



EWBIC2023

1st Emotional Well-Being International Conference 2023

19 - 21 July 2023, Mauritius

Conference Programme and Abstract Book

<https://www.ewb.institute>



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Disclaimer Statement

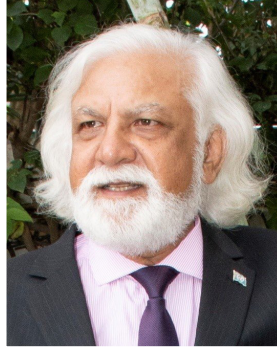
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PREFACE



Emotional Well-Being International Conference 2023

The Emotional Well-Being Institute (EWBI) was conceptualised over several years in its making and its realisation, and I am very proud of it and humbled to be its Founder and sustaining it incrementally to its present stage of global standing. The concept of the EWBI was presented to a small group of three founding members in Geneva in 2018 and announced at a press conference at the Geneva Press Club on April 2, 2019. The Institute was officially launched at an international forum on emotional well-being in Melbourne, Australia in October 2019. The EWBI is a sustainable Institute with noble corporate responsibilities to leverage the emotional well-being of individuals, groups, communities, and nations for positive engagements towards building flourishing societies. The Institute values emotional well-being as integral to health guided by the 17 Sustainable Development Goals (SDGs) of the United Nations 2030. The Institute undertakes a multi-faceted and pluralistic effort to facilitate emotional well-being to be the centre of efforts to enhance the well-being of populations. We follow the philosophy that animates the livelihood of ants. Like the ants, we value teamwork and persevere until we discover approaches, methods and solutions to emotional well-being issues that are appropriate to different global communities living under different circumstances. The Institute believes in the philosophy that biggest lessons in life come from the smallest things, such as the ants. The ants form part of the EWBI philosophy and logo.

It is my greatest pleasure to welcome you to the first EWBI international conference. It is a dream come true to have this conference in beautiful multicultural Mauritius, and you are part of this reality. I express my sincere 'thank you' and 'congratulations' for your participation and sharing the notion that '*Emotional well-being is everybody's business – Yours, mine, and ours*'. Our conference is a forum where we can strengthen our realisation of this notion, re-iterate it, discuss it, debate it, critically analyse it, and take our findings and reflections back to our communities for implementation.

The EWBI has made significant progress and we will continue to create ripples towards a more successful and flourishing world. Currently, we have eight macro global cluster regions, namely:

Europe; Mediterranean, South Asia; South-East Asia; North America; Indian Ocean; Oceanic; East Africa; and the regions are progressively expanding. Delegates of this conference are part of this expansion and consolidation. Delegates will continue to play a significant role in championing the cause. We need you to join us to realise our vision and mission and in our continuing success story.

Mental health has been the subject of a great deal of interest and research over the last decades, but with a lesser depth of focus on 'emotional well-being'. Emotional well-being remains an urgent public and an occupational health concern and burden in the world. There is an increasing prevalence of psychosocial health problems and challenges. When our emotional well-being is affected, we begin to suffer from mental health problems, thus incapacitating us and impacting on our resilience and making us less productive, less effective, and more vulnerable. Mental ill-health post-COVID is now of great concern to our society and ranked the third most costly condition in terms of overall health care expenditure. Estimates show that mental health problems would become the leading cause of disability in two decades. The opportunity, therefore, to take emotional well-being forward is unprecedented.

Our premier conference, in collaboration with our highly esteemed partners—the Open University of Mauritius, and the Middlesex University-Mauritius—will advance the understanding and impacts of emotional well-being towards flourishing societies. Emotional well-being constitutes the presence of positive characteristics and values. It is the notion of '*flourishing*' and '*feeling good*'. Flourishing is defined as '*feeling good and doing good*'. Feeling good represents the value of life high on positive emotions and engaging experiences whereas doing good represents functioning effectively, being connected, overcoming challenges, and contributing meaningfully to others. These notions are embedded in the conference theme. The participants will be making a significant contribution towards the advancement of the emotional well-being of individuals, groups, communities and nations through participation, interactions, dialogues, reflection, and networking. The participants will be fully engaged, authentic, optimistic and committed to a true sense of purpose.

We must begin by identifying challenges, needs, and opportunities in the arena of emotional well-being and by identifying capacity-building priorities and prevent escalation. Thank you for your participation in this premier conference, "*Advancing the understanding and impacts of emotional well-being for flourishing societies*" and for being part of this endeavour. Your presence, contribution, participation, reflection, critical analysis, and feedback on EWBI work are truly valued. The impacts of the conference recommendations shall be at the centre stage and future direction. The Institute shall:

- Create knowledge through education
- Transmit knowledge to engineer economic growth
- Promote emotional stability and emotional well-being
- Undertake regional development, and community services
- Foster social mobility and social cohesion.

The conference will create motivation and prepare delegates to engage with communities accordingly. It will ignite awareness to value emotional well-being as a broad concept, one that includes many facets of everyday lives and take this message to your own communities. The conference will stimulate delegates to realise that emotional well-being is the basis of happiness, fulfilment, motivation, productivity, effectiveness, efficiency, resiliency, and self-direction. It is a positive state of well-being that enables individuals, groups and communities to be able to function in society and meet the

demands of everyday life. The further realisation will be that individuals and groups who are emotionally healthy can cope with life's challenges and recover from setbacks. Emotional health and well-being require knowledge, understanding and effort to maintain and sustain. Your participation and valued contributions will provide an opportunity to do just that.

We are very driven to make our EWBI one of the finest examples of prestigious organisations, guided by a commitment to achievement of excellence in all its activities, supported by delegates through their participation and contribution at the conference and by becoming a member of the Institute through registration at the conference. I personally look forward to interacting with you during and after the conference, and on an ongoing basis as a member of the Institute.

A total of 86 impressive sets of abstracts have been submitted, which is very significant to advancing emotional well-being. Innovative ideas are evident. Topics and themes significant to undertaking higher studies towards the professional doctorate program (Doctor in Emotional Well-being) are emerging. Furthermore, these abstracts provide a rich pool of subjects and research findings potentially publishable as conference proceedings in our forthcoming premier international refereed 'Journal of Emotional Well-being'. By registering at the conference, delegates become a member of the Institute. Delegates are encouraged to talk with us and connect with us if enthusiastic to become a candidate for the Professional Doctorate program and contribute to the corporate work of the Institute by holding a key position in the organisation. On the last day of the conference, an assembly will be held during which nominations and expression of interest will be noted and considered. Delegates are encouraged to participate at this assembly. In collaboration with our Global Advisory Board and Board of Directors, we are setting agenda for the continuing progression of our Institute and we are looking for advocates and champions to advance our cause. We are searching for and head-hunting for 'Drivers' to continue driving the mission, vision, and objectives of the Institute. It will be a pleasure to discuss your interest and capture your enthusiasm and foster your potential engagement with our Institute, foster research and development, initiate and maintain regional engagements, publish in our journal and enrol in the professional doctorate program.

Our next international conference will be held within a different region of the world, within one of the eight EWBI cluster regions. It will be a pleasure to continue interacting with you, listening to you and strengthening your interest in the continuing development of our Institute. Please visit the EWBI website <https://www.ewb.institute/> for renewed information.

Respectfully

Professor (Dr) A. Basseer Jeeawody
Founding President
Executive Chairman
Emotional Well-Being Institute



The President of the Republic of Mauritius

Message of H.E. Mr Prithvirajsing ROOPUN, G.C.S.K.

I would like to extend my best wishes to the Emotional Well Being Institute for the organisation of the first Emotional Well-being International Conference in Mauritius on the 19th July 2023, in collaboration with the Open University of Mauritius and the Middlesex University – Mauritius. We are indeed grateful to have eminent speakers, from diverse backgrounds and disciplines, sharing their valuable insights on this crucial subject.

In this world which is moving at an unprecedented pace, it has become increasingly vital to maintain a healthy life balance. Navigating through its complexities with resilience is a perpetual challenge. It is thus fundamental that we shift our focus from excessive individualism, transcend materialistic pursuit and contribute in building stronger relationships, through empathy and open-mindedness.

I commend the organisers for acknowledging the importance and urgency of this issue. May this Conference be a resounding success, filled with insightful discussions.

A handwritten signature in black ink, which appears to read 'Prithvirajsing Roopun'. The signature is fluid and cursive, written over a light-colored background.

Mr Prithvirajsing Roopun, G. C. S. K.

President of the Republic of Mauritius

MESSAGE



Dear Esteemed Participants,

With great pleasure and enthusiasm, I welcome you to the inaugural International Conference on Emotional Well-Being and Mental Health (EWBI 2023). The Open University of Mauritius (OU) proudly associates itself with this momentous event. I am honoured to be part of such a gathering that brings together experts and scholars from around the world to discuss and explore various themes within the mental health discipline.

This conference marks a significant milestone in emotional well-being, shedding light on the importance of mental health in our lives. With over 80 abstracts already received, we expect to reach an even higher level of interest and engagement in this conference. The diverse range of topics covered in these abstracts highlights the multidimensional nature of mental health and the breadth of research and expertise within our community.

Over three days, we have planned an engaging programme with presentations from renowned experts who will share their insights and findings on various aspects of emotional well-being. These sessions promise to be thought-provoking and informative and inspire meaningful discussions that will contribute to our collective understanding of mental health.

In addition to the presentations, we are delighted to offer workshops focusing on specific themes related to emotional well-being. These workshops aim to provide practical tools, strategies, and interventions that can be implemented in various settings to promote mental health and well-being. We encourage all participants to actively participate in these workshops and take advantage of this unique opportunity for professional development.

I extend my heartfelt gratitude to all the researchers, scholars, and practitioners contributing to this conference's success. Your dedication, expertise, and passion will shape this event—an extraordinary platform for knowledge exchange and collaboration on such an important topic.

I also want to express my appreciation to the organising committee, volunteers and sponsors who continue to work tirelessly behind the scenes to ensure a seamless and enriching experience for all attendees. Your commitment and hard work are instrumental in making EWBI 2023 a reality.

Lastly, I encourage all participants to take full advantage of this conference's networking opportunities. Engage in fruitful discussions, forge new connections and foster collaborations to drive advancements in emotional well-being and mental health.

Once again, I extend a warm welcome to each and every one of you. Let us embrace the power of emotional well-being and work towards a world where mental health is prioritised, understood and nurtured.

I wish you an enlightening and memorable conference experience!

Warm regards,

Dr Kaviraj Sharma Sukon, PFHEA
Founder Director-General
Open University of Mauritius
<https://www.open.ac.mu/>

MESSAGE



It is a great privilege to welcome you to the first Emotional Well-Being International Conference, a result of fruitful collaborations between the Emotional Well-Being Institute, the Open University of Mauritius, and Middlesex University-Mauritius.

In recognition of the growing awareness of mental health and well-being, our conference theme, “*Advancing the understanding and impacts of emotional well-being for flourishing societies*,” is both timely and imperative. According to the World Health Organization (WHO), the COVID-19 pandemic has intensified a worldwide mental health crisis, resulting in notable rises in anxiety and depressive disorders, with suicide ranking as the fourth leading cause of death among individuals aged 15 to 29. By focusing on emotional well-being, this conference aims to contribute innovative approaches, strategies and interventions to understand and manage emotions effectively, thereby promoting mental health and overall flourishing.

Aligned with Middlesex University’s commitment to creating knowledge and driving positive change for fairer, healthier and more prosperous societies, the conference’s theme and objectives support our aim of achieving equity and improvements in health and well-being. Our university recognises the importance of taking action to enhance physical, mental, and social well-being across all segments of society. We are confident that this conference will provide a valuable platform for researchers, practitioners, and policymakers to share their knowledge and experiences, collaborate on solutions, and promote well-being in diverse contexts.

We encourage you to actively engage in the multisectoral deliberations and discussions throughout the conference, as together, we can contribute to the transformation agenda required to ensure improved overall well-being. Let us seize this opportunity to connect, learn and inspire one another; ultimately making a positive impact on emotional well-being and building flourishing societies.

We extend our deepest gratitude to all participants, sponsors, and organisers who have made this conference a reality. Your contributions and presence are invaluable and we look forward to a fruitful and inspiring event.

Warm regards,

Professor Mari Jansen Van Rensburg

Campus Director

Middlesex University Mauritius

Website: <http://www.middlesex.mu>

MESSAGE



Dear delegate, it gives me great pleasure in welcoming you for the Inaugural of the EWBI Conference 2023.

A warm welcome to all those who are participating in the Emotional Well-Being International Conference in Mauritius.

It is very pleasing to note the interest shown by large numbers of professionals from the diverse global communities in participating in our first International Conference on Emotional Well-Being. This is one of the indications that reflect the significance of emotional well-being as a timely topic in our global community. The importance of the topic also raises the questions about how well we are, as a caring community prepared and ready to offer the needed support for the current and expected challenges to emotional well-being and stressors that are escalating in our society. It is our expectation that this Conference without doubt, will offer a collegial platform to further deeply understand emotional well-being and its underlying causes, and its impact on the lives of our global communities. The Conference will promote the sharing of our insights in innovative ideas and practices on how to energise our flourishing societies to harness the benefits of emotional well-being. The Emotional Well-Being Institute will complement the United Nations Sustainable Development Goals of 2030 to leverage our global communities and societies in promoting and sustaining the positive engagements. Thus, the multifaceted and pluralistic approach will be central to the ways on how to influence our deliberations to acquire multiple points of expert views on how to manage emotional stress.

Professor Sundram Sivamalai
EWBIC 2023 Chair
President, EWBI
<https://www.ewb.institute/>



Jointly Organised by the Emotional Well-Being Institute (EWBI), Open University of Mauritius (OU) and Middlesex University-Mauritius (MDX MU)

EWBIC 2023 PROGRAMME

Day 1: Wednesday 19 July 2023
Pearle Beach Resort

Time Slot	Sessions	Speakers and Sessions	Management
16 00-17 15	Conference Registration / Welcome: Dr Ameenah Sorefan, President (EWBI, Mauritius)		
17 30-17 35	Conference MC - Professor Serge Rivière, Global Advisor (EWBI, Mauritius)		
17 35-17 40	Welcome by Scientific Committee Chair	Professor Drona Rasali	
17 40-17 50	Organising Partners	Professor Basseer Jeeawody: Founding President and Executive Chairman, EWBI	Philosophy, Objectives and Impact of the EWBIC 2023 Conference.
17 50-18 00		Professor Mari Jansen Van Rensburg: Campus Director, Middlesex University	Collaboration, Corporation and Synergy with institutions in Promoting Emotional Well-being: A UN SDG 2030 Approach.
18 00-18 10		Dr Kaviraj Sharma Sukon: Director-General, Open University of Mauritius	Why EWBIC 2023 Conference in Mauritius? - Developing an International Model.
18 10-18 25	Emotional Well-being: A Global Agenda	Mr Peter Mousaferiadis: Associate UNESCO Chair for Intercultural into Religious Dialogue, Asia Pacific and CEO Cultural Infusion, Melbourne.	Video Presentation
18 25-18 40	Message	Dr Anne-Marie Ancia: Representative, WHO (Mauritius)	
18 40-18 45		Hon. Ged Kearney, MP, Assistant Minister for Health and Aged Care, Australia	
18 45-19 00		His Excellency Mr Prithvirajsing Roopun, G.C.S.K. President of the Republic of Mauritius	
19 10-21 30	Cocktails / Buffet / Dinner		

Day 2: Thursday 20 July 2023
MDX Campus

8 30-8 45	Conference Registration / Refreshment		
8 45-8 55	Welcome	Dr Ameenah Sorefan (MC) Professor Abraham Francis, Chair, Programme Committee (EWBI)	
9 00-9 10	Setting the Scene for the Conference	Professor Sundram Sivamalai, Chair, Conference <ul style="list-style-type: none"> • Global Challenges of Emotional Well-being • Significance of Collaborative Approach to EWBIC 2023 Conference 	
9 10-9 15	Plenary 1	Emotional Well-being: Defining the Concept Session Chair - Dr. Melika Yassin Sheikh-Eldin and Professor Raju Adhikari	
9 15-9 55	1st Keynote address	Professor Basseer Jeeawody (Keynote Address)	# 6483: A Global Emotional Well-being Manifesto: Leveraging flourishing nations
9 55-10 10		Ayoob Rawat, President, Family Office and Wealth Services Executive	# 5384: Financial Independence and Emotional Well-being - (15 minutes)
10 10-10 25		Dr Emilie Rivet-Duval- Director, Action for Integral Women Development, Mauritius	# 7953: Child and Adolescent Well-being: Promotion, Prevention and Intervention in the Republic of Mauritius
10 25-10 40	Q & A	Questions and Answers- MC / Chair of Session	
10 40-11 00	Morning Tea Break		
11 00-11 05	Plenary 2	Emotional Well-being and Clinical Care, Cancer Prevention and Palliative Care Session Chair – Professor Drona Rasali and Dr. Mehdi Manally	
11 05-11 45	2nd Keynote Address	Dr Simon Sutcliffe	# 4268. Reflections of Positive Engagements in Promoting Flourishing communities in Challenging Circumstances
11 45-12 00		Mr Alfred Gaetan De Robillard	# 247. Relationships between Pain, Emotion and Emotional Well-being: A construct for practical consideration
12 00-12 15		Mr Jean-René Bastien (Musical demo)	# 3073. Creative Musical Interventions for Personal Growth and Social Inclusion
12 15-12 30	Q&A	Questions and Answers- MC/Session Chair	
12 30-13 30	Lunch, Exhibition, Poster Presentation/Display	Announcement for Poster Presentation	

Thursday 20 July 2023					
13 30-15 30					
CONCURRENT SESSION-I					
Venue	Plenary Hall	Room A	Room B	Room C	Room D
Theme	Spirituality and Emotional Well-being	Women's Emotional Well-being	Children and Youth Emotional Well-being	Psychological Health and Emotional Well-being in Adults	Special Sessions
Session Chair	Dr Perienen Appavoo	Dr Melika Yassin Sheikh-Eldin	Dr Emilie Rivet-Duval	Dr Ameenah Sorefan	Dr Karun Karki
13 30 - 13 40	# 1866: Spirituality and Yoga Meditation in Emotional Well-being: Establishment of a Regional Hub (Yogi Devaraj, Chintamani Yogi and Raju Adhikari)	# 4368: Emotional Well-being and resilience of female ex-detainees – the case of Mauritius (Meera Gungea and Mrinal Sohoraye)	# 4139: How far Emotional Well-being is affected in an Abused Child? (Navina Bucktowar, L'Entete Marie Anaelle Clarisse, Mooneshwar Callychurn)	# 6365: Analyzing the Psychological Impact of Acne among Mauritian Adults (Vedmika Munogee Koonjobecharry, Manish Putteeraj and Jhoti Somanah)	#3870: Emotional Well-being of College Students, Issues, Challenges, and Interventions (Lijo Abraham, Abraham Francis)
13 45- 13 55	# 675: Peace Spirituality and Emotional Well-being in a Rapidly Changing Environment (Bishal K. Sitaula)	# 1465: Defining Well-being from Women's Perspectives in Mauritius (Poonam Saddul)	# 7372: Emotional Wellness at a young age (Chung Ay Lee Tow Nam)	# 8964: The need for Emotional Well-being to cope with life challenges: An experience of a Social Work Counsellor (Mooneshwar Callychurn)	# 3071: Integrating a post structural systemic perspective in school counselling: the relevance of the IPSCOPE in assessing the emotional and behavioural problems in Mauritian schools (Diana Shanto, Dan Dulberger and Lisa Boag Guidi)
14 00- 14 10	# 8804: Role of Contemplative Spaces and Spiritual Architecture on Emotional Well-being: Human Experience and Mental Health (Smruti Raghani, Tejwant Singh Brar and Mohammad Arif Kamal)	# 1166: Uncertainty and Coping strategies among Women with Gestational Diabetes Mellitus: A qualitative study in Mauritius (Beebeejaun-Muslum Zareen Nishaat)	# 3159: Analyzing the Psychological Impact of TikTok among Young Mauritian Adults (Deoprakashsingh Gopal, Manish Putteeraj and Jhoti Somanah)	# 5992: Conducting a Randomised Control Trial to investigate the impact of Meditation on Work Stress (Basantsingh Deepaul)	# 9823: Measuring life satisfaction among Nigerians: A comparative study of the Riverside Life Satisfaction with Life (Aaron Agbo)
14 15 – 14 25	# 5844: Spiritual direction in Mauritius: snippets of the Catholic experience (Margaret Li Yin)	# 2919: Understanding the emotional well-being of elderly women in ageing society: The case of Mauritius (Rajen Suntoo)	# 6364: Alumni students' subjective experiences of psychological distress while at university (Anju Ajodah)	# 6552: Assessing depression, anxiety, stress and resilience in the Mauritian adult population post COVID-19 outbreak (Hemantsing Choolye, Meera Jhoti Somanah Bhugowandeen and Manish Putteeraj)	# 6620: Technostress: The dark horse of online learning (Havisha Vaghjee, Gounshali Vaghjee and Kaviraj Sukon)
14 30 – 14 40	# 1648: The Nexus between Spirituality and Emotional Well-being – A Christian Perspective (Perienen Appavoo)	# 8213: Boosting emotional Well-being of Female Professionals for an effective Work Life Balance (Kesseven Padachi, Aleesha Boolaky, Diroubinee Mauree-Narrainen and Mj Somanah Bhugowandeen)	# 6035: School-based Counselling Services to promote Adolescent Emotional and Social Well-being (Emilie Rivet-Duval and Amelie Saulnier)	# 5138: Knowing and respecting the Constitution, laws and ratified conventions; and articulating hearts and actions for a better emotional well-being (Mélanie Vigier de Latour-Béranger)	# 7862: The <i>Upanishads</i> , Nature-Nurture and the Law (Rajendra Parsad Gunputh and Ambareen Beebeejaun)
14 45- 14 55	# 1061: Achieving Lasting Happiness in a Stressful World: Insights from Spiritual Research (Jayant Athavale, Milky Agarwal and Sean Clarke)	# 6661: Impact of physical evidences of retail shops on the Emotional Well-being of working women when shopping (Ajnu Damar Ladkoo)	#1651: Analysing the link between Child Maltreatment and Emotional Dysregulation among Mauritian Children living in Residential Care Institutions (Oormila Devi Narain, Dr Manish Putteeraj and Dr Meera Jhoti Somanah-Bhugowandeen)	# 393: COVID-19 pandemic and Intimate partner Violence in Mauritius: Impact on physical and psychological health (Veera Mohabir, Meera Jhoti Somanah Bhugowandeen and Manish Putteeraj)	# 2162: <i>Bharathanatyam</i> a South Indian Classical Dance form and its impact on Emotional Well-being of students: learning through teaching. (Neluka Senanayake)
15 00- 15 10	# 8904: Ananda and Emotional Well-Being: Understanding the Aesthetic Dimension of Spiritual Realization in Vedāntic Philosophy (Rajendrakumar Dabee)	# 365: Emotional Well-being of refugee women and girls (Melika Yassin Sheikh-Eldin and Terry Taylor)	# 8034: Psychosocial Skills for Children. Promoting the Emotional and Social Well-being of Children (Emilie Rivet-Duval and Teresa Lim Kong)	# 9249: Emotional Well-being and Mental Health (Ameenah Sorefan)	# 5220: The impact of job satisfaction on the mental health of working population of Mauritius: a case study in the private sector (Marie Elodie Therese and Amitabye Luximon-Ramma)

