WLB

WORK-LIFE BALANCE

Project number: 2019-1-CZ01-KA204-061180
"Innovative work-life balance tools to promote equality of men and women"

OUTPUT 3 - Manual for Trainers of Work-Life Balance Implementation

Methodology for a face-to-face training

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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).

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Introduction

The project «Innovative work-life balance tools to promote equality of men and women» supports and tries to solve equality of women and men by creating innovative outputs focused on implementation of work-life balance (WLB) into companies. Gender inequality issues really matter in workplaces. Women and men should have equal rights and working conditions; however, it is not always so. Many organizations give less salary to women; women have fewer opportunities to have a career promotion, etc. Gender barriers are in all aspects of life: school, university, workplace, family, etc.

Thus, the project is aimed at trainers/tutors/consultants of work-life balance implementation into companies. Implementing suitable tools of work-life balance can be difficult for some Human Resources specialists in terms of time-consuming jobs and inexperience.

For this reason, a group of international experts prepared this manual for trainers, tutors and consultants who will lead work-life balance blended learning with the aim to implement suitable tools of WLB into companies. This way, a WLB Blended Learning, which consists of F2F part – described in the Manual for Trainers - and an online course, available on moodle.aoacr.cz – described in Manual for Tutors, has been prepared.

The applied methodology for this manual for trainers' design of face-to-face part is focused on interactivity of the participants. Thus, the trainers will find a short syllabus and the development of 3 sessions of training. This manual is divided into 3 parts:

- Practical tips before leading face-to-face: in this part, we present some small observations on how to organize the group and the space and how to structure a good training.
- Methodologies / tools to make learning more meaningful: some ideas for activities that can be used during the training are suggested.
- Session plans: this part consists of the syllabus of each session and a detailed development on how to lead the session and the minimum time spent on each activity. This part is followed by annexes - documents created to support some of the activities of the training.

We hope you find the manual useful for setting up WLB tools, not just in your organization

1. Practical Tips before Conducting Face to Face Training

a- How to select and organize a group for face-to-face training?

When choosing a group for face-to-face training, keep the following in mind:

Group size - Minimum 7, Ideal 10 - 12, Maximum - 15 participants to work with a trainer. These are the values that guarantee participatory training. (the minimum size of a group must be 7 because only this number guarantees some diversity of opinions in group discussions).

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b- Constitution of the group:

If you have the opportunity to choose the participants of the group, prefer diversity: age, sex, work experience, hierarchy in organization, etc. If the training is aimed at people from a public entity, NGO or private company, collect information about hierarchical relationships in advance as this influences the functioning of the group. (try to distribute the different categories to different working groups).

c- How to prepare the space for classroom training?

Choose a room with some free space that allows you to form a circle of chairs. This spatial arrangement helps participants to have equal circumstances.

Put the tables aside as there will be very little reading and writing work and to avoid creating the barriers to communication. This layout of the room and the chairs in the circle promote training with more interaction amongst participants.

Use a flipchart or whiteboard in order to write and summarize the main points of the discussion and to draw the attention of the participants.

For some exercises, audio-visual means are required. Make sure that everyone can see the projection screen well from where they are seated.

Be the first to arrive at the training place to prepare the space and welcome the participants.

d- How to use the syllabus?

As you are the person responsible for leading the face-to-face sessions, make sure to read the materials provided in this Manual and select the ones you consider most appropriate. You can still add or replace the exercises that you consider relevant to the objective of each module.

e- Duration of the sessions

It is suggested that the time spent on face-to-face training in each session should be 90 minutes minimum and 4 hours maximum (240 minutes).

f- Common session structure

In interactive training sessions, regardless of the time available, it is necessary to provide a structure consisting of three main elements:

1. Warm-up / icebreaker and presentation of the participants: at least 15 minutes, this may vary according to the size of the group.

2. Main body of the session: the selected exercises that lead to the goals of the session and that can present an increasing level of difficulty. Always try to include a practical exercise thus promoting the active participation of all participants which will allow their ideas and attitudes to be addressed and discussed.

