

MANUAL OF GOOD PRACTICES



One to one instruction or tutoring, is one of the oldest forms of teaching. Our parents and our grandparents are our first guardians, as well as the closest; and throughout our lives we will be mentors to others such as our brothers, children or friends.

Unlike other models of teaching, coaching or counseling, where people learn to manage their own behavior to get results; mentoring seeks to connect people who have specific skills and knowledge (mentors) with individuals (mentees) who need or want the same skills and knowledge to excel in their work or daily life. This type of education allows participants to share their personal values and goals in the form of support and mutual respect, enriching their learning process.

The UNI Equal Opportunities Mentoring Program seeks to help unions in the services sector to continue to invest in the development of women, particularly young women, in order to further strengthen the trade union movement and workers' rights.

"If I have to define it somehow, I consider this program as something magical that happened to us at the right moment both in time and space. All the circumstances came together and allowed us to, teach and to learn, but most importantly, we were able to "enjoy" it... it was splendid to be able to have that feeling again, to feel like when we were at school, where everything was expectation, novelty and excitement ... "- Margarita Fullana, FOECYT, Argentina.

To achieve its objective, the Program seeks to establish a union training model based on the formation of autonomous individuals, who can analyze critical problems; manage, resolve and transform conflicts; and who can assume responsibilities in order to reach a successful outcome.

Since its launch in Europe in 2013, the UNI Equal Opportunities Mentoring Program has been implemented in all four UNI regions: Europe, Americas, Asia Pacific and Africa, with more than 200 women participating actively in the program.

While the program allows participants to adapt activities and customize the way they

work, the reports on activities that the participants must submit every two to four months as part of follow-up work, allow us to infer that there are seven main areas of work in which the tandems carry out most of their activities. These are:

- Organizing / unionisation,
- Training / education,
- Participation in union work,
- Participation in decision-making processes,
- Participation in meetings,
- Better understanding of trade union work and
- The mentoring program as a multiplying agent.

This manual aims to capture examples of activities that have been carried out by tandems around the world and which constitute best practices in each of these areas.

With this, we wish to continue the process of sharing knowledge and experience in order to allow our participants to further enrich their learning process.

1 Activities Organizing / Unionization

When we refer to organizing/unionization activities, we refer to all those activities that seek to increase affiliation of workers in unions, as well as activities that seek to form union activists.

In the region of UNI Americas, the tandem of CONTRACOPS (Chile), has made a series of informational meetings with workers to inform them about the union: what it is, what its functions are, its purpose, and its importance. Through this activity, they managed to affiliate more than 100 workers into the union.

Meanwhile in UNI Africa, three of the tandems formed by ICU (Ghana), worked in the city of Tema providing information on the right of freedom of association and the benefits of belonging to a union.

But unionization activities may go beyond the work sphere. They can also include training for future trade unionists. Such is the case of SAL (Argentina), who worked to create a program for high school students in Buenos Aires in order to educate them about the importance of trade unions and their work.

2 Activities in Training/Education

Training, educating, teaching, are all essential activities of the Program because they allow the Mentees to develop their skills as trade unionists and to further enrich their learning and professional growth.

Tandems in UNI Europa, such as PSZ-HU (Hungary) and FSC-CCOO (Spain), adopted the Mentoring Program as part of their training activities within youth and women groups. In the case of FSC-CCOO, the Mentee was able to participate in the Youth School, which allowed her to better understand how her union works and what activities it carries out.

OTOE, in Greece, worked on teaching the Mentee the existing legislation in both Greece and in Europe on discrimination. This type of training allowed the Mentee to develop activities and implement strategies in her work with employees at a disadvantage. It also gave her the possibility to gain more knowledge on trade union work.

In UNI Apro, the tandem of ASPEK (Indonesia), developed training activities for women, migrant and domestic workers; as well as workshops on women's health. While in UNI Americas, ACEB (Colombia) focused on the key issues like collective bargaining, which are essential for trade union development.

However, the work of training and education can go beyond the classrooms, books or workshops.

Such is the case of some tandems in the Americas like La Bancaria (Argentina), where they focused on training through practice, allowing the Mentee to take part in the meetings of the governing bodies of the union. In the case of SINTETEL (Brazil), the Mentee was able to accompany her Mentor for three days, to get a better understanding of her union work. She was also allowed to attend, as an observer, to negotiations with companies.

CWU (Ireland) took a step further by including the Mentee in the design and development of a system of online learning for union members and the launch of a Manual on Mentoring, to continue the implementation of the program within their union.