15 15-15 45	Afternoon Tea Break	
15 45-16 15	What did the speakers say? Messages from concurrent session chairs	Chair- Professor Abraham Francis
16 20-16 45	Panel Discussion	Advancing Emotional Well-being Agenda for Sustainable Development Chair- Professor Sundram Sivamalai: President - EWBI Panel Speakers – 5 minutes each, followed by Questions from the floor: - Professor Basseer Jeeawody: Founding President and Executive Chairman (EWBI) Professor Drona Rasali, Chair, Scientific Committee Ms Preeyamvada Panchoo: Member, EWBI Publication Committee Dr Kaviraj Sharma Sukon: Director-General, Open University of Mauritius Peter Mousaferiadis: Associate UNESCO Chair for Intercultural into Religious Dialogue, Asia Pacific Dr Mehdi Manally: Member, EWBI Publication Committee
16 45-17 00	Comments and Questions from the Audience	
17 00-18 00	Break	
18 00-18 10	Welcome at Casela Parks Restaurant	MC – Dr Ameenah Sorefan and Mrs Maiyshla Chunwan
18 15-19 00	Cocktail & Refreshment	
19 00-21 30	Dinner (Buffet style) at Casela [Acknowledgment of Volunteers]	MC: Professor Sundram Sivamalai, Conference Chair

DAY 3: Friday 21 July 2023
MDX Campus

8 30 -8 45	Conference Registration / Refreshment	
8 30 -8 40	Welcome	MC: Professor Raju Adhikari Dr Ameenah Sorefan
8 45 -10 10	Plenary 3	Education and Emotional Well-being Session Chair –Dr. Emilie Rivet-Duval
8 45- 8 55	3rd Keynote address	Professor Mari Jansen Van Rensburg # 2289. <i>Finding Balance in a Digital World: Navigating the Impact of Technology on Emotional Well-being in Higher Education</i>
9 00-9 15		Professor Abraham Francis # 447. Emotional Well-being and Collective flourishing in Higher Education in Australia
9 20-9 35		Preeyamvada Panchoo # 5214. Assessing Emotional Intelligence as an Innovative Dimension of Quality Education in the Enhancement of Life Skills and Academic Achievement: A Mauritian insight
9 40 – 9 55		Professor Basseer Jeeawody EWBI Special – Global Collaboration and Partnerships
10 00 – 10 10		Q&A
10 15-10 30	Morning Tea Break	

<p style="text-align: center;">Friday 21 July 2023 10 00-11 45 CONCURRENT SESSION-II</p>					
Venue	Plenary Hall	Room A	Room B	Room C	Room D
Theme	Emotional Well-being Framework, Approaches & Initiatives	Emotional Well-being related to Environment, Multicultural & Demographic Groups	Coping & Influencing Factors of Emotional Well-being	Education and Emotional Well-being	Conscious breathing & Meditation, Mindfulness and Emotional Well-being
Session Chair	Prof. Raju Adhikari	Prof. Sundram Sivamalai	Prof. Abraham Francis	Dr Mehdi Manally	Dr Kaviraj Sukon
10 30-10 40	# 4635: A Happiness Framework for Urban Well-being: Case of Dubai (Sony Sreejith and Sreejith Balasubramanian)	# 9905: Save the planet and be happy? A multisectoral analysis of the interplay of Pro Environmental Behaviour (PEB) and its impact on Emotional Well-being of individuals (Mrinal Sohoraye and Meera Gungea)	# 2721: Factors associated with coping strategies, optimism, and resilience affecting mental health outcomes among medical residents exposed to COVID-19 in Qatar (Mohamed Adil Shah Khoodoruth, Malek Smida, Sami Ouanes, Saleem Al Nuaimi, Widaad Nuzhah Chut-Kai Khoodoruth, Zerk Al-Salihiy, Adeel Ghaffar and Mohammed Faisal Hamad Mohammed)	# 6803: The School Care Counselling Desk Initiative for the Psychological and Emotional Well-being of Secondary Students: An Analysis in the Regional Zone 4 of Mauritius (Hansa Dewkurun and Diana Shanto)	# 1777: The impact of conscious breathing on Emotional Well-being (Alla Kozyreva and Dr Subhash Chandra)
10 45-10 55	# 5330: Emotional Well-being for Human Flourishing: An Integrated Framework Targeted to Black, Indigenous and People of Color (BIPOC) Populations (Karun Karki, Rajendra Bista, Drona Rasali, Myint Tun, Krishna Bista and Uttam Gaulee)	# 2224: Multiculturalism in Well-being: Navigating the Intersection of Culture, Identity, and Well-being (Osaretin Osadolor, Chantelle Maposa and Brenda Onyango)	# 3625: The impact of socioeconomic status (SES) and peers on Emotional Well-being of young adult students starting tertiary education in Mauritius (Leena Devi Sobha, Toshima Makoonlall-Chadee and Sanjayduth Bhundhoo)	# 5397: Enhancing digital Well-being for the Technical, Vocational Education and Training (TVET) sector in Mauritius (Annasamy Kuppan)	# 4288: Meditation: An emotional detox? Conversations with four practitioners and a meditation consultant (Suniti Nundoo-Ghoorah)
11 00-11 10	# 4498: Emotional Well-being Institute (EWBI): Nepal Cluster Region Initiative (Pramod Dhakal, Chintamani Yogi and Raju Adhikari)	# 8824: Role of Elderly Day Care Centre in social transformation and improving the Emotional well-being of the elderly people in Mauritius (Sanjayduth Bhundhoo)	# 3143: Exploring the influence of love through teacher caring on students' state motivation (Marisha Jean, Sweta Rout-Hoolash and Sabina Allybokus)	# 4813: Practical ways of enhancing the emotional stability of students: Insights from a QFD-IPMA study in higher education (Noorjahan Teeluckdharry, Viraiyan Teeroovengadam and Ashley Keshwar Seebaluck)	# 3458: Emotional Well-being and Mindfulness (Swami Paramananda)
11 15-11 25	# 9326: Emotional Well-being Institute (EWBI) - Global Research and Innovation Initiatives (Raju Adhikari, Basseer Jeeawody and Sundaram Sivamalai)	# 722: 'There are days which are good, others ...': What affects the Emotional Well-being of young people with intellectual disabilities? (Anjana Greedharee)	# 7763: Knowledge systems, capabilities approach and well-being (Sagar Sharma Sharma and Raju Adhikari)	# 503: Disaffection among Students studying in various Professional and Non-Professional Courses (Aarti and Ravin Kadian)	# 4377: In search of meaning via TikTok Tarot readings - an exploration of emerging conventions (Stephen King and Nathalie Kachouh)
11 30-11 40	# 8207: Settings, Partners and Potential Programs as three essential components of Emotional Well-being framework in Canadian Province of British Columbia (Drona Rasali, Karun Karki, Jamuna Galay-Tamang, Analisa Blake, Tun Myint and Arun Garg)	# 9276: Promoting Mental Health among Nepali Migrants: An Initiative by the Emotional Well-being Institute and Non-Resident Nepali Association (Sanjeev Sapkota, Devi Basnet, Raju Adhikari and Hem Raj Sharma)	# 8733: How nightmares affect daily life? Neuroticism as an influencing factor through ruminative response (Tamini Soondrum, Xiang Wang, Lisha Dai and Yunlong Deng)	# 1621: Embedding Emotional Well-being in the curriculum to enhance the student experience in Higher Education (Jeevesh Augnoo and Krishnee Adnarain Appadoo)	# 5783: Creating an ideal state of emotional well-being: A Natural and Scientific Approach through Higher states of Consciousness (Michael Busch)

11 45-12 15	What did the speakers say? Messages from concurrent session chairs	Dr Lee Pheiffer: Deputy Director, Middlesex University, Mauritius	
12 15-13 10	Lunch + Exhibition and Poster Presentation		
13 15-13 45	Special Workshop 1	Emotional Well-being – Relevance of Mindfulness, Meditation and Yoga Dr Dev Raj Yogi Dr Chintamani Yogi	Moderator Professor Raju Adhikari
13 45-14 20	Special Workshop 2	World Cafe on Emotional Well-being - Remote and Rural Communities Encountering Marginalisation (A participatory activity where interested participants can join and contribute).	Moderators- Professor Sundram Sivamalai, Professor Drona Rasali Professor Raju Adhikari
14 20-14 40	Closing Ceremony	Professor Basseer Jeeawody (EWBI) and Dr Kaviraj Sukon (OU)	
14 40-14 45	Vote of Thanks	Professor Sundram Sivamalai (EWBI)	
14 45-15 05	Tea break		
15 05-15 45	Moving to Open University of Mauritius		
15 45-18 00	Information Session on Professional Doctorate, EWB Centre and EWB International Journal	Information Session in collaboration with OU Professor Raju Adhikari to coordinate with support from Professor Basseer Jeeawody, Dr Perienen Appavoo and Professor Serge Rivière Dr Mehdi Manally-Link Person	

**Day 4: Saturday 22 July 2023 General Assembly EWBI
Pearle Beach Resort**

8 00-9 30	Breakfast Meeting with EWBI Invited Guests in Dining Room		Professor Basseer Jeeawody, Chair (EWBI)	Notes
9 30-10 40	Reports, Constitution and Structure of EWBI		Chairperson: Professor Raju Adhikari	Venue: Conference Room
9 30-9 40	Cluster Reports	Professor Drona Rasali		
9 40-9 50	Chairperson Report	Professor Basseer Jeeawody		
9 50-10 00	President Report	Professor Sundram Sivamalai		
10 00-10 10	Financial Report	Professor Sundram Sivamalai		
10 10-10 20	Approval of Constitution	Professor Basseer Jeeawody		
10 20-10 30	Organizational Structure	Professor Basseer Jeeawody		
10 30-10 40	Election/Selection/ Nomination	Professor Sundram Sivamalai		
10 40-11 00	Tea Break			
11 05-12 00	Where do we go from here?			
11 00-11 10	Reflections from EWBI	Professor Basseer Jeeawody		
11 10-11 20	Reflections from MDX	Professor Mari Jansen Van Rensburg		
11 20-11 30	Reflections from OU	Dr Kaviraj Sharma Sukon		
11 30-11 45	Audience Participation			
11 45-12 00	Next Conference Bidding	Moderator- Professor Drona Rasali		
12 00-12 10	Vote of Thanks	Prof. Basseer Jeeawody EWBI Chairperson Executive Chair, EWBI		
12 10-12 20	Group Photograph			
12 30-14 00	Lunch for Directors/Board Members			

Virtual/Physical Posters Presentation: Thursday 20 July 2023; 12 30 – 13 30 hrs

Abstract #	Title	Authors
1368	Clinician Perspectives on Empowerment Communication in Type 2 Diabetes Consultations in Mauritius: A Qualitative Study	Oxana Jugun
2808	Improving Emotional Intelligence can help medical students to improve their adaptive behavior	Suranjana Ray, Ujjaini Ray and Manas Kanti Ray
4893	Perceived Body Image towards Disordered Eating Behaviors and Supplement Use: A Study of Mauritian Gym-Goers	Numrata Moty, Meera Jhoti Somanah Bhugowandeen and Manish Putteeraj
5661	Reining in Emotions: Logic-Based Therapy for Wild-to-Well Being	Yashvin Gopaul

Virtual/Physical Posters Presentation: Friday 21 July 2023; 12 15 – 13 00 hrs

Abstract	Title	Authors
6242	Emotional Well-being of undergraduate learners in literature collaborative group work	Anisha Badal-Caussy
6291	Technology for Mental Well-being and SDGs in Mauritius	Gunnoo Chitisha
6315	Exercise and Emotional Well-being	Bibi Nawsheen Goolam Dustagheer
7634	Investigating the limitations faced when setting up a counselling structure in NGOs	Deeya Harsheenee Seechurn and EWBI
7759	A study of the relationship between Work-Life Balance and Employee Performance. Evidence from Educational Institutions in Mauritius	Leenshya Gunnoo
8011	My experience as a Psychologist	Sushila Mattan-Gooljar
8235	Emotional Well-being	Taccoorduth Bungshy
8944	First Emotional Well-being International Conference 2023 (EWBIC2023) Mauritius	Shaheen Goonoo Rasmally
9413	Emotional Well-being	Yug Ramtohul
9845	Can women's Emotional Well-being be enhanced with the provision of flexible working?	Deepika Faugoo

ABSTRACTS

Session Theme	PLENARY 2: Emotional Well-being and Clinical care
Abstract # (Type)	247 (Oral)
Title	Relationships between Pain, Emotion and Emotional Well-being: A Construct for Practical Consideration
Authors & Affiliation	Alfred Gaetan De Robillard Psychologist Australia

Abstract:

The constructs of pain, emotion and emotional well-being are overlapping, and thus beckon for a greater depth of understanding. This paper presents an analysis of the constructs and explores practical implications. Pain is a natural, adaptive response that protects us from actual or potential injury. Pain can be reported in the absence of noxious sensory activations of the receptors that detect signals from threat of or damaged tissue. Thus, pain is defined as an unpleasant subjective experience with a sensory and an emotional component. When pain persists, it can lead to suffering including substantial clinical and economical burdens at both personal and societal levels. Psychological health comorbidities that include depression, anxiety and anger are prevalent in people with chronic pain. Researchers are beginning to recognise that a variety of pain modulatory mechanisms exist in the nervous system (Fields, Basbaum and Heinricher, 2005). Theories on the integration of body, mind and society are continuing to develop. A biopsychosocial model of pain posits that there is a dynamic interaction among and within the biological, psychological and social factors unique to each individual. Negative states of mind such as helplessness, hopelessness, powerlessness and anger tend to magnify the intensity of pain. Feeling is personal and biographical because every person has a distinct set of previous sensations from which to draw when interpreting and labelling their feelings. This sensation is based on previous experiences. Cognitions such as thoughts, beliefs and expectations are additional important modulators of pain. It must be noted that not everyone who has had challenging childhood ends up with a chronic stress response that predisposes them to illness in later life. Some people cope better than others in responding to the same stressors. This may be due to their genetic make-up as well as other factors such as their upbringing. A combination of genetics and the challenges of early life usually combine to change a person's response to an injury (Turecki *et al.*, 2014). Clearly the constructs of pain and emotion are overlapping (Gatchel *et al.*, 2007) and we need to deepen our understanding of the bidirectional relationship between pain and emotion and its relevance to enhancing emotional well-being.

Keywords: Pain, Emotion and Emotional Well-being

Session Theme	Women's emotional Well-being
Abstract # (Type)	365 (Oral Presentation)
Title	Emotional Well-being of Refugee Women and Girls
Authors & Affiliation	Melika Yassin Sheikh-Eldin, Manager International & Community Development, AMES Australia and Board Member: Settlement Council of Australia

Abstract:

Recent research report, "Understanding the mental health and help-seeking behaviours of refugees (July 2022, <https://aifs.gov.au/resources/short-articles/understanding-mental-health-and-help-seeking-behaviours-refugees>), by the Australian Government Australian Institute of Family Studies has found that:

- Refugees often have high rates of poor mental health and are less likely to seek professional help, significantly impacting their ability to integrate into a new country.
- Refugees experience many structural barriers to seeking professional help: limited understanding of health care systems, poor mental health literacy, financial difficulties, difficulties securing child-care.
- Active involvement in community-based psychosocial programs can have positive effects on refugees' mental health and well-being.

AMES long experience of delivering services to new arrivals, including refugees, has led to the development of community-based programs that encourage active participation, foster inclusion and improve the mental health and emotional well-being of participants. Women and girls often participate more comfortably in shared group activities than in formal mental health interventions.

AMES Research & Policy Unit supports monitoring and evaluation of programs. Data is collected through participant surveys, focus groups, and interviews. Research within AMES must comply with AMES Research Ethics Guidelines. Staff complete an Ethical Risk Assessment Tool to identify the level of risk, to inform who assesses and approves ethics applications and who has final sign-off.

This presentation showcases examples of AMES' community-based programs which have had positive impacts on emotional well-being.

- Multicultural Women's Retreats: time away from family responsibilities for women and girls
- Volunteering: a well-established volunteering program helps refugees and migrants gain work experience and develop social connections.
- Community Guides from refugee backgrounds help new arrivals connect to community and services. Being employed as a Guide to help others gives purpose and positivity to people's lives.
- Community garden projects with Parks Victoria at Werribee Mansion: have provided a safe place for isolated women to meet and engage in productive activity.
- Supported resettlement in regional communities: a range of jobs; improved standards of living; home ownership; greater opportunities and career pathways for young people result in tangible improvements in emotional well-being for whole families.

Keywords: Emotional Well-being, Refugee Women, Refugee Girls

Session Theme	Psychological health and emotional Well-being in adults
Abstract # (Type)	393 (Oral Presentation)
Title	COVID-19 Pandemic and Intimate Partner Violence in Mauritius: Impact on Physical and Psychological Health
Authors & Affiliation	Veera. L. Mohabir, Jhoti Somanah, Manish Putteeraj; School of Health Sciences, University of Technology Mauritius, La Tour Koenig, Pointe aux Sables, Republic of Mauritius

Abstract:

Eliminating violence against women forms part of the Sustainable Development Goals of the UN 2015. Globally, 27% of women aged 15 to 49 years, having a partner, have reported some kind of physical or sexual violence by their partner. However, the number of *'Intimate Partner Violence'* (IPV) cases reported during the COVID-19 pandemic was alarmingly high worldwide, even in Mauritius. With the second wave of COVID-19 in Mauritius, the Minister of Gender Equality and Family Welfare reported 293 cases of domestic violence in just 18 days in April 2021. The focus of this study was to investigate the extent of how the pandemic influenced IPV rates on vulnerable women, and understand the impact it had on the physical and psychological health of these victims in Mauritius.

The Composite Abuse Scale (CAS), Index of Psychological Abuse and Profile of Psychological Abuse Scale, were used to gather data through a questionnaire administered online. The sample population consisted of 202 female victims from shelters, ex-shelter occupants and the general Mauritian population with a history of IPV past six to twelve months. In addition, 6 male victims were also interviewed. Ethical considerations were maintained for the preservation of participants' data confidentiality and anonymity. Written consent was obtained from all participants involved in this study.

Almost all of the respondents reported being a victim of physical and psychological abuse (99%) Most respondents were aged 28-39 years (32.7%), married (55.9%), still living with their perpetrator (95%), residing in rural areas (70.8%) and were of Hindu origin (38.6%). The majority of them had 1-3 children (58.9%) and were employed (70.3%). 43.1 % of them had studied till secondary classes and majority were from the Nuclear Family (30.2%). Both physical and psychological impacts were present in those victims of IPV. 96.5% of respondents experienced IPV during the pandemic.

The increase in violent acts were associated with lock-down restrictions in movement, women staying at home with their perpetrators, a lack of access to social services, and financial dependence on the perpetrator. However, limited studies for male participants exist. This study highlights the need for advanced training to be provided to Mental Health and Primary Care Practitioners on how to assist such victims. New modalities of services should be considered for pandemic situations and amendments in the Protection from Domestic Violence Act 2016 should be made to further enhance the wellbeing support system for such victims.

Keywords: COVID-19 Pandemic, Intimate Partner Violence, Physical and Psychological Health

Session Theme	PLENARY 3: Education and emotional well-being
Abstract # (Type)	447 (Oral presentation)
Title	Emotional Well-being and Collective Flourishing in Higher Education in Australia
Authors & Affiliation	Abraham Francis, James Cook University, Australia

Abstract:

Reports and research evidence indicate that Mental health is a significant public health issue throughout Australia as it is in many other countries. In Australia, according to the Australian Institute of Health and Welfare (2022) over 2 in 5 (44%,) Australians aged 16–85 are estimated to have experienced a mental disorder at some time in their life, with 1 in 5 (21%,) having experienced a mental disorder in the previous 12 months. Mental health challenges in the Higher Education Sector are no different to these statistics. This presentation aims to discuss the major emotional well-being issues faced by the students and staff in the higher education sector and provides an analysis of how Universities are responding to these challenges. Many people are experiencing emotional well-being difficulties due to their inability to effectively respond to the stressors of life and the challenging work environment which is making it difficult for them to function effectively.

The presentation discusses the importance of collective action, and institutional leadership in creating an environment of positive help-seeking behaviour, and in promoting resilience and collective flourishing. As the literature suggests, when individuals are emotionally well and clear with their purpose, they tend to experience a sense of joy and contentment. But some do struggle and find it hard to face the challenges. So, there are many individually oriented approaches available to support those individuals in their crisis or when they are emotionally unwell. But we see an emergence of new challenges and new issues every day and so the question is – do we have the right approaches to deal with them? Do we need new tools and programs? It is in this context that a paradigm shift is proposed from a deficit model to one that promotes relationships and strengths, and the need for a paradigm shift focusing on promoting prevention programs and community interventions across universities in Australia to reimagine new tools to address the challenges faced by the Higher Education sector. Based on practice experience, critical reflection, and the literature review, this presentation aims to explore the concept of collective flourishing, discuss new initiatives in this area, and attempt to answer the questions such as - How can we create a caring, compassionate, and hopeful culture in higher education communities? What's holding us back? How can relationships, social connections and collective purpose enable staff and student empowerment and collective flourishing?

Keywords: Collective flourishing, Emotional Well-being, Higher Education

Session Theme	Education and emotional well-being
Abstract # (Type)	503 (Oral Presentation)
Title	Disaffection among Students studying in various Professional and Non-Professional Courses
Authors & Affiliation	Aarti Maharshi, Dayanand University, India. Ravin Kadian, Govt. PG Nehru College, India

Abstract:

Students' disaffection from academic institutions is becoming a widespread problem. Academicians and researchers are more concerned about the causes of an increasingly high level of students' disaffection. The researcher has conducted this empirical investigation to know the causes of students' disaffection and to measure their perceptual difference among professional and non-professional course students. A sample of 425 students from public universities in Haryana, India, has been drawn to fulfill the study's goal. Google form has been created and shared in university student groups based on the snowball sampling technique. Confirmatory Factor Analysis (CFA) has been used to identify the significant causes of students' disaffection. An Independent sample T-test was used to measure the significant difference in students' disaffection causes among professional and non-professional courses students. Results of the study highlighted that delayed administration, academic stress, lack of academic environment, unmet promises, conflict with management, and fellow students' behaviour significantly causes students' disaffection. The study further highlighted that professional and non-professional course students' significantly differ based on delayed administration, lack of academic environment, and unmet promises. The remaining causes: academic stress, conflict with management, and fellow students' behaviour were equally significant in both courses. In the end, the implication of the research has been discussed.

Keywords: Students' disaffection, Professional courses, Non-professional courses, Confirmatory factor analysis

Session Theme	Spirituality and Emotional Well-Being
Abstract # (Type)	675 (Oral Presentation)
Title	Peace Spirituality and Emotional Well-being in a Rapidly Changing Environment
Authors & Affiliation	Prof. Bishal K. Sitaula, Department of International Environment and Development Studies, Norwegian University of Life Sciences, Norway

Abstract:

Wisdom traditions have long recognized the crucial role of emotional Well-being in leading a fulfilling and meaningful life. The intersection of spiritual philosophies and the pursuit of inner peace and emotional well-being is poorly examined in academia. This presentation will review and analyze mainly Eastern philosophies such as Buddhism, Taoism, Islam and Hinduism's cosmivision, thoughts, conceptions, and their emphasis on achieving emotional balance and cultivating inner peace. For instance, in Buddhism, mindfulness, which involves being present in the moment without judgment, is seen as a way to reduce stress and anxiety and promote emotional well-being. Confucianism, a Chinese philosophy, focuses on the cultivation of virtue and social harmony. In Confucian thought, emotional well-being is closely tied to the cultivation of virtues such as benevolence and respect for others. Hindu philosophy offers a holistic approach to emotional well-being, emphasizing the importance of inner balance and harmony in our relationships with others and the world. These principles have important implications for the individual to global webbing, highlighting the importance of non-violence, compassion, empathy, and the pursuit of the common good. Indigenous philosophies around the world emphasize the importance of being in harmony with nature and the natural world. Emotional well-being is seen as tied to our connection to the land, and our ability to live in balance with our environment. In all of these non-Western philosophies, emotional well-being is seen as a crucial part of a fulfilling and meaningful life, and is closely tied to our relationships with others, our connection to nature, and the cultivation of virtues and inner peace. In summary, peace, spirituality and emotional well-being are deeply intertwined. Many spiritual traditions recognize the importance of inner peace and balance as a key aspect of emotional well-being, and the pursuit of peace. Spirituality is a crucial step towards creating a more peaceful and harmonious world. In many spiritual traditions, the pursuit of inner peace and emotional well-being is closely linked to the pursuit of peace in the world. The reviews of available literature demonstrate that the cultivation of wisdom (peace, spirituality) and emotional balance can help individuals cultivate a sense of compassion, empathy, and understanding toward others, which can help create a more peaceful and harmonious world. Wisdom traditions offer valuable insights and practices for cultivating emotional well-being, which can in turn have important implications for international relations, particularly in promoting greater understanding, empathy, and peace in a rapidly changing environment.

