



Emotional Intelligence and SDG 16: A Holistic Framework for Sustainable Development in the 2030 Agenda

Dr. Hina ZAHOOR

Istanbul Gelisim University

hzahoor@gelisim.edu.tr

<https://orcid.org/0000-0003-2322-5678>

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Özet

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Bu makale, Gündem 2030 bağlamında Duygusal Zeka (EI) ile Sürdürülebilir Kalkınma Hedefi 16 (SDG 16) arasındaki bağlantıyı incelemektedir. Dış faktörlere odaklanan geleneksel sürdürülebilirlik yaklaşımlarından, dış faktörlere odaklanan daha bütünsel bir modele doğru bir paradigma değişimini savunmaktadır. İç boyutlar ve kişisel dönüşüm. EI'nin ilk köklerinden çağdaş anlayışa kadar evrimini takip eden teorik temeli, SDG 16 ile ilgisinin incelenmesinin arka planını oluşturur. EI'nin dört temel kapasitesi - öz farkındalık, öz yönetim, sosyal farkındalık ve ilişki yönetimi - şu şekildedir: açıklanmış ve kişisel gelişim ve gelişimle bağlantılıdır. SDG 16'yı ele alan makale, şiddet, sömürü ve hukukun üstünlüğünün kurulmasıyla ilgili zorlukların ele alınmasında işbirliğinin zorunlu olduğunu vurguluyor. Duygusal Zekanın çatışma çözümü, barış inşası ve kapsayıcı toplumların yaratılması gibi önemli becerilere nasıl katkıda bulunduğunu göstererek, Duygusal Zeka ile Sürdürülebilir Kalkınma Hedefleri (özellikle Sürdürülebilir Kalkınma Hedefleri 16) arasındaki bağlantıyı kurar. Tartışma, sürdürülebilir kalkınma için gerekli olan kişisel ve sistemik değişimlerin birbirine bağlılığını vurgulayan felsefi temelleri kapsıyor. Gerçek dünyadan örnekler duygusal zekanın ruh sağlığı üzerindeki etkisini ve Sürdürülebilir Kalkınma Hedeflerine ulaşmadaki rolünü gösteriyor. Makale duygusal zekanın başkalarıyla bağlantılarda empatiyi, etkili liderliği ve işbirliğini nasıl teşvik ettiğini araştırıyor ve sürdürülebilirlik için hayati önem taşıyan olumlu ortamlara yaptığı katkının altını çiziyor. Sonuç olarak makale kişisel, toplumsal ve sistemik evrimi iç içe geçiren bütünsel bir yaklaşımı savunuyor. Şeffaflık, empati, bağlamsal düşünme ve ilke odaklı cesaret dahil olmak üzere Duygusal Zeka ile ilişkili dönüştürücü beceriler vurgulanmaktadır. Makale, dönüştürücü uygulamaların geliştirilmesi, çeşitli metodolojilerin kullanılması ve sürdürülebilir kalkınma için eğitime duygusal zeka ilkelerinin entegre edilmesi çağrısında bulunuyor.

Abstract

Anahtar Kelimeler:

Emotional
Intelligence,
Sustainable
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Goal 16, Agenda
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This article explores the nexus between Emotional Intelligence (EI) and Sustainable Development Goal 16 (SDG 16) within the context of Agenda 2030. It argues for a paradigm shift from traditional sustainability approaches, focusing on external factors, to a more holistic model that emphasizes inner dimensions and personal transformation. The theoretical foundation of EI, tracing its evolution from early roots to contemporary understanding, forms the backdrop for examining its relevance to SDG 16. The four core capacities of EI—self-awareness, self-management, social awareness, and relationship management—are elucidated and connected to personal growth and development. Delving into SDG 16, the article highlights collaboration as imperative to addressing challenges related to violence, exploitation, and the establishment of the rule of law. It establishes the link between EI and SDGs, particularly SDG 16, by illustrating how EI contributes to crucial skills like conflict resolution, peacebuilding, and the creation of inclusive societies. The discussion spans philosophical fundamentals, emphasizing the interconnectedness of personal and systemic shifts required for sustainable development. Real-world examples showcase the impact of EI on mental health and its role in achieving SDGs. The article explores how EI fosters empathy, effective leadership, and cooperation in connections with others and underscores its contribution to positive environments crucial for sustainability.