3. Closing element: reflections, feedback and discussion that prepare participants for the transfer of new knowledge and skills resulting from the session to his/her work environment.

In addition, based on the Gagné's methodology, you can also implement the 9 steps of this method to develop a good training:

Gagne's Nine Events of Instruction
1965

1. Gain Attention
Focus Students' Attention
Ice breakers, News & Events, Videos, Case Studies

2. Describe the Goal
Inform Learners of Objectives
Tell learners what they will be able to accomplish

4. Present the Material

3. Activate Prior Knowledge

5. Provide Learner Guidance
Use a Variety of Methods to Deliver the Content
Lecture
Video
Text
Actvities

6. Elicit Performance
Connect Current Lesson to Prior Learning
Establish relevance
Build memory schemas

8. Assess Performance
Provide Instructions on How to Learn
Guided Inquiry
Rubrics

7. Provide Feedback
Opportunities for Practice
Apply knowledge and skills learned

9. Retention and Transfer
Apply Information to Personal Contexts
Provide Additional Practice
Personalization of Information

Give General Progress Information
Content areas mastered
Variety of Assessment Methods

Detailed Formative Feedback
Rubrics
Areas for Improvement
Strengths

2. Methodologies / tools to make learning more meaningful

To address the challenges they face today, companies should look after their employees and especially focus on creating incentives to motivate their employees to achieve both the objectives of the organization and the personal goals. Because thinking only of profit and productivity without developing policies and practices focusing on human resources, will certainly not provide good results.

➢ **Team building**

For today's companies to be able to achieve their goals in a continuously changing world, they need work teams driven by effectiveness, efficiency, and motivation. In this sense, team building is a tool that aims to make teams more productive and synergistic. The team building programs are a tool within reach of companies that allows to coordinate attitudes, increase synergies and, above all, increase the effectiveness of work teams.

Team Building activities are gaining increasing importance within organizations and especially in large companies and multinationals. They are crucial for any company due to the improvement of the work environment they provide and hence lead to higher productivity of their employees. There are several activities that can be performed with the aim of increasing the degree of motivation of the employees, and, according to the needs and wishes, companies can adopt activities that best suit their situation. The use of team building as a means of motivating employees is now widely practiced in organizations that use modern management styles and oriented strategy.

➢ **Storytelling**

Storytelling is the vivid description of ideas, beliefs, personal experiences, and life-lessons through stories or narratives that evoke powerful emotions and insights. Storytelling has advantages over the communication techniques commonly used in organizations, such as electronic mail, reports, or formal speeches. First, it enables articulation of emotional aspects as well as factual content, allowing expression of tacit knowledge (that is always difficult to convey). Second, by providing the broader context in which knowledge arises, it increases the potential for

meaningful knowledge-sharing. Third, by grounding facts in a narrative structure, it augments the likelihood that learning will take place and be passed on.

Purposeful storytelling can deliver results that conventional, abstract modes of communications as those mentioned earlier cannot. Anyone can use it and become better at working with it to reach masses rapidly.

The age-old practice of storytelling is one of the most effective tools that people can use. Storytellers communicate naturally: analysis might excite the mind but it does not offer an easy route to the heart, which is where one must go to motivate people.

Working with stories is one of the best ways to:

• Make abstract concepts meaningful, by using a variety of narrative patterns for different aims.

• Help connect people and ideas.

• Prompt imagination and motivate action.

• Give breathing space and allow different perspectives to emerge.

• Create sense, coherence, and meaning.

• Develop valuable descriptions of the situations in which knowledge is applied and solutions are found.

• Examine organizational values and culture.

• Communicate complex messages simply.

• Operate effectively in networks.

• Inspire change; provide a solution to both immediate and broader problems

• Present the point of view of someone who has been directly involved.

• Achieve a balance between words from persons and statements from organizations.

• Target people with the authority to make decisions and change things.

