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**WLB**  
**WORK-LIFE BALANCE**

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„Innovative work-life balance tools to promote equality of men and women“

### OUTPUT 3 - Manual for tutors of Work-Life Balance Implementation

## Methodology for an online training



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## **AUTHORS**

Association of Czech Experts in Andragogy

## **CO-AUTHORS**

Association of Adult Education Institutions in Slovakia, DAFNI KEK and Grupo Amar Terra Verde

## **CONSORTIUM**

The project Work-Life Balance – Innovative work-life balance tools to promote equality of men and women involves a consortium of expert organizations in the field of adult education from 4 countries: the Association of Czech Experts in Andragogy (AOA CR – Czech Republic), the Association of Adult Education Institutions in Slovakia (AIVD SR – Slovakia), DAFNI KEK (Greece) and Grupo Amar Terra Verde (EPATV – Portugal).



Escola Profissional AMAR TERRA VERDE

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# INTRODUCTION

Dear tutors,

there is a manual created within the project “Innovative work-life balance tools to promote equality of men and women” of the Erasmus+ program. The aim of the project is to support equality between men and women with the help of work-life balance tools.

## **... WHY?**

Work-life balance is a topic which is an integral part of our lives. We may manage to balance work and family ourselves, but employers, companies and firms can significantly help us to do so. Creating a motivating work environment and setting conditions for balancing work and private life results in a positive effect on the recruitment of new employees, employee satisfaction, laying out conditions for career growth, equal payments, etc. Therefore, reconciliation of work and personal life brings benefits not only to employees but also to companies and organizations which support this levelling.

## **...WHAT?**

An international team of experts has created WLB Blended Learning, which combines full-time and online learning. How to implement a face-to-face course is described in [the Manual for Trainers](#). Online education in WLB Blended Learning consists of two parts - **individual consultations** through communication applications and **an e-learning course** on the platform [moodle.aoacr.cz](http://moodle.aoacr.cz). This Manual for Tutors is a useful tool that describes how to use modern education in the form of e-learning to set up suitable tools for balancing work and family in companies and organizations. You will be guided step by step through the e-learning platform [moodle.aoacr.cz](http://moodle.aoacr.cz), where you can find an online course titled "Implementing tools for balancing work and family in companies".

## **... FOR WHOM?**

The manual is intended for those who have never worked with Moodle (it will help you work with the e-learning platform) and also for those who use Moodle in other courses. The purpose of this manual is to explain to tutors, how to work with e-learning, so it can serve as an effective tool for HR managers, executives and other educators and learners who want to get inspiration, implement and improve work-life balance tools and not only for their employees and colleagues.

## **... HOW TO WORK WITH THE MANUAL?**

In the first two chapters you will find general information about e-learning and your role as a tutor. The third chapter is a practical guide on how to manage and use Moodle. In the last part, you will get a clear picture of the specific structure of the WLB e-learning course.

We hope for the manual to become a useful tool for your training practice.

# 1. E-LEARNING EDUCATION

## 1.1 WHAT IS E-LEARNING?

E-learning is an educational process that uses information and communication technologies to create courses, to share study content, to promote communication among students and teachers/lectors, and to manage studies. In particular, it uses multimedia elements - presentations and texts with links, animated sequences, video images, shared workspaces, communication with the teacher and participants, tests, electronic models of processes, etc.

Types of e-learning:

- Lesson-based learning.
- One-on-one learning.
- Group learning.
- Course-based learning.
- Video-based learning.
- Article-based learning. Self-paced learning.
- App-based learning.

Moodle is software for an online learning environment that allows you to access learning materials and communicate online by means of the Internet.

Web link of the e-learning WLB course: [moodle.aoacr.cz](http://moodle.aoacr.cz)



## 1.2 THE PROS AND CONS OF E-LEARNING

One of the most obvious advantages of e-learning is that you can save time and money. Here are some more:

### Pros

- Flexibility of time and place
- Unlimited access to learning materials
- Up-to-date information
- Individual pace of learning
- Effectiveness of learning via multimedia elements
- Personalized learning
- Cost-effective
- Environment-friendly

## **Cons**

- Not suitable for specific area of education (skill training) or specific type of students
- Access to information technologies required
- Necessity to motivate students
- Less interaction with other students
- Fewer networking opportunities
- Technology problems
- Reputation of online courses may be low

## **1.3 FACE-TO-FACE TRAINING VERSUS E-LEARNING**

Face-to-face training is an instructional method where training content and learning material are taught in person ( one-to-one or to a group of students). This allows for a live interaction between a learner and an instructor. Learners benefit from a greater level of interaction with their fellow learners as well.

Face-to-face learning encourages:

- Dialogue – which stimulates learning
- Human contact – which promotes cohesion
- Involvement – which means sharing experiences and comparing yourself with others
- Appreciation – usually training is offered to help the learner and paid for by the employer.

Despite the benefits, this type of training can be more complex to set up: the logistics must be anticipated and arranged and can end up being quite time-consuming. More importantly there is the question of quality control; the person teaching the course can directly impact learning results by their level of expertise and how well they communicate their knowledge to the learners.

In full-time teaching, students are usually gathered in one place, this means within the reach of the primary media activity of the teacher/lecturer. The teacher/lecturer is able to directly motivate them, i.e. “pull” them into the teaching process. During online learning the teacher/lector relies on the student to be active or more precisely relies on the student not to interrupt the process.

## 2. THE ROLE OF A TUTOR

### 2.1 WHO IS A TUTOR ?

Tutor is a mentor/pedagogue who takes care of a certain group of participants, practices and debates with them over a certain topic, helps them with tasks and the studies itself, etc.