In conclusion, the article advocates for a holistic approach, intertwining personal, communal, and systemic evolution. Transformative skills associated with EI, including transparency, empathy, contextual thinking, and principle-driven courage, are emphasized. The article calls for enhancing transformative practices, utilizing diverse methodologies, and integrating EI principles in education for sustainable development.

INTRODUCTION

In September 2015, a consensus was reached among 193 nations to embrace a set of Sustainable Development Goals (SDGs) with the aim of eliminating poverty, safeguarding the environment, and ensuring global prosperity by 2030. These 17 SDGs, constituting part of the Agenda 2030, officially commenced on January 1, 2016. The SDGs provide a worldwide framework that mandates countries to take ownership and integrate them into their national development agendas and associated initiatives (UN, 2016). A crucial element of Agenda 2030, SDG 16 compels governments to "foster peaceful, inclusive societies for sustainable development, ensure access to justice for all, and construct effective, accountable, and inclusive institutions at all levels" (UN, 2016). SDG 16 holds a distinctive position as it functions both as an ultimate objective and a means to attain all other SDGs, acknowledging the interconnectedness of peaceful and inclusive societies with sustainable development outcomes.

While sustainability initiatives have typically concentrated on tackling external elements like socioeconomic structures, ecosystems, technology, and governance dynamics, the realization of SDG 16 requires a deviation from conventional methods. The achievement of this goal demands a broader cultural shift. Despite significant advancements in sustainability scholarship, education, and practice over the past two decades, these efforts have not instigated the required changes to address the escalating challenges of today's complex world (Wals and Corcoran 2012). One contributing factor is the predominant focus on the external world, neglecting a crucial aspect of reality: the inner dimensions of individuals (Wamsler et al. 2018; Ives et al. 2020). According to Senge et al. (2004), the impending transformations demand a combination of profound personal changes and inherent systemic shifts, with a focus on the "who" – comprehending our individual and collective identities and the internal origins guiding our actions

Recognizing this oversight, there has been a growing focus on the concept of inner or personal transformation (Wamsler et al. 2018; Wamsler 2020; O'Brien 2018). In this context, inner transformation denotes alterations in individuals' mental frameworks, encapsulating values, beliefs, perspectives, and related cognitive, emotional, and relational capabilities. These changes in consciousness are fundamental to addressing many sustainability challenges and serve as critical leverage points for change, playing an integral role in obtaining global objectives (Abson et al. 2017; Meadows 1999). Methods that target distinct perception and related abilities are vital for supporting the transformation towards sustainability.

In light of this background, the present article offers an exploration of the connections between Emotional Intelligence (EI) and the SDGs, with a specific focus on SDG 16. It clarifies the role of Emotional Intelligence (EI) in fostering the acquisition of vital skills necessary for steering the progress toward sustainability. These skills encompass conflict resolution, peacebuilding, and the creation of inclusive and equitable societies and institutions.

Scope and Philosophical fundamentals

The theoretical exploration of Emotional Intelligence (EI) traces its roots back to the early twentieth century, with significant contributions from psychiatrist and psychoanalyst Carl Jung. In 1921, Jung introduced the notion of a "feeling function" used by certain individuals globe. The expression "emotional intelligence" itself emerged in 1964-1966 through publications by Davitz and Beldoch (1964) and Leuner (1966), laying the groundwork for subsequent scholarly endeavors in this field.

A pivotal moment in EI's evolution occurred in 1983 by Gardner's publication. Gardner challenged traditional intelligence measures like Intelligence Quotient (IQ) and proposed the concept of multiple intelligences, incorporating interpersonal intelligence and intrapersonal intelligence, which are now integral to the EI framework. The term EI reappeared in Payne's 1985 doctoral dissertation (Payne 1983;1986).

Further developments in EI unfolded in 1989 when Stanley Greenspan presented a model describing EI, pursued by a game-changing study in 1990 by Peter Salovey and John Mayer, defining key aspects of EI (Salovey and Mayer 1990). This concept expanded with Daniel Goleman, who, published "Emotional Intelligence: Why it can Matter more than IQ" in 1995, and subsequently collaborated with Richard Boyatzis to refine the notion in leadership development framework (Goleman and Boyatzis 2017).

