



WORKPLACE CULTURE

SOCIAL, PROFESSIONAL AND WELL-BEING

**Mapping of existing routines and systems - compilation of
results**

COMPILATION DOCUMENT

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1. INTRODUCTION

1.1 PURPOSE

This compilation document presents a review of existing routines and systems within various job roles at vocational training centres across the six partner countries of the Erasmus+ KA220 project “A sustainable and social VET working environment focusing on well-being” (WellBeing4VET). The objective is to identify the strengths and weaknesses of current routines and organizational structures in the workplace, based on three fundamental aspects: the social, professional, and well-being aspects.

1.2 SCOPE OF MAPPING

A comprehensive overview was conducted of the documentation provided by the WellBeing4VET project partners regarding employee’s routines and organizational systems or procedures within their workplace environments in Vocational Education and Training (VET). The collected documents primarily consisted of workplace well-being studies based on surveys conducted with teachers and employees from the partner schools, and strategies’ policies in different schools.

Numerous periodic assessment surveys have been identified, which evaluate aspects related to job satisfaction and work-life balance, conflict issues, as well as communication and leadership strategies, considered a fundamental competence for the development of the centre’s organizational systems.

Furthermore, various documents have been compiled relating to national strategies for promoting democratic values, the operation of educational centres in environments of well-being and equality, stress management, and results monitoring. Additionally, documents based on the participants’ own experiences have been developed to better express the feelings generated by different work routines and systems across various countries.

The compilation of routines and systems is intended for the project partners to proceed with subsequent work packages, particularly the implementation of a participant and employee survey. The results of the survey will allow for a needs analysis, which will serve as the basis for creating support training materials and a collection of best practices. These materials and examples will enable center employees to manage their well-being, ultimately reflecting on the educational quality of the institution.

1.3 DEFINITIONS

We define **routines** as the *regular and repeated actions or procedures* that individuals or organizations follow to provide structure, predictability, and efficiency to assigned tasks. Routines help reduce uncertainty, save time, and ensure that tasks are performed consistently.

A **system** is *the structured way in which processes, tools, methods, and routines are organized* so that a strategy can function in practice. Systems are the “machinery” that executes the centre’s plan or strategy.

Routines are repeated actions within our workplace, while systems are the structured framework of those routines that organize the overall operation of the center.

1.4 ASPECTS

The mapping conducted is an analyse of our workplace culture across three fundamental aspects: the **social environment**, **professional capacity**, and **employee well-being**.

- **Social Environment** is defining how *employees interact, support each other, communicate, and contribute to a positive work atmosphere*.
- **Professional Capacities** are the *standards, expectations, and frameworks* that guide how employees *perform their duties*, how leadership operates, and how the organization ensures professionalism.
- **Well-being** defines how the organization supports the *physical, mental, and social health of its employees*. This includes workload management, psychological safety, resilience, and access to well-being resources.

2. GENERAL CONTEXT

2.1 DESCRIPTION OF THE ENVIRONMENT

Educational centres are complex environments that integrate a broad educational community, including students, teachers, management teams, administrative employees, families, and the citizenship. It is a variable environment that depends on socioeconomic, cultural, and even political factors; therefore, its management requires a set of competencies based on communication and leadership, equality and respect, and the application of democratic parameters in leadership and management.

Professionals in the educational sector are often subject to pressures from various sources, leading to stress and dissatisfaction in their daily work. Furthermore, Vocational Education and Training (VET) is inherently evolutionary, as the technologies, such as digitalization, taught in classrooms develop innovations that are difficult for teachers to adapt into their lessons. This is primarily due to a lack of training and, most notably, a shortage of both human and material resources.

This state of stress and dissatisfaction directly impacts educational quality and, consequently, the students' training, their social role, and their professionalism. Therefore, it is essential to analyse the work employee's routines and systems of VET schools, and their level of satisfaction to improve well-being and the overall workplace culture.

2.2 PARTICIPANTS INVOLVED

This mapping review provides a focused and reliable foundation for the WellBeing4VET partnership, by concentrating on employees, such as management teams, teaching employees, and administrative and support employees within the participating VET organisations. By deliberately limiting the scope and excluding students and the wider educational community, the document captures the professional, day-to-day perspectives that are essential for understanding how routines and systems function in practice. As an internal working document

for project partners, it supports joint reflection, protects the integrity of employee input, and enables meaningful collaboration, serving as a solid basis for informed decisions and the next phases of project development.

2.3 MAPPING PROCESS

The development of the WellBeing4VET project requires an analysis of workplace routines and systems to *determine the social, professional, and well-being needs that can be improved* through tools and examples of best practices. These resources are designed to equip employees with competencies in well-being and to improve the conditions under which they carry out their various tasks.

The project's added value lies in the participation of partners from six EU countries with responsibilities in vocational training education. Their involvement provides a diverse range of documentation and perspectives that will help in understanding the workplace culture, including its similarities, differences, and specific characteristics. This process relies not only on documentation but also on the exchange of experiences during coordination and online meetings, which reinforce and validate the findings from the mapped documents.