The tutor does not teach, the tutor motivates and advises participants. He may or may not be the author of the module, it means he does not have to be the originator of the content part of the module. In relation to the e-learning system, the tutor is its driving element. The main tasks include:

- Answer participants' questions related to the content of study materials;
- Supervise the seminar developments - setting up the study agenda, defining the main goals, organizational teaching procedures and rules for registration and participation in the course;
- Advise the participants and help them overcome the difficulties during their studies - to care for community and encourage cooperation, to motivate participants.

### 2.2 THE ROLE OF A TUTOR

#### **Management role**

- Consists of fulfilling all steps to make sure that the conditions are there to initiate, implement and complete the e-learning course.

#### **Socialization role**

- Guarantees socialization, organizational and support activities to benefit the participant. The tutor communicates with the participants, informs them about the progress of the studies, explains his role, what is he/she able to help the participants with and provides them with advice on how to learn, e.g. with a welcome email or a video. Its task is to motivate participants to study, to ensure the personal nature of communication, to create a pleasant study environment and friendly atmosphere.

#### **Technical role**

- Provides technical assistance to participants who are having difficulties of technical nature, e.g. when they are not able to remember the password, they don't know how to enter the discussion, they don't know how to submit the task. The tutor communicates with the help of tools built into the e-learning system, i.e. e-mail, chat, discussion forums.

### **Pedagogical role**

- The basis of the tutor's work is to support the participants' own learning, this includes stimulating ideas for thinking and discussion, helping to overcome study obstacles and evaluation of participants' results. Pedagogical roles cover a number of tasks: open discussion focusing on relevant content and issues, involvement and keeping the participants in discussions, supporting participants' interest in discussions.

## **2.3 COMPETENCES OF A TUTOR**

The primary competences of a tutor during e-learning mainly include:

- Pedagogical qualification;
- Good communication skills;
- Open mind, passion for the cause, willingness to adapt;
- Experience and practical applications;
- Availability.

In relation to participants, the tutor should most of all:

- Provide feedback regularly and in a timely manner.
- Comprehend and support the reaction of participants during the learning time.
- Respond to participants' contributions in discussions, homework and test results.

## **2.4 RECOMMENDATIONS, TIPS AND SEVERAL RULES TO SUMMARIZE**

- When beginning, address each participant separately.
- Use the preferred name for each participant.
- Ask to fill in profiles or possibly insert a photo.
- Use less formal language style, emoticons (symbols/abbreviations in the online environment).
- Use a clear and simple language.
- Use elements of positive communication.
- Respond in the shortest time possible and be flexible.
- Maintain a friendly and empathic atmosphere.
- Expand the participant's thinking.
- Motivate participants continuously.
- Guide participants to be responsible.
- Remind participants of their goals.

The use of modern technology raises a number of completely fresh questions. The areas to be considered are mainly:

- Possible online cheating
- Copyright issues
- Licensing of educational resources or ICT tools
- Ethical codex of communication
- Preserving the participants' privacy, etc.

### **3. THE SYSTEM OF MOODLE**





C1 –short-term joint staff training event-Training for trainers –Vila Verde (Portugal) 27<sup>th</sup>, 28<sup>th</sup> and 29<sup>th</sup> of September

### 3.1 THE FIRST STEPS WITH MOODLE

#### Login

Logging into the moodle is very easy, users get to the portal following the web link: <http://moodle.aoacr.cz> and they can log in with username and password.

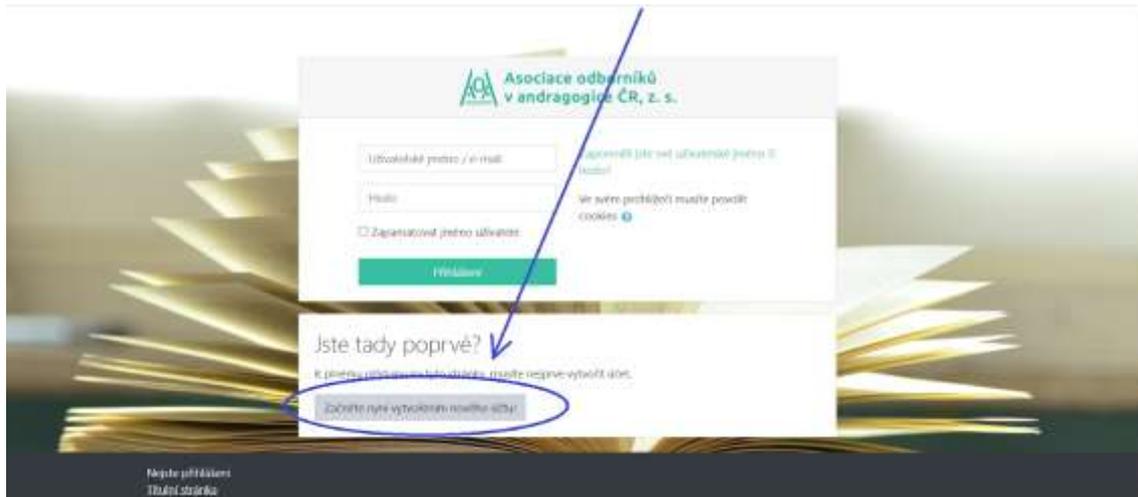
Participants can also use QR code:



- The administrator will generate the access data for tutors and students after they send an email request to: [info@aoacr.cz](mailto:info@aoacr.cz)
- You may also register via email: using the **Začněte vytvořením nového účtu<sup>1</sup>** button on the login page. While getting registered, the user chooses his/her own username and password. After this, the email with a secure link to a page is sent to his email address. On this page the entered data must be confirmed. With every other login only the username and password is verified.