Storytelling is used to identify and exchange learning episodes, explore values, and inspire people toward the possibility of change, enrich quantitative information with qualitative evidence, make out connections and create common purpose, and improve the effectiveness of strategic decisions. Potential applications of stories include:

• Oral histories

• Team or community-building exercises

• Workshop warm-ups

• Back-to-office reports

• Activity or project reviews

• Monitoring and evaluation systems

• Recreation

Good stories are generally interesting, unusual, provocative, serious, controversial, surprising, intriguing, or inspiring.

Caveats: storytelling is not suitable for every situation and there may be instances when they are not the right choice. For example, when the audience does not want one, when analysis would be better, when the story is not ready, or when a story would be deceptive. In some working contexts, storytelling will require patience and management backing for a long time. [1]

➢ **World café**

World Café is a structured conversational process intended to facilitate open discussion. It is designed around the idea that people often have very good and meaningful discussions in a café while having a drink together. The idea is that participants move between a series of tables where they continue the discussion in response to a set of questions or topics which are predetermined by the facilitator. It is helpful to create a nice ambience in the room. It is important to emphasise the overall objective: that in the end this is a reflection and sensemaking exercise.

A World café consists of the following steps:

1 - The facilitator asks the participants: 'What were the three main topics/points learned from yesterday's experience?'

2 - Participants share their answers, and 3-4 main topics are selected (for example the topics that were mentioned most often, or the topics that need further exploration).

3 - The group sets up the room in such a way that the number of tables equals the number of defined topics. Chairs are put around the table; there is the same number of chairs at each table and enough for every participant to be able to sit. For example, when you take 4 topics for a group of 20 participants you need 4 tables with 5 chairs each. Each table will contain a different topic to be discussed. And every table is covered with a 'tablecloth': a big piece of paper.

4 - People sit at different tables. (They will visit all the tables, so it does not matter where they start.)

5 - At this point the facilitator explains the rest of the process.

6 - In the first round, participants get about 10 minutes to talk about the topic at their table and discuss (for example) what it means for their future work (focusing on the application and implications of the lessons learned) and draw/write their ideas and thoughts on the tablecloth.

7 - At the beginning of the first round every table should appoint a host. S/he remains at the table and does not move to the other table like the others do.

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[1] https://www.betterevaluation.org/sites/default/files/storytelling.pdf

Later in the process the host can summarise the discussion to a new group of participants, using the notes on the tablecloth.

8 - After 10 minutes everyone (except the host) leaves the table and finds a new one where the host welcomes them and summarises the things that were discussed in the previous round(s). During the second round (which is a bit shorter than 10 minutes) the new participants build on what was already discussed, adding (with a different colour) to the writings and drawings on the tablecloth. At the end of the round people leave and spread again, mingling as much as possible so they get to speak with other people.

9 - Do as many rounds as there are topics so that everyone gets to visit every table. At the end, the facilitator asks the table hosts to summarise the most relevant points discussed at their table.[2]

> ➢ **Focus Group**

A focus group is a group discussion that brings together people from similar backgrounds or with similar experiences to discuss a specific topic. The group of participants are guided by a moderator (or group facilitator), who introduces topics for discussion and helps the group to participate in a lively and natural discussion amongst themselves. A focus group is not a group interview where a moderator asks the group questions and participants individually provide answers. The focus group relies on group discussion, and it is particularly productive when the participants can talk to each other about the topic of interest. This is important as it allows the participants the opportunity to disagree or agree with each other. It can provide insight into how a group thinks about an issue, about the range of opinions and ideas, and the inconsistencies and variations that are present in a particular community in terms of beliefs and their experiences and practices. The discussion is usually "focused" on a particular area of interest. It does not usually cover a large range of issues but allows the trainer to explore one or two topics in greater detail. Focus groups are also "focused" because the participants usually share a common characteristic. This may be age, sex, educational background, religion, or something directly related to the topic. This encourages a group to speak more freely about the subject without fear of being judged by others.[3]