EI, as a notion, amalgamates insights from psychological science, psychiatry, and neuroscience of social behavior, reflecting the apprehension that our personality traits and behavioral patterns are shaped by inheritance, experiences, and the natural world (Eisler and Levine 2002). Childhood and adult experiences influence brain growth, forming neural pathways that constitute our mindset. Past negative experiences can lead to unconscious defense mechanisms, contributing to self-limiting beliefs, unhappiness, or depression (Segal et al. 2012; Jung and Hinckle 1921). Unconscious defense mechanisms are significant sources of repetitive mental patterns, resulting in internal conflicts and relational challenges, often expressed as anxiety, fear, anger, or sadness without clear awareness (Segal et al. 2012). Enhancing Emotional Intelligence provides a way to make individuals more aware of these patterns and effectively tackle them, constituting a crucial element in personal growth and development.

LITERATURE REVIEW

Emotional Intelligence (EI): Defining and Understanding the Four Core Capacities

Emotional intelligence (EI), as conceptualized by Goleman (1995), pertains to the capability to recognize and effectively manage personal emotions and those of others. The framework encompasses four key Individual and relational abilities:

Self-awareness: This is the foundational skill of EI, involving the skill of attuning personal emotions and sentiments. It includes recognizing how emotions influence thoughts, Physical sensations and movements and interactions in the present moment.

Self-management: Encompassing self-mastery and drive, self-management involves the skill to control distressing emotions and associated reflex responses prior taking action. It enables the creation of environments conducive to trust, flexibility, and effectiveness, even in challenging or adverse circumstances. Motivation, a component of self-management, entails the intrinsic drive to pursue goals persistently, without solely seeking external rewards.

Social awareness: This capacity involves the capacity to perceive and understand the emotions and viewpoints of other individuals and groups, encompassing empathy. Social awareness encompasses the comprehension of related patterns, including dynamics in authority relationships.

Relationship management: Serving as both a capacity and an outcome of the other three, relationship management entails the ability to establish social connections, cultivate networks, discover shared interests, motivate others, and collectively attain objectives. This also involves efficient conflict management.

The idea of emotional intelligence, also referred to as emotional quotient (EQ), has gained widespread acknowledgment in diverse fields. In the last twenty years, strategies for enhancing, reinforcing, and assessing the related cognitive/emotional and relational abilities have been widely implemented and evaluated in various situations (Boyatzis et al. 2000; Mayer, 2022).

	SELF	OTHERS
AWARENESS	<p>Self-Awareness</p> <ul style="list-style-type: none"> • Awareness of own values and emotions and how they impact our performance 	<p>Social Awareness</p> <ul style="list-style-type: none"> • Tuning in to others' emotional states and concerns; having empathy
ACTIONS	<p>Self-Management</p> <ul style="list-style-type: none"> • Keeping focused when things are tough • Regulating our emotions and ensuring own responses are under control • Providing a positive role model to others 	<p>Relationship Management</p> <ul style="list-style-type: none"> • Effectiveness in our interactions and influencing others • Reinforce purpose and contribution • Motivate teams and individuals to work together • Improve system performance

Source : <https://thecompletemedic.com/leadership/emotional-intelligence>

Sustainable Development Goal 16 (SDG 16)

Sustainable Development Goal 16 (SDG 16), also known as Global Goal 16, is one of the 17 Sustainable Development Goals established by the United Nations in 2015. It is described as aiming to "Foster peaceful and inclusive societies for sustainable development, ensure universal access to justice, and construct effective, accountable, and inclusive institutions at all levels" (United Nations Department of Economics and Social Affairs, 2021, p. Retrieved 11 August 2021). This goal comprises 12 targets and is measured through 23 indicators.

Goal 16 focuses on the promotion of societies characterized by peace, inclusivity, and access to justice for all, along with the establishment of effective, accountable, and inclusive institutions across various levels. It envisions a world where individuals, regardless of their ethnicity, faith, or sexual orientation, can live without fear of violence. High levels of armed violence and insecurity are recognized as detrimental to a country's development, with sexual violence, crime, exploitation, and torture prevalent in conflict zones or where the rule of law is absent. Collaborative efforts involving governments, civil society, and communities are deemed essential to address these challenges.

