5. What is Compliance Corporate Social Responsibility
 6. The Business Case for CSR
 7. The Trade Union Case for CSR
 8. The UN Guiding Principles on Business and Human Rights
 9. Introduction to the UN Global Compact Self Assessment Tool
 10. Development of a Solid CSR Compliance
- Activity Sheets
 - Activity sheet 1 - Element of CSR - Group discussion
 - Activity sheet 2 - Experiences since first workshop
 - Activity Sheet 3 - The UN Global Compact assessment tool

Concept 9: The climate challenge and social dialogue	
May be used by	All consortium members jointly or individually The modules can be used by any combination of consortium members in cooperation with bipartite or individual partners. The modules can be integrated into various training processes and awareness activities.
Relevant at SD development level	All levels These modules are directed at countries with informal, unstructured and structured social dialogue. They presuppose that some dialogue is established between national or enterprise level social partners.
Most relevant target groups	Decision makers, union representatives/shop stewards in partner organisations - national federation of employers and national confederation for trade unions, union officers at national and regional level, and employers and employers' representatives at national and regional level.
Specific requirements	This concept is under development in cooperation with partners involved in debates about the consequences of climate change and the consequences of rapid transition to low-carbon emission societies.
Specific qualifications needed to facilitate?	Facilitators must have practical experience with social dialogue as well as climate change knowledge. Knowledge about climate and environmental challenges and the elements of a just transition to low-carbon societies is required.

Challenges and opportunities

Climate change is a main challenge of our time. The effect of policies to mitigate carbon emissions will have profound effects on production and everyday life, as will the effects of climate change itself, with rising temperatures, flooding and more frequent extreme weather. Mitigation policies today are often directed at companies in industrialised countries, but there will also be a policy effect in land use and production in developing countries. To that must be added the effect from policies adopted by the lead companies in value chains on production and large-scale agriculture in the developing world.

There is an acute need to consider these issues and their effect on enterprises and local communities. First movers on carbon emission reduction will gain a stronger market position in years to come. There is a strong joint interest among the social partners to ensure the sustainability of production and at the same time ensure that the current workforce can be employed in decent jobs. The changes in society and enterprises required to achieve such a just transition requires a joint concerted effort at all levels, and here social dialogue is at the very core.

The modules are a combination of transmission of knowledge and preparing the base for this social dialogue. They illustrate the challenges of the climate change and the needs for change. They contain elements of energy administration, waste and emissions management, and transition of enterprises. The modules focus on how social dialogue at enterprise, local and national level can help ensure that the environmental transition will happen with the least possible cost to the employees through retraining and technological improvements, and how a just transition can be achieved.

The basis for the development of the modules is activities on climate change in global union and business initiatives.

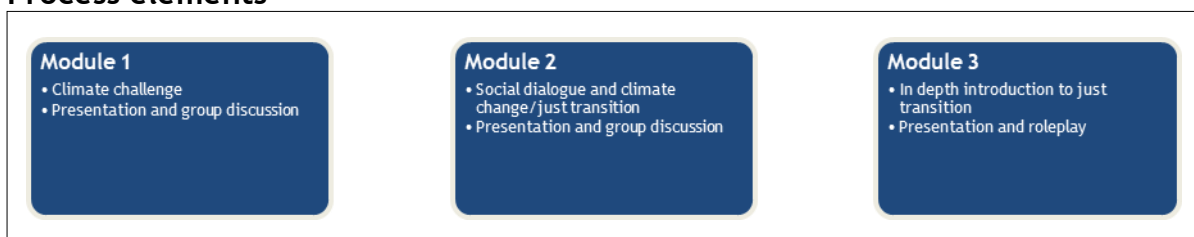
Objectives

The objectives of these modules is to establish an understanding of the challenges of climate change, and help the partners establish a common understanding of climate change as an area of key joint interests where social dialogue can play an important role as a tool to deal with climate transitions at enterprise, regional and national level. They also aim to provide an in-depth introduction to just transition as a key tool for a socially and environmentally sustainable transition.