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[2] https://edepot.wur.nl/439461
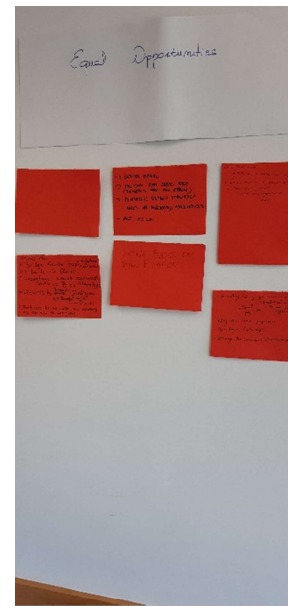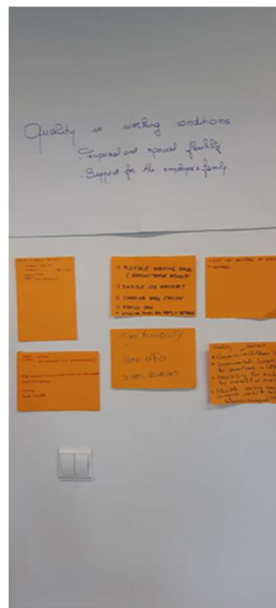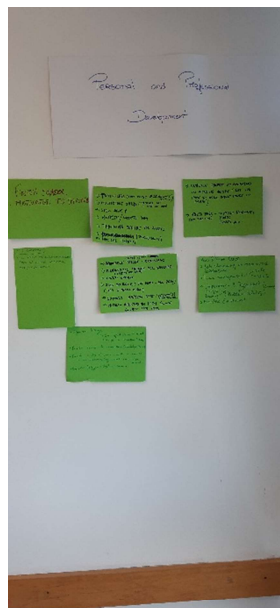
[3] https://archive.unu.edu/unupress/food2/UIN03E/UIN03E03.HTM

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➢ **Margolis Wheel / Speed Dating**

Some people call this method Speed Dating. Participants sit in two circles facing each other (the inner circle facing outwards, the outer circle facing inwards). Everybody is facing one other person. If the group has an uneven number of people, one threesome is formed, or the facilitator can join. Make sure that it is clear who is facing whom; this can be done by asking everybody to shake hands with the person opposite. Do three to four rounds. Each round consists of a question, which is then discussed in pairs for three

to five minutes. Emphasise the fact that three/five minutes is a short time, and that each participant should leave enough time for the others to talk. To recapitulate the facilitator invites a few pairs to comment on what they discussed. Subsequently, the outer circle moves one place to the left, and the next question is asked.

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> ➢ **Fishbowl**
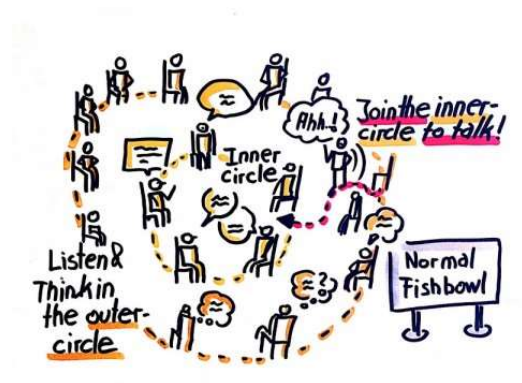
The group is divided into smaller groups of 4 to 5 people. The teams reflect on the programme of the previous day by preparing a challenging, provoking, or surprising statement about what was learned. They also develop arguments for and against their claim. After 10 minutes the facilitator asks which group would like to start by sharing their statement. All participants take sides, either agreeing or disagreeing. To avoid confusion the facilitator can draw a line across the middle of the room (e.g., with masking tape) and put a sign on each side of the line: one marked 'agree' and the other saying 'disagree'. People decide whether they agree or disagree and move to the corresponding side of the room. This results in two groups that are facing each other. Subsequently, each group tries to convince the other group with arguments. When participants change their mind, they move to the other side of the line. The idea is to have the most convincing arguments so that more people move to your side. Aim to have a short, lively debate. When the discussion starts to fizzle out or becomes repetitive, the facilitator ends the debate. S/he can ask the participants to name the three most convincing arguments and/or possible lessons learned. After this, the next statement is shared, after which people take sides again and start the debate.[4]