3. MAPPING GOALS

3.1 MAIN MAPPING OBJECTIVES

Two fundamental objectives have been established:

- To examine current practices by reviewing existing routines and systems related to employee's well-being.
- To identify strengths and weaknesses by evaluating current well-being practices and workplace culture.

A comprehensive mapping compilation have been conducted to summarize existing routines, addressing social, professional, and well-being aspects.

3.2 SPECIFIC OBJECTIVES

- To determine the factors affecting the workplace culture of VET center employees across three aspects: social, professional, and well-being.
- To map and group the educational centre's organizational systems and employee routines the previously mentioned aspects, classifying them into aspects related to:
 - Management leadership, relationships, and pedagogical leadership.
 - Communication systems and management policies.
 - Interaction with the educational community
 - Stress management and mental well-being.
 - Conflict resolution.

- To compile the findings into a final document to determine the key questions that will serve the needs analysis.

3.3 FINDING RESULTS

This compilation document provides a concise overview of employees' well-being routines and systems across six countries and eight partners, highlighting strengths, weaknesses, and gaps identified through the collected documents. It offers a clear, structured understanding of current practices and workplace culture across the partnership.

These findings can be used to identify areas for improvement, for example, supporting organizations in developing targeted measures such as improved workload management or tailored well-being initiatives to strengthen staff satisfaction and resilience.

4. DOCUMENT INVENTORY

A separate inventory document was created to bring structure and clarity to a broad and varied collection of materials on employee well-being across partner organisations. By systematically gathering policies, surveys, strategies, and everyday workplace practices into one place, it provides a solid foundation for understanding how well-being is currently addressed in different contexts.

In the Compilation document, the inventory served as the analytical backbone of the mapping process. The collected and structured information was used to join findings into a logical overview, allowing partners to identify common strengths, weaknesses, and gaps across the six countries and eight organisations. It also supported the classification of routines and systems into social, professional, and well-being aspects, ensuring a consistent and comparable framework for presenting results.

1. Document Inventory (provided as an Annex to this document)
 - a. Document number
 - b. Country of origin
 - c. Document title
 - d. Comments
 - e. Relevant concepts within the document
 - f. Keywords related to systems and routines
2. Document Hierarchy: establishing which documents are most relevant for the mapping process.
3. Document Content Analysis
4. Classification of Systems and Routines
5. A summary of keywords, relevant concepts and systems & routines

Through this structured approach, the inventory translated complex and diverse content into clear concepts, systems, and routines, enabling meaningful comparison across countries and institutions. It revealed not only what practices exist, but also how they align, differ, and where gaps or challenges emerge.

DOCUMENT INVENTORY: Summary by Partnership

DK Green Academy (Denmark)		
Keywords	Relevant Concepts	Systems & Routines
Sustainable education	Safe & healthy work environment	Annual Employee Development Interviews
Environmentally friendly routines	Knowledge-sharing culture	Annual training plan
Institutional robustness	Interdisciplinary collaboration	Workplace assessments (APV)
Staff leadership training	Equality & coexistence committees	Psychological environment surveys
Student recruitment & retention	Annual planning for tasks & training	Working-hours annual cycle (1924h norm)
Modern learning environments	Dialogue-based leadership	Collaboration time allocation
Innovation systems	Stress prevention & monitoring	Negotiation committees
Competence development	Recognition systems	Pedagogical councils
Work environment quality	Flexible workload & scheduling	Resource meetings
Psychological well-being		Senior transition routines
Work-life balance		
Telecommuting		
Diversity strategy		
Transparent hiring		
Senior benefits (part-time, senior days)		

TR Necip Fazıl Kısakürek (Türkiye)		
Keywords	Relevant Concepts	Systems & Routines
Work-life balance	Staff well-being & satisfaction	Annual well-being surveys
Physical & psychological health	Institutional strategic planning	Emergency action plans
Democratic systems	Occupational health & safety	Risk assessments
Environmental responsibility	Continuous professional development	Conflict mediation protocols
Leadership by example	Anti-bullying & harassment	Discipline procedures
Conflict resolution	School coexistence	Leadership involvement in decisions
Training & support	Ethical professional conduct	
Participation in annual plan		
Vision & goals alignment		

IT ENGIM (Italy)		
Keywords	Relevant Concepts	Systems & Routines
Communication	Organizational climate	Surveys on climate & working conditions
Cooperation	Staff identification with institution	World café sessions
Clear objectives	Motivation & passion for work	Peer comparison & case analysis
Work-life balance	Governance clarity	Structured well-being activities
Physical health	Teacher well-being	Group supervision
Innovation	Structured reflection spaces	Emotional intelligence training
Career progression	Support for complex cases	
Social impact		
Information access		
Collegial support		
Emotional intelligence		

IT HumaCapiAct (Italy)		
Keywords	Relevant Concepts	Systems & Routines
Work-life balance	Professional quality linked to well-being	Conflict prevention routines
Collaborative leadership	Non-judgmental culture	Direct dialogue protocols
Trust-based communication	Outcome-focused work	Mutual support mechanisms
Time autonomy	Respectful dialogue	Time self-management norms
Conflict prevention		
Safe learning space		
Social cohesion		
Mutual coverage		