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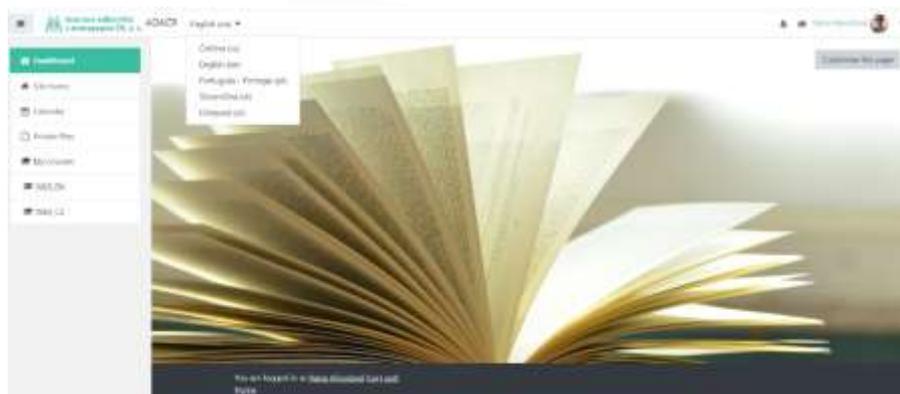
<sup>1</sup> Translation: Start by creating a new account. This button is only in Czech.



C1 –short-term joint staff training event-Training for trainers –Vila Verde (Portugal) 27<sup>th</sup>, 28<sup>th</sup> and 29<sup>th</sup> of September

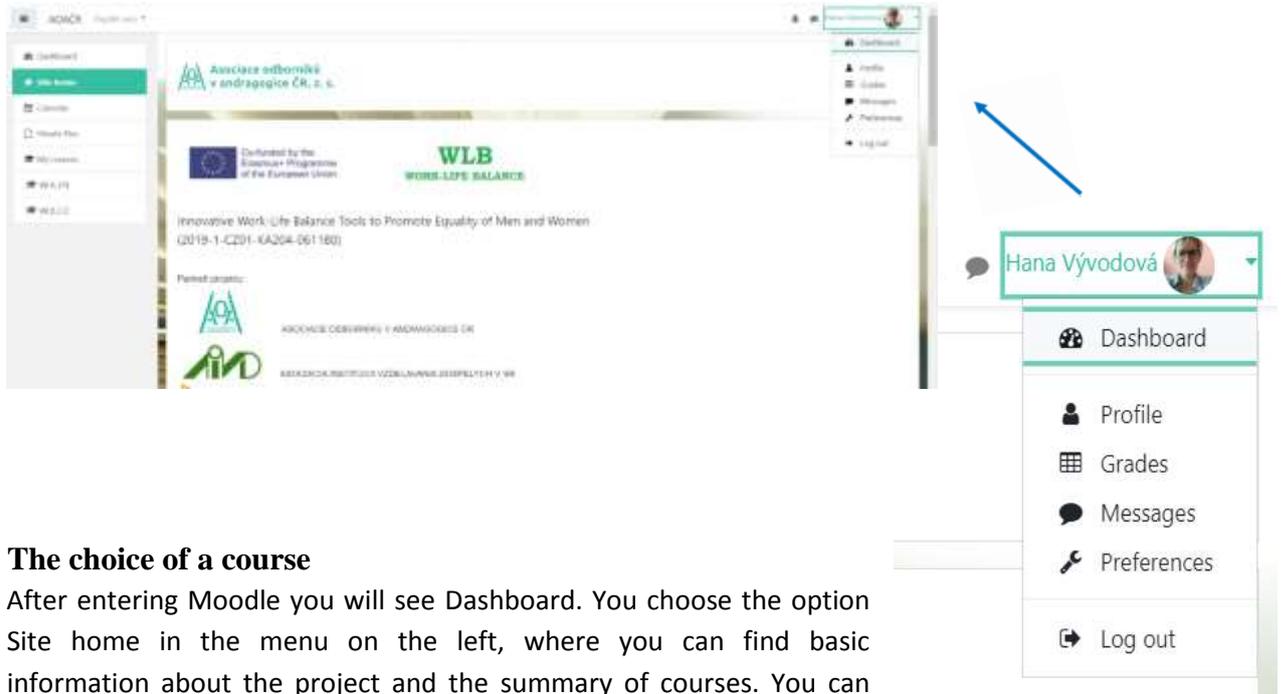
### Language of the courses

The multilingual dispositions of Moodle ensure that there are no language restrictions in online learning. WLB courses are available in the following languages: Czech, English, Slovak, Portuguese and Greek. You can choose the language after logging in to Moodle. You can simply select the language on the top bar.



## Setting of tutor profile

The tutor can edit his/her profile, we strongly recommend inserting a photo. This is more personal and makes the communication for students easier once they know what their tutor looks like.



## The choice of a course

After entering Moodle you will see Dashboard. You choose the option Site home in the menu on the left, where you can find basic information about the project and the summary of courses. You can select your course there.



## Course environment

The menu that helps with course orientation is on the left. There is General information and an overview of individual modules on the introductory page.

### 3.2 PARTICIPANTS

The next important part of the course administration are Participants. There is a list of all enrolled users of the course - students and tutors too. One person can have more than one role.<sup>2</sup>

#### Manager

Role of the manager/patron is typically assigned when the course is set up. This course manager has, unlike the teacher, the power to enrol other teachers to the course.

#### Teacher

Role of the teacher is typically assigned to a teacher who conducts the exercise or lectures in a given course.

<sup>2</sup> The roles in moodle.aocr.cz are only in the Czech language. Even after switching to English / Greek / Portuguese / Slovak, it will not be translated.

