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Sustainable Development, Global Citizenship and Emotional Capital: The Power of the Emotional Capital for Future Enabling Teachers and Educators

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Sustainable Development

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Sustainable Development, Global Citizenship and Emotional Capital : *The Power of the Emotional Capital for Future Enabling Teachers and Educators*

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Abstract:

Context, Questions & Challenges: Individualism, uncivilities, pressure, competition... are particularly damaging to civilian populations, depriving them of security and stability, and preventing them from achieving self-fulfillment and self-realization. The resulting insecurity and instability that follows from these circumstances – lack of basic needs, harsh surroundings, and oppressive surroundings – forces many to turn to violence in defense of their right to survive. These tragic circumstances have increased societal awareness of the need to understand and to prevent the conditions leading to violence. Thus, education can make an important contribution to raising understanding of Sustainable Development goals. Education for sustainable development (ESD) and global citizenship education (GCE) via inter-cultural understanding can be seen within a range of courses for the initial training and continuing professional development of teachers. However, in many instances they are seen as optional extras to core courses. ESD and GCE approaches can be an opportunity to promote a social constructivist approach to teaching and learning. ESD and GCE are current themes within education such as global competencies, cultural understanding, but in an active pedagogical approach, it serves creativity and transversal skills useful for the society, combining moral and pedagogical concerns and market demands.

Aims of the proposal: This communication questions how Emotional Capital program EKP developing social and personal emotional competences implemented at the French university Paul-Valéry since 2012 addressed to future teachers helped at considering ESD to bring about a world in which people consciously choose to cooperate for the benefit of all mankind, acting in altruism and selflessness, recognizing the values of non-violence and respect for human rights, tolerance and diversity and allow empowerment via self-fulfillment and self-realization. The EKP helps future generation of teachers and educators transform citizens and leaders who have competencies in critical and creative thinking, conflict management, problem solving, problem assessment to actively take part in the life of society, participate to a better society, and are committed to promoting a sustainable development peaceful and democratic society and at the same time serve at developing transferable and transversal competencies useful also at work.

Theory & Methodology & Results: Referring to Sen work and a competencies approach, this communication is looking at how this EK program equip and support "enabling" teachers or educators to respond to this challenge at preparing new generations to become active citizens of the world caring about sustainable development through an experimental action research started in 2012 on 300 future teachers and educators in France. The research outcomes from quantitative data analysis shows that the EKP develops self-regulation, self-awareness serving intern and extern peace, and from a qualitative data analysis based on students the EKP feedbacks, empowers students potentials and capabilities serving in an innovative way, citizenships competencies and sustainable development by grasping the richness of each person differences and diversity, and essential transversal skills responding to ethic, moral and pedagogical concerns as market demands, for a w-healthy quality of lifeS and a better sustainable society.

Keywords: Education for sustainable development, Emotional capital, Global citizenship Education, Heutagogy

Bibliographical notes:

Prof. Dr. Dr. Benedicte Gendron is a professor at the Department of Education at the University of Montpellier 3, France. Her research interests focus on vocational education, heutagogy, active pedagogy, education for peace and sustainable development and citizenship as transferable and transversal skills.