Examples of outputs and outcomes

- Understanding of the effect of climate change
- Understanding social dialogue as a key element of climate transitions

Process elements



These modules can be a part of a larger climate change concept, but they can also be elements in general social dialogue capacity training. They can be used for both individual employers and trade union groups, as well as for bipartite groups. They can be used both to introduce climate change in a general social dialogue process, and to introduce social dialogue into a climate change process. The modules can be part of a social dialogue advocacy concept.

The modules need to be considered as a whole with a combination of group activities and presentations. The format of presentations in the materials is PowerPoint, but the information can be presented in any number of formats. In that case, the PowerPoint presentations serve as a repository for knowledge and inspiration.

Module one focuses on the possible consequences for companies in different sectors of climate change. It deals with both mitigation of current levels of carbon emission and with the necessary adaptation as a consequence of climate change itself. Based on this, it considers the effect these changes will have for workers, and what policies can be enacted to ensure jobs in the future.

Module two takes off from the challenges dealt with in module one and aims to ensure that participants understand the demand for transitions in their companies or sectors, that they are aware of the consequences for stakeholders from the transition, and finally that they are aware of possible policies which might alleviate negative consequences and how social dialogue can help implement these.

Module three presents a more in-depth introduction to the principles and possibilities of just transition. It will, as module two, discuss the policy pressures applied from national governments as well as from the lead companies in the value chain. It will then consider the consequences for sectors, companies and stakeholders, and propose changes which can be applied already today, to support the viability of the company and its possibilities to offer decent jobs and sustainable economic growth in the future. Finally, it contains a roleplay of a meeting in a company just transition social dialogue.

Materials available

The following materials are available for this module:

- PowerPoint presentations
 - Climate change
 - Social Dialogue and climate change - Practical examples
 - Just transition - in depth
 - Value chains and social dialogue
 - Web page: Green jobs
- Activity Sheets
 - Activity sheet 1 - Climate challenge - group discussion
 - Activity sheet 2 - Social dialogue and climate change- group discussion
 - Activity sheet 3 - Just transition - group project

Annex I: Introductory modules and materials

Introduction A: Introduction to social dialogue

Basis

This module provides a short introduction to the benefits of social dialogue and how to make it work. Focus on social dialogue roles and responsibilities, and on basic social dialogue techniques including ensuring a mandate, preparing and executing the dialogue.

Maturity of social dialogue in partner country and preconditions

This module is directed at countries with a nascent, unstructured or structured dialogue. It builds on an established dialogue between the national social partners, and it presupposes that social dialogue is established or under establishment between national or enterprise level social partners.

Objectives

The objective for this module is to begin an understanding of how social dialogue works, including an understanding of the need to understand the perspective of your opponent for social dialogue to work.

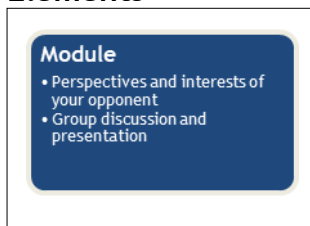
Examples of outputs and outcomes

- Understanding of social dialogue as an important tool for, decent jobs and sustainable economic growth
- Initial skill conducting a constructive social dialogue

Structure

This module can be used by any combination of consortium members in cooperation with bipartite or individual partners. The target group is union officers at national and regional level, employers and employers' representatives at national and regional level, and social partners at enterprise level

Elements



The module includes information and inspiration material, as well as a group based discussion on the perspectives and interests of your opponent.

The exercise is ideal with 15-20 participants, but it could be conducted with a larger number of participants as well.

Focus of the activity is to develop the understanding that social dialogue is based on understanding of your opponents interests as well as your own, and on acting within this understanding. At the same time, the focus will be on developing the understanding of the potential of social dialogue.

Facilitators

Facilitators should have practical experience with social dialogue.