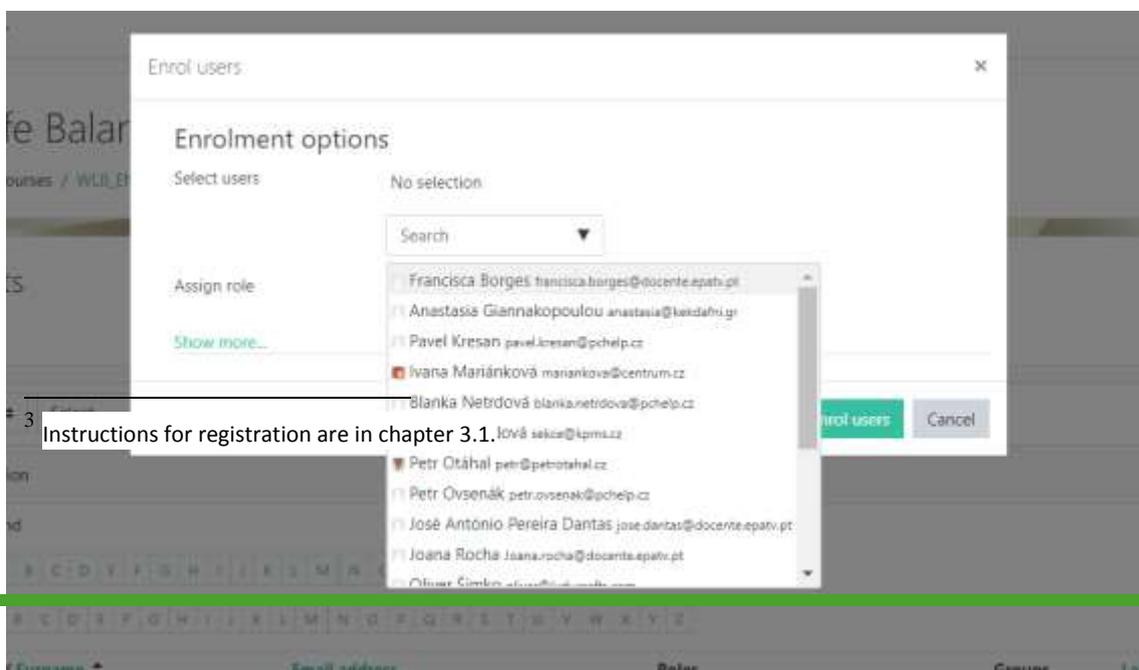
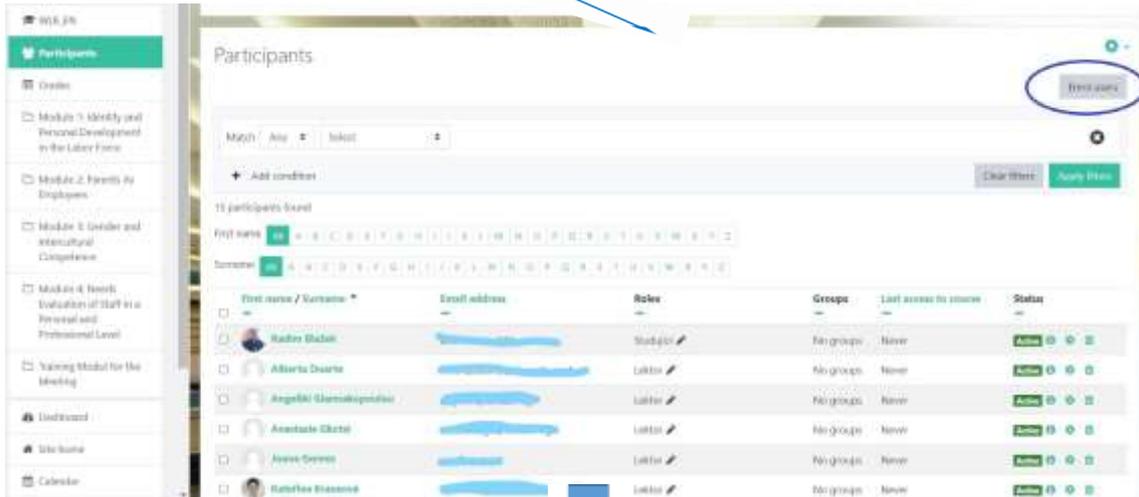
## Teacher without the right to modify

This role is assigned to teachers who have not the right to modify the course and add materials to it.

## Student

This role is automatically assigned to all imported students.

Tutors can add students to their courses. These are people who have already set up an account/profile in Moodle of AOA CR<sup>3</sup>. The tutors can enroll a new participant in their course via button **Enrol users**.





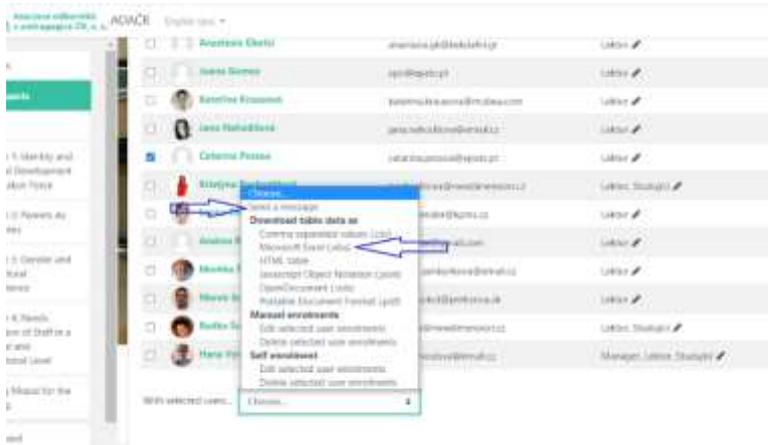
C1 –short-term joint staff training event-Training for trainers –Vila Verde (Portugal) 27<sup>th</sup>, 28<sup>th</sup> and 29<sup>th</sup> of September

### A practical tip for tutors

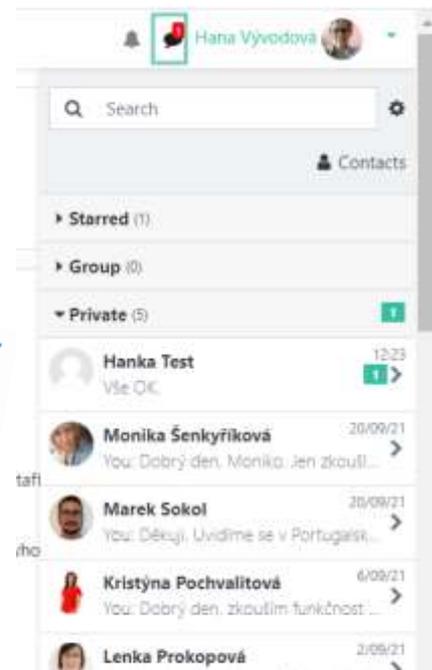
You can use the list of participants for various purposes.