In addition to these examples and practices, it is important to highlight that the relationship established between the Mentor and the Mentee, which allows for the exchange of ideas, opinions and experiences, is an important part of the learning process. For example, the tandem from SBEU Sabah (Malaysia), faced many difficulties that prevented the participants to develop joint activities at the start of the Program. However, the relationship established between them allowed the Mentor to guide and advise the Mentee on issues such as collective bargaining and harassment in the workplace.

3 Participation in Trade Union Activities

During these three years of program implementation, and through the experience gathered by the various tandems around the world, we have realized that, one way or another, all activities help to increase and improve the participation of Mentees in union activity.

However, there are tandems that stand out in their work of improving and strengthening those activities in their union which benefit their members.

Such is the case of PSZ-HU (Hungary), who has been able to strengthen cohesion within their union by implementing recreational activities for the benefit of union members; as well as preventive medical examinations for both women and men.

UNI NLC (Nepal) conducted a workshop on women's health, where experts in the field discussed diseases affecting thousands of women in Nepal, such as cervical cancer and uterine prolapse. This type of information workshops allowed many affiliates to educate themselves on an issue that is considered a taboo, and provided incentives for women to carry out checkups in order to prevent them.



In Nicaragua FESC, also worked around the issue of women's health and took advantage of the spaces created by these activities to carry out organizing work in order to show workers that unions are also a tool to increase the welfare of its members.

SAL (Argentina) created a Subcommittee for Women, and through it, helped strengthen their Action Plan Network with the formation of "Travelling Union Workshops" which managed to help spread actions, strategies and resources on workplace violence as well as health and hygiene in different regions of the country.

Likewise, FOECYT (Argentina), prompted the collaboration between Mentor and Mentee to plan, develop, organize and conduct workshops around issues like gender violence and addictions; which are not only of great importance for union members, but for society in general.

FBOSL (Sri Lanka) worked to raise awareness about the importance of the participation of women in leadership and decision making positions, with the promotion and implementation of UNI Equal Opportunities campaigns, particularly the 40for40 campaign.

4 Participation in Decision-Making Processes

The UNI Equal Opportunities Mentoring Program was born of a need to train and encourage the participation of women, particularly young women, in decision-making and leadership within unions.

We know that reaching this goal may take years, as we need to educate, train and encourage the participation of young women in trade union structures. However, we want to highlight the work that several tandems have been doing since the beginning of the program to promote this work.

CNE-CSC-BE (Belgium) and CFDT (France) managed to achieve in two years, the appointment of the Mentee as second substitute from her union within the UNI World Executive Board.

In UNI Apro, UNI NLC (Nepal) helped the Mentee gain the position of President of her union and in NUBE (Philippines), the Mentee was elected as secretary of her local union, which allowed her to be part of the group that carried out the negotiations for a collective agreement for her union. Additionally, the Mentor was elected as Chairman of the Board in her union.

In Americas SAL (Argentina), actively worked with the Mentee preparing her to be part of the list of candidates for the upcoming election for Secretary; while AEBU (Uruguay) and Ripley (Chile), have been actively working on training women in leadership so that they can occupy positions of greater responsibility within their union.

5 Participation in Meetings

The active participation of the Mentees in meetings and activities of the union, allow them to acquire more experience and a better understanding of the different areas of union work.

Throughout the implementation of the program, the tandems have been active in the organization, development and participation of meetings, both locally and internationally.

In Europe, the tandem formed by Ver.di (Germany) and GPA-DJP-AT (Austria) involved the Mentee in the organization and subsequent participation in the Women's Conference that was held in Berlin and in the meeting of women trade unionists that belong to area V of UNI Europa. Similarly, CNE-CSC-BE (Belgium) and CFDT (France) organized an international conference in Strasbourg and jointly participated in the meetings of UNI Europa area IV.

FSC-CCOO (Spain), promoted the participation of the Mentee in the Youth Plenaries, as well as in seminars on Sexual Diversity and Gender, and Environment.



In UNI Americas, La Bancaria (Argentina) included several participating tandems in the region, in the "10th National Meeting of Women Workers in the Banking Sector" as well as in international trade union meetings (UNI Americas Women's Committee Meeting and in Paraguay, where the Mentee was able to present on the situation in the call centers). It is important to highlight that thanks to the continuous support of La Bancaria and its strong sense of solidarity towards other women workers, other tandems in Latin America were able to participate at the UNI World Women's Committee that took place in Buenos Aires in 2016.