RO Ștefan cel Mare (Romania)		
Keywords	Relevant Concepts	Systems & Routines
Work-life balance	Salary rights & stability	Needs analysis surveys
Recognition	Training opportunities	Satisfaction questionnaires
Leadership	Respectful climate	Communication routines with parents
Trust	Parent-school communication	Conflict reporting categories
Workload	Causes of discomfort (workload, aggression, resources)	Annual leave scheduling
Communication routines	Student conflict typologies	Collaboration principles & responsibilities
Collaboration	Institutional strategy for well-being	Ethics committee mediation
Seniority rights	Seniority benefits	Annual review in institutional plan
Professional development		Employee development interviews
Safe environment		Lifelong learning policy
Conflict management		Safety & health audits

ES Elorrieta-Erekamarí (Spain)		
Keywords	Relevant Concepts	Systems & Routines
Participation	Democratic culture	Annual climate surveys
Democratic values	Inclusion & solidarity	Listening spaces
Workload	Listening spaces	Emotional management training
Recognition	Climate & well-being surveys	Stress/burnout prevention
Emotional management	Recognition culture	Recognition routines
Stress prevention	Motivation & belonging	Participation in decision-making
Healthy habits	Continuous improvement	Well-being group as consultative body
Professional development		Annual indicator analysis
Sense of community		
Well-being group		

ES Europea España		
Keywords	Relevant Concepts	Systems & Routines
Pedagogical leadership	Leadership as pedagogical driver	Strategic plan development
Conflict resolution	School autonomy	Internal/external evaluation cycles
Democratic participation	Innovation & improvement	Evidence-based priority setting
Time management	Internal evaluation	Distributed leadership structures
People leadership	Resource optimization	Working groups based on expertise
Communication	Risk prevention	Participatory decision-making
Equity & inclusion	Shared leadership	Accountability mechanisms
Strategic planning	Community engagement	
Distributed leadership		

FI YA (Finland)		
Keywords	Relevant Concepts	Systems & Routines
Work-life balance	1. Trust-based professional culture	1. Annual Cycles
Psychological safety	High teacher autonomy	Annual well-being at work survey (Työhyvinvointikysely)
Pedagogical autonomy	Facilitating leadership, not controlling	Annual development discussions (Kehityskeskustelut)
Trust-based leadership	Shared responsibility	Annual equality & non-discrimination review
Equality & non-discrimination	2. Well-being as a strategic and legal requirement	Annual CPD planning cycle
Competence-based learning	<i>Työhyvinvointi</i> integrated into the annual plan	Annual occupational safety inspection
Continuous professional development (CPD)	Psychological safety as a standard	2. Leadership & Governance Routines
Early support	Early-support models	Trust-based leadership meetings
Occupational safety	3. Competence-based and personalised learning	Participatory decision-making forums
Multi-professional collaboration	Individual competence plans	Joint planning days
Inclusive education	Recognition of prior learning	Weekly transparent communication briefings
Sustainable development	Curricular flexibility	3. Professional Development Systems
Digital competence	4. Equality, inclusion & non-discrimination	Personal competence development plans
Self-directed work	Mandatory equality plan	CPD portfolios
Transparent communication	Universal accessibility	Peer-learning groups
Preventive well-being systems	Zero tolerance for harassment	Pedagogical innovation workshops
Student-centred approach	5. Multi-professional collaboration	Digital pedagogy training
Community participation	Teams including teachers, counsellors, specialists, and student-welfare staff	4. Work Environment & Safety
Accessibility	Shared responsibility for student success	Occupational safety risk assessments
Environmental responsibility	6. Continuous professional development (CPD)	Early support model for staff well-being
	Mandatory continuous training	Anti-harassment protocols
	Pedagogical innovation	Ergonomic assessments
		Crisis & emergency routines
		5. Collaboration & Communication
		Multi-professional team meetings
		Student welfare group routines
		Cross-department pedagogical collaboration
		Knowledge-sharing sessions
		6. Workload & Time Management
		Self-directed work planning
		Flexible scheduling
		Recovery time routines
		Autonomía en la priorización de tareas
		7. Recognition & Motivation
		Recognition of pedagogical innovation
		Visibility of good practices
		Competence-based professional progression pathways
		Peer appreciation
		8. Inclusion & Diversity
		Equality & non-discrimination plan
		Accessibility audits
		Support for students with special needs
		Inclusive pedagogical practices

5. MAP OF EXISTING ROUTINES AND SYSTEMS

5.1 SOCIAL ASPECTS

What is it? It refers to the interpersonal dynamics and the quality of relationships within the educational center. It encompasses *how employees' members interact, communicate, and support one another*.

Objectives: To foster a positive work environment, strengthen team cohesion, and ensure effective, respectful communication channels.

Identifiers:

- ✓ Quality of peer support and teamwork.
- ✓ Effectiveness of formal and informal communication.
- ✓ Level of trust and mutual respect among employees.
- ✓ Participation in collaborative activities.