For example:

- writing bulk/individual messages to participants
- download list to Excel



And where can you find the history of messages? It is simple. Click on the bubble in the right corner of the screen. You can manage your message history in one place. New unread messages are indicated by a red square.



### 3.3 WAYS OF COMMUNICATION WITH PARTICIPANTS



#### Chat

##### **Chat**

The chat activity module enables participants to have text-based, real-time synchronous discussions.

The chat may be a one-time activity or it may be repeated at the same time each day or each week. Chat sessions are saved and can be made available for everyone to view or they can be restricted to users with the capability to view chat session logs.

Chats are especially useful when the group chatting cannot be conducted face-to-face, for example:

- Regular meetings of students participating in online courses to enable them to share experiences with others in the same course but in a different location
- A student temporarily unable to attend in person chatting with their teacher to catch up with work
- A question and answer session with an invited speaker in a different location



#### Forum

##### **Forum**

The forum activity module enables participants to have asynchronous discussions i.e. discussions that take place over an extended period of time.

There are several forum types to choose from, such as a standard forum where anyone can start a new discussion at any time; a forum where each student can post exactly one discussion; or a question and answer forum where students must first post before being able to view other students' posts. A teacher can allow files to be attached to forum posts. Attached images are displayed in the forum post.

Forums may be used for several reasons:

- A social space for students to get to know each other

- For course announcements (using a news forum with forced subscription)
- For discussing course content or reading materials
- For continuing online with an issue raised previously in a face-to-face session
- For teacher-only discussions (using a hidden forum)
- A help centre where tutors and students can give advice
- A one-on-one support area for private student-teacher communications (using a forum with separate groups and with one student per group)
- For extension activities, for example 'brain teasers' for students to ponder and suggest solutions

### 3.4 TESTING

Each module contains study materials (Our Course), a discussion forum (Let's Discuss!) and a test (Evaluation). After studying the module, each student can take a test. The test has options a), b), c) and it is evaluated automatically. The successful participant can generate a certificate at the end of each module.

#### Module 2: Parents As Employees

**Our Course**

This part of the course will focus on the issue of working parents from a chronological point of view. The area is divided into 3 periods, where each period of parenthood carries specific requirements, for both employees and employers.

The three categories of actions to be tackled namely are:

- Before parental leave
- During parental leave
- Return after parental leave, parents with children

Accordingly the WLB Project consortium has signed a set of stimulating resources, a brief syllabus and a set of guidelines on overarching legislations towards tackling gender and intercultural competence in the work-wards work life balance.

**Evaluation**

**Let's Discuss!**

Please mark the possibility which does not describe the proper sitting on the chair

- Adjust the posture and maintain it without the effort extending from the body
- Set the angle of your feet at between 10-20° from centre
- Make sure the sitting is fully comfortable for you

### 3.5 LOGOUT

When you're done, do not forget to log out of Moodle. You can unsubscribe in the top-right corner.

- Dashboard
- Profile
- Grades
- Messages
- Preferences
- Log out

## **4. STRUCTURE OF A COURSE AND KNOWLEDGE VERIFICATION**

### **4.1. An introduction to the specific module**

In the framework of the „Work-life balance“ project, the partners have developed a course addressed at HR Managers, educators/company trainers at a firm/company/business, regular and management staff, but it can also be followed by adult learners, general public, other educators and organisations.

The objectives of the course are to

- a) Change the attitude towards women and work in Europe and bring to surface gender issues in the workplace
- b) Strengthen the employability and support groups endangered by poverty and social exclusion
- c) Parenthood and employability – Return to and support by labour market
- d) Work-life balance for all staff
- e) Preparation of future HR specialists

The course has a modular structure, meaning that it includes information collected in distinct modules which can stand-alone, serving the individual needs of the learner but are also connected between them to offer a more holistic approach to the subject examined.

The development of the course intends to serve the intended objectives through its structure. The structure, which will be analyzed below, is the result of desk and field research carried out by the partners.

At a first stage, the partners contacted businesses within their local (or national in some cases) environments in a quest to find elements of work-life balance in daily practices. Many of the interviewed businesses had specifically dedicated HR units while others had indirect work-life balance measures that emerged either due to law requirements or unofficially among the employers and employees based on understood needs. Some of these approaches were shared with us and have been used as examples for the courses.

In the second stage, the partners also conducted additional research based on questionnaires and addressed to employees/workers from the general population who also shared their assessment of work-life balance policies within their workplaces as well as additional needs that need to be taken care of.

Combining the findings of the two stage field research, the partners analyzed the findings and then started the desk research on policies within their countries to help resurface those that exist but are not being taken seriously as well as raise awareness to what is missing, which means to collect resources that could help businesses making the changes to better serve work-life balance measures.

The final result is the creation of a course comprised of the following 4 modules:

1. Identity and Personal Development in the Labour Force
2. Parents as Employees
3. Gender and Intercultural Competence
4. Needs Evaluation of Staff in a Personal and Professional Level



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## 4.2. A concise syllabus

As a first development step of the course, the partners designed the relevant syllabus as a roadmap of each module.