The goal underscores the significance of strengthening the rule of law, upholding human rights, curbing the flow of illicit arms, combating corruption, and ensuring inclusive participation in decision-making processes. Aligned with the broader human rights framework, Goal 16 advocates for societies that respect individual rights, privacy, freedom of expression, and access to information. Peace is identified as a fundamental prerequisite for social and economic development, as conflict, violence, and instability can impede progress. Equal access to justice is highlighted as crucial for safeguarding individual rights, resolving disputes, and preventing the marginalization of vulnerable populations. Various crimes, such as homicides, trafficking, and organized crimes, along with discriminatory laws or practices, are acknowledged as threats to peaceful societies across the globe.

Armed violence and insecurity are emphasized for their detrimental impact on a country's development, affecting economic growth and fostering long-standing grievances among communities. Violence is recognized as harmful to children's health, development, and overall well-being, contributing to trauma and hindering social inclusion. The absence of access to justice is identified as a barrier to conflict resolution and the protection of individuals, leading to institutions that may operate arbitrarily and abuse power. Ineffective institutions are also seen as less capable of delivering public services equitably.

Exclusion and discrimination are not only considered violations of human rights but are also acknowledged as factors that breed resentment and animosity, potentially giving rise to violence. Encouraging citizens to exercise their rights, hold elected officials accountable, promote freedom of information, and express their opinions is seen as essential for fostering inclusion and respect for diversity in terms of ethnicity, religion, gender, sexual orientation, or differing opinions.

SDG 16 Targets

SDG 16 encompasses ten outcome targets, aiming to achieve results such as the reduction of violence, protection of children from abuse, exploitation, trafficking, and violence, promotion of the rule of law with equal access to justice, combating organized crime, reducing corruption and bribery, development of effective, accountable, and transparent institutions, ensuring responsive, inclusive, and representative decision-making, strengthening participation in global governance, providing universal legal identity, ensuring public access to information, and protecting fundamental freedoms (Bartram et al., 2018). Additionally, SDG 16 includes two means of implementation targets, which involve strengthening national institutions to prevent violence and combat crime and terrorism, as well as promoting and enforcing non-discriminatory laws and policies (United Nations, 2017).

SDG 16 primarily focuses on promoting peace and inclusive institutions, with specific areas of improvement highlighted, such as the reduction of lethal violence, minimizing civilian deaths in conflicts, and the elimination of human trafficking (Department of Economic and Social Affairs, 2022).

Table 1: Goal 16 Targets (Peace, justice and strong institutions," 2023)

16.1	Substantially decrease instances of violence and associated mortality rates on a global scale.
16.2	Eliminate all forms of abuse, exploitation, trafficking, and violence against children, including torture.
16.3	Advocate for the prevalence of legal principles both domestically and globally, and guarantee equitable access to justice for everyone.
16.4	By the year 2030, markedly decrease unlawful financial transactions and the trafficking of weapons, enhance the retrieval and restoration of unlawfully obtained assets, and combat various manifestations of organized crime.
16.5	Significantly diminish instances of corruption and bribery across all manifestations.
16.6	Establish institutions at every level that are efficient, accountable, and characterized by transparency.
16.7	Guarantee decision-making processes at every tier that are responsive, inclusive, participatory, and representative.
16.8	Expand and reinforce the involvement of developing nations in global governance institutions.
16.9	By the year 2030, ensure that everyone, including newborns, has access to legal identity through birth registration.
16.10	Ensure the public's right to access information and safeguard fundamental freedoms, in compliance with national laws and international agreements.
16.A	Enhance national institutions, with international collaboration as needed, to bolster capacity at various levels, especially in developing nations, for preventing violence and addressing issues of terrorism and crime.

Goal 16 Targets source ("Peace, justice and strong institutions," 2023).

INTERPLAY OF EMOTIONAL INTELLIGENCE IN ADVANCING SUSTAINABLE DEVELOPMENT GOALS:

The synthesis of existing literature and the findings from the current United Nations event on Emotional Intelligence and the Sustainable Development Goals, as outlined in the introduction, underscores that the cognitive, emotional, and relational capacities encompassed by EI can facilitate the cultivation of transformative skills. These skills are pivotal in driving progress towards sustainability, encompassing conflict resolution, peacebuilding, and the establishment of inclusive and just societies and institutions. In essence, these skills pertain to individuals' abilities to recognize and comprehend their own emotions and those of others, differentiate between various feelings, apply emotional insights to reflect on thoughts and behaviors, and manage emotions to adapt to environments conducive to achieving equitable and just objectives.