Keywords: Wisdom traditions, Spiritual philosophies, Eastern philosophies, Inner peace

Session Theme	Emotional Well-Being related to Environments, Multicultural & Demographic Groups
Abstract # (Type)	722 (Oral presentation)
Title	"There are days which are good, others ...": What affects the emotional well-being of young people with intellectual disabilities?
Authors & Affiliation	Anjana Greedharee, Tizard Centre, University of Kent, Mauritius
Abstract:	
<p>While there are many organisations catering for the needs of young people with intellectual disabilities in Mauritius, there is no data available on what factors affect the emotional well-being of this population. Since emotional well-being has been found to be a strong predictor of quality of life of people with intellectual disabilities, it was crucial to investigate the individual, social and school or workshop factors which impacted the young adults. Semi-structured interviews were used with seven young adults with ID attending sheltered workshops. Four professionals, three staff and two parents participated in focus groups. Using inductive thematic analysis to analyse the data, four main themes were identified: 'thriving', 'relationships', 'emotions and intimacy' and 'macro-systems'. Each main theme had two or more sub-themes. Both positive and negative factors were found to have an influence on their emotional well-being, which in turn affected the development and autonomy of the young person with an intellectual disability. Implications and recommendations for future directions are also discussed.</p>	
Keywords: Emotional Well-being, Intellectual disability, Inclusion.	

Session Theme	Spirituality and Emotional Well-being
Abstract # (Type)	1061 (Oral Presentation)
Title	Achieving Lasting Happiness in a Stressful World: Insights from Spiritual Research
Authors & Affiliation	Athavale Jayant B., Clarke Sean M., Spiritual Research Faculty, Maharshi Adhyatma Vishwavidyalay, Goa, India Agarwal Milky, Spiritual Research, Spiritual Research Associate, Maharshi Adhyatma Vishwavidyalay, Goa, India

Abstract:

Despite the modern advancements that have provided us with numerous comforts and luxuries, finding enduring happiness remains a daunting task for many. In fact, in today's fast-paced world, it seems more challenging than ever. Effective techniques yielding long-lasting results will be discussed in this paper.

Researchers at the Maharshi University of Spirituality have been conducting spiritual research for over four decades. The University has developed effective psycho-spiritual techniques such as chanting the Name of God, along with the Personality Defect Removal (PDR) and Ego Removal (ER) processes for a happier existence. This research was carried out using surveys, aura and subtle-energy scanners, and the advanced sixth sense of their research team. The team measured the change in the participants' subtle energy and aura before and after chanting the Name of God for 30 minutes. Participants who have been practising the PDR and ER techniques for the last few years were surveyed regarding improvements in their personalities, and their responses were recorded.

The study revealed that negative impressions or personality defects, such as anger and greed, embedded in the subconscious mind, are the primary causes of mental instability and unhappiness. These impressions accumulate over several lifetimes and cannot be overcome through psychological efforts alone. Results from the experiments showed that chanting the Name of God for just 30 minutes positively impacted participants' auras, leading to a calmer state of mind. The study also found that the average time taken to reduce the intensity of the three primary personality defects by 50-80% was two years and five months. Practitioners of these techniques reported a significant improvement in their quality of life and ability to experience happiness and mental stability even in stressful situations.

Encouraging individuals to incorporate these spiritual practices into their daily routines at home and work can enhance their happiness levels and promote a positive work environment. With such psycho-spiritual practices, it is possible to achieve lasting happiness despite the challenges of a stressful world.

Keywords: Spirituality and Emotional Well-being; Lasting Happiness; Spiritual Practice; Psycho-Spiritual Techniques

Session Theme	Women's emotional Well-being
Abstract # (Type)	1166 (Oral Presentation)
Title	Uncertainty and Coping Strategies among Women with Gestational Diabetes Mellitus: A qualitative study in Mauritius
Authors & Affiliation	Dr Beebeejaun-Muslum, Zareen Nishaat, Mahatma Gandhi Institute, Mauritius

Abstract:

Diabetes Mellitus, being a very common form of Non-Communicable Disease (NCD's) is threatening the world's population in this contemporary era. With the absence of awareness and prevention programs, this disease is projected to increase annually, especially in developing countries. The various reasons for this rapid rise of Diabetes Mellitus among the population, particularly the younger ones, are the transition from agricultural to industrial economies and sedentary lifestyles. In addition, the genetic susceptibility of Asians is brought on by cultural and behavioural factors including fast food consumption, unhealthy eating habits and the absence of physical activity. Obesity among the younger generations has also been observed in Mauritius during the recent years causing a rise in the cases of NCD's among the younger population. This study focused mainly on pregnant women who have been diagnosed with Gestational Diabetes Mellitus. It takes into account the stress and uncertainty they may face on a daily basis and the coping strategies they adopt to deal with their high-risk pregnancy.

Method: 40 face-to-face in-depth semi-structured interviews were conducted which included pregnant women diagnosed with Gestational Diabetes Mellitus, and the data was analysed thematically.

Results: Findings have shown that while women generally noted relatively moderate levels of stress and uncertainty, there was variability in their perceptions. The nature of uncertainty was generated primarily by concerns over the baby's health. There were significant relationships between uncertainty and coping styles, specifically for those with higher uncertainty, who tended to use evasive, fatalistic and self-reliant coping methods. The respondents having a high perceived level of support used supportant, confrontive and optimistic coping styles the most. Women with GDM in this study perceived a relatively low stress level and threat from the uncertainty they experienced. The findings indicate that while respondents did find some positive feelings associated with uncertainty, these positive feelings were rather low.

Keywords: Stress, Uncertainty, Coping

Session Theme	
Abstract # (Type)	1368 (Poster Presentation)
Title	Clinician Perspectives on Empowerment Communication in Type 2 Diabetes Consultations in Mauritius: A Qualitative Study
Authors & Affiliation	Oxana Jugun, student enrolled in MSc “Clinical Health Psychology and Wellbeing” programme at MDX University, Mauritius and currently working on a dissertation

Abstract:

Diabetes is a chronic disease that necessitates lifelong self-management to prevent complications and maintain a good quality of life. Effective management of type 2 diabetes requires comprehensive clinician-patient communication, which plays a crucial role in patient outcomes. Empowerment communication is a promising approach that emphasizes collaboration and shared decision-making between clinicians and patients, leading to improved glycemic control, self-efficacy, and quality of life. The use of empowerment communication in type 2 diabetes care aligns with the principles of patient-centered care, which prioritizes patient involvement in decision-making and respects their preferences and values. Establishing psychological empowerment requires individuals to have the power to influence their environment and express behaviors to attain control over their health within the given environment, ultimately resulting in lower levels of stress and anxiety and improved disease management. Despite the growing emphasis on empowerment in diabetes care, limited research exists on clinician perspectives regarding the use of empowerment communication in type 2 diabetes care.

This qualitative study aims to explore clinician perspectives on empowerment communication in type 2 diabetes consultations in Mauritius. The research aims to understand the challenges and opportunities associated with promoting empowerment communication in diabetes care, taking into consideration cultural and linguistic factors. The study will be conducted in accordance with ethical guidelines, and prior approval will be obtained from the Ethics Committee at MDX MRU before commencing the research. Semi-structured interviews will be conducted with selected clinicians, utilizing interview questions that have been developed based on relevant literature and research inquiries. To analyze the interview data, thematic analysis will be employed.

The findings of this research are expected to contribute to the existing knowledge by offering insights into the perspectives of clinicians regarding empowerment communication in type 2 diabetes consultations. These insights can inform strategies that facilitate a shift towards empowerment communication among both patients and healthcare professionals in Mauritius, ultimately improving patient care and outcomes. Additionally, this study lays the groundwork for future investigations in this field and supports the development of tailored interventions and training programs that promote empowerment communication in diabetes care within the unique context of Mauritius.

Keywords: Empowerment Communication, Type 2 Diabetes Management, Clinician Perspectives, Patient-centered care

Session Theme	Women's Emotional Well-being
Abstract # (Type)	1465 (Oral Presentation)
Title	Defining Well-being from Women's Perspectives in Mauritius
Authors & Affiliation	Poonam Saddul, University of Mauritius. Mauritius
Abstract:	
<p>Health is often described as a state that enables individuals to effectively manage daily challenges by adopting healthy coping mechanisms. It involves finding a balance between one's personal and social environment. Although the term well-being has gained significant attention from researchers, its complexity has made it challenging to define. While culture is recognized as a vital factor in shaping well-being, the terms "well-being" and "happiness" have not been adequately explored in different cultural contexts. Cross-cultural research has demonstrated variations in how well-being is perceived and experienced across collectivist Eastern cultures and individualistic Western cultures. This study uses a qualitative approach to examine how women in Mauritius perceive and experience well-being and seeks to investigate what constitutes a good life for them. Fourteen Mauritian women aged between 21 to 74 with a mean age of 45 (SD=1.3) were recruited through purposive sampling to conduct semi-structured interviews on their understanding of the phenomenon in question. A thematic analysis was used to identify overarching patterns and themes. The study revealed that for women to feel happy and satisfied with their life, having good psychological, spiritual, financial, and physical well-being is important. Psychological well-being was expressed as the ability to experience positive emotions and establish nurturing and close relationships with family and friends as well as having a sense of autonomy. Additionally, self-acceptance has been reported as being vital for mental and emotional well-being since it involves acknowledging one's feelings, thoughts, and experiences and being content with oneself without comparing oneself to others or seeking external validation. The study also found that engaging in spiritual practices, having financial stability, and having good physical health are crucial components of well-being. The study provides new insight into how well-being themes manifest in Mauritius, which aligns with national interests. It is in the authors' knowledge the first study aimed at exploring the unique experience of how women in Mauritius perceive their everyday well-being. Traditionally, studies have predominantly centered on identifying factors associated with well-being, while overlooking the distinctive socio-cultural attributes of the specific population under investigation. This study will fill this gap and create a valuable database to inform well-being policies in the country.</p>	
Keywords: Health, Well-being, Qualitative & Thematic analysis	

Session Theme	Education and emotional well-being
Abstract # (Type)	1621 (Oral Presentation)
Title	Embedding Emotional Well-being in the Curriculum to Enhance the Student Experience in Higher Education
Authors & Affiliation	J. Augnoo & K. A. Appadoo, Mind Matters, Mauritius

Abstract:

The term emotional well-being (EWB) has been used interchangeably with various other terms related to mental health, including emotional wellness, mental well-being and in some cases mental health as well. This was recognised in the literature and has been discussed by Feller et al. in 2018, who described it as “*an umbrella term for psychological concepts such as life satisfaction, life purpose, and positive emotions...*” In its report, ‘*Embedding Mental Well-being in the Curriculum: Maximising Success in Higher Education*’, the Higher Education Academy in the UK confirms findings by University UK (UUK 2015), the Equality Challenge Unit (ECU2014) and HEFCE 2015 as well as findings by the Student Academic Experience Survey 2016, in relation to increasing disclosures in relation to mental well-being. The pandemic, while bringing some disruption to traditional teaching methods for Higher Education Institutions (HEI), has also highlighted emotional well-being issues even further. Reports have shown a dip in emotional well-being for students in higher education, with most of them facing anxiety and uncertainty, including in Mauritius, following research by UNDP Mauritius (2020) and the OECD (2021) as well as local researchers. The aim of this research is to critically assess the current framework regarding emotional well-being of students in HEI in Mauritius. This will be achieved through a comparative analysis under the two continua model (MNHW 1988), as proposed by the Higher Education Academy (now Advance HE) and in line with the Government Programme 2020-2024, “*Towards an Inclusive High Income and Green Mauritius, Forging Ahead Together*”, as presented by the President of the Republic of Mauritius in January 2020, focuses on ‘*Education and Skills for the World of Tomorrow*’ and ‘*Improving the Well-being and Quality of Life of Citizens*’. The methodology which will be adopted for this research will be quantitative and qualitative, mainly through surveys and interviews. The authors will seek and obtain approval from their respective institutions’ Research Ethics Committees prior to administering the qualitative and quantitative tools. Recommendations will be proposed to strengthen existing policies and approaches developed by the Higher Education Commission and other related agencies for implementation in a fast-changing technology focused educational and social environment. These will be based on the comparative analysis conducted as well as results gleaned from the survey and interviews.

Keywords: Emotional Well-being, Curriculum in Higher Education, Student Experience

Session Theme	Spirituality and Emotional Well-being
Abstract # (Type)	1648 (Oral Presentation)
Title	The Nexus between Spirituality and Emotional Well-being - A Christian Perspective
Authors & Affiliation	Perienen Appavoo, Open University of Mauritius

Abstract:

Emotional Well-being (EWB) is the ability to successfully handle life challenges and stresses and generate emotions that lead to good feelings. An emotionally healthy person demonstrates a number of attributes such as autonomy, self-acceptance, ability to manage everyday situations, positive relationships and a sense of purpose in life. The numerous factors that contribute to emotional well-being include culture, job status, socialization, music, exercising & sports, healthy lifestyle and reading. But this study will focus on the contribution of religion and spirituality, more specifically from a Christian perspective.

Research shows that there is a positive association between three measures of Christian faith and practice, namely belief in God, personal prayer and church attendance, and psychological well-being. This paper will attempt to answer the following research questions:

1. To which extent do church-goers associate their EWB with the activities of the church?
2. Are there biases in terms of gender, age and professional background?
3. Which particular church activities contribute to Christians' EWB?

Data will first be collected through two focus-group discussions (FGD) involving eight to ten church-goers with diverse demographics like gender, age and educational background. Moreover, they will be invited to relate their level of EWB with five measures of Christian faith and practice using an amended and extended version of the Bradburn Balanced Affect Scale. For triangulation purposes, five church leaders involved in pastoring and mentoring will be interviewed to discuss, elaborate and validate responses from the FGD.

The study is presently at the data collection stage. Analysis will be carried out using the thematic approach, whereby codes will be grouped and summarized under different themes.

This study is expected to contribute significantly in understating the role that religion and more precisely spirituality can play in the well-being of believers. There is scant research in this area in Mauritius. This research is thus expected to fuel more debate around this topic on the island, and trigger other researchers to explore this uncharted territory. This will largely contribute to advancing emotional well-being for flourishing societies.

Keywords: Emotional Well-being, Spirituality, Christianity, Mauritius

Session Theme	Children and youth emotional well-being
Abstract # (Type)	1651 (Oral Presentation)
Title	Analysing the link between Child Maltreatment and Emotional Dysregulation among Mauritian Children living in Residential Care Institutions
Authors & Affiliation	Oormila Devi Narain, Manish Putteeraj, Meera Jhoti Somanah-Bhugowandeen, University of Technology, Mauritius

Abstract:

Background: Child maltreatment is a significant risk factor for a host of adverse health conditions and often resulting in debilitating and long-term ‘*contrecoup*’. Children being raised in residential care-facilities share characteristics of childhood adversities and their traumatic exposure has been empirically linked to numerous detrimental effects across the lifespan including a challenged affect/emotional regulation. However, literature on the associated emotional dysregulation in the local population of institutionalised children and adolescents is scant. This research primarily served to comprehensively examine the link between childhood maltreatment and emotional impairments among Mauritian children in care settings.

Methodology: A probabilistic randomised sample of 115 Mauritian children placed in residential care institutions across the island were assessed through an interviewer-administered adapted questionnaire directed towards investigating the core components, namely child maltreatment and emotional dysregulation, as well as other mediating variables such as attachment style and resilience.

Findings: Relevant correlational analysis revealed a significant link between the child maltreatment and emotional dysregulation [$\chi^2(1240) = 0.001, p < 0.05, \text{Cramer-V} = 0.644$]. While gender differences between child maltreatment and emotional dysregulation estimated by comparative tests showed statistically insignificant differences ($U = 1652.0, p > 0.05; U = 1623.5, p > 0.05$ respectively), a gender-based difference was drawn between the subscales of emotional dysregulation, with males performing better than females on the emotional awareness subscale ($U = 1290.5, p < 0.05$) and females having superior emotional clarity than males ($U = 1288.5, p < 0.05$). Moreover, whilst male participants were conceivably victims of physical abuse, sexual abuse was most prevalent among females ($U = 1123.0, p < 0.05; U = 1185.0, p < 0.05$ respectively). Simple linear regression demonstrated the frequency of stay as having a potent mediating effect on institutionalised children’s affective side ($\chi^2(1) = 5.784, p < 0.001$); features which were not observed for resilience. The data yielded from this research adds to the existing literature on childhood adversities and affects dysregulation amid children in care settings.

Conclusion: This present study presents a pathway for researchers to further explore the damaging impact of child maltreatment on emotional regulation during the developmental years as well as providing pointers to the professionals for apt implementation and application of management strategies for adequate support systems to mitigate the emotional toll among the residents in care settings.

Keywords: Child maltreatment, Adverse childhood experiences, Emotional dysregulation, Residential care institutions, Resilience.

Session Theme	Conscious breathing & Meditation, mindfulness, and emotional well-being
Abstract # (Type)	1777 (Oral Presentation)
Title	The Impact of chanting and listening to <i>Swarved dohas</i> on Emotional Well-being
Authors & Affiliation	Alla Kozyreva, Abhyas School of Yoga, Australia and Dr Subhash Chandra Naivy, Vihangam Yoga, United States

Abstract:

AIM: The aim of chanting and listening to *Swarved dohas* is to create synergy between the body and the mind, to take one from a state of emotional distress to a state of calmness and inner peace.

Objective: To achieve a measurable change in the experimenter's emotional state pre- and post-10 mins of the onsite practice of listening to the musical chant.

Discussion: We reverberate the sounds of our well-being with musical *Swarved dohas*. When we are more aligned with the higher self, we are optimised at our productivity level, as it changes the very model of the memorised version of ours. The chanting and listening to the musical *dohā* not only heals the body, but also calms our senses with the effect of the sounds. The sound itself becomes meaningful not only when we are engrossed into listening to it, but becoming a part of the music itself. As we absorb *doha* within ourselves, we calm our senses and pacify the inner turbulence with the effect of tranquillity of the *dohas*.

By means of sound waves due to chanting of *dohas* numerous beneficial waves appear in the environment, bringing one a feeling of holiness, purity and cleanliness.

Practical spiritual science written about in the *dohas* by means of which our spiritual energy connects with the omnipresent energy. *Doha* is divine energy capsuled into the sound structure and is not bound to any religion, therefore, anyone can recite them, listen to, meditate and express devotion. When we utter the words in sync with the breath, which is connected with the cosmic power, then we align our energy to that cosmic power (higher vibration). When one is reciting and listening to *Swarved dohas*, one gets closer to that higher vibration, synchronising the body and mind.

Method: The audience will be seated at their place, on the floor, or in their respective chair. The instructor will inform them about the correct posture followed by chanting *Swarved dohas*. They will be asked to monitor their emotional state pre- and post-chanting experience. If applicable, they will be commenting on their emotional state in a questionnaire (number-based) pre and post-experience to have an objective measure of the change.

Conclusion: Chanting of *Swarved dohas* taught and imparted by Abhyas School of Yoga will allow the conference participants to experience first-hand the benefits of this practice. Regular chanting of *Swarved dohas* effectively improves the emotional well-being of human beings across the globe, culminating in the path towards world peace and harmony.

Keywords: Calm, Senses, Holiness, Purity, Sound vibration, Tranquillity, Reverberate, Dohas, breathe, Practical & spiritual, science

Session Theme	Spirituality and Emotional Well-Being
Abstract # (Type)	1866 (Oral Presentation)
Title	Spirituality and Yoga Meditation in Emotional Well-Being: Establishment of a Regional Hub
Authors & Affiliation	Dr Yogi Devaraj, Founder President, Swami Vivekananda Yoga Research and Holistic Health Trust, Bangalore Vice President/Chancellor Yoga University of The Americas Miami FL USA Dr Chintamani Yogi, Nepal Cluster, Emotional Well-Being Institute (EWBI) Prof. Raju Adhikari, Nepal Cluster, Emotional Well-Being Institute (EWBI) Prof. Basseer Jeeawody, Emotional Well -Being Institute (EWBI), Geneva.

Abstract:

In Yoga, the mind or *Manomaya Kosha* is called *Chitta* which includes *Manas*, *Buddhi*, *Chitta*, and *Ahamkara*. We need to understand this from different perspectives, relevant to the notion of ‘Emotional Well-being’. Spirituality and Yoga Meditation are embedded to generate an in-depth understanding. The establishment of a Spirituality and Yoga Meditation in Emotional Well-being Hub in South Asia Regional and incrementally global Hubs is a strategic way forward. The plan for the establishment in collaboration with the EWBI will be launched at the EWBIC2023. In this endeavor, the notion of *Manomaya* must be understood in-depth.

Manomaya encompasses *Manas*, *Buddhi*, *Chitta*, and *Ahamkara*. *Manas* is like IO Control in computers. It receives information from input devices, the *Jnanendriyas* processes, which in turn sends it to either *Buddhi* or to be processed with data and calculations. If it is connected to memory and sends it to *Chitta* where memories are kept. Subsequently, the emerging result comes from *Buddhi* or *Chitta*. *Manas* gives it to *Karmendriya* which is understood as an output device.

Buddhi, like Arithmetic Logic Unit (ALU), processes all calculation information from *Manas* (IO Control) and gives the result back to *Manas* (IO Control). We must understand the difference between *Buddhi* and *Jnana* or Intellect and Wisdom. *Chitta* means memory pot. We get a lot of information through our environment, education, life experiences, and significant others. These memory pots are stored in *Chitta* for subsequent uses. Furthermore, *Ahamkara* is the shape that is given by us to all the adjectives which our ‘Ego’ has acquired during our lifetime. It is noteworthy that this is like a computer, which functions mechanistically. We need to, however, study *Vijnanamaya Kosha* (Wisdom Sheath), which is more subtle and powerful and controls the mind, *Prana*, and body. The fourth sheath is called ‘Wisdom Sheath’, which becomes crucially important to manage our emotions that are created in the mind or *Manomaya kosha*.

To understand ‘Emotional Well-being’, we need to study both *Manomaya Kosha* and *Vijnanamaya Kosha* and give more credence to *Vijnanamaya Kosha*. We will then begin to understand this *Pancha Kosha Viveka* and apply the fundamental principles of each *Kosha*. To manage each *Kosha*, we could always be in *Anandamaya Kosha*, which is like sleep or meditation, but with full awareness. This is the instruction given to us by God to be in *Anandamaya Kosha* always enjoying the comforts God has given us in this Life. God always gives us what we deserve but not what we desire, which is the basic principle of Emotional Well-being.