„A syllabus is generally a document that communicates information about a specific course and defines expectations and responsibilities. It is generally narrower in scope than a curriculum. A syllabus can be set out by the tutor of the course or an examination board.“<sup>4</sup>

For the needs of this course, the partners developed the syllabus, based on descriptions of units within a module, comprising of the following elements:

- a) Module Title: determine which is the module of reference
- b) Unit # Title: determine the unit order and title
- c) Learning outcomes: one of the most important elements in course creation, especially important in non-formal education validation and certification. As described by the University of Toronto<sup>5</sup> „Learning outcomes are statements that describe the knowledge or skills learners should acquire by the end of a particular assignment, class, course, or program, and help learners understand why that knowledge and those skills will be useful to them. They focus on the context and potential applications

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<sup>4</sup> <https://en.wikipedia.org/wiki/Syllabus>

<sup>5</sup> <https://teaching.utoronto.ca/teaching-support/course-design/developing-learning-outcomes/what-are-learning-outcomes/#:~:text=Learning%20outcomes%20are%20statements%20that,will%20be%20useful%20to%20them.>

of knowledge and skills, help learners connect learning in various contexts, and help guide assessment and evaluation.“

- d) Unit contents: Determining the unit contents, helps create a nice, clear and concise structure within a unit. Although not always required, by mentioning the unit contents you help the learner better understand the course that they will follow, thus allowing them to visualise their needs and expectations which will be very important later for the evaluation of the course and assessment of emerging needs.
- e) Unit general description: The unit description helps communicate the objective of the course and the needs behind its implementation. You can use bibliographical references but they have to be to the point and should reflect the approach and content of the course.
- f) Activities and resources: The activities and resources have been included in this syllabus in order to facilitate the preparation of the learners. It can be considered as a substitution for the „Prerequisites“ existing in other more common syllabi and they intend to help the learner get into the mentality of the course, understanding the objectives and the approach used while having more of an active part of the learning process.
- g) Practical tips: In this version, practical tips act as a bridge between the learning outcomes and activities and resources section. They can act as brainstorming triggers before the course as well as a small summary of the key outtakes of the course that the learner can have direct access to when putting the new knowledge into practice. Additionally, it is a great assessment point for the tutor to not miss focus on the intended purposes as well as implement more practical activities in the curriculum. Especially in adult education, where knowledge is more often combined with the practical implementation of the subject at hand, including practical tips helps both the learner and the tutor/educator to understand the real life applications of the knowledge gained through the course and be more active.
- h) Assessment: Assessment is an integral but also a „scary“ part of a course. It can have many different formats, depending on the intentions of the tutors. It is mentioned as part of a syllabus in order to make learners know whether or not an assessment is necessary to successfully complete the course, as well as understand what the tutors regard as important. Generally, if we are referring to a certified course, assessment is obligatory, otherwise is optional and it is mainly used as an active recall method of the key aspects of the course. If you intend to add an assessment session in your unit, it is advised that you include estimated time of completion, format (multiple choice, open-ended questions, role-play, scale assessment, reflection on gained knowledge, etc). There is also the case where you include „indirect“ assessment methods, i.e. completion of tasks/submission of exercises/projects during the learning process which can be described mainly as a practical implementation of gained knowledge.

### **4.3. Suitable WLB Methodologies and Activities**

By its nature, a subject like Work-Life Balance requires real-life input and assessment, meaning that its content and focus is directly connected to the experiences of people and how that can help shape more person-centered policies.

Of course, since the subject has been examined before, we currently also have access to existing models of preparation and „confrontation“ of work-life imbalances as well as more

labour-friendly policies and laws. So we need to understand that we do not expect to discover something but rather built on it and make it more relevant to the modern societal context as well as see what works and in what context.

For this reason, through the course we make use of methodologies that are based both on existing knowledge, models, approaches and practices while also including participants' involvement which could lead to the emergence of new needs for innovation in the field.

Depending on the needs of a business to implement such approaches, as well as its abilities and means, there are a plethora of ways to achieve that.

The majority of approaches are centered around a change in management mentality through conscious behavioural efforts based on reflection and self-assessment activities. These activities require constant input from the learner in the format of open ended questions or assessment of practices on a scale basis.

Additionally, there are ways that are based on learning through real-life practices, such as learning from best practices, work on case studies (problem solving), game based training and others.

For more complete information on different methodologies and activities suitable to Work-Life Balance training check out the modules compiled by the partners who conducted an extensive research on available resources.

#### **4.4. Stimulating resources**

By stimulating resources we mean these activities and content that allow for a more effective educational process. These activities/content can „hold the learner's interest, stimulate thinking, fuel their imagination and reward repeated use. They capture both the mind and emotions and build on the learners' cultural and linguistic backgrounds“<sup>6</sup>.

They are often related to real-life issues so the learners can view them as gaining a practical skill that can be used outside of the learning environment.

As a tutor, you can assess your educational resources as stimulating based on the following criteria as they have been set by the Ministry of Education of New Zealand<sup>7</sup>:

- Does the resource include rich and compelling content that asks provocative questions, stimulates critical thinking and rewards repeated use?
- Does it draw on and affirm learners' cultural knowledge, experience and values?
- Will its design appeal to learners and encourage them to engage with it?
- Does it allow the learners to explore topics and choose activities that will arouse their interest, fuel their imagination and generate memorable learning?

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<sup>6</sup> <https://www.education.govt.nz/assets/Documents/Ministry/Procurement/Effective-Educational-Resources-Information-Sheet-Mar-2018.pdf>

<sup>7</sup> Same as footnote #3

- Does it offer access to knowledge through a range of learning modes (e.g. visual, auditory and kinesthetic modes)?
- Will it inspire learners to create similar resources on their own and to put what they learnt into practice?

Of course, it isn't always possible for a resource to check all of the criteria above but as long as 2 or 3 statements are true, you can be sure to have a good resource that stimulates the learner's thinking.