5.2 PROFESSIONAL ASPECTS

What is it? It involves the standards, expectations, and *organizational frameworks that govern how work is performed and how leadership is exercised*.

Objectives: To ensure professionalism, clarity in roles and responsibilities, and to provide the necessary leadership to achieve educational goals.

Identifiers:

- ✓ Clarity of roles and job descriptions.
- ✓ Leadership styles (pedagogical and administrative).
- ✓ Access to continuous professional development (CPD).
- ✓ Consistency in work procedures and organizational policies.

5.3 WELL-BEING ASPECTS

What is it? It focuses on the organization's commitment to the physical, mental, and social health of its employees.

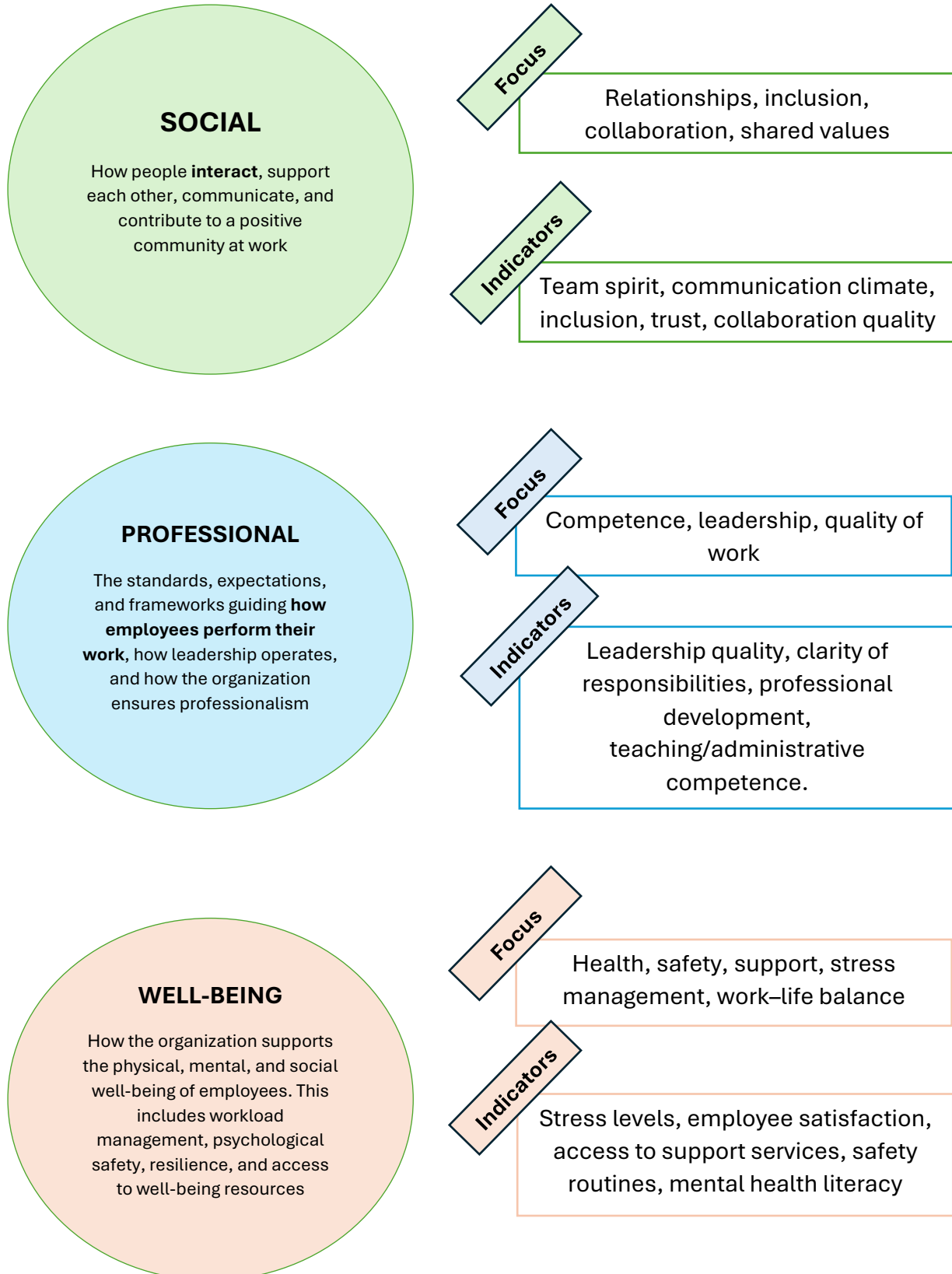
Objectives: To reduce occupational stress, manage workload effectively, and create a safe and sustainable environment where employees feel valued and resilient.