EI holds the potential to influence the capacity for introspection on one's intellectual models and presumptions, thereby potentially embracing new patterns—a potent catalyst for influencing long-lasting impacts. From this perspective, EI shapes contextuality, describing the way individuals connect with themselves, others, the surroundings, and the future. Consequently, it is intricately linked to our capacities in comprehending and addressing sustainability, given that sustainability fundamentally revolves around our relationships, encompassing our self-perception, beliefs, values, and our place in the world.

Transforming our engagement in these relationships emerges as a critical factor in realizing the SDGs, especially SDG 16, which serves as a foundational pillar for all Global Goals, as discussed in the introduction. This imperative extends beyond individual agency to encompass diverse groups and organizations, including enterprises, government agencies, and academic institutions (Leichenko and O'Brien, 2019; O'Brien, 2018).

Connection with the Self:

The connection to oneself is intricately linked to self analysis and self administration, as defined earlier. It involves the capacity to observe and regulate one's own emotions, utilizing this awareness to guide one's thoughts and actions. This ability contributes to more effective management of emotions, such as stress, fostering emotional equilibrium and a self-assured perspective (Nikolaou and Tsaousis, 2002; Salovey and Mayer, 1990).

A substantial portion, estimated to be up to 95%, of our brain activity occurs beyond our conscious awareness. Cultivating self-awareness becomes crucial in enabling individuals to identify their self-imposed limitations and cognitive biases. Essentially, individuals with heightened Emotional Intelligence (EI) levels acknowledge the impact of their emotions on decision-making and possess the skills to navigate and regulate emotions, devising strategies to address challenges. They bring consciousness to their often subconscious needs and complexities, taking accountability for them. Consequently, individuals with elevated EI comprehend their strengths, weaknesses, and capabilities, allowing them to develop strategies for managing emotions that may be detrimental to themselves or others (Goleman, 1995).

The connection between mental health and the achievement of Sustainable Development Goals (SDGs) is best exemplified through real-world instances. Liliame Umuhoza, a participant in the UN conference on Emotional Intelligence, emerged from the 1994 Rwandan massacre and subsequently established a program aiding women who endured sexual violence during the conflict. In her presentation, she provided a firsthand narrative illustrating the consequences of undervaluing the contribution of mental health to sustainable development. Umuhoza highlighted that both immediate and enduring crises, whether rapid or gradual, can impose psychological strains on a society, leading to a portion of of mankind grappling with mental disorders like stress related disorder. Contemporary examples, such as the psychological impacts of climate change, including climate or eco anxiety, further underscore this point (Clayton et al., 2017; Doppelt, 2016).

Prolonged exposure to stress, violence, and trauma typically affects brain regions associated with emotion regulation, learning, memory, impulse control, reasoning, problem-solving, and judgment. Consequently, individuals in crisis may face challenges in forming bonds, attachments, and stable relationships, negatively impacting their sense of responsibility and broader societal engagement. Children experiencing crises and trauma often exhibit cognitive and language delays, posing risks for learning difficulties and societal challenges in the future. Additionally, they may grapple with emotional imbalance, enrage, and deep depression in older age (Putnam, 2003).

Individuals subjected to prolonged stress and trauma may perpetuate their experiences across generations, creating detrimental cycles (Lev-Wiesel, 2007). Developing Emotional Intelligence (EI) through practices can contribute to breaking these cycles, as both young and old who have undergone such experiences can enhance their capacities (Furnham and Petrides, 2003). These improvements not only benefit individuals on an individual level but also yield positive impacts on the socioeconomic advancement of nations (Tomer, 2003).

Connection with others:

One's connection with others is intricately tied to all four skills associated with Emotional Intelligence. When we are profoundly attuned to ourselves, understanding our emotional and behavioral patterns, we enhance our ability to relate to others. This connection goes beyond physical and mental aspects, extending to emotions, experiences, stories, and the meanings we associate with them. Recognizing and comprehending the emotions and perspectives of others is crucial for navigating individual and collective paradigms, including power dynamics.