Materials available

The following materials are available for this module:

- PowerPoint presentations
 - In the beginning was Social Dialogue
 - Shared interest and conflict
 - Value chains and social dialogue
- Activity Sheets
 - Activity Sheet - Perspectives and interest of your counterpart

Introduction B: Arguments for social dialogue

Basis

As part of capacity building and in connection with training in a number of different issues, there is opportunity to introduce social dialogue and underline the importance of what dialogue can deliver for both employers and employees. These modules are designed to either be integrated into another training process or be used as a separate session. Their purpose is to clarify the potential of social dialogue for both employers and employees. They will pursue both the trade union argument and demonstrate the business case for social dialogue. Key elements will be conflict resolution, advocacy, and the positive effect of social dialogue on both employment conditions and productivity.

The modules are developed on the basis of project activities in the Philippines, Myanmar, Uganda and Zanzibar.

Maturity of social dialogue in partner country and preconditions

These modules are directed at countries with a nascent, unstructured or structured dialogue. They build on an established dialogue between the national social partners, and presuppose that social dialogue is established or under establishment between national or enterprise level social partners.

Objectives

The objective for these modules is to establish an understanding of how social dialogue works for both social partners.

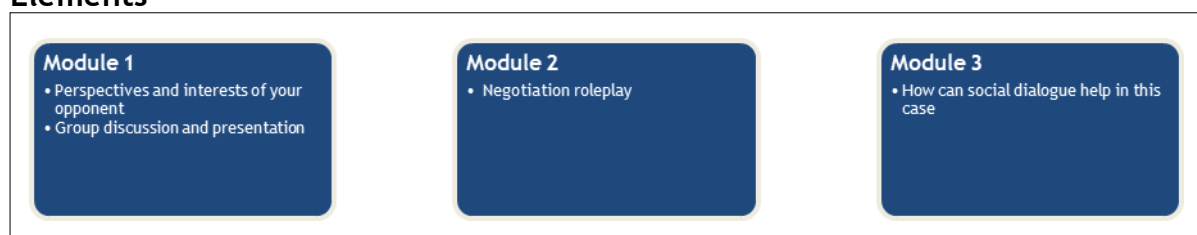
Examples of outputs and outcomes

- Understanding of social dialogue as an important tool for better, decent jobs
- Increased skill conducting a constructive social dialogue

Structure

The modules can be used by any combination of consortium members in cooperation with bipartite or individual partners. The modules would fit well into a capacity building process. The target group is union officers at national and regional level, employers and employers representatives at national and regional level and social partners at enterprise level.

Elements



The three modules can be used together as an extended training and awareness session. They can also be used individually according to the concrete need. It is intended that each of the modules is accompanied with some sort of presentation. The PowerPoint presentations in the materials can be used, but they may also serve as inspiration for a range of other types of presentations or teaching situations.

Module one deals with the perspectives and interests of your opponent. It underlines the necessity to approach social dialogue not only with an own interests in mind, but to also have an eye on the opponent's interests. It is intended to be conducted as a group discussion and presentation.

Module two is a roleplay on negotiation. On the basis of a simple set of problems, it sets up a process where the participants can experience a negotiation situation. Focus of the activity is to develop the understanding that the social partners share an interest in establishing a good workplace.

Module three is intended to be used for a discussion of a concrete problem. It is designed to be an open discussion on how social dialogue can help solve the issues under discussion. The module can be integrated in a specific discussion on issues like OHS in the workplace, Productivity, Employee training, or other issues. This is very much a tool to illustrate the usefulness of social dialogue, and the focus is to develop the understanding that social dialogue can deliver sustainable solutions in the enterprise.

All three modules have been designed for 15-20 participants, but this number is flexible.

Facilitators

Facilitators should have practical experience with social dialogue.