Keywords: *Manomaya*, Yoga, Emotional Well-being

Session Theme	Poster Presentation
Abstract # (Type)	2150 (Poster Presentation)
Title	Freshmen Student Perceptions of Intrapersonal Skills required for Academic Success: A Comparison of observations obtained before and during COVID-19
Authors & Affiliation	Arthur J. Swart and Pierre E. Hertzog, Centre for Sustainable Smart Cities, Department of Electrical, Electronics and Computer Engineering Central University of Technology Bloemfontein, South Africa

Abstract:

Research shows that intrapersonal skills play a significant role in the academic success of freshmen engineering students. They include the ability to regulate emotions and accommodate authority, which includes motivation. The purpose of this research is to compare freshmen engineering students' perceptions regarding specific intrapersonal skills required for academic success as observed before and during COVID-19. This may help an academic to identify further ongoing academic support required by students during a semester. The study context is freshmen engineering students in a module termed Electronics I, which forms part of a diploma qualification in electrical engineering. The module covers fundamental operating principles of basic electronic components, with an average enrollment of about 300 students per semester. A time lag study is used where the perceptions of freshmen engineering students (n = 1346) were obtained using a standardized questionnaire. The questionnaire was based on previous research relating to Maslow's hierarchy of needs. The data set consisted of 626 student perceptions obtained before COVID (2016-2018) and 720 student perceptions obtained during COVID (2020-2021). The questionnaire forms part of a compulsory online self-assessment, which students needed to complete within the first two weeks of the semester. Deficiency needs relate to a person's well-being and must be sufficiently satisfied before that person is self-motivated to make a leap towards self-actualization. Students were required to indicate which of the lower four levels of Maslow's hierarchy could prove potentially challenging to their academic success while at the university. Students before COVID felt that physiological (31%) and esteem (30%) could be more challenging than safety (22%) and belonging (17%) (percentages indicate the number of students who reported a level). During COVID, the response from the students was similar over the four levels, averaging 25%. This suggests that students during COVID viewed belonging (e.g., being part of a study group) as equally important as physiological needs (e.g., eat, sleep and exercise). Leaving home to live in student residences could create a challenge for some to satisfy their physiological needs, as evident before COVID. However, this was less reported on during COVID, as all students were required to stay home during the pandemic. However, the need for belonging increased during COVID, which is indicative of the effects of isolation that was required during that period. These perceptions may help academics to identify more appropriate student support mechanisms that they can share with their students during a semester in addition to the disciplinary knowledge of the module.

Keywords: Academic Student Support, Deficiency Needs, Freshmen Students, Intrapersonal Skills, Covid-19 Pandemic

Session Theme	Special Session
Abstract # (Type)	2162 (Oral Presentation)
Title	<i>Bharathanatyam</i> , a South Indian Classical Dance form and its impact on Emotional Well-being of Students: Learning through Teaching.
Authors & Affiliation	Neluka Tharisha Senannayake, Associate Director- Cultural Trajectory, Emotional Well-Being Institute; Associate Member of Sri Lanka Institute of Architects (SLIA); Member of <i>Bharathanatya Acharya</i> Association of Victoria Australia (BAAVA)

Abstract:

Originally performed in South Indian temples by *deva dasi* (dasi-female servants of deva-gods) *Bharathanatyam* has a strong relationship to Hindu religion as a devotional art form. A *Bharathanatyam* dancer is trained to evoke *nava-rasa* (nine flavors), which is portrayed through *abhinaya* (facial expressions, physical gestures, costumes and spatial decor) and *bhaava* (emotions) in an audience through dance. Importantly a dancer is trained to tell a story to the audience by portraying a single character or multi characters (quickly switching from one character to another) in a dance piece. As the name suggests at the end (*Bharatha-natyam-drama*) it is a dance drama. South-Indian *Karnatic* music will always and sometimes singing will accompany the dance to support ‘telling’ a story mainly related to Hindu gods and goddesses and their lives portraying ‘devotional love’. This helps devotee/devotees (the dancer and the audience) to be in a spiritual realm, which in turn is considered beneficial for emotional well-being of both.

Hence this art form is an important part of South Indian culture. To what extent a dance form that originates back to more than two millennia, impacts the well-being of children of ethnic South Indian sub-culture in two different age groups is studied through teaching experience. The two age groups of children are in Early Childhood (4 to 7 years) with 6 students and in Middle Childhood (8 to 12 years) with 6 students, attending weekly regular sessions of South Indian classical dance form *Bharathanatyam* continuously for two years in Ballarat, a city in Regional Victoria, Australia.

Reasons for the children to be introduced to this art form outside of mainstream school curriculum are primarily based on parental cultural biases. Their strong need to impart cultural knowledge through dance, to help identify one’s own cultural roots through dance and personal cultural biases on benefits of learning *Bharatha-natyam* are prime. Apart from above cultural background, healthy eating habits, natural body type characteristics, physical growth stages, natural motor-skill abilities, teaching methods, class structure, program, training, duration of class, family background, family support, cultural affinity are considered to understand the effects on emotional wellbeing of a cohort of children in a South Indian sub-cultural group, in a city in regional Victoria through *Bharathanatyam* dance teaching.

Keywords: *Bharathanatyam*, South Indian Classical Dance, Emotional Well-being, Learning

Session Theme	Emotional Well-being related to Environments, Multicultural & Demographic Groups
Abstract # (Type)	2224 (Oral Presentation)
Title	Multiculturalism in Well-being: Navigating the Intersection of Culture, Identity and Well-being
Authors & Affiliation	Osaretin Osadolor, Chantelle Maposa and Brenda Onyango, African Leadership University

Abstract:

This study aims to explore the intersection of culture, identity, and well-being at different stages of a student’s learning and living journey in multicultural spaces, such as the African Leadership College/University (ALC/U), which comprises over forty nationalities.

Background: Specifically, we investigated how students navigate the different norms and values associated with multiple cultural identities while actively seeking to maintain an academic/personal life wellness balance. Exposure to multiculturalism promotes understanding of other students’ backgrounds, beliefs, attitudes, and behaviour, qualifying inclusive thinking and better adjustment to different contexts. However, there can also be a negative impact of multiculturalism on well-being, as it may be conflicting for a student to preserve their own cultural identity while exploring other cultural practices.

Methodology: The current study of 200 ALC/U students uses thematic analysis and pattern recognition to establish how participants valued their multicultural backgrounds and had expectations of a diverse and inclusive environment at ALC/U. Over time, their cultural identity evolved through exposure to diverse perspectives and navigating challenges such as language barriers. The ALC/U culture positively influenced their well-being through a supportive community and resources. Overall, the findings emphasize the significance of cultural identity, diversity, and personal growth for student well-being at ALC/U.

Results: Experience narratives from a focus group of 200 multicultural students were used to investigate the relationship between each of these configurations and their impact on well-being, and our results show a trend towards multicultural experience coherence.

Conclusion: In conclusion, this study underscores the importance of cultural identity, diversity, and well-being in a multicultural educational context. The findings highlight the significance of maintaining one’s cultural heritage while navigating diverse perspectives and challenges. The positive impact of the ALC/U culture on student well-being emphasizes the value of a supportive community. These insights contribute to our understanding of how cultural identity and multicultural experiences influence student well-being and can inform the development of inclusive educational environments.

Keywords: Multiculturalism, Well-being, Culture, Identity

Session Theme	PLENARY 3: Education and emotional well-being
Abstract # (Type)	2289 (Keynote)
Title	Finding Balance in a Digital World: Navigating the Impact of Technology on Emotional Well-being in Higher Education
Authors & Affiliation	Mari Jansen Van Rensburg, Middlesex University Mauritius

Abstract:

As technology continues to shape higher education, it is essential to consider its impact on the emotional well-being of students and staff. While technology has brought many benefits, such as increased connectivity and convenience, it has also introduced new challenges and stressors that can negatively affect individuals' mental health and overall well-being. The main emphasis of the keynote speech will be on experiences and lessons learned during the past three years relating to online learning encounters amid the COVID-19 pandemic, along with the pervasiveness and consequences of artificial intelligence. The period under consideration required higher education institutions to constantly evolve. The pandemic has, for example, necessitated the adoption of new modes of teaching, such as online and blended learning, to ensure continuity of education. Additionally, as students and educators adapted to blended learning methods, they also had to grapple with the influence of artificial intelligence on education. The address considers real examples of challenges faced and provides strategies for finding balance in a digital world, including tips for managing digital transformation, setting boundaries, and practicing mindfulness. It also highlights the importance of creating a supportive and inclusive community that values mental health and well-being. By acknowledging the impact of technology on emotional well-being, and providing support and resources, higher education institutions can foster a healthier and more resilient community.

Keywords: Digital technology, Higher education, Digital transformation, Mental health and well-being

Session Theme	Coping & Influencing Factors of Emotional Well-being
Abstract # (Type)	2721 (Oral Presentation)
Title	Factors associated with Coping Strategies, Optimism and Resilience affecting Mental Health Outcomes among Medical Residents exposed to COVID-19 in Qatar
Authors & Affiliation	Mohamed Adil Shah Khodoruth, Malek Smida, Sami Ouanes, Saleem Al Nuaimi, Widaad Nuzhah Chut-Kai Khodoruth, Zerak Al-Salihi, Adeel Ghaffar and Mohammed Faisal Hamad Mohammed, Hamad Medical Corporation, Qatar

Abstract:

The COVID-19 pandemic has posed unprecedented challenges for healthcare systems worldwide, and medical residents have been on the front line of this pandemic in many countries. Two studies conducted in Qatar, in May-June 2020, aimed to evaluate the psychological impact of the COVID-19 pandemic on medical residents, their coping strategies, resilience, and optimism. The studies were approved by the Hamad Medical Corporation Institutional Review Board (approval number MRC-05-049), and all study participants provided electronic consent.

The first study found that a considerable proportion of medical residents experienced symptoms of depression, anxiety, and stress, with junior residents being more vulnerable than senior residents. An electronic survey was sent to all medical residents in Qatar, and out of 640, 127 (20%) responded. Depression, anxiety, and stress were assessed by the Depression, Anxiety, and Stress Scale - 21 Items. Professional quality of life was measured by the Professional Quality of Life measure. The study found a statistically significant interaction effect between gender, working on the front line, and seniority on mental health outcomes. Therefore, preventive measures to reduce stress levels and easy access to professional mental health services are crucial.

The second study aimed to examine the association between coping strategies, resilience, optimism, and mental health outcomes such as stress, anxiety, and depression. The study found that avoidant coping styles could exacerbate depressive, anxiety, and stress symptoms in medical residents amidst the COVID-19 pandemic. The most commonly used coping strategies were acceptance, religion, and active coping. The avoidant coping style scores were higher among junior residents and non-COVID-19 frontliners. The study also found that lower avoidant coping scores, higher optimism, and higher resilience were associated with lower stress, anxiety, and depressive symptoms.

Overall, both studies suggest that medical residents are experiencing significant psychological distress as a result of their exposure to the COVID-19 pandemic. The studies highlight the importance of developing effective strategies to support medical residents' mental health and emotional well-being, especially for those working on the front line and those in the early stages of their training. Encouraging positive coping strategies such as acceptance, religion, and active coping while discouraging avoidant coping styles, promoting resilience, and enhancing optimism can help mitigate the mental health burden of the pandemic on medical residents.

Keywords: COVID-19, Coping Strategies, Optimism, Resilience, Mental Health

Session Theme	Poster Presentation
Abstract # (Type)	2808 (Poster Presentation)
Title	Improving Emotional Intelligence can help Medical students to improve their Adaptive Behavior
Authors & Affiliation	Suranjana Ray, Ujjaini Ray, Manas Kanti Ray, IOMIT's S.S.R Medical College/ University of Health Sciences, Mauritius

Abstract:

Medical students need to incorporate multiple abilities during their journey in the medical school. They must be lifelong learners, practice time management, practice self-regulation, develop critical thinking skills and learn coping strategies to deal with the rigors of their intense course. To achieve these, learners need to acquire and cultivate certain competencies and emotional traits. They need to set specific learning goals, they need to be self-aware and self-motivated. Any student who has a high Emotional Intelligence has the above traits. But unlike Intelligence Quotient (IQ), Emotional Intelligence can be acquired with correct training.

To improve EQ (Emotional Quotient), the students should cultivate self-regulated and meta-cognitive learning. They should learn to plan academic goals, control their study environment and monitor their progress with an internal motivation to learn. Personality traits and emotional status of medical students affect their academic performance. Hence, medical students who are poor academic performers should be taught self-efficacy, which is their belief in their capability to carry out specific tasks with success. Increasing self-efficacy in students improves their ability to set academic goals.

Slow learners have a low EQ and hence they lag behind in academics. In our medical school in a previous study we found 18% slow learners.

The National Medical Council of India has incorporated a foundation course which is taught as a learning continuum through all semesters of Medical School. This teaches, inculcates, monitors and improves traits which enhance the five competencies of Emotional Intelligence such as Self-regulation, Self-awareness, Motivation, Empathy and Peer & Social interaction.

We, in our Medical School are revising our Curriculum to incorporate lessons which will improve Emotional Intelligence by incorporating time management, stress management, interpersonal interaction, yoga among a few.

Keywords: Emotional Quotient, Self-regulation, Self-awareness.

Session Theme	Women's emotional Well-being
Abstract # (Type)	2919 (Oral Presentation)
Title	Understanding the Emotional Well-being of Elderly Women in Ageing Society: The case of Mauritius
Authors & Affiliation	Rajen Suntoo, University of Mauritius

Abstract:

Mauritius is a successful fast developing society with an impressive high percentage of older people. Among the elderly population, the sex ratio is in favour of the female. The elderly women have contributed immensely for the socio-economic progress of the country since its independence in 1968. They have often carried out the triple roles but their contributions have rarely been recognized. This category of the population is known to be more vulnerable during older age; hence my interest in studying factors affecting their emotional well-being.

Purpose: The purpose of this research is to provide an insight on the emotional well-being of elderly women in Mauritius. The paper aims to understand the factors that impact on the emotional well-being the older women.

Methodology: The qualitative methodology has been used in this study. Phenomenology, as the research method, was thought to be the most appropriate tool to understand the emotional well-being of elderly women through their own experiences. The 15 participants interviewed have freely voiced out their opinions on the factors that impacted on their emotional well-being. Respondents were given the assurance that none of them would be identified and that their responses would be used only for academic writing purposes. They were also informed that they could, at any point during the interview, not answer any question that they felt were too personal or even choose to stop being interviewed. Fortunately, I did not encounter any major issues, given my experience as a researcher.

Findings: The principal findings show that differences in ethnicity, culture and religion have little impact on the emotional well-being of older women whereas the family interaction, attitudes and behaviour of family members are more impactful and determine the level of happiness or sadness in their lives. Elderly women look for more love and comprehension from close relationships than from strangers. The study shows that family is the most important contributor for emotional well-being of older women.

Research Implications: The findings of this research have much relevance in a fast developing ageing society like Mauritius. The Elderly women constitute an important portion of the elderly population and therefore understanding their emotional well-being is primordial as the results may help the relevant authorities to come up with policies and programmes to further improve the emotional well-being of such a vulnerable but important segment of the population.

Keywords: Emotional Well-being, Elderly Women, Ageing Society, Mauritius.

Session Theme	Special Session
Abstract # (Type)	3071 (Oral Presentation)
Title	Deconstructing Social Discourses in School Counseling: Integrating the IPscope for a Culturally Sensitive Systemic Therapeutic Approach
Authors & Affiliation	Diana Shanto, Dan Dulberger, RMFT, Lisa Boag-Guidi, MSW, RCSW, RMFT-SQ, Faculty of Social Work, University of Calgary, Canada

Abstract:

This article emphasizes the significance of integrating a poststructural systemic perspective in school counseling to enhance the assessment of emotional and behavioral issues in Mauritian schools. The focus is on implementing systemic approaches for assessments and interventions. One such cognitive tool is the IPscope framework, developed by Tomm (1991; 2014), which enables the analysis of Interpersonal Patterns, serving as an alternative approach to the Diagnostic and Statistical Manual of Mental Disorders (5th ed., text rev.; DSM-5-TR; American Psychiatric Association, 2022). In this paper, the IPscope model is utilized to identify five types of patterns within the school context: Pathological Interpersonal Patterns (PIP), Healing Interpersonal Patterns (HIP), Wellness Interpersonal Patterns (WIP), Sociocultural Interpersonal Patterns (SCIPS), and Transformational Interpersonal Patterns (TIPs). Emotioning, which refers to the coupling of emotions between individuals, is addressed as a means to tackle emotions within the interpersonal space. The study examines and discusses twelve cases during clinical supervision. The authors argue that understanding societal systems, including culture and social context, is crucial for providing culturally attuned therapeutic interventions. The article emphasizes the importance of recognizing SCIPS that influence the lives of families in Mauritius. It is proposed that professionals in the school arena can better support Mauritian children and families by considering their educational privileges, ethnic and cultural backgrounds, sexual orientation, gender, and social class. This culturally sensitive therapy approach aims to address inequalities and appreciate cultural strengths. The authors illustrate how the IPscope model can identify negative behavior and interpersonal patterns and promote positive interactions in the school setting, offering examples for clarification. Additionally, the article suggests that by highlighting positive behaviors that counteract PIPs, HIPs can be developed to enhance students' learning experiences. By utilizing the TIPs provided by the IPscope model, professionals can shift from PIP to HIP during sessions, thereby promoting students' overall well-being. Further studies investigating the impact of SCIPS on clients and the effectiveness of deconstructing them during therapy can contribute to the research in this field.

Keywords: Social discourses, Interpersonal patterns, schools, Counselling

Session Theme	PLENARY 2: Emotional Well-being and Clinical care
Abstract # (Type)	3073 (Oral & Musical Practice Presentation)
Title	Creative Musical Interventions for Personal Growth and Social Inclusion
Authors & Affiliation	Jean-René Bastien, University of Mauritius, Mauritius

Abstract:

The purpose of my workshop is to invite individuals to match rational efficiency with their sensibility, to subjectively lead them to a motivational state, delivering basic skills that may help, through musical interaction, the communication of motifs and sound symbols that seem to resonate in one's being. The noble task of genuine pedagogues throughout human history has been, to encourage an informed critical response to music and deepened understanding of it in its wider cultural context. Working with adults, chronic schizophrenia and children with psychological disorders was challenging. They are not only a marginalised group, but also stigmatised by mental health problems. The creative musical interventions inspired by the 'Eurhythmics of Jacques Dalcroze, not only surprised them but also helped build emotional stability and social inclusion. It made them part of a social group, making and responding to music. Stimulating one level of critical thinking about music, enhancing inner musical sensibility, thus enables the simple soul, may it be a consumer or performer, to appreciate music truthfully and participate as an equal in a socially inclusive environment. The musical approach, created openness to experience, and thus facilitated the social inclusion of the participants.

Music is both universal and personal. It is a multi-sensory experience and its impact on emotions has been acknowledged internationally. Each culture has its own different ways to interpret music. Music stimulates different parts of our being; from our deepest emotions to reward centres of our brain and is also closely related to the spiritual world of the individual. Music therapy is the use of music to achieve a non-musical goal. It is used as an adjunct to standard medical treatment in the management of many types of mental dysfunction.

The aim of the project was to use receptive music therapy, which is essentially listening to music to trigger an emotional reaction, in order to bring a moment of relief in the life of schizophrenics. A group of 22 individuals with chronic schizophrenia (10 adults and 12 children) was selected to follow a musical workshop of 12 sessions over a 3-month period at Open Mind Centre which is a non-governmental organisation providing for the welfare of psychologically distressed individuals. Based on eurhythmics, which is a pedagogy developed by Jacques Dalcroze, where the body is the instrument, the participants were requested to respond freely to the music by a gesture.

It was found that all of the participants were pleased not because the proposed music was nice but because it was more of a discovery. The participants acknowledge that this musical activity was soothing for them. The 'Receptive Music therapy' sessions had enabled these individuals to forget their disabilities and connect with the music and enjoy the present moment.

Keywords: Dalcroze Concept, Receptive Music Therapy, Improvisation

Session Theme	Coping & Influencing Factors of Emotional Well-being
Abstract # (Type)	3143 (Oral Presentation)
Title	Exploring the influence of Love through Teacher-caring on students' State Motivation
Authors & Affiliation	Marisha Jean, Sweta Rout-Hoolash, Sabina Allybokus

Abstract:

Many people express discomfort when love is associated to teacher-student relationship (Aldrige, 2019). Still, theorists believe teachers should express a caring love, an agape love towards their students (Lawrence, 1970; Gardner, 1956; Manning- Morton, 2006; White, 2016; Anderson, 2002; Freire, 1970; Liston, 2000; Keith, 2010; Daniels, 2012; Darder, 2015; Zembylas and Lanas, 2015) as learners flourish only when they receive loving attention (Mannig-Morton, 2006) and as all human beings strive and long for caring (Noddings, 2013). Yet, the concepts of love and caring in education are absent in most educational policies throughout the world (Biesta, 2009; Lanas and Zembylas, 2015). As Martin (2004) argues, we must acknowledge and rectify the 'love gap' in the educational context (in Liston and Garrison, 2004, pp. 21-34). Moreover, current conceptions of caring are based on perspectives of teachers and school leaders, instead of students despite research that shows there is a disconnect between teachers and students' notions of care and caring behaviours. (Bass, 2019)

The purpose of this study is to explore the student voice on how they characterize teacher love and care and their influence on students' state motivation to learn in class. Students' state motivation refers to their motivational condition for a specific learning situation such as a particular class, task or content area (Brophy, 1983). A small-scale, short term two-cycles action research with a qualitative approach was carried out. The first cycle which aimed at exploring how students characterize teacher love and care was diagnostic research whereby face-to-face semi-structured interviews were conducted with ten students individually. The findings were then used to inform the second cycle which was experimental action research. Strategies of teacher love and care were implemented inside and outside the classroom for two months in a confessional secondary fee-paying school in Mauritius. Subsequently, the students' state motivation to attend classes and learn were probed through a self-reported questionnaire. The students associated teacher love and care with academic support, warm teacher-student relationship, emotional and social support, tough love, discipline and fairness. A close similarity was observed between the students' characterization of teacher love and care and theorists' recommendations on how to develop loving and caring relationships (Chabot, 2008; Underwood, 2008; Noddings, 2012). It was also found that teacher love and care have several positive influences on the learning process of the students and their state motivation to attend classes even though there were other factors affecting their state motivation.

The implication is that love and care enhance students' well-being, increase their motivation to learn and promote academic success. The authors make recommendations on how students perceive teacher caring and that according to students, love and care are essential in teaching.

Keywords: Love, Teacher care, State motivation

Session Theme	Children and youth emotional well-being
Abstract # (Type)	3159 (Oral Presentation)
Title	Analyzing the Psychological Impact of TikTok among Young Mauritian Adults
Authors & Affiliation	Deoprakashsingh Gopal, University of Technology, Mauritius Manish Putteeraj, University of Technology, Mauritius Jhoti Somanah, University of Technology, Mauritius

Abstract:

Background: TikTok, a social media application, has gained tremendous popularity in recent years, with a broad spectrum of users from all ages, different countries and cultures. However, major concerns in the field of mental health related to the use of such platforms have also emerged consequentially. This particular research aimed to analyze the usage patterns associated with the social media platform, TikTok, and its cascading psychological effects among young Mauritian adults.

Methodology: The cross-sectional study adopted a quantitative approach and a probabilistic sampling technique with a sample of 400 Mauritians meeting the inclusion criteria. A self-reported questionnaire examining self-esteem, Fear of Missing Out (FOMO) and mental health determinants was designed and administered primarily through online mediums.

Findings: 30.5% of the participants used TikTok for 1 to 2 hours, while 12.3% used it for 2 to 3 hours daily, and the most prevalent reason for TikTok use was leisure (73.5%). Adverse psychological effects, characterised by pessimism (33.3%), restlessness (35.1%), uselessness (39.8%), anxiety (38%), depressive behaviours (36.5%), lower self-esteem (17%), and FOMO (41.7%), were depicted among the sampled participants. An increase in FOMO led to lower self-esteem ($r_s = -.326, p < 0.05$), heightened anxiety ($r_s = .467, p < 0.05$) and a potential increase in depressive symptoms ($r_s = .338, p < 0.05$). There was a significant difference in anxiety levels when perception of self-directed negative comments was assessed ($U = 11852.500, z = -4.808, p < 0.05$).