Identifiers:

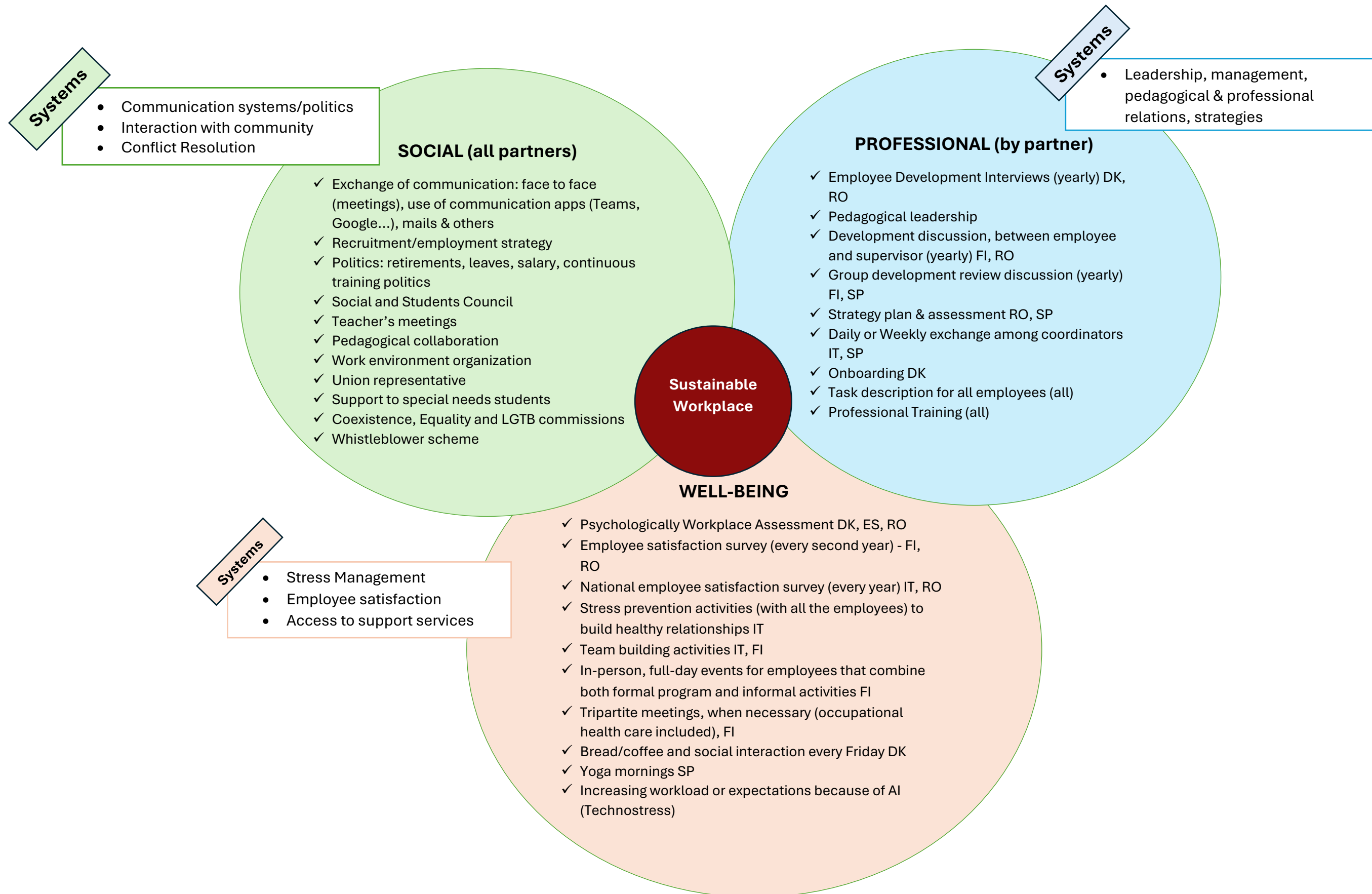
- ✓ Workload balance and time management.
- ✓ Psychological safety and stress management resources.
- ✓ Physical workspace conditions.
- ✓ Availability of work-life balance initiatives.

Workplace Culture Aspects (Social, Professional & Well-being)