Materials available

The following materials are available for this module:

- PowerPoint presentations
 - In the beginning was Social Dialogue
 - Shared interest and conflict
 - Social dialogue-business case
 - Value chains and social dialogue
 - Social Dialogue and a sustainable society
- Activity Sheets
 - Activity Sheet 1 - Perspectives and interest of your counterpart
 - Activity Sheet 2 - Negotiation roleplay - An extra allocation
 - Activity Sheet 3 - How can social dialogue help in this case

Introduction C: Social dialogue skills

Basis

The development of social dialogue skills is the core of a number of other elements in consortium projects. The understanding of what is needed to execute a successful social dialogue process is vital to the development of sustainable dialogue at all levels. These modules are a key part of capacity and social dialogue training. They go deeper into what makes social dialogue work, how to prepare for social dialogue, and how to conduct the actual dialogue, preparation of facts, ensuring mandates, understanding of your opponents' position, written documentation of process, and follow-up to the dialogue.

These modules are designed to either be integrated into another training process or be combined as a separate session. The modules are developed on the basis of project activities in the Philippines, Myanmar, Uganda and Zanzibar.

Maturity of Social Dialogue in partner country and preconditions

These modules are directed at countries with a nascent, unstructured or structured dialogue. They presuppose that social dialogue is established or under establishment between national or enterprise level social partners

Objectives

The main objective is to establish an understanding of how social dialogue works to solve problems in the workplace. The elements will provide training in how to prepare for social dialogue and how to conduct the actual dialogue, including preparation of facts, ensuring mandates, understanding of your opponent's position, written documentation of process, and follow-up to the dialogue.

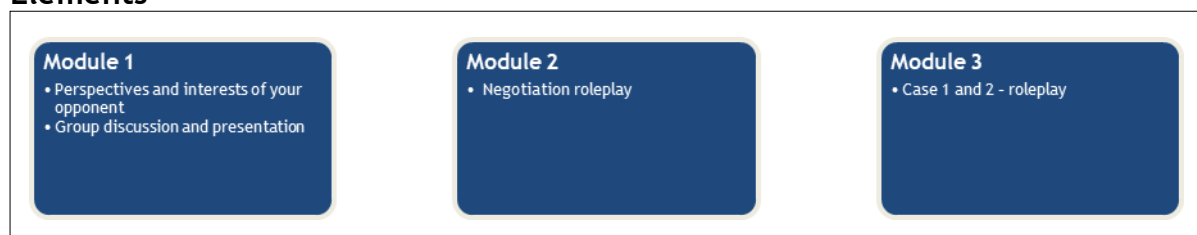
Examples of outputs and outcomes

- Understanding of social dialogue as an important tool for better, decent jobs
- Increased skill conducting a constructive social dialogue

Structure

The modules can be used by any combination of consortium members in cooperation with bipartite or individual partners. The modules would fit well into a capacity building process. The target group is union officers at national and regional level, employers and employers' representatives at national and regional level, and social partners at enterprise level.

Elements



The three modules can be used together as an extended social dialogue skills training, but they can also be used individually according to the concrete need. It is intended that each of the modules is accompanied with some sort of presentation. The PowerPoint presentations in the materials can be used, but they may also serve as inspiration for a range of other types of presentations or teaching situations.

Module one deals with the perspectives and interest of your opponent.

Module two is a roleplay on negotiation. On the basis of a simple set of problems it sets up a process where the participants can experience a negotiation situation. Focus of the

activity is to develop the understanding that there is a large common interest in a good workplace between the social partners.

Module three is also roleplay based. The focus is to develop the understanding that social dialogue requires preparation and an openness to look at solutions which were not your first priority.

All three modules have been designed for 15-20 participants, but this number is flexible.

Facilitators

Facilitators should have practical experience with social dialogue.

Annex II: Modules, tools and materials

- 1. Social dialogue and collective bargaining at enterprise and sector level**
- 2. Improving bi-partite disputes resolution systems**
- 3. Strengthening tripartite dispute processes**
- 4. Joint policy advocacy**
- 5. Gender and social dialogue**
- 6. Occupational health and safety and social dialogue**
- 7. Technical and vocational education and training (TVET)**
- 8. Corporate social responsibility and social dialogue**
- 9. The climate change and social dialogue**