Conclusion: This study empirically revealed that the general use of TikTok in itself appears to be non-problematic; rather, its unhealthy excessive usage triggers deleterious mental health among TikTok users. The findings also led to a series of recommended general sensitization measures and psychoeducation towards the appropriate use of social media platforms such as TikTok.

Keywords: TikTok, Self-esteem, FOMO, Anxiety, Depression

Session Theme	Conscious breathing & Meditation, mindfulness, and emotional well-being
Abstract # (Type)	3458 (Oral Presentation)
Title	Emotional Well-being and Mindfulness
Authors & Affiliation	His Holiness Swami Paramananda, also known as Mr Rajendraprasad Dassruth, Atma Gyan Meditation Society, Mauritius

Abstract:

Emotions, whether they are negative (anger, jealousy, and sadness) or positive (joy, romance) are the forces of life. Without them we would be machines. However, all emotions are raw, and they can be transformed into something very beautiful and blissful. That something is called compassion and love. Here, reference is not being made to sensual or mere emotional love but to transcendental love in which one experiences oneness, peace and celebration.

Generally, people are carried away by their emotions, and this leads to frustration and regret. Emotions like love (both sensual and emotional) can be toxic. Love can turn into hatred and violence. The contrary is also true. Negative emotions like anger, hatred and jealousy can be transformed into pure emotions like love, forgiveness, and compassion. There is an art to that... It is the art of meditation and in modern terminology – mindfulness.

Emotional well-being would mean to accept both positive and negative emotions. No suppression, no negative attitude – just acceptance and understanding coupled with mindfulness, which are transformed into the nectar of bliss and peace. There is a tendency to reject negative emotions and accept positive ones, that would mean dividing oneself into good or bad and rejecting part of oneself. This is a non-holistic attitude towards oneself. Meditation makes us more mindful and aware of our emotions. The practice of meditation techniques “shows increased electroencephalographic alpha coherence and synchrony, especially in the frontal area of the brain, responsible for cognition related to emotional self-awareness and stability” (Valosek, 2018).

People should be exposed to their natural environment, people, animals, flowers, plants. These make us more sensitive and emotional. People without emotions are like vegetables and fruits without juice. People often say, “I am too emotional.” Wrong! They should instead say “I get easily carried away by my emotions.” They feel too emotional because somewhere there is a resistance. Why resistance? There should be a total let go, with full awareness though. There is also the wrong notion that emotions should be managed. What does that mean? One should be fully mindful towards one’s emotions. That would do the work of the ladder for higher and purer state of being. That is also the meaning of emotional well-being. “By way of mindfulness meditation, individuals can learn how to regulate their emotions in a way that aversive stimuli will be viewed objectively; thus, the person can be free of attachment from said negative feelings” (Jones, 2018).

Suppressed emotions whether positive or negative, make one neurotic and prevents the growth or expansion of emotional intelligence like love and compassion. Emotions should be expressed as they form part of one’s growth, but one should altogether be very much aware so that one does not become hysterical, neurotic, frustrated and mentally disturbed. Ultimately, a healthy person is one who is emotionally healthy, fully awake, and centred.

Keywords: Emotional Well-Being, Mindfulness

Session Theme	Coping & Influencing Factors of Emotional Well-being
Abstract # (Type)	3625 (Oral Presentation)
Title	The Impact of Socio-economic Status (SES) and Peers on Emotional Well-being of Young Adult students starting Tertiary Education in Mauritius
Authors & Affiliation	Leena Devi Sobha, Toshima Makoonlall-Chadee, Sanjayduth Bhundhoo, University of Technology, Mauritius

Abstract:

Emotional well-being is a versatile and nuanced construct that involves both cognitive and affective aspects of an individual's psychological functioning (Fredrickson, 2001). It encompasses a range of emotions and subjective experiences, including positive affect, negative affect, and overall life satisfaction (Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. L., 1999). Extensive research has shown that emotional well-being is strongly associated with a variety of outcomes, including academic performance, social functioning, physical health, and overall quality of life (Keyes, C. L. M., 2007). The impact of socioeconomic status (SES) and peers on the emotional well-being of young adult students starting tertiary education can be significant. Both SES and peer factors can influence emotional well-being in a number of ways. SES factors such as family income, parental education level, and neighborhood characteristics can affect access to resources such as mental health services, academic support, and extracurricular activities. In addition, Peer factors can also have a significant impact on emotional well-being. Positive peer relationships can provide social support and a sense of belonging, which can promote emotional well-being. However, negative peer relationships such as bullying, social exclusion, and peer pressure to engage in risky behaviors can increase stress and anxiety and negatively impact mental health (Rubin, K. H., Bukowski, W. M., & Laursen, B. (Eds.), 2011). Starting tertiary education can be a particularly challenging time for young adults, as they are navigating a new academic and social environment. The impact of SES and peer factors on emotional well-being during this transition period can be significant (Kennedy, M. E., Blustein, D. L., Haase, R. F., Jackson, J., & Perry, J. C., 2006).

The purpose of this systematic review is to determine the impact of combinations of socio-economic status (SES) and peer factors on the emotional well-being of young adult students (18-25 years old) starting tertiary education. The information gathered in this review can guide future research and the development of guidelines for universities in promoting emotional well-being by providing resources and support to students from all backgrounds. This can include counseling services, academic support, and programs to promote positive social connections. Additionally, universities can work to address issues related to socioeconomic inequality, such as by providing financial aid and scholarships, and creating a more inclusive and supportive environment for all students.

Methodology: The suggested methodology is performing a systematic search across scholarly databases like PubMed, PsycINFO and Google Scholar to gain a thorough grasp of the emotional well-being and mental health of college and university students. By employing search terms like “emotional well-being,” “mental health,” “tertiary students,” “college students,” and “university students,” relevant research studies will be found. To guarantee that the study is current and pertinent, we will only include peer-reviewed studies published during the last ten years (2011–2021). This strategy intends to create a current corpus of literature that thoroughly examines the emotional well-being and mental health issues that tertiary students face.

Keywords: Socio-economic status, Emotional Well-being, Tertiary Education, Mental health

Session Theme	Special Session
Abstract # (Type)	3870 (Oral Presentation)
Title	Emotional Well-being of College Students: Issues, Challenges, and Interventions
Authors & Affiliation	Lijo Abraham, School of Social Work, De Paul Institute of Science & Technology, Angamaly, Kerala, India Abraham Francis, Social Work, and Human Services, College of Arts, Society, and Education (CASE), James Cook University, Australia

Abstract:

The recent incidents of student suicides and various issues raised by the students and media have shown light to the little care given to the emotional well-being of the students of higher education in Kerala, India. Though it is a known aspect to most of the key stakeholders of the state, not much has been done to address the issues of emotional well-being of students of higher education. This presentation is based on a recent study conducted by the authors to understand the emotional well-being of the students of higher education in Kerala. The study adopted a mixed methodology to understand these issues. The findings were interpreted, and an analysis was made, and the study revealed that the young population between the age group of 18 to 25 is actually going through various emotional challenges. This presentation will discuss the research methodology, the results obtained and the implications for future policy making. These topics come to the limelight only when adverse situations occur. The authors of this article are in the path of awareness creation as well as data collection to support the need of systems to maintain emotional well-being of the students specially in the state of Kerala. Many authors have denoted that the numerous stress factors during the time of education would lead to poor mental health status and low performance. This study interprets the data using a quantitative method of data collection and descriptive statistical analysis. The data was gathered using a self-created questionnaire, which was circulated among the college students. The sample method used is snowball method in non-probability sampling. The study reveals that the well-being of the students, although, a well-known concept, is not actualized in its fullness and even if there are opportunities provided by the colleges, only a limited number of students are making use of it. This study thus suggests ways to overcome this gap in implementing this concept in the institutions of higher education through awareness creation among the students and the teachers and better opportunities to find and cope with stress and related issues to achieve well-being in life.

Keywords: Emotional Well-being, Higher Education, Students, Stress Management.

Session Theme	Children and youth emotional well-being
Abstract # (Type)	4139 (Oral Presentation)
Title	How far Emotional Well-being is affected in an Abused Child?
Authors & Affiliation	Navina Bucktowar, Marie Anaëlle Clarisse L'Entêté, Mooneshwar Callychurn, Ministry of Education, Tertiary Education, Science and Technology, Mauritius

Abstract:

The WHO defines health as a complete state of physical, mental and social well-being and not merely the absence of disease or infirmity. Over the few decades, there has been a paradigm shift, where more emphasis is now being laid on mental health and emotional well-being. In such a challenging time, our ability to successfully handle life's stresses and adapt to change and overwhelming circumstances, is of paramount importance. These named factors are present at all stages of life, that is from childhood to adulthood.

Below is a case study of a thirteen-year-old girl named Joy (fictitious name). Our target group was children (10 to 16 years old). Moreover, to preserve anonymity and not to cause prejudice to the children, necessary ethical considerations such as confidentiality, were taken.

The case of pupil Joy has been referred to appropriate institution for absenteeism and behavioural issues at school. After investigation and counselling sessions, minor confided that she was sexually abused by relative (cousin) at the age of 10 years old. According to minor, she was both physically and verbally abused by her mother when latter took cognisance of the situation. On the other hand, there was no legal action taken against her alleged sexual abuser due to family commitment. Minor was placed in shelter due to conflictual behaviour at home. Afterwards, she went to her elder sister's place but could not adapt over there. She had to go back to her mother's place where elder brother also lives. Since then her behaviour has been deteriorating.

According to National Centre for Complementary and integrative health, emotional well-being is defined as an overall positive state of one's emotions, life satisfaction, sense of meaning and purpose, and ability to pursue self-defined goals. It can be perceived that the minor's state of emotion has been disturbed by the serious incidents that have been escalating in her life. There has been no emotional stability and support especially on behalf of her mother. Joy continued to misbehave as she did not feel self-worth, could not regulate her feelings and ultimately her emotional well-being was not considered.

Minor Joy cannot identify her feelings and the way they affect her behaviour in every aspect of life. Psycho-social support is fundamental in this case. To conclude, abuse in any form, has a negative impact on her emotional well-being and mental health.

Keywords: Psycho-social behaviour, Support, Stability, Abuse.

Session Theme	PLENARY 2: Emotional Well-being and Clinical Care
Abstract # (Type)	4268 (Keynote Address)
Title	Emotional well-being, clinical care and disease prevention: Life expectancy has doubled...but do we live better?
Authors & Affiliation	Simon B. Sutcliffe, Two Worlds Cancer Collaboration, Canada
<p>Abstract:</p> <p>Why and when we die? Achieving longevity. In the last 200 years, life expectancy has doubled. Prior to the mid 1800's, life was work and reproduction, with half one's children dying before the age of 10 years. We know why we now live longer, but do we live better?</p> <p>What is health and how does it relate to emotional well-being? Health is "a state of complete physical, mental and social well-being and not merely the absence of disease and infirmity". Are health and longevity sufficient, or is well-being – the optimal balance between the things that enrich our days (longevity) and the things that enrich our lives (quality of life) what we really want?</p> <p>What is well-being? What does it mean? The conditions in which people live influences their health, quality of life and well-being. Irrespective of location and birth circumstances, people value a decent standard of living; a fair, just, and supportive society; a healthy life expectancy; freedom to make choices; generosity; and trust. Where you live and who your parents are should not determine your health.</p> <p>Can we expect health and well-being from our health systems? Health is a human right. The failure of society to provide the circumstances whereby individuals can experience health is a human wrong. Health systems result in longevity by controlling disease as well as the conditions for health, providing that they are available, accessible and affordable... but health systems are neither designed nor funded to provide well-being.</p> <p>Well-being: individual and societal roles Health, longevity and well-being are universal aspirations. Promoting health and its maintenance, preventing disease, treating and caring for the ill, enhancing survivorship and providing palliative and end-of-life care are essential for healthy life expectancy, emotional well-being and a dignified, distress-free death. As individuals, our physical, mental and emotional health is our aspiration and responsibility. The circumstances through which health and well-being are achievable, disparities of health outcomes overcome, and self-sufficient and sustainable health systems enabled, is a responsibility of civil society, in which knowledge can be readily shared and exchanged.</p> <p>Keywords: Health system, Healthy life expectancy, emotional well-being, dignified distress-free death</p>	

Session Theme	Conscious breathing & Meditation, mindfulness, and emotional well-being
Abstract # (Type)	4288 (Oral Presentation)
Title	Meditation: An Emotional Detox? Conversations with four practitioners and a meditation consultant”
Authors & Affiliation	Suniti Nundoo-Ghoorah, Senior Lecturer at Open University of Mauritius

Abstract:

Meditating is a valued spiritual, therapeutic, and lifestyle activity in many parts of the world. Historical records reveal that meditation has been a sacred spiritual practice in civilisations both East and West for thousands of years. Ancient scriptures in Hinduism and Buddhism describe its method and extol its health benefits. Swamis and monks, the Jewish Kabbalah, Christian saints as well as Sufis, have passed on rich traditions of practices still prevalent today. This paper delves into the connection between meditation and emotional well-being by firstly, examining medical studies in this field, and secondly, carrying out qualitative research in Mauritius through interviews of four regular practitioners and a meditation consultant. A convenience mode of sampling is used to select those with at least five years of regular meditation experience. For representativeness, both genders and different age groups are identified as respondents. The overarching aim is to deepen understanding of the meditative process and explore how it affects the states of mind of habitual practitioners. A critical analysis of several studies on the science and neuroscience of meditation via brain imaging technology and tracking of hormonal changes shows that frequent meditation activates the prefrontal cortex of the brain, triggering positive effects on mental states, and feelings of wellness. There is increasing evidence from medical research that meditating is conducive to relaxation, psychological steadiness and alertness. The findings of the qualitative phase of this research indicate that frequent meditative activity can, albeit in varying degrees, help to reduce stress, promote positive thinking, alleviate depressive moods, boost focus, and induce calmness. All interviewees converge on the usefulness of the meditative habit in training the mind to control thoughts and emotions that may be stressful or emotionally unhealthy. All respondents concur that meditation is a regular exercise that they integrate into their lives to discipline thoughts patterns, detox negative emotional states, and work towards inner balance, harmony and well-being.

Keywords: Meditation, Emotional detox, Emotional well-being, Neuroscience

Session Theme	Women's emotional Well-being
Abstract # (Type)	4368 (Oral presentation)
Title	Emotional well-being and resilience of female ex-detainees – the case of Mauritius
Authors & Affiliation	Meera Gungea, Open University of Mauritius, Mauritius
Mrinal Sohoraye, Open University of Mauritius, Mauritius	

Abstract:

Life in prison offers a different environment where one's habits are transformed towards integration into prison culture, pushing aside the community culture outside prison walls. Upon release, an ex-offender's status often rooted in his/her criminal record faces jeopardized perception by common people. This perception deepens and solidifies when those ex-offenders try to reintegrate the society with a shortage of savings, limited ability to produce income, few social support, and an overall lack of life skills to face these challenges. Their new social identity can face significant discrimination and social deprivation affecting successful community reintegration. Drawing from the Social Bond Theory (Hirschi, 2011) and Social Capital Theory (Bourdieu, 1986), we discuss the concept of the well-being of ex-detainees, where emotional well-being is believed to lead to resilience and better integration in society. An individual is connected to society through the relationships s/he has with others and, social capital refers to the natural or possible resources that result from membership in a supporting group that shares collective capital. Having a connection to others facilitates the internalization of societal norms and constrains the extent to which the individual deviates from societal norms. Research supports these theories in concluding that such connections may exert a protective influence, in particular, against offending behavior and drug abuse, and that social capital is related to less crime in neighbourhoods and resilience to crime. This research explores the female offenders' expectations when integrating the society and studies the risk and protective factors that influence their emotional well-being, which in turn may influence their successful integration. We are particularly interested in the female ex-detainees as the increasing number of female offenders across the island urges the need to unveil the factors that influence the social integration of female offenders in Mauritian society. The first phase of this study consists of a random sample of around 100 female ex-detainees just released from prison filling out a questionnaire and, the second round is where we select five of them through purposive sampling for an in-depth interview a few months' post-release.

Keywords: Emotional Well-being, Resilience, Female ex-detainees.

Session Theme	Conscious breathing & Meditation, mindfulness, and emotional well-being
Abstract # (Type)	4377 (Oral Presentation)
Title	In search of meaning via TikTok Tarot readings – an exploration of emerging conventions
Authors & Affiliation	Stephen King, Nathalie Kachouh, Middlesex University Dubai, UAE

Abstract:

This paper aims to present examples and discussion of content identified within an emerging social media trend – TikTok tarot readings – and to relate this to Seligman’s theory of well-being, specifically focusing on the concept of ‘meaning’ which other studies have directly connected to wellness especially physical health, reduced mortality risk, and higher life satisfaction. Seligman’s PERMA model is supported by various studies and is aligned with the current research through the axis of meaning or in the context here, the participant seeking meaning. “Meaning” or comprehension, offers benefits including feeling blessed and a chaironic form of happiness and is also considered an element of positive functioning.

The researchers therefore propose to study spiritual guidance videos posted on TikTok. It will report on both the features they offer and the kinds of comments posted to propose potential conventions of this emerging wellness service category.

A previous paper (Buie and Blythe, 2013) exploring meditations offered across YouTube, upon which the methodology of this study is closely based, identified that individual meditation videos were receiving many millions of views justifying research into this substantial niche of well-being services. TikTok in comparison, is a younger technology and has alternative functions that permit greater engagements, especially across the mobile environment and can receive similar reach - for example, one post may receive almost 1 million interactions.

Literature further acknowledges spiritual guidance via social media as an emerging area of digital entrepreneurship, where technologies mediate access between spiritual counsellors and the faithful through the power of programmatic content. The outputs of the study are therefore expected to be of interest to those researching digital media marketing, the implications of programmatic algorithms and content distribution, as well as an emerging branch of global wellness entrepreneurs.

The connection to well-being theory, popularity of TikTok and spiritual guidance, novelty of this study (gap in literature), and relevance to the current trend of Web3/metaverse-based commerce are proposed as evidence justifying the need for this study.

Keywords: Meaning, Faith-based, Tarot readings, TikTok, Entrepreneurship, Remote therapy, Spirituality, PERMA Model

Session Theme	Emotional Well-Being Framework, Approaches & Initiatives
Abstract # (Type)	4498 (Oral Presentation)
Title	Emotional Well-Being Institute (EWBI): Nepal Cluster Region Initiatives
Authors & Affiliation	Pramod Dhakal, Nepal Science Foundation Trust, Nepal Chintamani Yogi, Nepal Science Foundation Trust, Nepal Raju Adhikari, Nepal Science Foundation Trust, Nepal Nagendra Luitel, Nepal Science Foundation Trust, Nepal

Abstract:

Nepal is no exception to the contemporary global socioeconomic trends. Consequently, Nepal's socioeconomic system is rapidly modernizing. The previously dominant simple, cooperative, and slow-evolving rural lifestyle is being replaced by a complex, individualistic, and fast-paced urban-industrial lifestyle, largely in pursuit of financial well-being, which disregards emotional well-being. This has infused new stressors in life and taken a greater toll on emotional well-being, adversely impacting overall health and quality of life. Therefore, the professional pursuit of emotional well-being as a distinct discipline is becoming as important in Nepal as elsewhere. Nepal adopted a mental health policy in 1997 and is also an actor in the WHO Mental Health Action Plan 2008, the country has yet to make significant strides in evidence-based interventions in the field of emotional health. Against such a backdrop, Emotional Well-Being Institute (EWBI) is partnering with universities to advocate and initiate research projects, workshops, seminars, symposiums, and conferences in different regions to develop an emotional well-being network and alliance. Among EWBI-established regional clusters in 18 different countries, the Nepal cluster is one, which has been at work for the past two years. EWBI-Nepal has signed an MoU with the Non-resident Nepali Association (NRNA) to work together in this area and is organizing a special conference on emotional well-being at the NRNA Global Knowledge Convention 2023 and will also engage with the global team. The Nepal Cluster team is working to register the cluster. The team will present the background information and proposed activities at the conference.

Keywords: Emotional well-being, Nepal cluster, Mental Health

Session Theme	Emotional Well-Being Framework, Approaches & Initiatives
Abstract # (Type)	4635 (Oral Presentation)
Title	A Happiness Framework for Urban Well-being: Case of Dubai
Authors & Affiliation	Sony Sreejith, Sreejith Balasubramanian, Middlesex University Dubai, United Arab Emirates

Abstract:

Cities across the globe are increasingly prioritizing the happiness of their residents, launching various initiatives to enhance well-being and quality of life. However, a comprehensive understanding of the strategies and metrics for improving and measuring happiness remains limited, as existing literature is fragmented. This gap has led to challenges in implementing effective happiness initiatives in urban environments. This study aims to address these limitations by developing a comprehensive Happiness Framework for cities through a systematic literature review and examining its applicability and usefulness in the context of Dubai. The framework will be developed through a systematic review of literature related to happiness, urban development, and smart cities. The framework will then be applied in the Dubai context to understand the various strategies and initiatives undertaken by Dubai to foster urban well-being. The framework and case study findings from Dubai provide valuable insights into a range of strategies—encompassing technological, infrastructural, and social aspects—that can be employed to foster happiness among residents. Furthermore, the research highlights the crucial role of government policies and stakeholder readiness in facilitating the adoption of AI-driven solutions for happiness. Additionally, the study underscores the importance of addressing the challenges associated with creating happy cities, such as managing rapid urbanization and population growth, tackling inequality and social divisions, and accommodating the diverse needs and preferences of residents. By exploring these issues, the study contributes to a more holistic understanding of urban happiness and offers practical guidance for policymakers and urban planners. The implications of the proposed novel Happiness Framework and the findings of this research extend beyond Dubai, offering valuable insights for developing policy interventions and support mechanisms to improve the happiness of cities worldwide. By adopting and refining this framework, cities can better understand and address the complex factors that influence the well-being of their residents, ultimately fostering happier and more resilient urban communities. The study is timely, as most cities have been severely affected by the COVID-19 pandemic.

Keywords: COVID-19, Happiness Framework, Urban Happiness

Session Theme	Education and emotional well-being
Abstract # (Type)	4813 (Oral Presentation)
Title	Practical ways of enhancing the emotional stability of students: Insights from a QFD-IPMA study in higher education
Authors & Affiliation	Noorjahan Teeluckdharry, Viraiyan Teeroovengadum, Ashley Keshwar Seebaluck, University of Mauritius, Mauritius

Abstract:

This study proposes integrating IPMA (Importance Performance Map Analysis) with QFD (Quality Function Deployment) to identify improvement areas and develop specific, actionable technical specifications from the organisation’s perspective to address these prioritised customer requirements.

Four hundred-five university students were surveyed to assess their perception of the service quality at the university. The results of IPMA showed that the area of improvement pertains to the university contributing to enhancing students’ emotional stability and the university’s administrative quality. The QFD phase brought together stakeholders from different departments and functions, i.e., academic and non-academic staff, to find ways to align their efforts and improve service quality and customer satisfaction. The technical descriptors identified were in terms of recommendations the university could implement. The 27 recommendations obtained were grouped under six themes.

Theme 1 is the curriculum which consists of 10 recommendations, namely: compulsory workshop on stress management; free online courses on positive psychology; meaningful electives; free workshops on social-emotional skills; academic mindfulness workshops; mindfulness exercises; general elective modules on emotional intelligence and how to develop skills for resilience/grit; promoting reflective thinking; collaborative learning and compulsory physical activities.

Theme 2 relates to providing counselling in three ways, notably through clinical counselling service by experts, psychological support for 1st-year students and thirdly, by offering proper career guidance.

Theme 3 relates to digital support in terms of digital mental help support accessible to students, user-friendly social media platforms for disseminating accurate and reliable information, and a digital approach to streamline administrative procedures.

Themes 4 and 5 are geared toward the role of administrative support and program coordinators. In contrast, theme 6 relates to the peer support, namely in terms of mental health peer-to-peer outreach programs and the role of student unions and class representatives.