#### **4.5. An assessment model in the form of a game, quiz or reflective activity**

As mentioned above, the assessment is an important part of a course as it helps the learner reflect on the knowledge acquired as well as determine what they still need to work on. It is often „scary“ for some people but we should always make clear that this is just to make sure that at least some key concepts have been understood.

For the purpose of this course, and considering its objectives and approaches the partners decided that the best strategy would be to have a variety of assessment methods throughout the course.

As mentioned above, the course has the following structure:

- Module
- Unit
- Sub-units

As it can be seen by the syllabus, which focuses on the development of each unit, there is already the provision of activities that will help the learning process. So the first assessment method used in our course, is more of an informal assessment method (meaning that the learner doesn't view it as an assessment but as an activity) which is in the form of an activity with reflective characteristics and allows the tutor to determine the level of engagement as well as the learner's understanding with the course while also making the training more interactive.

On the other hand, there is also the need to assess specific knowledge addressed so for this case at the end of each module there will be a small quiz „testing“ the understanding of basic concepts tackled during the module's learning process.

At the end of the course there will be a few workplace-based case studies where the learners will answer, based on their newly acquired knowledge, how to handle them.

So to sum up, the methodology used is:

- Level 1 – During the course's implementation, learners are called to participate in activities that can be game-based or reflective for the tutor to understand the engagement and participation levels as well as assess the effectiveness and the attractiveness (median) of the educational process
- Level 2 – At the end of the module, the learners are called to reflect on the acquired knowledge by answering brief quizzes that test the understanding of key concepts presented during the course and help determine knowledge gaps.

- Level 3 – At the end of the course, the learners are presented with a few case studies to solve based on the knowledge acquired. The case studies can include elements from at least two modules so that the process becomes a bit more challenging. The aim of this process is to make the learner critically reflect on the acquired knowledge, make use of their problem solving skills and find creative and commonly acceptable ways to address workplace related issues.

The assessment activities for this course are optional but encouraged especially for learners that aim at implementing the knowledge and approaches presented in their workplace as well as those that want to receive a certificate of course completion.

#### **4.6. Adaptation of the context – Rights and Legislation**

A final aspect of the course structure is the Adaptation Context which hasn't been discussed so far. Since the partnership consists of different European countries, the basic content presented in English version during the course uses a general approach that is applicable to different contexts. Since the course doesn't depend heavily on actions regulated by law but rather on actions related to the change in mentality of the workplace, the modules are available for all learners and in all partners' languages.

But there is still the need to make the content a bit more relevant to the context of the learners so for this reason, each module has been updated with the legislative context of the specific country which is unique for each partner and which deals with issues related to legislation and rights in the specified partner's country.

In this part, the learners will get to know about the relevant legislation in use within the specified country in terms of WLB, the recognised rights, European legislation that acts as an addition/clarifier for „blind spots“ within the national legislation and of course information on the relevant bodies (Public services, Associations/NGOs/Non-profit organisations, etc) that are stakeholders in this field and can offer additional help and updated resources for future needs.



C1 –short-term joint staff training event-Training for trainers –Vila Verde (Portugal) 27<sup>th</sup>, 28<sup>th</sup> and 29<sup>th</sup> of September

#### 4.7. Individual online consultations as part of WLB Blended Learning

Individual consultations are an integral part of WLB Blended Learning. The needs and settings of companies may be different, and therefore some of the participants may use another alternative of support. Discussing procedures in the implementation of WLB tools will allow HR officers and HR management to use the knowledge gained in practice efficiently.

Various communication applications can be used for consultations, it is also advisable to pay attention to the security of these tools. After agreement with the key tutor/HR tutor, the employee selects a suitable communication application. We present a following overview of the most common communication media, naturally, there are other options.



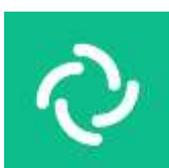
**WhatsApp** promises complete coding, which is important from a security perspective. However, there are several problem areas to tackle. Your messages are safe, but WhatsApp stores information about users on private servers. The company then may use this information for promotional purposes. Moreover, information from these servers may be passed to government agencies in the event of “emergencies”. Another risk are hackers who can get into WhatsApp servers to gain access to phone numbers and user account information.



**Signal** offers strong coding and can be installed on both your phone and computer. Messages are encrypted so that only the sender and recipient are able to read them. Signal uses open-source encryption, so experts can test it and look for faults, thus making the application even more secure. Users can set up automatic deleting of the message, provided they enter the time interval for deletion. This will ensure your privacy, even if someone gets into your phone. Signal has no animated emoticons. However, you can import your own from your device.



**Telegram** has over 200 million users. By default, the application completely encrypts voice calls so that no one can listen to them. However, you have to manually turn on message encryption. Same as with the Signal application, you can set a time interval after which messages will be deleted automatically. The application can also cope with multimedia sharing.



**Riot.IM** supports VoIP, video calls and completely codes your messages. Each user has their own ID, which is used instead of a phone number and this leads to better protection of your privacy. Riot is an open-source operating system. The application has its own robots, but developers can create their own. Users can work with the software to increase flexibility and safety. Due to its open-source character, Riot is more suitable for development teams than for corporate groups. Riot has chat rooms and each user can visit public conversations. You can also create private rooms, which you can access via a weblink. The computer application is very clear and is available in several languages.



Skype can be installed on both desktop computer and phone. It offers end-to-end coding. This feature is purely optional in Skype and applies to all text messages, audio calls and video calls within the application.

Professional contacts for HR officers are updated and listed on the Moodle platform. These are the “teachers” who lead the e-learning course, and they are also the tutors of the face-to-face learning within the course.

The individual requirements and needs of individual representatives of companies and organizations can thus be flexibly met and the procedure of implementation of work-life balance in practice can be discussed.

The balancing of work and family life is a never-ending process that is constantly adapting to the conditions and needs of employees in companies. It involves creating an individual, family and work relationships that changes over time. Online consultations enable to co-create the conditions for work-life balance with regard to the individuality of each company.