Research indicates that individuals with high EI exhibit greater empathy, fostering better interpersonal relationships, effective leadership, and increased cooperation (Mellner, 2020). EI is also correlated with personality traits such as extraversion, agreeability, conscientiousness and emotional strength (Petrides et al., 2016). Furthermore, studies link EI to prosocial behaviors and a propensity for emotional openness, reflecting a willingness to embrace diverse experiences and perspectives (Frederickson et al., 2012; Grieve and Panebianco, 2013).

The term "openness to experience" pertains to the personality trait that reflects individuals' mental lives and experiences in terms of depth and complexity (John and Srivastava, 1999). This trait is associated with universalism values, emphasizing the promotion of peace and tolerance, and the belief that all individuals deserve civil liberties (Douglas et al., 2016; Mellner, 2020).

In the context of a United Nations event, Bintou Keita, Assistant Secretary-General for Peacekeeping missions in Africa shared insights derived from her extensive experience in peacekeeping operations. Keita emphasized the importance of actively listening and creating a supportive space for individuals to articulate their feelings. This practice is crucial to

prevent anyone from feeling excluded, marginalized, discriminated against, or devalued. The act of listening and respecting others' emotions is intrinsically tied to empathy, a key aspect of the social awareness capacities within the Emotional Intelligence (EI) model. Consequently, this approach fosters social relationships, promotes cooperation, and diminishes the emphasis on individuality and rivalry (Lopes et al., 2004). By fostering increased social consciousness, there exists an opportunity to gain a deeper understanding of diverse individuals, cultures, and practices, as well as underlying patterns such as power relationships and oppression. This, in turn, contributes to the promotion of peace, justice, and overall well-being in societies globally.

Bintou Keita, emphasized on the importance of listening and creating space for people to express emotions. This approach, rooted in empathy and social awareness capacities of EI, fosters social relationships, cooperation, and diminishes individualism and competition. By understanding others, their cultures, and underlying patterns, including power relationships, we contribute to promoting peace, justice, and well-being globally.

Turning to our relationship with the environment, sustainability is intertwined with our connection to nature and broader ecosystems. It necessitates a reconsideration of our engagement with global systems, aligning with all four capacities associated with EI.

Connection with Environment:

Leaders addressing sustainability issues exhibit elevated levels of self-knowledge and introspection, the foundational skill of emotional intelligence (Divecha and Brown, 2013; Rimanoczy, 2010; Schein, 2015). Individuals with higher EI possess a distinct understanding of their objectives, ethics, and inspirational drivers, facilitating effective teamwork and alignment toward common goals (Boyatzis et al., 2000; Douglas et al., 2016). The four EI capacities support the development of an open, positive outlook, empathy, and flexibility, crucial for adapting to challenges related to sustainability and unpredictability. (Grieve and Panebianco, 2013; Petrides et al., 2016; Huy, 1999; Sy et al., 2006).

In the job place, these EI abilities contribute to creating constructive, reverential, and favorable environment, fostering conflict resolution, trust, shared dedication, and entrepreneurial achievement (Cooper, 1997; Rosete and Ciarrochi, 2005). Notably, the concept of EI emerged from analyses of competence models across various sectors, revealing that exceptional leadership is more closely linked to EI than cognitive abilities. Mastering EI enables individuals to cultivate compassion and empathy, guiding personal direction and goal attainment while inspiring others to do the same (Goleman, 2011).

On an organizational level, emotional capability, derived from individual EI, increases the likelihood of radical change (Huy, 1999). Decisions within organizations are inherently driven by emotions, and without proper management, emotions can adversely affect individuals both inside and outside the institution's sphere of influence (Kerr et al., 2006). Emotionally intelligent organizations, formed by emotionally intelligent individuals, are characterized by the ability to set aside biases and agendas in pursuit of good governance and the construction of a peaceful and just world.

Connection with Next Generations

Sustainability revolves around our connection with future generations and the principles of intergenerational justice. The goal is to meet current needs while ensuring that future generations can meet their own requirements. This aspect is interconnected with our connections with others, defining the limits between "us" and "others" in our community, and taking into account the temporal perspective. All four abilities linked to Emotional Intelligence contribute to this scenario.

Numerous investigations into Emotional Intelligence, leadership, structural change, and values have led to the incorporation of EI into various green business, management, and leadership paradigm, both direct and indirect. In the field of Management, EI is acknowledged within the green sense paradigm (Kassel et al., 2016, 2018). Furthermore, it plays a significant role in diverse Transformational Leadership methods, for instance the Full Spectrum Approach which has been implemented in diverse UN projects to support sustainable growth (Hochachka, 2006; Sharma, 2018).