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[4] https://edepot.wur.nl/439461

➢ **Networking cards**

This is a networking tool. All participants receive a card with two questions for discussion and reflection. Participants will walk around for a while, then stop in front of someone else. The pairs discuss one of the questions (choose question A. or B. – the one you like the most) on each of the cards and exchange ideas. When a pair has finished their discussion, they swap cards and continue walking around until they meet someone else. Again, the pairs choose a question to discuss and swap cards at the end of the conversation.[5]

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➢ **Self-knowledge quiz**

Self-awareness is the conscious knowledge of one's own character, feelings, motives, and desires. Its presence is essential for those who want to grow and change for the better. Self-discovery is a never-ending process, but it is a vital one. Through self-discovery we can learn about ourselves, find our purpose, and bring more joy into our lives. There are lots of interesting quizzes that can be useful to achieve this self-awareness.[6]

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[5] https://edepot.wur.nl/439461

[6] 22 Questions for Self-Discovery - My Question Life

3. Face to face training – Session plan

❖ **Session 1**

Session 1	Theoretical background
Contents	What is WLB? Why to discuss the WLB concept? Which benefits can WLB tools / methodologies bring to the companies?
Outcomes	Understand the importance of implementing work-life balance tools in the company
Material / resources	- white board; - computer/ tablet/phone with access to internet for Flinga or Jamboard; - annexe 1: sentences; - annexe 2: grid of consequences of an imbalanced work-life. - annexe 3: case studies; - annexe 4: questionnaire in Google forms
Duration	90 minutes to 4 hours

Steps

1- 15 min - To warm-up and get to know each other:

The trainer can use the role-switching exercise to promote empathy and active listening skills.

The group is divided into pairs. In each small group, each person tells the other basic personal information in response to a brief set of questions. Then, when returning to the main group, each person imagines the other's place and speaks to the group in the first person.

For example, Maria interviews Rosa and then introduces herself as if she were Rosa, saying: "My name is Rosa. I am (job position). I live in...", etc. So, Rosa does the same, saying: "My name is Maria. I live in...", etc.

2- 10 min - Brainstorming: what does work-life balance means? This can be done via white board or the Flinga (https://flinga.fi/s/FUBB9KT)or Jamboard App (https://jamboard.google.com/d/1L2_N428fgJmCwut3KdevcWD18-DeyqjdnDkXgGLgvWQ/edit?usp=sharing) (in this case the participants will need access to the internet and a computer / phone).

3- 30 min - Presenting some points about the concept of WLB based on the comments of the participants:
- Maintaining a balance between the obligations and responsibilities of professional and personal/familiar life.

- Achieving balance between one's personal/familiar life and professional life is a matter of concern for both workers and employers.

During this activity, the trainer can share some funny and satirical cartoons related to this topic or statistics, to stir up the discussion **(see annexe 1)**. In this part, the trainer will also focus the attention on the gender issues at work, by including some cartoons about this problem.

4- 15 min -Why to discuss the WLB concept?
- Demographic change (These changes particularly impact women workers because they remain the primary caregivers for their families and loved ones.)
- Sociological change (Increased presence of women on the labour market; increase in the number of families where both parents work on the labour market; increase in the number of single-parent families.)
- Changes at the workplace (The nature of the market economy inevitably compels businesses to be ever more competitive and high performing - this requires businesses to improve their services, extend their hours, …)

The trainer will focus his / her attention on the gender issues that still exists after those changes. The law promotes the equality between men and women at workplace and can be analysed (each country has its own articles that should be emphasized).