This study provides insights into practical ways that the university can contribute towards the emotional stability of students, which is intricately linked to students’ subjective well-being.

Keywords: Student Emotional Stability, Higher Education, Practical Recommendations

Session Theme	Poster Presentation
Abstract # (Type)	4893 (Poster Presentation)
Title	Perceived Body Image towards Disordered Eating Behaviors and Supplement Use: A Study of Mauritian Gym-Goers
Authors & Affiliation	Numrata Moty, Jhoti Somanah and Manish Putteeraj, School of Health Sciences, University of Technology, Mauritius., Pointe aux Sables, La Tour Koenig, Mauritius

Abstract:

Purpose: Individuals with body image distortions tend to develop an obsession with calorie intake and weight, leading to compounded coping strategies such as modified eating behaviors, supplement use, and excessive exercise which seem to negatively influence their emotional well-being. In the local context, little is known about the equation connecting body image to improper eating behaviors and other potential coping mechanisms. This study primarily aims at critically identifying the nexus between features of disordered eating behavior, and perceived body image and self-esteem.

Methodology: A probabilistic randomized sample of 305 gym members was assessed based on their level of body satisfaction and its influence on their eating habits and supplement use through a structured survey. The extended sociocultural theory is used to address the following core components: (i) examine the potential mismatch between body ideal and body image in the Mauritian population, (ii) understand how body image directionally affects body esteem levels, and (iii) discover how poor body image recruit deflective mechanisms, namely exercise and disordered eating habits, including supplement use.

Findings: Only 37% of the participants were satisfied with their body image. The results concurred with the notion of a poor body image influencing body esteem ($\chi^2(10) = 137.21, p < 0.05$; Cramer $V = 0.474$). While exercise motivated the use of supplements, a significant relationship was also observed between disordered eating habits and supplement use ($\chi^2(4) = 48.63, p < 0.05$; Cramer $V = 0.399$). A predictive model was successfully drawn inclusive of the disordered eating behaviors dimensions as a potent predictor of body image ($\chi^2(56) = 397.12, p < 0.001$).

Implications: This study presents an in-depth analysis of the magnitude of disordered eating behaviors with respect to individuals in the local fitness industry, and the need for professional emotional support programs toward the re-alignment of body image to boost self-esteem and emotional well-being in an effort to curtail the future development of unhealthy eating disorders or emotional dysregulation amongst Mauritian gym-goers.

Keywords: Body Image, Eating Behaviors, Mauritian Gym-Goers

Session Theme	Psychological health and emotional Well-being in adults
Abstract # (Type)	5138 (Oral Presentation)
Title	Knowing and respecting the Constitution, laws and ratified conventions; and articulating hearts and actions for a better emotional well-being
Authors & Affiliation	Mélanie Vigier de Latour-Bérenger, Psychosociologist, Consultant for Action for Integral Human Development Mauritius

Abstract:

Emotional well-being is a positive state of mind and body, of feeling safe and able to cope, with a sense of connection to people, communities and the wider environment. In March 2020, the world faces a health, social, economic, and psychological crisis. With 1.2 millions of inhabitants in the Republic of Mauritius, and around 304 000 children, we have to react and be efficient during lockdowns. Equity is to adapt strategies according to specific needs to achieve equality. Citizens and NGOs mobilize together to take care of the basic needs, safety needs and mental health of the most vulnerable. The state also does its part.

Mental health: Psychologists and therapists offer an online counselling service for citizens to talk during the confinement and afterwards: the need to feed one's family, depression, anxiety, grief and violence are among the main issues raised. The Ministry of Health is approached in 2021 for an attempt for partnership for this project... in vain; the vulnerability of the citizens is alarming. In 18 catholic secondary schools, a counselling service provided by professionals, has been offered by Action for Integral Human Development since 2009. From 2020, rethinking out-of-school support matters. Working online, in a new setting, was essential to maintain the social link, the connections. Among young people who use these services, an increase in depression and suicidal risk has been observed since 2020. Same for teaching staff. The ratio of 1 therapeutic support for 3,663 students offered by the Ministry of Education for all schools, is far from sufficient to alleviate this suffering.

Every day in Mauritius, more than 16 cases of children victims are reported to the national protection authorities; so many are kept silent. Citizens concerned by these situations panic when the containment measures are taken in 2020 and alert the responsible authorities who take a long time to react. Goddard, an expert on violence against children, said in 2013 that "homes are crime scenes". According to UNICEF, 3 out of 4 children between the ages of 2 and 4 are victims of violence from their legal guardians. Every day in Mauritius, more than 7 cases of domestic violence are reported to the protection authorities. Over 89% of the victims are women. So what do we do when the authorities concerned say they don't leave their homes because of health measures? Civil society continues to get involved. Communication campaigns on violence, laws and conventions in the Republic, radio broadcasts are done and press articles are written and production of tools are undertaken. Moreover since 2020, communication campaigns on types of violence, consequences, prevention actions and intervention are conducted and shared. It is so important to better articulate our actions, at individual, institutional and national levels, to respect laws and conventions and enable individuals and families to experience true emotional well-being.

Keywords: Mental health, Safety, Lockdown, Children's Rights, Law.

Session Theme	PLENARY 3: Education and emotional well-being
Abstract # (Type)	5214 (Oral Presentation)
Title	Assessing Emotional Intelligence as an Innovative Dimension of Quality Education in the Enhancement of Life Skills and Academic Achievement: A Mauritian Insight
Authors & Affiliation	Preeyamvada Panchoo, Ag Rector, Ministry of Education, Tertiary Education, Science & Technology, PhD student, Open University of Mauritius, Scholar, Mauritius Research and Innovation Council, Mauritius.

Abstract:

The present study aims to act as a blueprint for an enhanced, adapted and resilient educational policy and practice, primarily, through critical and empirical analysis of the implications that EI has on the enhancement of Life Skills (LS) and Academic Achievement (AA) among secondary school learners and secondly, to evaluate the extent to which EI can be considered as a new dimension of Quality Education (QE). The actual research is contextualised in a Mauritian secondary education system which espoused the principle of ‘*Continuous Basic Education for All*’. A major rethinking of the education system, in 2015, has resulted in a major reform programme from which the ‘*Nine Year Continuous Basic Education*’ (NYCBE) emanated. The NYCBE is grounded on UNESCO’s Sustainable Development Goal Four (SDG-4) that ensures inclusive and equitable Quality Education and promotes lifelong learning. Educational resilience has been identified as the roadmap for sustainability in this rapidly evolving and unstable globalized world structure.

Altogether, the existing gap between academic excellence and societal well-being as highlighted in the ‘*Education For All- Global Monitoring Report*’ of 2005, calls for a value-laden education. A value-based education which can minimize the mis-match between needs of employers and employees’ skills. The ‘*right mix*’ of skills, competencies and knowledge that are required to meet the personal and professional needs has to be worked out. Focus is on Emotional Intelligence which when developed has significant impact on the enhancement of Academic Achievement and Life Skills and supports learners to be self-confident autonomous lifelong learners, responsible citizens and eventually lead and contribute actively in economic growth. Though EI-based research has been predominantly dealt with within the positivist approach, with an over-reliance of quantitative methods, nevertheless, due to the sociological perspective assigned to the present study, a mixed method design is of greater viability.

Primarily, findings of the scientific research, focusing on students of Grade 8, will eventually contribute humbly to the enhancement of educational goals through an adapted and enriched QE, in line with the ongoing educational reforms. Additionally, it can act as a blueprint for policy decisions at secondary level as the four key words have not yet been collectively investigated in the African region.

Keywords: Quality Education, Emotional Intelligence, Academic Achievement, Life Skills.

Session Theme	Special Session
Abstract # (Type)	5220 (Oral Presentation)
Title	The impact of Job Satisfaction on the Mental Health of Working Population of Mauritius: A Case Study in the Private sector.
Authors & Affiliation	M. E. Therese and A. Luximon-Ramma, School of Health Sciences, University of Technology Mauritius, Pointe aux Sables, Mauritius

Abstract:

Job satisfaction has been widely recognized as a workplace stressor which may have a direct impact on an employee's mental health. The problem of poor mental health in the workplace is a growing concern, with increasing evidence indicating a significant relationship between job satisfaction and psychological well-being. This study aimed at analyzing the possible adverse psychological impacts namely anxiety, depression and decreased level of self-esteem related to job satisfaction among the working population in the private sector of Mauritius. A quantitative questionnaire consisting of 60 questions classified into sub-sections has been disseminated to employees working in the private sector in Mauritius (n=304). The level of job satisfaction, self-esteem, depression and anxiety were measured using adapted and widely used questionnaires namely the Minnesota Satisfaction Questionnaire (MSQ Short-Form), Rosenberg's Self Esteem Scale (RSES) and the Hospital Anxiety and Depression Scale (HADS) and the four variables were measured independently and in conjunction with one another through regression analyses. Based on the analysis, the data revealed that job satisfaction had a negative impact on both anxiety (-0.088) and depression (-0.105) whereby a decrease in job satisfaction will lead to increased anxiety and depression. It was also noted that there was no correlation between job satisfaction and the level of self-esteem. Studies have been conducted in various industries around the world, with a focus on the health and industrial sectors. However, little researches have been carried out among the Mauritian population on the possible adverse psychological impacts that job satisfaction might have on the level of self-esteem, depression and anxiety. The idea of this study was to analyze the influence that the level of job satisfaction has on the mental health of employees working in the private sector in Mauritius, identify possible strategies that can be adopted in view of mitigate these adverse effects, potentially helping employers to create a work environment that promotes job satisfaction and prioritizes employees' mental health. The results might also be used to further supplement previous findings.

Keywords: Job Satisfaction, Anxiety, Depression, Self-Esteem, Work-Life Balance, Working Population, Private Sector, Mauritius

Session Theme	Emotional Well-Being Framework, Approaches & Initiatives
Abstract # (Type)	5330 (Oral Presentation)
Title	Emotional Well-being for Human Flourishing: An Integrated Framework Targeted to Black, Indigenous and People of Color (BIPOC) Populations
Authors & Affiliation	Karun Karki, University of the Fraser Valley, British Columbia, Canada Drona Rasali, Emotional Well-Being Institute Canada Myint Tun, Emotional Well-Being Institute Canada Rajendra Bista, Krishna Bista & Uttam Gaulee, Morgan State University, USA

Abstract:

Studies have shown that the Eurocentric medical model of mental health has been less acceptable to communities such as Black, Indigenous, and People of Color (BIPOC) who are reportedly less likely to seek mental health services. Emotional well-being, which embraces a holistic approach to human flourishing through traditional ways of health and healing practices, can be an alternative to the deficiency based medical model of mental health practice. This study examines various components of emotional well-being towards developing a culturally informed framework for BIPOC populations. A scoping review of abstracts from relevant literature was conducted using search databases, including PubMed, PsycINFO, and Social Sciences Abstracts, to draw preliminary findings before extending the scoping review to full articles. A total of 172 articles were collated. Once search results were collated, three reviewers of the research team independently screened the titles and abstracts to determine whether a study would meet the general inclusion criteria. The articles were rated as include, exclude, or unclear. Next, the research team met virtually to compare and contrast the selection of articles among the reviews. Disagreements were resolved by discussion between the two reviewers or (when unable to be resolved) third reviewer adjudication. Finally, the team agreed to select 23 articles for the final analysis according to the predetermined inclusion criteria. We utilized a narrative synthesis approach to explore the findings within and between each included study as they pertain to the mental wellness and emotional well-being of the study population. Themes that emerged from the abstract review included environmental vulnerabilities of communities of color, building capacity and promoting racial equity, unique challenges facing Indigenous youth, family, and community connections in constructing health beliefs, peer influence on health behavior on social media, and the importance of culture in shaping well-being. Results from various studies, largely from Australia, have shown that the use of medical health services has been related to a greater risk of morbidity and mortality related to mental health conditions, which are not necessarily the basis for emotional well-being status that requires a more holistic perspective. The study provides valuable insights into the components of emotional well-being that can be utilized in developing a targeted framework for BIPOC populations and highlights the importance of a holistic perspective when addressing mental health and well-being in these populations.

Keywords: Emotional Well-being, Mental Wellness, BIPOC population

Session Theme	PLENARY-1: Emotional Well-being - Defining the Concept
Abstract # (Type)	5384 (Oral Presentation)
Title	Linking Financial Independence to Emotional Well-Being: An Initiative Towards Sustainable Economic Growth
Authors & Affiliation	Ayoob Rawat, Founder & President, Private Wealth and Family Office, Switzerland

Abstract:

This research aims to explore the intrinsic linkage between financial independence and emotional well-being, and how this relationship can be harnessed to foster sustainable economic growth. A comprehensive review of existing literature was conducted to identify the interrelation between financial and emotional well-being. Additionally, first-hand insights were gathered from my long-standing career in Banking and Wealth Services, and the ongoing work of the Emotional Well-being Institute (EWBI). Key factors that contribute to financial insecurity, such as inequitable wealth distribution and limited access to financial services, were analysed. The impact of financial insecurity on emotional well-being, leading to a perpetual cycle of poverty, was also examined.

This study reveals that over 75% of the world's population lacks financial security, which, in turn, significantly affects their emotional well-being. The research indicates that financial literacy, empowerment, and entrepreneurship are pivotal in breaking this cycle, thereby promoting financial and emotional well-being. Based on these findings, we propose a multi-pronged approach to tackle financial insecurity and its subsequent impact on emotional well-being. This includes delivering online courses, workshops, and personal coaching programs to enhance financial literacy and foster entrepreneurship. By empowering '**Champions of Local Economy**', we aim to bring about a transformative shift in our financial ecosystems, placing a strong emphasis on well-being measures. These champions will liaise with local chambers of commerce, government bodies, environmental activists, and elected deputies, serving as protectors and guardians of private clients and families. Their role extends beyond raising awareness; they will engage with banks, money managers, and large corporations operating locally, advocating for tangible, measurable actions towards financial and emotional well-being. The champions will introduce an 'impact rating' system that not only assesses the economic contributions but also the well-being outcomes brought by these entities to the local community. This rating system will be pivotal in rewarding entities that contribute positively and exercising appropriate disciplinary measures when necessary. Through this multi-pronged approach, leveraging FINTECH, we can create local alternative economies, backed by government agencies, universities, and NGOs, where financial stability and well-being are symbiotically nurtured.

The upcoming international conference with EWBI will serve as a platform to convert these findings into actionable strategies. We invite you to join us in this endeavour to enhance financial and emotional well-being, contributing to a more equitable and sustainable world.

Keywords: Financial Independence, Emotional Well-Being, Sustainable Economic Growth

Session Theme	Education and emotional well-being
Abstract # (Type)	5397 (Oral Presentation)
Title	Enhancing Digital Well-being for the Technical, Vocational Education and Training (TVET) sector in Mauritius
Authors & Affiliation	Kuppan Annasamy, Mauritius Institute of Technology and Development (MITD), Mauritius

Abstract:

Digital well-being can be understood to be the state of one's emotional well-being (mental and physical health) in technology-driven environments. It involves the balancing of the Digital Society's benefits and harms (Büchi, 2021; Jones et al., 2018; Vanden Abeele, 2021). In 2019, 100 teachers and 600 students of the MITD (Mauritius Institute of Training and Development) were introduced to this concept through the C-DELTA e-learning program (<https://tell.colvee.org/my/>).

This paper aims at providing an overview of the current state of Digital well-being in the TVET sector with the objectives of studying existing literature, gathering feedback, analyzing results and proposing practical solutions e.g., Digital well-being policy.

ICT has the potential to increase connectivity, enabling sharing of information and collaborative working to solve world problems. It can transform our lives by reducing isolation and improving access to education. (<https://tell.colvee.org/mod/book/view.php?id=209&chapterid=435>)

Unit 1: Participating in a digital world: Benefits and challenges brought by ICT (colvee.org)

Unfortunately, ICT can also have a negative impact on people's emotional well-being (muscle strain, eyestrain, increase in sedentary working conditions, Anxiety, sadness/depression, online bullying, exclusion due to a lack of basic needs, etc.).

Views were sought (qualitative approach) from ten researchers with different paradigms e.g., psychologist, health/safety officer, ICT specialists, Academics, students, etc. They each provided a brief on the benefits of Technology, its negative impacts, and recommendations. Analysis consisted of reading and synthesising the ten reports.

Based on above findings, Surveys questionnaires consisting of about 30 specific questions (quantitative approach) were drafted and addressed to the 100 teachers who followed the C-delta course.

Findings: Interviewees believed the benefits (accessibility, collaboration) of ICT largely outweigh its negative impacts (cost, connectivity) and that organisations need to implement comprehensive policies at the earliest. Results of the survey questionnaires are detailed in the full paper. The findings of the survey questionnaires will be used to shape the way forward (recommendations on posture, Digital detox, screen time, coherent policies, and curriculum review to include more topics on well-being).

Keywords: Well-being, Digital well-being, Technology, ICT, mental and physical health, Digital transformation, Digital Detox, TVET

Session Theme	Poster Presentation
Abstract # (Type)	5661 (Poster Presentation)
Title	Reining in Emotions: Logic-Based Therapy for Wild-to-Well Being
Authors & Affiliation	Yashvin Gopaul, Quality Assurance Authority, Mauritius and Mahatma Gandhi Institute, Mauritius

Abstract:

There is a general assumption that our wild-running emotions are difficult to rein in in the absence of relevant techniques. Despite their influence on our overall well-being, emotions are often devalued until they compromise our well-being. Thus, having efficacious techniques to manage these emotions becomes critical to restore well-being. This paper examines the potential of Logic-Based Therapy (LBT), developed by Dr Elliot Cohen to enhance emotional well-being.

This study enlightens on how LBT can equip individuals to develop analytical skills, challenge harmful thought patterns, and improve on coping skills that can lead to emotional well-being.

The methodology used in this research includes rigorous analysis of existing literature on LBT and emotional well-being, case studies of LBT clients, and a video demonstration of an LBT. These comprehensive methodologies aim to demonstrate how LBT can facilitate the development of analytical skills, confronting negative thought patterns in individuals, and improve their coping skills to restore emotional well-being. The paper also uses pre-LBT and post-LBT surveys to check variations in emotional well-being of the clients. The findings of this study establish that LBT is evidence-based, contributes towards enhancing emotional well-being and that it can eventually complement other mental health programmes.

One interesting feature of LBT is its focus on the underlying assumptions and thought patterns that drive our emotions, rather than just addressing the symptoms. These strategies assist individuals in understanding the root causes of their emotional reactions and developing the necessary competences to effectively manage them. By advancing emotional agility, LBT seeks to empower individuals to build resilience, develop emotional agility, and the ability to efficaciously navigate through arduous life givens.

This study strives at empowering people and societies at large by highlighting the significance of emotional well-being and demonstrating the effectiveness of LBT. Mental health practitioners and relevant authorities may consider including LBT into major mental health endeavours, therefore improving the lives of people.

In conclusion, this research underlines the efficacy of LBT in helping individuals to attain emotional agility and consequently experience emotional well-being. This can be achieved by using analytical, logical, and coping abilities in the wake of emotional outbursts.

Keywords: Emotional Well-being, Logic-Based Therapy, Coping Skills

Session Theme	Conscious breathing & Meditation, mindfulness, and emotional well-being
Abstract # (Type)	5783 (Oral Presentation)
Title	Creating an Ideal State of Emotional Well-being: A Natural and Scientific Approach through Higher States of Consciousness
Authors & Affiliation	Michael Busch, International Director for the Global Country of World Peace Maharshi Vedic Foundation, United States of America

Abstract:

Consciousness is fundamental to life. The quality of our consciousness determines the quality of thoughts, actions, behaviour, and health. This presentation will specifically review scientific technologies to develop the full potential of human consciousness, and directly impact emotional intelligence and well-being. We will review research showing how fundamental changes in the brain, and physiology occur from the repeated experience of 4 major states of consciousness—transcendental consciousness—and how these neurophysiological changes lead to higher states of consciousness including marked changes in happiness, self-actualization, and emotional intelligence. We will review Maslow’s hierarchy of needs and concept of self-actualization in light of enlightenment and a model of 7 states of consciousness developed by Maharishi Mahesh Yogi. We will present experiences of higher states of consciousness from individuals from all cultures and backgrounds. The lecture will demonstrate that it is possible to naturally increase the “happiness hormones” like dopamine, serotonin and oxytocin by experiencing higher consciousness and thus naturally create a physiological basis for a heightened state of emotional well-being.

Keywords: Transcendental meditation, Vedic tradition, Ideal state of emotional well-being, Higher States of Consciousness.

Session Theme	Spirituality and Emotional Well-Being
Abstract # (Type)	5844 (Oral Presentation)
Title	Spiritual direction in Mauritius: Snippets of the Catholic Experience thematic topic area: Spirituality and Emotional Well-being
Authors & Affiliation	Margaret Li Yin, Senior Academic Media Coordinator, Open University of Mauritius

Abstract:

Spiritual direction is deeply rooted in Christian tradition and history, mainly the Catholic faith. But it still remains mysterious or unknown to many, even among Christians themselves. Internet reveals that research about this topic abounds in the United States and Europe but that there is little research undertaken in the African context. It is even more glaring when it comes to the Mauritian context; no research has been undertaken in this field. Yet spiritual direction among the Catholic community in Mauritius has been growing over the past three decades and has contributed to their spiritual and emotional well-being.

The purpose of this research is to obtain a snapshot of the current state of affairs of Catholic spiritual direction in Mauritius. The research objectives are two-fold: to collect quantitative data about the local group of spiritual directors and the extent of their activity; and to get a broad understanding of their motivations, perceived role and impact, and needs. Information will be gathered in a mixed research methodology through a survey questionnaire and interviews.

The research findings shall provide an overview of Catholic spiritual direction in Mauritius. They may suggest new avenues for the support of current spiritual directors and for the formation of future ones. This research shall hopefully throw the spotlight upon a service which has been carried out so discreetly that it has at times been overlooked.

Keywords: Spirituality, Emotional Well-being, Christian tradition, Catholic spiritual direction

Session Theme	Poster Presentation
Abstract # (Type)	5931 (Poster Presentation)
Title	Help improve the emotional well-being of students in higher education by providing stimulating simulations with well-structured learning outcomes
Authors & Affiliation	Arthur James Swart, Central University of Technology, South Africa

Abstract:

The emotional well-being of students can be enhanced if they feel connected to a university where a key element includes the provision of learning outcomes that are stimulating. Negating boredom is a key consideration in the emotional domain that can lead to improved student engagement. Keeping students engaged by stimulating the mind is beneficial to student-centered learning, and lecturers should use different techniques to achieve this. One such technique involves the use of ample bouts of simulation to help engineering students to fuse theory and practice in an engineering module. However, the learning outcomes linked to these simulations need to be well-structured where illustrative verbs, such as derived from Bloom's Taxonomy, are consistently used, resulting in clear, observable and measurable outcomes.

For the past three years, an academic in electrical engineering has sought to include more simulations in the practical work of students to enable them to better grasp fundamental electronic principles. These include an EXCEL based simulation and an online simulation website. This mandated a review and update of 23 previous learning outcomes to ensure that they were well-structured. This has enabled students to be well-informed in advance of 38 newly revised outcomes required during a semester.

The average pass rate achieved by 977 students between 2020 and 2022, where this technique was applied, was 73%. This is 4% lower than the average pass rate for 2016-2019 where 920 students were registered. However, a 20% higher number of distinctions were recorded for the period when this technique was used.

Using various techniques to keep students engaged by stimulating their minds can indeed improve their emotional well-being. It is recommended to consider the technique of using numerous simulations that are linked to well-structured learning outcomes that are clear, observable and measurable in appearance. This may lead to less anxiety and apprehension on the part of students, as they are explicitly informed in advance of what is expected from them during a given semester.

