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Education for Sustainable Development to Prevent
Psychosocial Risks at School and at Work:
The Emotional Capital of Teachers and Occupational
Safety and Health Professional (OSHP) Matters

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PROPOSAL

Education for Sustainable Development to Prevent Psychosocial Risks at School and at Work: *The Emotional Capital of Teachers and Occupational Safety and Health Professional (OSHP) Matters*

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Abstract:

Context, Questions & Challenges: Individualism, conflicts, uncivilities, pressure, competition, the lack of unrest 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, teacher education as occupational safety and health professional (*OSHP*) can make an important contribution to raising understanding of sustainable development goals at school as at the workplace. Education for sustainable development (ESD), non violent communication and meditation courses can be seen within a range of courses for the initial training and continuing professional development of teachers and OSHP. Those courses approaches can be an opportunity to promote a social constructivist approach to teaching and learning happiness preventing psychosocial risks.

Aims of the proposal: The underlying purpose of this communication is to question: in what way can the Emotional Capital (Gendron, 2018) empower teachers and OSHP. For teachers, the IDEFI program addressed since 2012 at the University Montpellier 3, toward future teachers/educators develop its efforts to spread the message of the role education plays for peace and serenity and happiness – 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 creativity, empowerment via self-fulfillment and self-realization referring to Amartya Sen work. The same issues is questioned among the OSHP training program in progress. The paper aims to identify the linkages among educational cooperation, meditation practices and happiness and well-being. It will look how the Emotional Capital program helps at training future generation of teachers/educators and the OSHP to change themselves to actively take part at training new students generation or themselves to a better society, committed to sustainable development and society and at the same time serve at developing transferable and transversal competencies usefull also at work.

Theory & Methodology & Results: To do so, this communication is questioning and looking at how this program can, support "enabling" teachers/educators and OSHP to be equipped to respond to this challenge in their mission and work at preparing new generations and professional' to become active change agent for a peaceful school and work places as societies of the world? How to prepare them and which innovative programs to respond to those challenges? Inspired from Sen macro-approach of capabilities, the emotional capital approach is discussed through the design of OSHP future training program with the enlightenment of an experimental training programm IDEFI for future teachers/educators started in 2012 (400 trainees) at the University Montpellier 3 in France and its outcomes. The methodology of intervention is based on a heutagogy approach, meditation, and active positive collaborative pedagogy. This program uses an European project 'management tool PIA2 and the mindful educational program ACT'-Acceptance and Commitment Training. The research outcomes from quantitative data analysis shows that the emotional capital develops self-regulation, self-awareness serving internal and external peace. From the qualitative data analysis, it is underlined that trainees felt more serene, peaceful and accepting Others differences. At the same time, it stimulates trainees creativity by grasping the richness of each person differences and diversity, and also develops work essential transversal skills, feeding their emotional capital, responding to ethic, moral and humanistic concerns and market demands, for a w-healthy quality of lifeS and a better society.

Keywords: Human capital, Sustainable development, Emotional capital, Meditation, Heutagogy, Psychosocial Risks Prevention

Bibliographical notes:

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