

Symposia for the TERA Conference 2026 & WERA Focal Meeting,
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*Bridging Cultures, Co-creating Knowledge:
Local Innovations and Global Visions in Education*

WERA IRN Invitational Symposium
WERA IRN "Inclusive Excellence & Bienvivance from School to Work" (IE-B-STW)

Symposium Title

Bienvivance, Regenerative Education and Inclusive Excellence: Bridging Cultures, Building Futures through a Franco-Thai Dialogue

Key words : Bienvivance, Regenerative Education, Inclusive Excellence, Capacitating Leadership, Capabilities

Abstract

Introduction and Symposium Rationale

In an era where educational systems worldwide grapple with equity gaps, mental health crises, and the transition from school to work, the WERA-IRN Inclusive Excellence & Bienvivance network proposes a transformative paradigm: bienvivance. Derived from positive psychology and regenerative education, bienvivance emphasizes vitality, emotional capital, and capacitating leadership to foster human potential beyond mere sustainability toward zero-waste human resource optimization. This symposium bridges Franco-Thai perspectives, aligning local innovations with global visions under the conference theme "Bridging Cultures, Co-creating Knowledge."

Chaired by Pr. Gendron (France), with discussant Dr. Charoenkittayawut (Thailand), the session features three presentations. It explores how bienvivance operationalizes inclusive excellence, inclusion evolving to inclusivity, through inner resource development for outer transformations. Drawing from the IRN's multidisciplinary approach, presenters demonstrate context-specific applications, inviting comparative dialogue on decolonizing education and vocational training focused on local innovations with a global vision for a regenerative education.

Presentation Pr. Bénédicte Gendron, University Montpellier Paul-Valéry-LIRDEF, France
Bienvivance and Regenerative Education: From Emotional Capital to Capacitation in French Vocational Education and Training Contexts

Bienvivance, as developed by Gendron (2016), represents an socioeconomic paradigm shift toward collective vitality, shared meaning, and regenerative practices. It extends beyond mere coexistence (co-vivance) toward an aspirational state of interconnected "flowrishing"(Gendron, 2025) across biological species, human organizations, and ecosystems. This framework integrates the economics concept of emotional capital, the set of emotional competencies as catalyst for enhancing social, intellectual, and cultural capital, with capacitating pedagogy, which emphasizes converting potential into competencies through capacitation (converting capabilities into actionable competencies for regenerative change).

Regenerative education, within this paradigm, moves beyond damage limitation toward actively healing and revitalizing learners, relationships, and learning environments. It asks not "How do we sustain current systems?" but rather "How do we create conditions where all participants, human and more-than-human can flourish?" Toward zero human and non-human wastes.

Evidence stems from validated interventions into VET programs and schools. These yield systemic renewal, where schools transcend sustainability to revitalize people, relationships, and environments. Gendron argues for capacitating pedagogy as emancipatory, decolonizing education by valuing diverse potentials in multicultural settings. This framework equips educators to bridge school-to-work transitions, promoting inclusive excellence with zero human resource waste.

Presentation Dr. Sorrapong Charoenkittayawut, Faculty of Education, Chulalongkorn University, Bangkok, Thailand

Bienvivance Scale Development and Modeling for Thai Adolescent: Modeling Inclusive Pathways to Workforce Readiness

Dr. Charoenkittayawut, an expert in school effectiveness and attainment equity, quantifies school-level equity, identifying factors, teacher quality, resource allocation, emotional support, that predict attainment and life quality (Charoenkittayawut et al., 2025). Building on collaborative research with Gendron, his presentation bridges Thai local innovations with global visions by operationalizing the bienvivance paradigm for Southeast Asian adolescents. He develops a Bienvivance Scale tailored to Thai educational contexts, employing structural equation modeling to identify causal pathways among bienvivance components. The research addresses five critical questions: defining bienvivance indicators within Thai cultural settings; modeling causal relationships among these components; identifying priority areas for adolescent bienvivance enhancement; designing a prototype intervention model; and evaluating its effectiveness in boosting emotional capital and inclusive excellence. This work exemplifies how a global bienvivance paradigm can be locally adapted, integrating Thai cultural resources with universal principles of capacitating pedagogy, to create actionable pathways from school to work that honor both indigenous wisdom and international standards of inclusive excellence. This advances global visions by modeling transferable metrics for zero-waste education.

Presentation Ketsara NOIMANOP, Faculty of Education, Burapha University, Chonburi, Thailand

Emotional Capital & Counseling for Capacitation: Local Thai Group Innovations in Regenerative Education for Global Industry 4.0 Readiness

This presentation examines how local innovations in integrated group counseling can cultivate bienvivance and emotional capital among Thai undergraduate students, preparing them for global workforce demands in the Industry 4.0 era. Rooted in Gendron's (2004, 2016) paradigm of resource-focused development, NOIMANOP's thesis project investigates how an innovative counseling program—combining emotional self-regulation exercises, procedural skill integration, and collaborative learning within supportive group contexts—can enhance students' communication, learning agility, and life-career competencies (Noimanop et al., 2024). By shifting from deficit-based well-being models to a bienvivance approach that valorizes existing student inner resources, this research exemplifies how local educational practices in Thai higher education can inform global visions of inclusive excellence. The study employs action research methodology, measuring impacts through psychometric batteries and qualitative interviews to assess how emotional capital development translates into technical and behavioral competencies for future employability. This

work demonstrates that regenerative education—focused on capacitating whole-person development through mental, physical, and emotional dimensions—serves as a critical bridge from school to work, ensuring students enter the technological workforce not merely with technical skills, but with the vitality and adaptive capacity necessary for sustainable *bienvivance* in rapidly evolving economic spheres.

Discussion and Implications

This symposium highlights the potential of *bienvivance* paradigm to connect local educational innovations in France and Thailand with a broader regenerative agenda for inclusive excellence. By bringing together conceptual, empirical, and applied perspectives, it opens a comparative space for examining how emotional capital, capacitating pedagogy, and context-sensitive interventions can support more equitable transitions from school to work. Among the paper, the development of the *Bienvivance Scale*, which seeks to operationalize *bienvivance* as a universal paradigm of human and alive systems ‘flowrishing’. Rooted in the articulation between King Rama IX’s sufficiency economy and Western economic thought, the *Bienvivance economics* paradigm proposes a balanced socio-economic model that is eudaimonic, hedonic, and regenerative. The discussion will examine how such a framework can support inclusive excellence, strengthen Franco-Thai collaboration, and offer transferable insights for more equitable and sustainable educational futures. In this perspective, it provides a conceptual and practical framework for rethinking education, well-being, and inclusive excellence across cultural contexts. The discussion will also consider how these approaches can inform decolonized educational practices, strengthen policy and practitioner tools, and advance cross-cultural collaboration in education and training. Ultimately, the symposium contributes to the IRN’s mission by showing how inner development can be translated into collective flowrishing, social inclusion, and more sustainable educational futures.

Keywords: *Bienvivance*, Regenerative education, Inclusive excellence, Emotional capital, Franco-Thai collaboration

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