In the case of FOECYT (Argentina), the Mentee was able to participate in the 4th UNI World Congress which was held in Cape Town in 2014, in representation of her Mentor who could not attend for health reasons. This provided the Mentee with first-hand experience of an international meeting and it also showed the great relationship the participants of the tandem have developed in terms of support, respect and trust.

6 Better understanding of union work

Union work is composed of multiple areas of work that can range from affiliation campaigns to organizing, to development, negotiation and implementation of Global Agreements; and can address issues such as supply chains and digitalization, to sexual diversity and gender based violence.

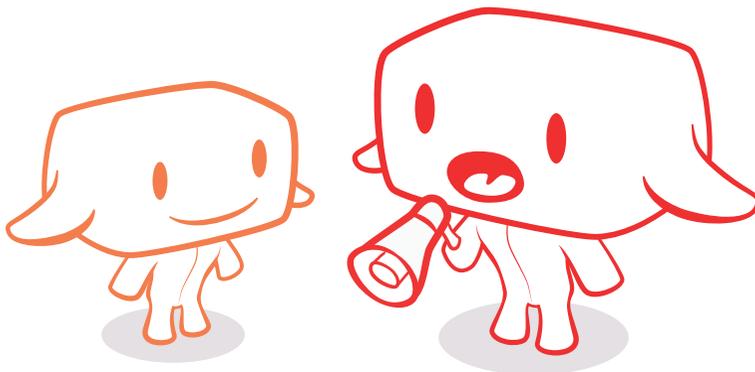
However, despite the existence of all these issues, the large majority of them are unknown to the workers and this prevents more women workers to want to join union work.

Since the birth of the Mentoring Program in 2012, one of the achievements that the tandems have mentioned in their Report on Activities and which has caught our attention, is the one related to the better understanding of trade union work.

Such is the case expressed by the tandem ZZPP (Poland). This tandem stated in their report that better understanding of union work had been key to help counteract the effects of workplace violence, including harassment, discrimination and bullying.

SINTTAV (Portugal) also marked this as an achievement, adding that thanks to the program and to a better understanding of trade union work, both Mentor and Mentee had managed to acquire more confidence and autonomy to develop their own union activities.

For AEBU (Uruguay) the Mentoring Program has allowed them to get more involved in union activism and gender issues, and it has provided them with more visibility and recognition from their peers.



7 The mentoring program as a multiplying agent

The nature of the Mentoring Program is both changeable and adaptable. Its purpose is not only to adapt to the needs of each union, but to continue to expand over time, past its two-year implementation period. The Mentoring Program should become an experience of personal and professional growth; whose easy implementation provides for the expansion of the program within unions.

In other words, the formula is designed to grow and expand, so that the tandems that have been part of the Program since it began its implementation can become multiplying agents.

Such is the case of CWU (Ireland) where the tandem created an online education platform in conjunction with other Irish unions and created a Manual on Mentoring, opening the possibility of an exponential growth of the program. Additionally, it created tandems composed of both women and men, thus providing a gender perspective to all union activities. CWU also included the use of external trainers to allow tandems to continue building skills.

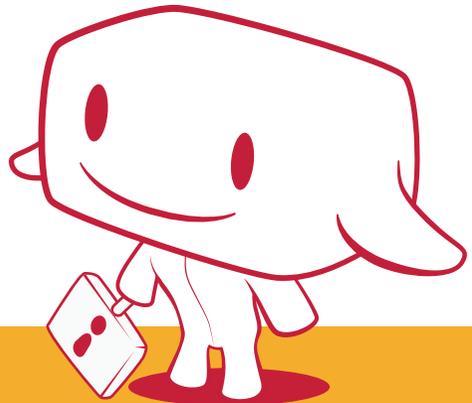
The inclusion of the program by the Executive Board and the Office of Gender and Youth in ACEB (Colombia), and by the Belgian Trade Union School, thanks to the efforts of CFDT

(France) and CNE-CSC-BE (Belgium), will benefit hundreds of trade unionists and allow future program development.

In Nepal, participating tandems introduced the program in their country and carried out their first Opening Workshop in December 2015. During this workshop, participants learned about the Program and received material for information and advice on how to implement it. Additionally, they took the opportunity to emphasize on the need to develop leadership in women and increase their participation in unions. As a result, eight new tandems were created, expanding the program into other sectors.

"Do you know what the secret is? You made us visible, you gave us a reason, you gave us a task... in other words, "we were included" and we experienced, in some cases for the first time, "real equal opportunities" ... "

From a Mentor in UNI Americas





MENTORING PROGRAM