Impacts of work-life imbalance:
- On the employees
- On the company

The trainer will present a grid that will show the consequences of an imbalanced work-life **(see annexe 2)**.

5- 15 min - The trainer will divide the participants into groups of 3 (or 4) and will give each group one card with a case study **(see annexe 3)**. The participants will have to highlight the imbalanced aspects of the case study and the indicators of satisfaction (if applicable). To do so and present the results, the participants will receive post-its (yellow for imbalanced aspects and blue for indicators of satisfaction) and a cardboard to present the results.

6- 20 min - Each group will present the results: they will start with a short presentation of the case study and the cardboard. Based on the results, some discussion / reflections will be shared during the presentation. As one of the case study is about gender inequalities, the discussion is going to be raised in order to highlight the gender issues that lead to inequalities at workplace (such as unequal pay; sexual harassment, …).

7- 10 min - The participants will have to fill a questionnaire about the situation in their own companies through Google forms **(see annexe 4)**.

8- 10 min- Analysing the results and conclusion: WLB is a topic you should consider.

❖ Session 2

Session 2	How to start the changes?
Contents	Analysis of practical cases: Impact of work-life balance
Outcomes	The participants will be able to analyse the needs and potentials of some companies and will be able to come up with some good ideas to implement in their own company.
Material / resources	videos created by the WLB project consortium; post-its with different colours - annexe 5: grid to be filled; - annexe 6: grid for correction /addition.
Duration	90 minutes to 4 hours

Steps

1- 30 min - The session can start with the Fishbowl activity, to brainstorm the content of the previous session.

2- 25 min - The participants will be divided into pairs and will have a framework with conciliation measures family-work, that is organized into 6 major measurement groups:

- Support for the employees' family

- Temporal and spatial flexibility

- Quality in employment

- Personal and professional development

- Equal opportunities

- Leadership and leadership styles

The grid will be filled in with the experience in their companies / institutions **(see annexe 5)**.

3- 25 min - The results will be shared later in a large group. The trainer will already have one grid filled with guidelines for the identification of the benefits associated with the WLB **(see annexe 6)** to complement the answers presented.

4- 45 min - Methodologies / tools of work-life balance:

The group will be divided into small groups (3 - 4 participants in each group) and a link to the videos produced by the consortium of the Work-life balance project will be provided.
https://www.youtube.com/channel/UCNMvovqIUNY524jqfMn4ioA

Each group will have to list the good practices of WLB identified in 4 videos, writing each one in post-its.

5- 20 min - Conclusions:

Each group will present its own conclusions about the task.

❖ Session 3

Session 3	How to implement WLB in your company?
Contents	Tools and methodologies that can be used in small, medium and big companies in order to implement WLB.
Outcomes	According to the size of the company, the participants will be able to choose the suitable methodologies or tools to use in order to implement WLB in their company
Material / resources	yellow and green post-its; 7 networking cards with 2 questions - annexe 7: networking cards' activity.
Duration	90 minutes to 4 hours

Steps

1- 20 min - The session can start with the networking cards' activity. All participants receive a card with one question for discussion and reflection **(see annexe 7)** about the topics covered in previous sessions. Participants will walk around for a while, then stop in front of someone else and discuss one of the questions (each participant will have one) and exchange ideas. When a pair has finished their discussion, they continue walking around until they meet someone else and start another discussion (ideally, the participants should not choose the previously discussed question).

2- 45 min - The group will be divided into small groups (2 or 3 participants max.) and the focus group methodology will be used: each group member will present his company and present one of the most important problems of imbalance identified within. The group will then try to find out some good solutions for both problems. The participants will use paper cardstock and coloured markers to present the results of the task.

3- 30 min -Coming back together

Each group will present its conclusions. At the end of this session, the participants will have built a kind of list of good practices / tools / methodologies that they can use / adapt to their own context / company.

4- 20 min - As a final activity, the trainer will ask the participants to place the chairs to form the letter U. One chair is going to be placed in the middle.