Keywords: Student engagement, Theory and practice, Bloom's Taxonomy

Session Theme	Poster Presentation
Abstract # (Type)	5992 (Poster Presentation)
Title	Conducting a Randomised Control Trial to Investigate the Impact of Meditation on Work Stress
Authors & Affiliation	Basantsingh Deerpaul, Pranalife, Mauritius

Abstract:

Introduction: This paper provides an overview of research on an 8-week 2 arm parallel randomized controlled trial which was designed to compare a creative visualization orientated style of meditation called Meditation on Twin Hearts (MTH) for Peace and Illumination to a relaxation oriented meditative control and whether a meditative approach provides emotional well-being. The study was approved by the National Ethics Committee, Ministry of Health and Quality of Life, Republic of Mauritius (MHC/CT/NETH/ 2019).

Purpose: The aim of the study had been to assess the effect of meditation and relaxation on work stress in full-time workers. Additionally, this study also aimed at distinguishing between meditation and relaxation in determining which one of these two tools relieve stress better.

Objectives:

- To confirm meditation as a stress management tool.
- To apply Psychological Testing (standardized tests) to measure stress level.
- To distinguish between the effectiveness of meditation and relaxation as a stress coping tool.

Implications: With increasing awareness of the benefits of meditation and related tools, people rush to adopt them without much knowledge about their impact. Learning to differentiate between the right approach will surely help to relieve working persons of their work-related stress. Organisations may then choose the right tools to benefit their staff. This study helps to enlighten people in this endeavour.

Methods: Psychological assessments were done after randomization and at completion upon week 8. Consenting participants were assessed on several valid measures of the Occupational Stress Inventory (OSI) which is a standardized instrument to gauge stress levels along the Occupational Role Questionnaire (ORQ), Personal Strain Questionnaire (PSQ) and the Personal Resources Questionnaire (PRQ).

Analysis: SPSS version 21.0 was used for the analyses. Differences in pre- and post-scores were calculated for both raw and T-scores (comparing individual scores to the entire combined OSI-R™ normative sample). T scores are linear transformations of raw scores, derived to have a mean of 50 and a standard deviation of 10.

Results: It seemed that a positive emotion-based meditation can be used as an efficient tool to produce immediate effect in the emotional modulation. Participants from the Meditation group benefitted from a reduction in emotional arousal occurring from environmental and personal stressors. There was a significant improvement for the meditation group compared to the relaxation group in terms of coping mechanism, the PRQ (P=0.001).

Conclusion: This study provides preliminary evidence to support the use of Meditation on Twin Hearts based on ‘emotional regulation coupled with positive words and thoughts’ model to reduce work stress. Of course further research is warranted to validate and explore these findings. It would also be reasonable to suggest that the MTH may be considered as a health promoting and enhancing strategy to contribute to the socio-economic benefit of occupations, individuals and society as a whole. Meditations such as MTH which promote emotional regulation have specific effects beyond the simple relaxation orientated approaches.

Keywords: Randomised Control Trial, Meditation on Twin Hearts, coping mechanism, meditation and relaxation

Session Theme	Children and youth emotional well-being
Abstract # (Type)	6035 (Oral Presentation)
Title	School-Based Counselling Services to Promote Adolescent Emotional and Social Well-Being
Authors & Affiliation	Emilie Rivet-Duval, Project Director and Amelie Saulnier, Project Coordinator, Action for Integral Human Development (AIHD)

Abstract:

AIHD is a social enterprise whose mission is to promote the emotional, social and psychological well-being of the human person. One of the main projects is the Creation and Implementation of School-based Counselling Services in some secondary colleges.

Main objectives of the Project are: (1) Reinforce the counselling services offered at National level. In 2022, the ratio being 1 educational psychologist for 2,669 students; (2) Provide accessible and regular counselling services to the school community. Ensuring quality of services through: (1) Yearly professional development training, (2) Regular evaluation of services offered, (3) Regular evaluation of listening and counselling skills of SCU Team, (4) Readily accessible support, and advice for adolescents and adults at-risk/in danger, (5) Contractual yearly agreement for all parties, (6) Code of Ethics, (7) Monthly supervision for SCU Team and (8) Capacity-building of school personnel.

History of the project in the following phases: Phase 1: Assess psychological/mental health issues in school community and counselling services. Phase 2: (1) Theoretical and Practical-based Counselling Course, (2) Surveys to evaluate necessity of having SCUs, (3) Sensitization sessions for school personnel. Phase 3: (1) Publication of a Manual for School Counsellors in Mauritius, (2) Theoretical and Practical-based Counselling Course with Reunion University, (3) Implementation of SCUs, and (4) Training school personnel and SCU in crisis intervention.

Composition of SCU Team, Services offered and the Target Group are as follows: Counsellors, Psychologists and Accredited supervisor. Services offered include: (1) Individual counselling sessions, (2) Group counselling sessions, (3) Mindfulness, (4) Psycho-education sessions for parents, (5) Awareness/Sensitization sessions, (6) Management and referral of students and adults at risk/in danger, (6) Management of adolescent at suicidal risk/in case of suicide, and (8) Advocacy to improve children protection and rights at national level.

Conclusion: There is an urgent need to reinforce the school counselling services at national level in all schools, with readily regular accessible services.

Keywords: Adolescent Emotional and Social Well-being, School-based Counselling, At-risk students, Sensitization sessions, Empowerment of school personnel.

Session Theme	Poster Presentation
Abstract # (Type)	6242 (Poster Presentation)
Title	Emotional well-being of Undergraduate Learners in Literature Collaborative Group work
Authors & Affiliation	Anisha Badal-Caussy, Mahatma Gandhi Institute, Mauritius

Abstract:

Emotional well-being of learners has been a central concern in the field of education. Today, more emphasis is being laid on quality education and emotion regulation. The question of emotional well-being of learners becomes complicated as they are exposed to the blended mode of learning, making the collaborative group work in the blended mode an interesting topic to investigate upon. Learning in groups in this research has provided different feelings and behaviours for undergraduate learners in the blended mode environment of learning.

This study aims at investigating the emotional well-being of undergraduate learners in literature collaborative group work in the blended mode of teaching and learning. The second aim of this study is to determine if undergraduates felt more inclined in face-to-face group work or online group work. For this study, the qualitative approach was used. Face-to-face semi-structured interviews with the random selection of one group member per group were conducted. The undergraduate module class was a Literature one comprising forty-four learners. Ten learners were interviewed and insights on their state of emotional well-being during group performance and group outcome were analysed.

Interpretive phenomenological analysis as qualitative data analysis was used to provide details on learners' emotional well-being when their emotional and social learning experience was evaluated in terms of positive emotions and challenges they encountered in face-to-face and online group works. Based on the participant learners' responses, three key features were identified within the interpretive phenomenological analysis as follows: independent research, peer teaching and discussion. The collaborative group helped in evaluating the emotional well-being at process in group work dynamics. This study contributed in providing useful information on learners' emotional and social learning experience in the blended mode group work.

Keywords: Emotional well-being, Undergraduate learners, Collaborative group work.

Session Theme	Poster Presentation
Abstract # (Type)	6291 (Poster Presentation)
Title	Technology for Mental Well-being and SDGs in Mauritius
Authors & Affiliation	Gunnoo Chitisha, Open University of Mauritius
Abstract:	
<p>Mental well-being is a fundamental aspect of human development and an essential component of sustainable development. In Mauritius, as in many other countries, the increasing use of technology is changing the way people interact and communicate, providing new opportunities for promoting mental health and well-being. This research aims to explore the role of technology in promoting mental well-being in Mauritius and its contribution in achieving the United Nations' Sustainable Development Goals (SDGs).</p> <p>This study uses a mixed-methods approach, including a systematic review of existing literature and qualitative data collected through interviews and focus group discussions with stakeholders. The research will identify the types of technologies currently used in Mauritius to promote mental well-being, their effectiveness, and the barriers and opportunities for their implementation. The study will also investigate how technology can contribute to achieving SDGs related to mental health and well-being, including SDG 3: Good Health and Well-being, and SDG 9: Industry, Innovation, and Infrastructure.</p> <p>The results of this research will provide valuable insights into the use of technology to promote mental well-being in Mauritius and its contribution to achieving SDGs. This study will be of interest to policymakers, healthcare providers, and technology developers who are seeking to improve mental health outcomes in Mauritius. It will also contribute to the growing body of knowledge on the use of technology for mental health promotion globally.</p> <p>In conclusion, this study highlights the potential of technology in promoting mental well-being in Mauritius and its contribution to achieving SDGs. The findings of this research will help to inform policies and strategies aimed at promoting mental health and well-being in Mauritius and provide a framework for further research on the use of technology for mental health promotion.</p>	
Keywords: Mental well-being, Technology, Mauritius, SDGs	

Session Theme	Poster Presentation
Abstract # (Type)	6315 (Poster Presentation)
Title	Exercise and Emotional Well-being
Authors & Affiliation	Bibi Nawsheen Goolam Dustagheer, Mauritius
Abstract:	
<p>Emotion – a seven letter word containing an array of our feelings. Positive or negative, our emotions can be concealed or expressed – it lies in our hands. The ability to adapt to any stressful, challenging or unexpected life event while directing focus on the positive ones constitutes the driving force in achieving emotional well-being. In our exposé, we shall brush a quick picture on exercise and its effects in achieving emotional wellness.</p> <p>Research has clearly demonstrated the indisputable role of physical exercise in achieving emotional well-being and in lowering the rates of mental illnesses. Its benefits extend to treating some mental health conditions such as anxiety, depression and low moods. Regular exercise, even if moderate, boosts our energy, improves our self-esteem and cognitive functions. In an era dominated by occupational stress and increasing relationship pressures, incorporating exercises in our lives contributes to achieving those effects in the short-term or long-term, depending on the amount of exercises we do on a regular basis.</p> <p>In parallel, one secret to emotional regulation lies in breathing therapy. ‘Breathe in deeply’ is a phrase we often hear when we are stressed or apprehending a painful event like an injection. Breathwork is in fact known to relieve tension build-up in the body and to calm feelings of stress. Morning breathing practices in addition provides us with an energy drive for the day and up-regulates our emotions on the positive side.</p> <p>The practice of any healthy sport would in general lead to a feeling of overall well-being. An interesting practice which blends breathing, posture exercises and meditation altogether is yoga. It is excellent in reducing stress and improving clarity. Through the practice of this art, a higher state of mental well-being is achieved, while teaching us deep focus.</p> <p>To sum up, exercise is a powerful tool in regulating our emotions and breathing is a hallmark of emotional wellness. Since a healthy mind is as precious as a healthy body, upholding good mental health should be integrated in our culture, beyond all taboos. If we do not control our emotions, they will control us. Thus, our purpose in life should be centred upon achieving emotional well-being.</p>	
Keywords: Exercise, Stress, Yoga, Breathwork, Emotions.	

Session Theme	Children and youth emotional well-being
Abstract # (Type)	6364 (Oral Presentation)
Title	Alumni Students' Subjective Experiences of Psychological Distress while at University
Authors & Affiliation	Anju Ajodah, Middlesex University Mauritius

Abstract:

Psychological distress (e.g., feeling severely anxious, down and/or stressed) in university students is becoming a global concern. The vast majority of university students comprise young adults who are at a developmental age which makes them more vulnerable to developing mental health concerns. University students are additionally deemed to be at a greater risk of developing mental health issues when compared to the general population.

Within the context of higher education in Mauritius generally, little is known about the specific causes and potential manifestations of student psychological distress. At the British higher education institution located in Mauritius, where this research is being undertaken, catering for the mental health of university students has become a priority given that in the recent past, several cases of student psychological distress have been noted. Therefore, the aim of this current doctoral research is to explore the perspectives of the university's staff and student community (including alumni students) on student psychological distress and gain insights about the potential support mechanisms needed to address the problem.

This doctoral research gained ethical approval. A case study approach was undertaken, utilising a mixed methods research design, in order to address the purpose of the current research. A survey questionnaire was used to collect quantitative data, whereas both individual interviews and focus groups are currently also being undertaken to collect qualitative data. It is expected that the unique context within which the research is being conducted may provide some key insights into the causes and manifestations of psychological distress within this higher education institution. It is also anticipated that some important recommendations for improving the services and support structures in order to more efficiently support university students will be gained from this research, for example in relation to mental health interventions, better visibility of and access to support services as well as strategies to encourage mental health promotion and de-stigmatisation. The conference presentation will focus on part of the findings from the interim data collection, more specifically on alumni students' lived experiences of psychological distress while at university.

Keywords: Psychological distress, Subjective Experiences, de-stigmatisation, mental health promotion

Session Theme	Psychological health and emotional Well-being in adults
Abstract # (Type)	6365 (Oral Presentation)
Title	Analyzing the Psychological Impact of Acne among Mauritian Adults
Authors & Affiliation	Vedmika Munogee Koonjobeeharry, Manish Putteeraj, Jhoti Somanah, University of Technology, Mauritius

Abstract:

Background: Acne is a chronic inflammatory disease resulting from multi-nodal effects such as androgen-induced increased sebum production, altered keratinisation, inflammation, and bacterial colonisation of hair follicles, among others. The consequential effects of acne extend beyond the physiological and aesthetic appearance; hence, the purpose of this study was to analyse the psychological impact of acne among Mauritian adults and investigate the behavioural changes mediated by this skin condition.

Methodology: A cross-sectional quantitative survey was carried out among Mauritian adults (n=381) suffering from acne. The tool designed included the assessment of quality of life through an adapted Acne-Specific Quality of Life Scale; self-esteem and appearance anxiety were also measured using the Rosenberg Self-Esteem Scale and Appearance Anxiety Inventory, respectively.

Findings: 45.4% of the participants were male, while 54.6% were female, and most of them suffered from facial acne (86.4%). Severe acne was reported in only 7.1% of the study population versus mild acne characterized in 50.1% of the sample. An inverse correlation was found between acne severity and quality of life ($r_s = -.260, p < 0.05$) and the majority of the sample (59.9%) suffered from body dysmorphic disorder as a result of anxiety related to the acne. Participants with severe acne experienced very low self-esteem (mean score = 6); the cut-off self-esteem value being 15. Mauritians generally seek dermatological assistance for their acne (54.1%), however, the major barriers to seeking professional help were mostly financial constraints (77.2%) and a lack of family support during adolescence (61.9%).

Conclusion: The quality of life of Mauritian adults is negatively affected by acne and the severity of psychological impairment can be significantly predicted based on the acne severity among the Mauritian population. Pre-emptive processes such as psychological conditioning and support are necessary to decrease the burden associated with acne.

Keywords: Acne severity, Self-esteem, Quality of Life, Appearance anxiety

Session Theme	PLENARY-1: Emotional Well-being: Defining the Concepts
Abstract # (Type)	6483 (Key Note)
Title	A Global Emotional Well-being Manifesto: Leveraging Flourishing Nations
Authors & Affiliation	Professor Dr A. Basseer Jeeawody Founder and Executive Chairman, Emotional Well-Being Institute, Mauritius

Abstract:

Restating goals of ‘well-being’ encompassing ‘emotional well-being’ is timely. Leveraging emotional well-being must be sustainable in creating the state of ‘good life’, ‘practice of good life’, and ‘feeling of goodness’ as a goal for political economy and eudaimonia, by minimising self-harm, harm to each other, harm to societies and nations – the ‘iatrogenic’ effect. The rhythm of change is accelerating because of ecological upheavals provoked by human activities, the ‘Great Acceleration’ since 1950’s. A new era, the Anthropocene, ‘era of humans’, is emerging where our system is constantly degrading. Well-being has been the subject of interest over the last few decades, but with lesser focus on emotional well-being. The objective that dominates nations is economic policies that endeavour to maximise Gross Domestic Product (GDP). We are achieving a high standard of living, but a singular focus remains on economic efficiency, destroying the real impacts of emotional well-being in our societies. We need to bring about the voice of care and concern for each other, for societies, and nations, embodied in ‘altruism’, a pragmatic expression of how best to achieve a sustainable world harmony.

Unifying world, synergies within societies with dedicated collaboration, cooperation, consideration for others and each other, and being altruistic, will lead us out of this complex predicament. In this new era, further research needs to be done and best practice models created to determine ‘what would nations and global policies look like if they were seeking to promote emotional well-being?’. Most research have traditionally been cross-sectional which, while it can find associations, cannot identify whether these factors are causal drivers of emotional well-being. There is an inclination for research to focus on well-being as an outcome, rather than focus on how increasing well-being may improve outcomes of health, work, productivity, education, family, community life, and strengthen our economy. Prosocial behaviour has a range of benefits and must be considered critically. A greater focus must be placed leveraging personal emotional well-being, encompassing broader emotional well-being, and narrowing gaps. This would be one of the defining questions of this keynote presentation and will discuss how the EWBI is setting such an agenda.

Keywords: Global emotional well being, State of good life, Practice of good life, Feeling of goodness, EWBI agenda.

Session Theme	Psychological health and emotional Well-being in adults
Abstract # (Type)	6552 (oral presentation)
Title	Assessing Depression, Anxiety, Stress and Resilience in the Mauritian Adult Population post COVID-19 outbreak
Authors & Affiliation	Hemantsing Choolye, Meera Jhoti Somanah Bhugowandeen, Manish Putteeraj, University of Technology Mauritius

Abstract:

With the outbreak of COVID-19 in Mauritius, citizens were forced to live through several lockdowns. The uncertainty about the progression of the disease affected the mental health of our population at that time. From early on during the pandemic, resilience became a watchword across global health systems. Resilience has been linked to low levels of depression, anxiety and stress symptoms following disasters- where gender and age may influence an individual's ability to cope. This study aimed to investigate the effects that the COVID-19 pandemic had on a population of Mauritian adults in terms of depression, anxiety and stress levels, and how it affected their level of resilience.

A self-administered questionnaire was shared with 405 adult Mauritians through online platforms. The instrument consisted of a combination of validated scales, namely the Depression, Anxiety and Stress Scale (DASS 21) and the Brief Resilience Scale (BSS).

The mean values are resilience (3.848), depression (1.20), anxiety (1.32) and stress (1.10) which demonstrated a good level of resilience in the respondents and low levels of the aforementioned mental health disorders. The Pearson's Correlation Coefficient between resilience with depression ($r=-0.594$), anxiety ($r=-0.578$) and stress ($r=-0.620$) proved that high resilience has a strong relationship with low levels of the three disorders that have been studied. Resilience was noted to be elevated across all age groups in the Mauritian population, with highest levels in those aged above 60 years. The prevalence of mental health issues post COVID-19 was higher for the respondents who did not have children, and in those who were female. Moreover, an inverse relationship was observed between level of education and mental health issues, where respondents with a tertiary level of education had higher mean levels of anxiety (1.37) and stress (1.12).

This study demonstrated that resilience played a key role in protecting adults against developing mental health issues post COVID. The findings of this study can be used to support strategies aimed at helping individuals navigate through pandemic-like situations. Frontliners, young adults and children should also be educated about coping mechanisms, how to build and maintain resilience to help strengthen their emotional well-being and boost community health.

Keywords: COVID-19 pandemic, Depression, Stress, Anxiety, Resilience, Mauritian adults, Community well-being.

Session Theme	Special Session
Abstract # (Type)	6620 (Oral Presentation)
Title	Technostress: The Dark Horse of Online Learning
Authors & Affiliation	Havisha Vaghjee Dr, University of Technology Mauritius, Gounshali Vaghjee Dr, Curtin Mauritius and Kaviraj Sukon Dr, Open University of Mauritius

Abstract:

In this techno-ubiquitous era, as online learning becomes more prevalent in higher education, the issue of technostress is becoming increasingly important to address. Technostress is used to describe the unfavourable psychological and emotional reactions people may have when using technology (Alam *et al.*, 2021). The emotional health of online learners may suffer as a result, which may harm their general academic progress. Anxiety, frustration, and decreased motivation are just a few of the negative emotional reactions that technostress has been linked to (Nimrod, 2018). Physical symptoms like headaches and eyestrain might result from it as well. The capacity of online learners to interact with the course material, submit assignments on time, and take part in online conversations effectively may be hampered by these detrimental effects. One study established a connection between technostress and students' overall emotional wellness when it came to online learning, showing that higher levels of technostress were linked to poorer levels of overall satisfaction with online learning (Huang, Liaw, 2018). Another study revealed that learner engagement and achievement in online courses were significantly influenced by technostress, emphasizing the need of treating technostress to promote students' academic outcomes (Zheng *et al.*, 2016). Educators and institutions must address this issue given the potential harm that technostress may cause to the emotional well-being of learners. Educators can contribute to the development of a more effective and positive learning environment for their students by tackling technostress in online learning. Dealing with technostress in the context of online learning, however, presents certain difficulties. The flexibility and independence that online learning frequently entails, can be challenging for educators to keep track of and address students' mental well-being.

This paper aims to investigate the phenomenon of technostress among students engaged in online learning within the higher education context in Mauritius. The research will adopt a mixed-methods approach, combining quantitative surveys and qualitative interviews to gather comprehensive data. A survey will be administered to a sample of students from different academic majors and levels. The survey will include both closed-ended and Likert scale questions to measure the participants' level of technostress resulting from online learning, as well as their attitudes and experiences related to online learning. Additionally, a focus group discussion will be conducted with a subset of participants from the survey to gather more in-depth information about their perceptions of technostress related to online learning. Findings from this study can contribute to the understanding of technostress in the educational context and provide actionable recommendations for institutions and educators. Overall, there are considerable effects of technostress on emotional wellness in the setting of online learning that demand attention from institutions and instructors. By addressing technostress, educators may assist learners' emotional wellness as they negotiate the demands of higher education and contribute to a more positive and productive learning environment for their students.

Keywords: Online learning, technostress, technology, higher education, emotional well-being.

Session Theme	Women's emotional Well-being
Abstract # (Type)	6661 (Oral Presentation)
Title	Impact of Physical evidences of Retail shops on the Emotional Well-being of Working women when shopping
Authors & Affiliation	Adjnu Damar Ladkoo, University of Mauritius

Abstract:

One of the pre-requisites for successful marketing is the physical evidence which is related to the surrounding and its associated components. Emotional well-being can be linked to the positivity that one desires to have for oneself, for ones relationships and for one's interactions. Amalgamating the topics that have been meagerly combined for studies – physical evidence, emotional well-being, working women and shopping in the context of Mauritius – led to the originality of the study. The following objectives were set to fulfill the identified research gaps: (1) to identify the components of physical evidences of retails shops, (2) to collate the definitions attributed to emotional well-being by working women during shopping and (3) to explore the impact of each component of physical evidences on the emotional well-being of working women during shopping. A qualitative approach and thematic analysis were adopted. Using purposive sampling, semi-structured interviews with 10 working women who normally go for shopping was the chosen research method. The data were analysed using the NVIVO software.

Respondents understood the term physical evidence broadly and associated it to: the surrounding, environment and layout of the shops. Themes captured for the first objective were restricted to: placement, display and labelling of shelves and aisles of supermarkets. Evidently, physical evidences go beyond these. Whatever a customer can sense while shopping such as the lights, the décor, the aroma, the airflow along with other tangible cues, form part of the physical evidences. For the second objective, themes were principally: stress-free, optimism, motivation, forgiveness and resilience. Age, health, profession, level of independence and responsibility seemed to have a role in the way the respondents defined emotional well-being. Due to the narrow understanding of physical evidences, prompting was used for the last objective. Each agreed that the emotional well-being was affected directly or indirectly by every component of the physical evidences. Mood changes, shopping drive or reluctance, discomfort, happiness and fear were the main themes. This study led to the conclusion that physical evidences can aid in promoting emotional well-being of women during shopping. Retail shops need to enhance the customers' shopping experiences so that the latter become or stay emotionally positive which can lead to sound purchase as well as satisfaction and loyalty.