In current era, researchers have shown an increasing interest in exploring the intersection between sustainability and various facets of EI. Studies indicate the significance of issues like self-knowledge, self-care, humanity and empathy, in shaping human habitation and addressing intra-generational equity. However, these studies also underscore the need for future study to comprehend the connection between individual, cumulative, and systemic modifications (Batson, 2010; Brown et al., 2019; Wamsler, 2018, 2020; Wamsler et al., 2018; Walsh et al., 2020).

CONCLUSION

Final Thoughts and Future Paths:

Harmonizing Personal, Communal, and Systemic Evolution:

The preceding sections have demonstrated that the Emotional Intelligence notion encompasses a range of mental /emotional and comparative capabilities, offering a valuable resource for addressing global sustainability challenges. These capacities play a pivotal role in shaping individuals' mindsets, encompassing individual and social/collective paradigms, belief systems, values, and norms, which exert significant influence in propelling changes toward sustainability (Meadows, 1999). This is crucial as mere enhancements in access to information, knowledge, and technology have proven insufficient in effectively addressing global challenges.

Focusing on transforming people's mindsets presents an avenue for opening new approaches to sustainability by facilitating a radical shift in the way individuals think about and subsequently act on socioecological emergencies (Wamsler, 2018, 2020; Wamsler et al., 2018). These approaches influence not only how individuals relate to themselves but also how they interact with others, the environment, and the future. This impact extends beyond individuals to encompass organizations, groups, and society at large.

However, the EI concept itself does not provide a framework for comprehending how inner dimensions and well-being intersect with and impact societal and global transformation. Recently, scholars and practitioners in the fields of climate and sustainable development have developed frameworks and analyses to bridge knowledge from diverse fields, including psychology and social neuroscience, with transformation and systems theories (Brown et al., 2019; O'Brien, 2018; Kassel et al., 2018; Sharma, 2018; Wamsler et al., 2018; Wamsler, 2018; Wamsler and Brink, 2018).

Though an expanding body of research supports the idea of giving more attention to inner dimensions in confronting climate change and other sustainability challenges, there are limited studies that have explicitly investigated the skills that facilitate such a transformation. At the same time, psychological principles like Emotional Intelligence (EI) provide valuable perspectives. The capabilities linked to EI closely coincide with contemporary sustainability efficiency contexts established by researchers (Mellner, 2020; Björkman, 2019; Kassel et al., 2018; Wamsler et al., 2020). These contexts delineate transformative skills that impact on how we exist (ontologies), our thought processes (epistemologies), and our ethical actions (Walsh et al., 2020) across all realms individual, societal / cumulative, and systemic.

In their work, Wamsler et al. (2020) define transformative skills as encompassing various dimensions:

Transparency, self-knowledge, and consideration: This pertains to the capability of approaching circumstances, individuals, and one's own thoughts and emotions with transparency, existence, and approval.

Understanding and affinity: Transformative skills involve the inclination to perceive oneself, other people, and the globe with care, humbleness, and goodness.

Viewpoint - pursuing and contextuality: These skills include the capability to consider and incorporate diverse perspectives, fostering a comprehensive and interconnected comprehension of oneself, others, and broader contextual factors such as global issues and information processing.

Organization, authorisation, and comprehension: Transformative skills encompass the capability to recognize and comprehend wider and profound structures, as well as to comprehend one's responsibility in the world. This dimension also relates to cultivating positive and expectant emotions and perspectives.

Principle-driven courage and involvement: Transformative skills involve navigating the world based on intrinsic values and demonstrating moral fortitude to act upon them. This includes adopting values-driven, proactive approaches.

It is crucial to note that the development of emotionally intelligent and conscious societies involves the enhancement and teaching of transformative skills through coaching and mentoring, akin to the approach used for subjects such as math, English, and science (Wamsler et al., 2020; Wiek et al., 2011). Dr. Richard J. Davidson (2012) elucidates in his book that the human brain's nerve cells, or neurons, communicate and establish connections, serving as neural networks that facilitate various functions, from body language to thoughts and feelings. These connections act as 'roads,' with increased usage contributing to their greater establishment in the brain. By brain's adaptive capacity, described by the author as individuals can adapt to their surroundings and influence their cognitive and emotional responses.