Each participant will have to sit on the chair in the middle and finish the sentences:

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- The most interesting thing I learnt during this training is …
- During this training, the activity I enjoyed the most is …   because …

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Annexe 1

40% of turnover is due to stress

60% of accidents on the job are stress related

Employees working 11 hours a day or more are 67% more likely to have a heart attack

Annexe 2

Employees	At the individual level, people generally suffer consequences in terms of their own **health**, **lack of time to support family members and provide assistance**, **avoid or postpone having children**, and eventually **stop actively participating in civic and social initiatives. community.**
Companies	Companies are affected by **direct costs** such as health and indirect **costs** in terms of **employee engagement**, **increased turnover, job satisfaction, loss of productivity, absenteeism**, among others.
Government	Governments verify externalities by the percentage of the active population who stop working being on sick leaves (sometimes for long periods), which **puts pressure on health expenditure and the sustainability of the social security system.**
Society	Society is indirectly affected by **demographic developments**, **gender inequalities**, **social instability** and **social well-being**, among others.

Annexe 3

> ➢ **Case study 1**

Sofia is a communication and public relations technician. She is 29 years old, married and mother of a daughter.

«In March 97 I had the job proposal which I always wanted: to be an accountant in a Communication agency and Public Relations.

Aware that I would have to sacrifice my family life, or rather, my early years married (I was scheduled for June), I accepted the challenge very willingly and quite motivated. After a few months I realized that it was rather difficult not to have dinner at home or not to be with my husband on the weekends. But, even so, I continued to think that it was a challenge to fulfil myself professionally and to reconcile this with family life. Of course, the overtime work I did was paid and I received small prizes from the company (such as tickets for a football game, for a concert, cinema tickets, …). After a year and a half, I went on maternity leave, after a stressful pregnancy I returned to a job with about 12 hours of work per day. At this point I started to feel that my life was going to have to change because now it was my husband and my daughter who were waiting for me with dinner and to spend the weekend. When I came back from maternity leave, I was offered a place with less responsibility than before, having justified the fact that I now have children, which would force me to miss going to the doctor, staying with my daughter at home when she was sick, leaving early (19h), etc.

As expected, I countered by saying that my mother and my maid could replace me in these new mother responsibilities. Even so, I dedicated myself to work with greater intensity and responsibility, trying so that at 7 pm I could go out and be with my family.

At the end of the month, when I was paid the paycheck, the check only concerned part of what had been agreed when they hired me about a year and a half ago. Surprised, I went to speak to the company's general director. The justification given to me was that I had chosen a life against the company's expectations or that the one they wanted from me (being a mother) and therefore I must suffer the consequences also affecting my new salary. »

> ➢ **Case study 2**

Isabella is working as manager in international company

«I got a position of sales manager in an international company. I was happy this was my dream job. Although being in a complicated personal situation (I was just divorcing and having two small kids) I used to work hard and spend long hours at my job. My mother helped me with the children because she understood I have to pay some debts for my husband.

One-day I was invited to court because of the divorce. There were two days, I had to be present there. I brought to my boss the invitation and asked him for the possibility to have some free hours to go to the court (and come back to work after the court is finished). Even if I had many overtime hours, which were not paid, my boss refused my request. „ As a manager, you cannot afford not to be in an office and give such a bad example, "he told me. „Having such a job requires your full-time engagement "If you need to go to court, just use your Holliday, I will enable you1 day off. »

➢ Case study 3

Stephan works as an accountant in a big international company.

«He is single and does not have any children. One year ago, his father was very sick and the illness left some consequences. Stephan needs to support him, because there is one day in a week when it was not possible to organize help from the agency.

Stephan can do his work from home. He had already done this before during the covid and it was not any problem. Now, he came to his boss and asked him about having the possibility to have one or two days of home office during the week.

His boss agreed, but he had a condition, Stephen had to be available on mobile and email 2 hours before working hours and 3 hours after. This time will not be paid, because Stephan is actually "not working, he just has to control the mobile and emails and be available ". »

➢ Case study 4

Angela applied for a position as a tiler apprentice.