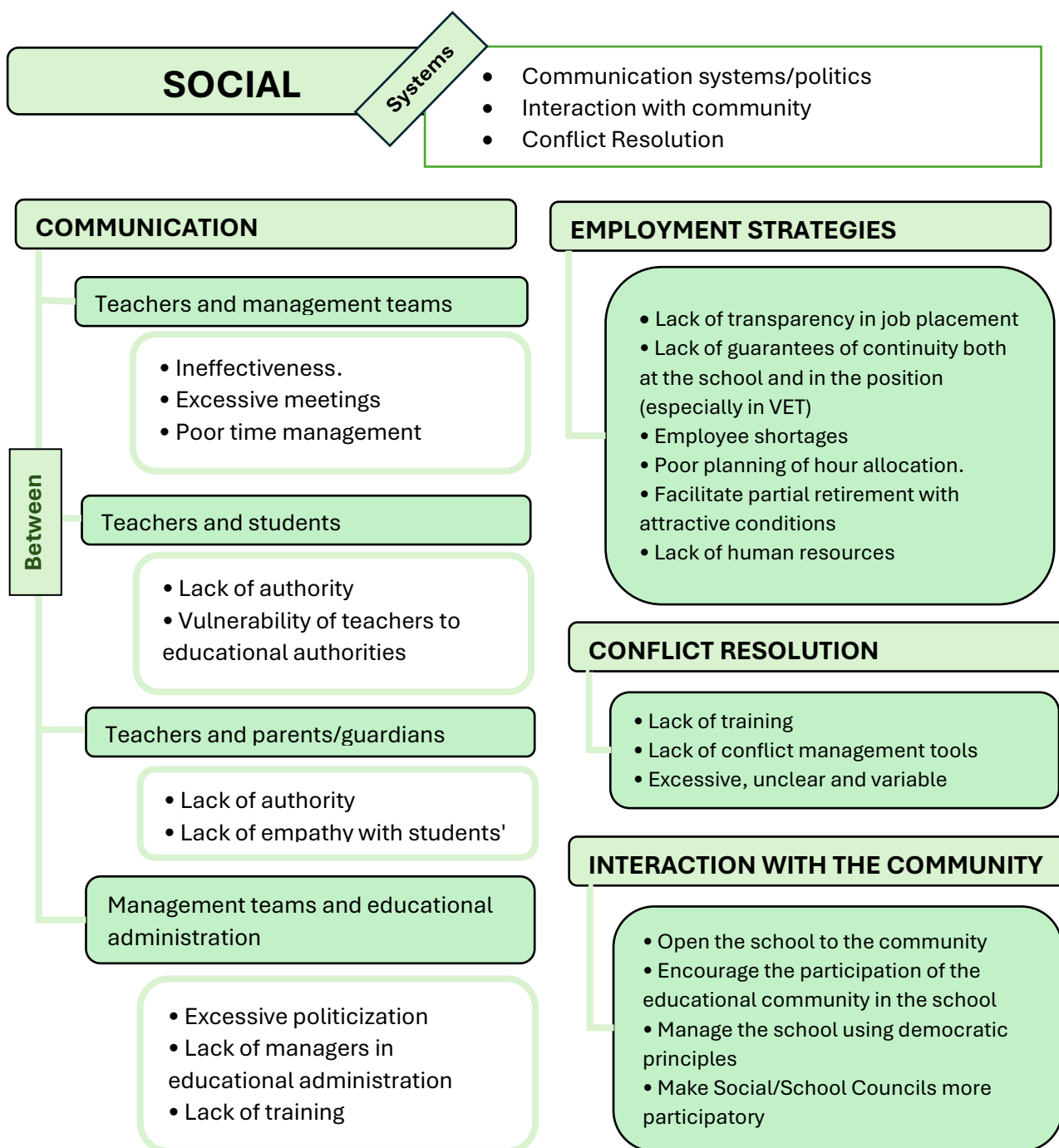
All three aspects **overlap and together create a sustainable workplace.**