Engaging in mental and physical activities allows individuals to reinforce neurological links between different cerebral zones, particularly those essential for developing transformative skills and emotional intelligence (EI). Davidson and Begley (2012) assert that everyone possesses the capability to acquire emotional intelligence is possible at any given moment and age, demonstrating the capacity to understand and manage emotions effectively. Numerous methods, tools, and practices exist for this purpose, encompassing peaceful and empathetic interaction strategies, listening practices, breathing exercises, , Values-driven learning, and creative methodologies. These approaches are applicable in diverse contexts. In 1957, the second UN Secretary-General, Dag Hammarskjöld, proposed the creation of a "Meditation Room" at the entrance of the UN Headquarters, intended for personal reflection and quiet contemplation, regardless of individuals' religious or spiritual beliefs .In recent years, there has been an increasing focus on enhancing transformative practices, exploring various approaches such as digital resources, technological solutions. Although various techniques have been created, put into practice, and confirmed for personal and therapeutic objectives, there is a shortage of applications and investigations concentrating on their impact on societal and systemic transformation. (e.g., Valk et al., 2017; Wamsler et al., 2018; Wamsler, 2018, 2020; Goleman and Davidson, 2017).

Noteworthy advancements are also evident in the field of education, which plays a pivotal role in shaping the future of societies. An illustrative instance is the integration of Emotional Intelligence (EI) principles into the Social, Emotional, and Ethical Learning (SEEL) approach, evolving from the Social-Emotional- Learning (SEL) framework. Comparable to the previously outlined competency model (Wamsler et al., 2020), Social, Emotional, and Ethical Learning explicitly addresses the dimensions of personal, social and the systems spheres(CCCE, 2019). Youngsters who possess the ability to understand their own feelings and those of others, comprehend their moral values, and effectively manage their feelings to attain objectives are likely to develop into adults capable of constructing calm, just, and integrative communities. Academic environments and homes, along with workplaces and organizations, represent ideal starting points for cultivating a conscious society where tranquility, involvement, and equity thrive across all societal degrees. Educators and caregivers with high emotional intelligence play a pivotal role in establishing emotionally intelligent organizations (Corcoran and Tormey, 2010; cf. connection with the Environment). They, alongside workplace leadership, hold significant influence within society, possessing the potential to create substantial positive impacts through their guidance and educational efforts.

Since the mid-1960s, many children worldwide, have been incorporated to Emotional Intelligence through Social and Emotional Learning (SEL) and Social, Emotional, and Ethical Learning (SEEL) programs. Teachers employ techniques, games, and exercises to instill EI skills. Research indicates that SEL programs contribute to reduced conduct problems, psychological discomfort, and drug addiction among students, fostering improvements in responsiveness, drive for excellence, and conflict settlement (Payton et al., 2008).Investing in teacher training at the school and university levels holds promise for achieving a more effective application of SEL/SEEL programs, thus supporting sustainability related goals (Corcoran and Tormey, 2012). Recognizing that teachers and parents must comprehend their own feelings, cope with stress, and foster healthy attitude to adequately support children, coaching, mentoring, and training programs aimed at developing Emotional Intelligence (EI) become essential. The presence of educationists with high emotional intelligence is pivotal for a child's emotional development, given the significant link between childhood experiences, academic pursuits., and children's psychological growth (Thompson, 2015).

Furthermore, it is essential to emphasize the need for additional research on the impacts of various approaches and instruments supporting Emotional Intelligence and transformative abilities, particularly concerning social and systemic change toward sustainability. Additional research study should explore how these methods can be modified to mitigate possible adverse effects and optimally promote sustainability outside the realm of individual influence. Additionally, adapting the use of these approaches to the sustainability context should be done cautiously, avoiding automatic assumptions of positive effects. Lastly, a thorough analysis of the context and the pre- or co-conditions that may facilitate societal transformation becomes essential. It is deduced that through actively acknowledging existing critiques, tackling challenges, and comprehending contextual circumstances, the internal dimensions of individuals and the associated transformations can evolve into integral elements for an enhanced and critically informed approach to education and social change. This positions them as not just a means but also an end in the pursuit of sustainable development.

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