«She initially asked if they would accept a mature age person and the response was yes, as long as they were in good health and able to work on a construction site. Angela then advised that she was very keen to apply. The respondent messaged back apologising, saying that they didn't realise Angela was asking for herself; the job is very physical, and they felt it was too hard for females. Angela decided then to complain.

After that, the respondents provided a letter of apology, retraction of the statement about the job being too hard for females, and they agreed to change their recruitment advertisements in the future. The respondents also agreed to undergo training in discrimination, and paid Angela an amount of compensation.

Annexe 4

https://forms.office.com/Pages/ResponsePage.aspx?id=ha0ylZAXZE-VwKSh_QZ1LUqNosBa68JGgTv-g7-SxadUQ0NTMVAwWkVTSTI5MEZSWUlYWjQyRDJUNC4u

Annexe 5

Indicators of family-work reconciliation measures	Some examples applicable in your company or organizational context
1. Support for the employees' family	
2. Temporal and spatial flexibility	
3. Quality in employment	
4. Personal and professional development	
5. Equal opportunities	
6. Leadership and leadership styles	

Annexe 6

A company policy that promotes the reconciliation between professional activity and family life is associated with a set of advantages:

1. It encourages the creativity and motivation of workers, generates better communication between managers and the operational ones, and promotes greater complete knowledge of the organization's objectives and culture;

2. Facilitates the introduction of new working methods and new technologies, namely providing greater use of technological capital;

3. It can provide a reduction in burnout and turnover, with savings in personnel recruitment;

4. Reduces training process costs as it contributes to the establishment of qualified human resources;

5. It prevents the burnout and reduces the absenteeism;

6. Increases productivity, as it makes planning of working times more adjusted to the needs of workers, which avoids unforeseen absenteeism;

7. Extends and diversifies the range of potential employees interested in working in a company that offers them good conditions for exercising a professional activity in harmony with their family responsibilities;

8. The diversification of employees with broader competencies creates a greater variety of resources, capacities, and perspectives;

9. Reduces labour conflicts;

10. Through the reorganization of working hours, in certain activities, the company will be able to attract new customers;

11. The costs of creating services (both for children and the elderly) can be deducted from the company's tax costs;

12. Values the company's image in the surrounding community and at the international level, which contributes to the promotion of its products and to the increase in the volume of business;

13. It allows the company to apply for prizes, which also contribute to the dissemination of its good practices and social responsibility, promoting the company's recognition and visibility in the market.

Annexe 7 (examples)

Work-life balance means giving employees a higher salary…

Promoting work-life balance will cost the company a lot of money…

Work-life imbalanced practices can cause health problems…

Work-life balance, work-family balance, or work-life integration?

It is easy to separate the two worlds: family and work.

Society can be affected by work-life imbalanced practices…

The spaces provided by the company can only be used in extra hours or during the working time?

Work-life balance is an employee's right or a freebie given by the company?

Work-life balance is at best an elusive idea and at worst a complete myth.

Work-life balance is not an entitlement or benefit. Your company cannot give it to you. You have to create it for yourself.

Women should be paid less than men, of course…

Women can't lead a teamwork composed exclusively by men. The jobs as leaders must be occupied by men.

4. 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 lectors 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.aoacr.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

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 Paolo 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),
active partner of focus group "hard to reach learners and Youth" by NECE (bpb).

For more information: 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,

Escola Profissional **AMAR TERRA VERDE**

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

5. Sources, literature

http://cite.gov.pt/imgs/downlds/Boas_Praticas_de_Conciliac.pdf
https://www.een-portugal.pt/info/RSO/Paginas/Apresentacao/questionario_4_3.html
Afinal, não sou só eu... Conciliar o Trabalho e a Família, projeto "Para uma Sociedade Activa", promovido pelo Graal.
https://www.shrm.org/certification/educators/Documents/Worklife%20Balance%20Case%20Final_SW.pdf