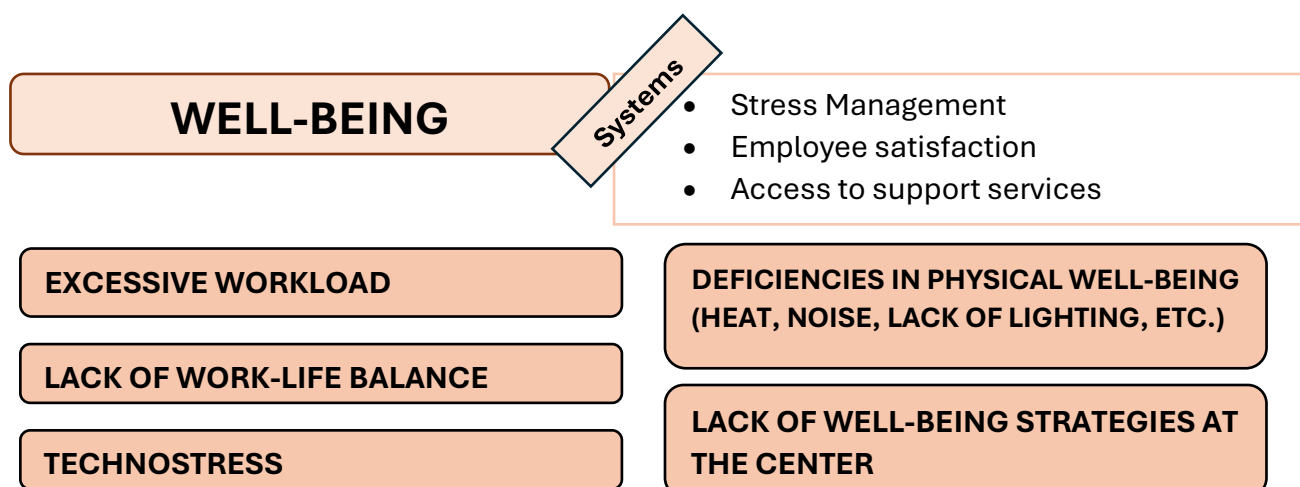
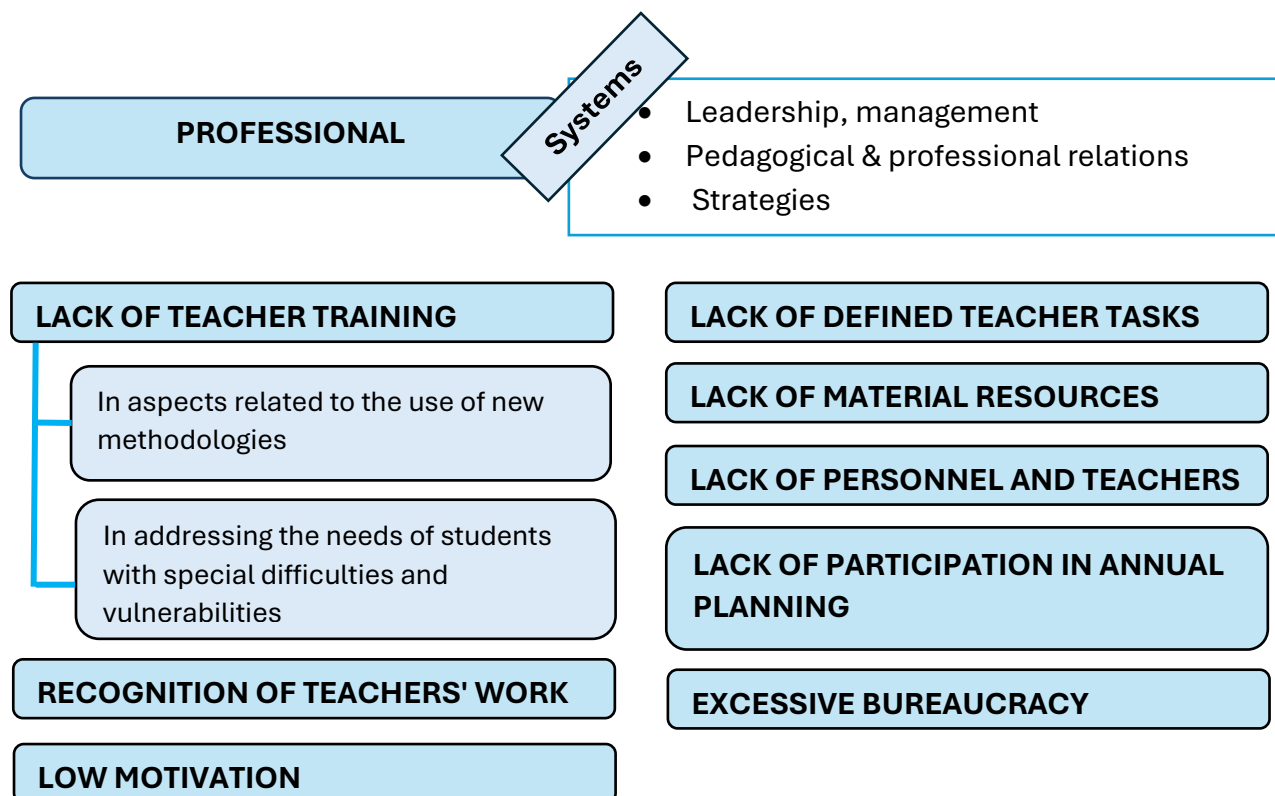


Routines and systems. Classification into three aspects.



Critical points, weakness and gaps.





6. SUMMARY

The documents provided primarily consist of well-being surveys targeting teaching employees and management teams, school strategy documents, and a few broader studies on the well-being of leadership teams.

In general, the status of work systems and routines - as reflected in both the surveys and the centres' strategy documents - is similar across the schools and partner countries of the WellBeing4VET project. However, certain cultural differences are noteworthy, such as the high value placed on communication routines in Southern European countries, as well as differences regarding conflict resolution in more vulnerable school areas.

The following classification of systems and routines is proposed according to the three workplace aspects analysed (social, professional, and well-being), noting that many of these are interrelated and overlap across multiple aspects.

Aspect	Systems	Routines	Details
SOCIAL	Communication	Organizational meetings (Face-to-face)	* Employees /Teachers' meetings * Department meetings * Management team meetings * Pedagogical coordination
		Meetings with students (Face-to-face)	* Tutoring sessions
		Use of platforms with students (Teams, Classroom...)	* Emails * Instant messaging
		Meetings with parents/guardians	* Face-to-face * Online
		Administrative meetings	* Meetings with companies/industry * Meetings with administrative services * Union/Trade union meetings
	Employment Strategies	Allocation of vacancies	* Competitive exams (Oppositions) * Lack of transparency
		Management of sick leave/retirement	* Schedule reorganization * Substitute teaching coverage
		Lack of continuity at the center	* Dealing with new subjects * Changing schools (Transfer)
	Conflict Resolution	Training in conflict resolution	* Courses during teaching hours * Provision of tools * Teacher protection/support
		Convivence Commission (School Climate)	* Attendance at the commission * Partiality/Bias issues * Democratic norms * Involvement of educational authorities
	Community Interaction	Open House days	* Teacher involvement * Activity planning
		School Promotion	* Brochure design * Outreach talks at other student centres
		Social/School Council	* Democratic participation * School strategy alignment