## 5. WHO IS BEHIND THIS MANUAL

### **AOA CR (The Association of Czech Experts in Andragogy)**

A non-profit organization whose members include experts in andragogy and other professionals involved in adult education, either as direct educators in non-formal adult education, educators and lecturers in the private, public and non-profit sectors or experts and researchers in andragogy. Members focus on various fields of adult education - from technical education to soft skills.



The aim of the association's activities is to ensure the professionalism of its members and the services they provide, and in this way contribute to the development of adult education. AOA CR represents its members and their activities in international organisations (EAEA and CEDEFOP), puts forward proposals for the preparation and implementation of legislative and other measures in the field of adult education, and cooperates with state authorities of the EU.

Another goal of the association is the exchange and dissemination of professional information and experience among the members of the AOA CR in the area of adult education.

For more information: [www.aocr.cz](http://www.aocr.cz)

### **AIVD SR (The Association of Adult Education Institutions in Slovakia)**

AIVD SR is a non-governmental, apolitical, non-profit, voluntary organisation established in 1991 with the registered office in Bratislava, Slovakia. We associate more than 100 members (2021): NGOs, public and private adult education institutions. As an umbrella organization, AIVD SR is the coordinator of Lifelong Learning Week in Slovakia and a part of local, regional and national networks. AIVD SR is a member of European Association for the Education of Adults (EAEA) since 2008 and European Basic Skills Network (EBSN) since 2017. The association is also represented in the Sectoral Alliance for Education, Science and Sport, the Accreditation Board for Further Education of the Ministry of Education, and a number of other boards and committees.



The focus of AIVD SR national and international projects is on improving the conditions of adult education and learning in Slovakia, offering the possibility of exchanging experiences and establishing partnerships. For 30 years, AIVD as the largest professional association of its kind aims to: promote the interests and needs of adult education institutions, facilitate the development of its members, concentrate professional capacities for solutions and development in ALE, cooperate with the state authorities and other entities in preparation and implementation of legislative and other measures of adult education, organize events for AE professionals and

the general public, certify Adult Education lecturers, represent members and promote their activities with domestic and international associations.

For more information: [www.aivd.sk](http://www.aivd.sk)

### **DAFNI KEK**

DAFNI KEK is a non-for-profit education and research center.

Based on the official Statutes articles: "The initial scope of the institution was the design and provision of continuing Vocational Training and Adult Education courses to a broad range of marginalized groups in the frame of EU funding, State Funding or independently".



The organisation previously acted both as an independent research center for innovation in adult education, while also being a Lifelong Learning Center, certified by EOPPEP (The National

Organisation for the Certification of Qualification and Vocational Guidance), until 2020, under which the organisation has to respect and act under the national legalities for such educational centers. Since 2002, DAFNI KEK has had a capacity in delivering courses at national level through certified Structures and departments in various cities, mainly in Athens and Argos. Due to recent reforms and major shifts in the priorities of the organisation DAFNI KEK is a non-for-profit education and research center.

The organization thinks that the statement of Paulo Freire that is prominent in the organization's website as well as hanging in the walls of their offices really covers the essence

around working against social injustice, including injustice towards diverse groups of people from different cultures and countries, and that is: "...there is no transformation without action... Progressive educators need to convince themselves that they are not only teachers--this doesn't exist--not only teaching specialists. We are political militants because we are teachers... Our job implies that we teach subjects with sobriety and competence, but it also requires our involvement in and dedication to overcoming social injustice." - (Teachers as Cultural Workers: Letters to Those Who Dare Teach, pg. 42) PAULO FREIRE

DAFNI KEK is also an active Member of European Association for Education of Adults, active partner of OED Network (Outreach-Empowerment-Diversity), official registered provider of profilPASS consulting (by DIE, DE) in Greece, member of Euromobility Network and partner of AnnaLindh Foundation (via CYCLISIS, our cultural department, [www.cyclisis.gr](http://www.cyclisis.gr)), active partner of focus group "hard to reach learners and Youth" by NECE (bpb).

For more information: [www.kekdafni.gr](http://www.kekdafni.gr)

## EPATV

Escola Profissional Amar Terra Verde (EPATV) is a VET school, a training provider, and an adult education centre, where social and educational activities take part both in formal, non-formal and in informal contexts. It is a private institution under the supervision of the Ministry of Education, which was founded in 1993 in Vila Verde, a rural area in the north of Portugal, strongly low qualified and whose population struggles with social and economic problems, mainly due to unemployment, low formal qualifications, and life conditions. Included in the VET school, we have a Lifelong Learning and Adult Education Unit, especially dedicated to the Recognition, Validation and Certification of Skills since 2006 and with more than 40 000 hrs of training courses addressing adults and adults with special needs (CVET). Our centre is specialized in the upskilling of qualifications of the adult population, by the recognition of a higher level of formal qualifications or by recognizing a professional qualification.



The school has also been developing, for a long time, volunteering activities, an Eco-school project and Erasmus + projects, which involves everyone in the community and keeps all

motivated and with a positive attitude towards personal, social development and about the environment and its sustainability. Daily we look to promote social inclusion, gender equality, active citizenship, employment, or self-employment; we also work on the prevention of early school dropout.

EPATV is also a member of APCEP – Portuguese Association for Lifelong Learning and ANESPO – National Association for Vocational Schools. At a local level, EPATV has a strong relationship with the community, with all civil society actors. At a national level, EPATV works closely with the Ministries of Education and Labour and with the High Commission for Migration.

For more information: [www.epatv.pt](http://www.epatv.pt)

## **6. SOURCES, LITERATURE**

Manual for the LMS Moodle e-learning system control from PCHELP

<http://moodledocs.phil.muni.cz>

[https://docs.moodle.org/310/en/Main\\_page](https://docs.moodle.org/310/en/Main_page)