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## **Impacto del Proyecto AEi: Adultos, Empleo e Inclusión** *Impact of the AEi Project: Adults, Employment and Inclusion*

Javier Fombona Cadavieco y Rafael Navas Sanz (Coords.)

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## MAIN THEME: 3. METODOLOGÍAS EFICACES (EPA).

### 3.5. PROMOTING SUSTAINABLE WORKPLACE AND WELLBEING THROUGH INNOVATIVE EDUCATIONAL PRACTICES

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**KEYWORDS:** wellbeing, sustainable development, organizational wellbeing, eco-social educatio, transformative learning

#### 1. INTRODUCTION

The European project (Erasmus+ KA2) “SUS21” aims to promote social and cultural sustainability in the field of adult education and civil society, within the framework of the Sustainable Development Goals, with respect to six different themes: Dimensions of Accessibility, Adult Education, Responsible Consumption and Production, Health, Gender Equality and Women's Empowerment and Wellbeing.

Through the project concrete and transferable outputs will be created, as well as training modules which will be applied and disseminated in formal and non-formal education and in informal learning sector.

The Consortium of Partners is made of several adult education organizations of different Countries: Finland, Poland, Ciprus and Italy. In detail University of Trieste research team is dealing with individual and organizational wellbeing within work contexts linked to the Agenda 2030 target on wellbeing and health.

#### 2. JUSTIFICATION AND INTEREST OF THE TOPIC

Nowadays the field of health and wellbeing at work represents a key priority for the European Community.

Several researches underline that higher sense of wellbeing impacts positively on different aspects such as health and higher productivity at work. Moreover, a high level of satisfaction with work-life balance is linked to differences in working hours and better working environments (Isham, Mair, Jackson 2020; Weziak-Bialowolska et alii, 2020).

On the other hand, stress and malaise at workplace are directly linked with high levels of turnover, burnout, health problems as well as poor customer service. This has an even bigger impact in welfare service (working with children and families living in vulnerable situations, with people with disability...) who are more likely to face compassion fatigue, vicarious trauma, and burnout (Figley 1995; Hassard et al. 2014). For this reason, enterprises and organizations are increasingly recognising wellbeing at work a key factor to be taken care of seriously. They are adopting several strategies and promoting activities, such as: massages; yoga and mindfulness classes; healthy lunch break; comfortable work environment; social spaces; flexible work hours; different incentives (financial or non-financial incentives) and innovative educational practices.

### 3. THEORETICAL FRAMEWORK

There are different definitions of well-being and well-being in the workplace. According to the Chartered Institute of Personnel and Development (CIPD) well-being is defined as: «creating an environment to promote a state of contentment which allows an employee to flourish and achieve their full potential for the benefit of themselves and their organisation». The CIPD states that «employee wellbeing at work initiatives need to balance the needs of the employee with those of the organization» (CIPD, 2016, p. 21). According to the Agenda 2030, socially sustainable development aims to reducing inequalities in wellbeing, health and inclusion.

Our theoretical framework is based on the eco-social approach to education that is related to a broad concept of wellbeing, starting from a combination of ecological and social perspectives on the cultural transformation of communities and the determinants of individual wellbeing (Salonen, 2015). Our research team is dealing with this topic according to a transformative perspective (Mezirow, 2009; 2000) that underlines the reflective and transformative aspects of learning.

The challenge is to match the needs, competences, and abilities of the individual with the job's conditions and the quality of working conditions (Eurofound, 2017), in order to foster rather than to exploit human resources.

### 4. OUTLINED AIMS

The research activity of the University of Trieste team focuses on the topic of organisational well-being and uses, through a bottom-up approach, the contribution of educators working in educational services. The research's goal is to produce the Intellectual Output that consist of the identification of key indicators to build and promote a sustainable work culture and the creation of a self-assessment matrix on wellbeing practices in order to make individuals responsible for their own working conditions and situations, and for their role as active agents of change.

### 5. METHOD

Active methods such as group work, expressive arts, and Lego Serious Play are used to elicit different perspectives, paying particular attention to keep the coherence between content and method. They also aim at fostering the expression of the elements affecting the condition of personal and organizational perceived well-being through experiential and innovative methodologies.

### 6. RESULTS

At the moment, participants are focussing on the process of moving from the reflective step to the step of the elaboration of 2 tools: the self evaluation matrix about

organizational wellbeing and the transferable guide with the key indicators to build a culture of sustainable work.

As final results, the research aims to elaborate a self evaluation matrix about organizational wellbeing and a transferable guide with the key indicator to build a culture of sustainable work.

## CONCLUSIONS AND CONTRIBUTIONS

By leveraging the research activities, the University of Trieste team aims at promoting a renewed culture about wellbeing practices in order to make workers more responsible about their work conditions and situations and to foster resilient moves at individual and organizational level. The results will be integrated both in university didactic and in educative contexts.

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