Aspect	Systems	Routines	Details
PROFESSIONAL	Teacher Training	Attendance at training courses	* Teaching methodologies * Educational applications * Use of new technologies * Leadership * Communication skills
		Internationalization	* Mobilities (Erasmus+) * European projects
	Recognition of Teaching Work	Before the educational community	* Appreciation events * Community participation * Promotion of achievements
		Before management teams	* Leadership recognition * Distribution of leadership tasks
		Salary Recognition	* Salary increases * Job security/Continuity
	Participation in Annual Strategies	School Documents: Annual General Plan	* Valuing employee opinions * Consideration of proposals
		Lack of task definition	* Time inefficiency * Planning inefficiency
		Annual evaluation of strategy	* Activity reports (Memories) * Objective activity evaluation
	Human Resources	Excessive teaching hours	* Classroom stress * Deficiency in student attention * Lack of time for non-teaching activities
		Lack of non-teaching hours	* Stress due to lack of time (planning/admin)

Aspect	Systems	Routines	Details
WELL-BEING	Workload	Work-life balance issues	* Stress due to family neglect * Lack of personal time
		Physical stress issues	* Physical inactivity / Sedentary lifestyle
		Psychological stress issues	* Anxiety * Stress * Depression
	Technostress	Lack of ICT training	* Training courses
		Excessive use of IT systems for administrative tasks	* Design errors * Inefficient platforms
	Lack of Well-being Strategy at the Center	Action protocols to facilitate breaks	* Stress * Lack of motivation
		Well-being objectives	* Needs analysis * Best practices
	Stress Management	Rest periods	* Breaks * Outdoor days and activities
		Anti-stress protocols	* Specialist assistance * Activities (yoga, relaxation, etc.)

6.1 STRENGTHS

Based on the mapping conducted and the comments between partners, especially VET team about the mapped documents in the workshop at Vaasa (Finland), we observed that educational centres are administratively well-organized and possess comprehensive regulations regarding management, operations, and the values of equality, equity, and acceptance of diverse gender identities.

Administrative organization, management, and operations are similar across the different countries studied—based on the documents analysed and conversations held with various stakeholders. These are primarily founded on committees and meetings composed of employees and faculty; therefore, communication and interactive skills are essential and are developed daily. Generally, the teaching employee possesses these skills, as they practice them in the classroom during their teaching routines.

Furthermore, compliance with regulations regarding equality, equity, and gender identity is extensively developed. Action protocols are clearly defined, and the entire educational community is aware of the importance of compliance and the necessity of reporting as a preventive factor for potential conflicts.

Teachers generally have a positive sentiment toward their profession; the documents observed confirm that teaching is seen as a vocation rather than a mechanical task. Additionally, they have access to new tools that are modifying didactic and pedagogical methodologies in favor of more dynamic and effective teaching in Vocational Training (VT).

It is also noted that the working environment within the centres and among colleagues is positive, although in some cases, management teams do not feel fully accepted by the teaching employees and other school employees.

6.2 WEAKNESSES

As a summary, we can draw the following conclusions, highlighting the most relevant findings.

- The **position allocation system** and task planning often generate uncertainty and inefficiency; these must become more participatory and democratic processes.
- An **excess of meetings** and poor time management, featuring encounters that could be replaced by more effective time and workflow management routines.
- A **lack of training** in areas related to students with learning and behavioural "difficulties."
- The **lack of authority** for teaching employees and a perceived lack of support from educational institutions.
- **Excessive bureaucratic routines** that weigh heavily on the teaching employee's duties.
- **High workloads** and the absence of policies to support work-life balance.
- A **lack of recognition** for their professional labour, both at the institutional and social levels.
- A **shortage of material and human resources**, which results in overburdened schedules and high student-to-teacher ratios.
- **Excessive political influence** on regulations and even on day-to-day operations.

6.3 CONCLUSIONS OF MAPPING

The mapping of routines and systems across partner organizations shows that Vocational Education and Training (VET) institutions already possess many strong foundations for a healthy and sustainable working environment. Clear organizational structures, a strong commitment to equality and inclusion, and a high level of professional dedication among employees create a solid basis for positive workplace culture. Across countries, employees demonstrate strong motivation, a sense of purpose in their profession, and a genuine commitment to learners and society.

At the same time, the findings reveal significant opportunities for further development. Strengthening communication practices, reducing unnecessary bureaucracy, improving workload management, and investing in leadership development can have a direct and positive impact on employee well-being. There is also clear potential to enhance recognition, participation in planning processes, and access to targeted training, particularly in stress management, digital competencies, and inclusive pedagogical practices.

These insights highlight the transformative potential of WellBeing4VET. By building on existing strengths and addressing identified gaps, the initiative can support VET organizations in creating more balanced, resilient, and supportive working environments. Investing in employee well-being is not only an investment in people, but also in educational quality, organizational sustainability, and the future of a strong and inclusive European VET ecosystem.