Keywords: Physical evidences, Emotional well-being, Working women, Shopping

Session Theme	Education and emotional well-being
Abstract # (Type)	6803 (Oral Presentation)
Title	The School Care Counselling Desk Initiative for the Psychological and Emotional Well-being of Secondary Students: An Analysis in the Regional Directorate of Zone 4 of Mauritius
Authors & Affiliation	Hansa Dewkurun-Mahadnac, Diana Shanto, PhD, Directorate Zone 4, National Education Counselling Service, Ministry of Education, Tertiary Education, Science and Technology, Mauritius

Abstract:

This article focuses on the School Care Counselling Desk (SCCD) initiative in the Regional Directorate of Zone 4 of Mauritius, aimed at promoting the psychological and emotional well-being of secondary students. Adolescence is a critical phase for establishing the foundations of good mental health, as many mental health problems start during this period and persist throughout adult life. The article discusses the role of secondary schools in addressing student mental health and the increasing importance of mental health care and support for youth. Teachers and educators play a crucial role in promoting emotional well-being, creating a safe and supportive learning environment, fostering positive relationships among students, and offering emotional support and guidance as needed. The SCCD was established in 2012 to prioritize the emotional and psychological well-being of students, comprising a senior educator and a team of voluntary educators who provide a vital listening service to students experiencing psychological and emotional distress. The article discusses the SCCD's objectives and the training programs SCCD educators undergo to enhance their capacity to support and educate students on mental health issues. It also discusses the Polyvagal Theory proposed by Porges (2017) and how it provides a framework for understanding the neurophysiological basis of social engagement and the significance of an empathetic therapeutic presence in supporting emotional well-being. The SCCD initiative is a significant step towards addressing the mental health needs of secondary school students in Mauritius. The article additionally discusses the extension of the SCCD initiative refresher course, which broadened from five schools in 2019-2020 to encompass all 15 public secondary schools under the purview of the specific Regional Directorate. The training program involved a total of 44 educators, including 33 female and 11 male educators, with one senior educator. The SCCD aims to provide a more compassionate approach prioritizing support and guidance over disciplinary measures. It is necessary to acknowledge its limitations and areas where further improvements can be made, both administrative and non-administrative. One major constraint was the heavy workload of educators, which impeded their ability to provide adequate support to students who required assistance from the SCCD team. Transfers of educators to different schools also led to a lack of continuity of involvement in the program at their new school. Limited space within schools for SCCD members to convene posed a further challenge. More research is needed to investigate the impact of the SCCD initiative on students.

Keywords: Adolescence, emotional well-being, counselling, schools

Session Theme	Children and youth emotional well-being
Abstract # (Type)	7372 (Oral Presentation)
Title	Emotional Well-being at a Young Age: Empowering the Social, Emotional and Educational Well-being of Grade 7 students and their families
Authors & Affiliation	Chung Ay Lee Tow Nam, Ministry of Education, Tertiary Education, Science and Technology, Mauritius

Abstract:

Objective: To develop emotional wellness in a child by providing him with equal opportunity for academic and personal enhancement

Target group: 40 male students aged 11- 12 years old.

Requirements: (1) The pupils who did not obtain their Primary School Achievement Certificate, (2) The pupils should be attending a secondary state college

Four main activities were implemented to attain our objective over a period of one year.

Activity 1. Motivational and transformational talks.

Through these talks, we were expected to provide necessary and complementary knowledge, experience and social skills about how they should behave in the community. At the same time, these acquired skills should help these students to adapt to a constantly changing environment.

Activity 2. Supportive Educational activities.

Supportive educational activities were designed to bring students who were lagging behind to the level of achievement of their peers by focusing on education enhancement. Professional help in this domain was sought to provide the students with functional literacy classes. Emphasis was laid on the innovative and non-conventional ways of teaching.

Activity 3. Youth enhancement activities.

These activities comprised of team building activities both indoors and outdoors. It was used to bring change at the individual level by attempting to transform a person's attitudes, beliefs and behaviours through team building activities. Activities such as PlayStation competition, horse grooming and horse riding and exposure to work environment were organised.

Activity 4. Enriching personal development activities

In addition, enriching personal development activities such as Football, Futsal, drama, arts, crafts and playing a musical instrument were carried out to provide exposure. Different stakeholders were involved in such activities. Those activities were not only life changing for the students but for their family also who noticed a change in the emotional well-being of their child.

The Expected results after the implementation of those activities were:

Full participation of the students in various activities proposed. Such activities would enhance their self-esteem, providing them with a feeling of security and value. "The power of education extends beyond the development of skills we need for economic success. It can contribute to nation-building," Nelson Mandela. By equipping the children with necessary tools for their emotional wellness, we are contributing to building a healthy nation who can work in collaboration towards a greater purpose.

Keywords: Mental Health, Children, Resilience, Parenting programmes

Session Theme	Poster Presentation
Abstract # (Type)	7634 (Poster Presentation)
Title	Investigating the Limitations faced when setting up a Counselling Structure in NGOs
Authors & Affiliation	Deeya Harsheenee Seechurn, Aawre Empowered, Mauritius

Abstract:

Counselling is a type of talk therapy used to help individuals who suffer from mental, emotional or behavioural dysfunctions. The aim of this dissertation is to find out which barriers to counselling prevail in Mauritius and recommendations are set out to help resolve this issue. The data collection method used for this study was a semi-structured interview as rich qualitative data was sought to have a deeper and clearer understanding of respondents' views of counselling and the barriers preventing people from seeking it. Ten respondents were sought from two different NGOs who offer listening sessions or group counselling, as they were more at ease with the concept of counselling and had already experienced the benefits of it. The data analysis method was Thematic Analysis, which highlights the existing and emerging themes from the data collected in qualitative research methods.

It has been noted that a lack of awareness about counselling and its benefits can be considered as a limiting factor as to why people do not seek counselling. Respondents have also shared their apprehensions concerning the attitude of the counsellor towards them, and would prefer to have someone who is well trained, have life experience, is open to different genders and age-groups, and has patience and empathy to accompany the clients. There is also a need to have a council to regulate the practice as respondents feel that fees of counsellors should be homogenized so that clients are not taken advantage of in a financial manner. Recommendations were made to create more awareness campaigns and informative sessions to help the local population understand what is counselling and its benefits, to create a council to regulate the practice of counsellors, to have more implications from the government by providing counselling in medical, social and educational centres in Mauritius, for counsellors to apply high ethical standards when dealing with clients, which consist of strict confidentiality, empathy and congruence, and to have proper infrastructures in NGOs when delivering counselling sessions so as to protect the identity of clients and prevent possible labelling and stigmatization.

In conclusion, lack of information about counselling and its process, financial costs of repetitive sessions and the general stigma surrounding this issue have discouraged people from seeking such services.

Ethical Consideration: It was explained to respondents that the study was purely academic, and was not financed by any third party, hence no information would be shared outside of what would be published as findings in this dissertation. The informed consent of all respondents was sought, by explaining the aims and objectives of the study, as well as answering their queries concerning the same. The respondents were concerned about maintaining confidentiality concerning their answers for this study, and they were reassured that no names, either theirs or the NGOs', shall be published to ensure complete privacy.

Keywords: Counselling Structure, NGO, Limitations

Session Theme	Poster Presentation
Abstract # (Type)	7759 (Poster presentation)
Title	A study of the relationship between Work-Life Balance and Employee Performance. Evidence from Educational Institutions in Mauritius
Authors & Affiliation	Leenshya Gunnoo, University of Technology Mauritius, Mauritius
Abstract: <p>Educational institutions are a place where people register themselves to enhance their skills and intellectual ability, as their role is to develop manpower in the society by providing people with knowledge for them to develop their capabilities. Work-life balance (WLB) is an essential component as it is among the key factors for employees to avoid the struggle to find valuable time for the family without neglecting their work-related activities. In the past, organizations did not value WLB as a key component which can improve performance, but nowadays WLB is an essential factor with can improve productivity level in the organization. In this study, investigate how WLB has an effect on Employee Performance (EP) in the educational institutions in the context of Mauritius. There were many studies in the past on the impact of WLB on EP, but there was a limited study on the impact of WLB on EP in educational institutions in Mauritius. Thus, this study explores how WLB of employees in educational institutions affects their performance at work. This could be due to changes in demographics and work environments, such as a change in family structure and change in working conditions that have caused stress and fatigue to employees. For the purpose of this study, a survey was conducted among 193 employees from different types of institutions in Mauritius. A regression analysis was conducted to examine the hypotheses. Accordingly, the results indicated that WLB has a positive significant effect on employee performance. Furthermore, WLB has a positive effect on employees' job satisfaction, employee engagement, and affective organizational commitment and that employee engagement of the model happiness at work has a positive impact on employee performance. The recommendations and implications for the study are discussed.</p> <p>Keywords: Work-Life Balance, Job satisfaction, Employee engagement, Employee Performance.</p>	

Session Theme	Special Session
Abstract # (Type)	7763 (Oral Presentation)
Title	Knowledge Systems, Capabilities Approach and Well-being
Authors & Affiliation	Sagar Sharma, Himalaya Centre for Asian Studies (HiCAS), Nepal
Raju Adhikari, EWBI, Australia	

Abstract:

Some key aspects of emotional well-being are the ability to produce positive emotions, moods, thoughts, and feelings, and adapt when confronted with adversity and stressful situations. Well-being encompasses quality of life and the ability of people and societies to contribute to the world with a sense of meaning and purpose. One approach to moving towards attaining such holistic well-being is through the capability approach, which is primarily concerned with evaluating well-being in terms of a person's actual ability to achieve various valuable functioning as a part of living. One way this enhancement of capabilities can be materialized is through studying the wisdom that has existed in major cultures, civilizations, and languages, and their histories, religions, and philosophies, thereby bringing to the forefront the value-based knowledge systems that have always been a part of their societies. This is what the Himalaya Centre for Asian Studies (HiCAS) at Kathmandu University aims to do, by encouraging initiatives to strengthen research and collaborations on the linkage between emotional well-being, capabilities, and local traditional knowledge systems. This presentation, focusing on the ancient practices of yoga and some philosophies of yogic sciences, will briefly expose some of the recent initiatives taken by HiCAS and discuss how meaningful collaborations can be formed in order to achieve these goals.

Keywords: Emotional well-being, Nepal, Yoga

Session Theme	Special Session
Abstract # (Type)	7862 (Oral Presentation)
Title	The <i>Upanishads</i> , Nature-Nurture and the Law
Authors & Affiliation	Professor Rajendra Parsad <i>GUNPUTH</i> , University of Mauritius Dr Ambareen Beebeejaun, University of Mauritius Mr Joseph Assogbavi (MPhil/PhD Candidate), University of Mauritius

Abstract:

In this empirical research paper, the authors would reflect on the importance of the law to curb pollution and nuisance in general to enhance the living standard with support from international covenants coupled with jurisprudence and the stare decisis of the Indian Supreme Cour, otherwise we will pay for it in a very costly way. In line with the title, the paper is structured following various steps to reflect on the importance of the well-being of all individuals in a decent society.

Purpose: This paper explores the broad factors affecting health and security for the welfare of a nation and its people. Therefore, by gathering relevant secondary data on the subject matter, a questionnaire has been designed with 40 questions on the subject matter, and sent to relevant stakeholders to build our research methodology to respond to the problem statement coupled with facts and findings.

Research Methodology: A quantitative research approach has been adopted for the paper whereby the underlying perceptions of customers (employees in their workplace) have been tapped by adopting quantitative research techniques, by conducting a survey with n=200 customers in Mauritius.

Facts and Findings: As far as the perception goes from the Hindu religion enshrined in all its scriptures (*Vedas, Upanishads, Smritis, Puranas, Ramayan, Mahabharata, Gita* and other mythological literature), a respect for nature, environmental harmony and conservation and its individuals is envisaged in a sane environment. It is nature and ecology that properly maintain a state of balance between and among these constituents or elements and living creatures. Unfortunately, the environment is disturbed with, inter alia, pollution, excess and overexploitation of mining and other illegal activities, deforestation, depletion of the ozone layer, rise in sea level and temperature provoking nature’s wrath with cyclones, typhoons, tornadoes, earthquakes, hazardous products, irresponsible factories and multinational companies, the Bhopal gas disaster, the Chernobyl Atomic Reactor incident, or the Three Mile Island which have heightened religious and public awareness in the national and international communities.

Practical implications: This paper has made a valuable contribution to the body of literature as there is still a dearth of empirical studies about customers being affected by socio-economic development detrimental to the environment with impact on their well-being, health and security.

Originality: This research is innovative since it has adopted a quantitative research approach to deepen insights into the well-being of the individuals among customers in emerging economies. What shall come out of this paper would definitely emphasize the importance of the environment in the preservation and conservation of the well-being of all individuals in Mauritius and worldwide.

Keywords: Well-being, Nature and Nurture, Covenants and the Law

Session Theme	PLENARY-1: Emotional Well-being: Defining the Concept
Abstract # (Type)	7953 (Oral Presentation)
Title	Child and Adolescent Emotional Well-Being: Promotion, Prevention and Intervention in the Republic of Mauritius
Authors & Affiliation	Emilie Rivet-Duval, Manager, Action for Integral Human Development, Mauritius

Abstract:

Action for Integral Human Development is a social enterprise whose mission is to promote the emotional, social and psychological well-being of the human person. Created in 2005 by the Roman Catholic Diocese of Port-Louis in 2005, a needs analysis was carried out by two professionals in psychology (Dr Emilie Rivet-Duval and Dr Cyril Dalais) in school settings in Mauritius. After which, a professional theoretical and practical course in the field of psychology and counselling skills was created and delivered for a period of two years. In 2009, and ever since, the social enterprise has been operating with various professionals in psychology/listening skills to create and implement projects, offer services, and intervene at various levels in four main areas as outlined below.

1. Implementation of public and private primary school-based international emotional well-being programmes “Skills for Life”. (Catholic and Government). These programmes aim to teach children (3-19 years old) skills for life: how to cope with difficulties, how to communicate with and get on with other people, build self-awareness and emotional resilience. **Number of total beneficiaries 2009-2022:** 49,535 children participated in Skills for Life programs and 20 840 children were sensitized through mini-videos (pandemic period). In 2021, 1 in 4 children in Mauritius had benefitted from the programs and 1 in 11 teachers were accredited to facilitate the programs.

2. Implementation of secondary school-based counselling services in public and private secondary colleges (catholic schools). Services are accessible (in schools), free and regular (weekly) offered by professionals in psychology/listening skills. Services offered vary from individual counselling, group counselling, sensitization sessions on themes in psychology field, psychosocial workshops, etc. Services offered also comprise case management of adolescents and adults at risk (ex: suicidal behaviors, victims of violence, etc).

In addition, for the past year and during the pandemic (2020, 2021, June 2022-june 2023), a free counselling telephone service has been made accessible to the general public. **Number of total beneficiaries (2009- 2022):** 22, 243 (adolescents, parents and teachers). In 2021, 1 in 57 adolescents and 1 in 40 teachers had benefitted from the school counselling services offered by AIHD.

3. National and International Advocacy for more protection, inclusion, equality and mental health care, and AIHD is a member of a group of NGOs called KDZM.

Recommendations, prevention/sensitization and interventions.

- National
- International. KDZM presented an alternative report to the Convention on the Rights of the Child (CRC), at the United Nations Human Rights in September 2022.
- Meetings with stakeholders
- Mini sensitization campaigns on mental health for general public
- Information and communication through media

4. Sensitization/Training professional courses offered as local and international experts in the field of psychology, mental health and counselling.

Personal and professional development. Target group: adolescents, parents, school personnel, educators, professionals in the field of psychology/counselling. **Number of total beneficiaries (2009- 2022):** 20, 840 (children) and 17,972 (adolescents and adults)

Keywords: Emotional wellbeing, Skills for Life, Promotion, Prevention, Intervention

Session Theme	Poster Presentation
Abstract # (Type)	8011 (Poster Presentation)
Title	My Experience as a Psychologist
Authors & Affiliation	Sushila Mattan-Gooljar, Ministry of Education, Mauritius

Abstract:

Emotional well-being is the ability to successfully handle life's stresses and adapt to change and difficult times. Depression, anxiety, stress, poor body image, grief, loss, or a major change in our life such as becoming a new parent can all affect our emotional well-being and day-to-day living. There is no consensus around a single definition of well-being, but there is general agreement that at minimum, well-being includes the presence of positive emotions and moods (e.g., contentment, happiness), the absence of negative emotions (e.g., depression, anxiety), satisfaction with life and fulfillment.

Being an Educational Psychologist working for the Ministry of Education, Tertiary Education, Science and Technology, hence providing psychological counselling to Pre-Primary, Primary and Secondary school going children, I am more and more concerned about the "Emotional Well-being of our Adolescence". Especially post COVID-19 pandemic, during my practice I have personally observed there is an increase in the number of youngsters having a poor emotional and mental health and hence not so resilient to face the challenges that life is throwing at them. Much debate and polarisation exist regarding the impact of social problems, online social technologies, an increased exposure to social media, social isolation, depression and cyber-bullying on the mental well-being of young people. Anxiety and depression were the most common mental health problems post-COVID-19. These factors are most probably affecting our youngsters' emotional well-being.

During my practice I used the Trait Emotional Intelligence Questionnaire - Adolescent Short form (TeiQue-ASF) to Grade 7 students: The questionnaire indicates whether students between the ages of 8-12 years old understand and manage their emotions, how well they interpret and deal with the emotions of others and how they use this knowledge to manage relationships. Hence through positive emotional well-being interventions on adolescents who were average on TeiQue-ASF showed that they were more resilient in dealing with challenges and how we can apply it as a school-based intervention to promote adolescence mental health and well-being in our Mauritian schools.

Keywords: Psychologist, Adolescent, COVID-19.

Session Theme	Children and youth emotional well-being
Abstract # (Type)	8034 (Oral Presentation)
Title	Psychosocial Skills for Children: Promoting the Emotional and Social Well-Being of Children
Authors & Affiliation	Dr Emilie Rivet-Duval, Dr Teresa Lim Kong, Action for Integral Human Development, Mauritius

Abstract:

Action for Integral Human Development is a social enterprise whose mission is to promote the emotional, social and psychological well-being of the human person. Created in 2005 by the Roman Catholic Diocese of Port-Louis, a needs analysis was carried out by two professionals in psychology (Dr Emilie Rivet-Duval and Dr Cyril Dalais) in school settings in Mauritius.

Since 2009, the social enterprise has been operating with a team of professionals in the field of psychology to create and implement two main projects and offer a variety of services in the field of emotional and social well-being. One of the main projects is the implementation of school-based international emotional well-being programmes called: Skills for Life. It teaches children (3-19 years old) to develop psychosocial skills to help them cope with difficulties in their everyday life (and in the future). It addresses themes like: Identification and management of emotions, listening and communication skills, building and maintaining relationships, resolution of conflicts, dealing with loss and change, building self-awareness and emotional resilience and developing coping and adaptive skills.

It started in 2009 in 10 primary public schools with 1,000 children. It has now reached more than 70,000 children in public and private schools in Mauritius and Rodrigues in 300 schools. In 2021, 4 children benefited from the Skills for Life programmes and 1 in 11 educators was trained to facilitate such programmes. This year, Skills for Life is being implemented at National Level in 310 schools, and 8 Special Needs Schools as detailed below:

CHILDREN: Grade 1: Sensitization Skills for skills for life; Grade 2 and SEN: Zippy’s Friends Programme, Grade 3: Sensitization and reinforcement of Zippy’s Friends Programme (videos) **and** Grade 4: Apple Friends. **PARENTS:** Zippy at Home sessions. **SCHOOL PERSONNEL:** Emotional Well-being sensitization sessions.

It is essential to keep investing in the emotional and social well-being of children. As a social enterprise we would like for the State to commit for these programmes to be spread at national level to give all children the opportunity to acquire psychosocial skills. There is evidenced-based research showing that such an investment is one of the most beneficial and impactful investments in the long-term for any country! We hope Mauritius to be one of the countries that puts the emotional well-being of the human person as one of their priorities.

Keywords: Psychological skills, Emotional and Social Well-being, Children

Session Theme	Emotional Well-Being Framework, Approaches & Initiatives
Abstract # (Type)	8207 (Oral Presentation)
Title	Settings, Partners, and Potential Programs as three essential components of emotional well-being framework in the Canadian Province of British Columbia
Authors & Affiliation	Drona Rasali, Karun K. Karki, Jamuna Galay-Tamang, Analisa Blake Tun Myint, Arun Garg, Emotional Well-Being Institute Canada

Abstract:

Emotional Well-Being Institute Canada (EWBI-Canada) is a registered non-profit society in British Columbia, Canada established in 2021. The EWBI-Canada is affiliated as a Canadian cluster with Geneva-based Emotional Well-Being Institute (EWBI). The EWBI-Canada aims to contribute to human flourishing among people, community and society, by way of carrying out research, education and services in the field of emotional well-being.

The deficit-based biomedical model emphasizes on curative measures against mental illness such as depression and anxiety disorders in the health care system in Canada. The EWBI-Canada recognizes the fact that there is lack of an integrated framework to operationalize the concept of emotional well-being suited especially to the marginalized segment of the population such as immigrants in a holistic manner beyond the biomedical model.

Towards formulating an integrated framework utilizing a holistic concept that encompasses both preventive and curative approaches, the directors of the EWBI-Canada convened two online brainstorming sessions using www.miro.com white board. From this exercise for a qualitative analysis, we derived three essential components of the framework: 1) **Settings** comprising local communities, schools, online virtual community, social media, parks, immigrants/refugee serving agencies, family homes, long-term care homes, recreation centres, community centers; (2) **Partners**, comprising school/post-secondary colleges/Universities, BIPOC people, faith based organizations, ethnic group/association; (3) **Potential areas of programming**, such as Indigenous spiritual healing; warriors against violence; sage medicine picking trip, support to sweatlodge ceremony; Urban native youth association; meditation and Yoga, Tai Chi, creative art therapy (including paintings, dance & music); mindfulness based practices, community level awareness creation, body movement therapies, visualization and guided imagery, social prescribing. The findings from this exercise will inform the process of prioritization that is needed to streamline and finalize a functional framework in British Columbia.

Keywords: Emotional well-being framework, settings, partners, programs, qualitative analysis

Session Theme	Women's emotional Well-being
Abstract # (Type)	8213 (Oral Presentation)
Title	Boosting Emotional Well-being of Female Professionals for an Effective Work-Life Balance
Authors & Affiliation	Kesseven Padachi, Aleesha Boolaky, Diroubinee Mauree-Narrainen, Mj Somanah Bhugowandeen, University of Technology Mauritius, Mauritius

Abstract:

Emotional well-being is the ability to successfully handle life's stresses and adapt to change and difficult times. The pandemic years have brought upon a massive disruption that has pushed women to the brink of financial, physical and psychological exhaustion. According to Deloitte Global (2020), 70% of women felt overwhelmed by the adverse changes the pandemic has brought upon their daily routines. This situation has enabled us to re-evaluate how existing practices are helping (or lacking) in supporting the emotional well-being of women in their roles as financial providers and pillars of the family. On the verge of tipping towards socio-economic instability, it is imperative for small island developing states like Mauritius to focus on gender-responsive strategies to help support the female professionals and create a more resilient and productive and emotionally healthy workforce.

The study will employ a mixed approach with both qualitative and quantitative methodologies. The initial phase will employ a qualitative approach including structured and unstructured interviews, focus groups, and participant observation to generate hypotheses which can be more rigorously tested with quantitative research. Both probability and non-probability sampling techniques will be adopted to ensure a good representation of the female professionals in Mauritius. The classification will be made under broad occupational groups in line with the International Geneva Labour Office classification of occupation and according to the Department for Professional Employees. This study will focus on women professionals working in the private, public and para-statal sectors as well as the self-employed and who reside in Mauritius. The study will also employ action research to investigate the research problem.

Data generated from this study will provide a realistic insight into the health and psychological status of an underrepresented population in scientific research: the female Mauritian worker. Hence it is anticipated that through this research study a framework comprising realistic, low-cost intervention strategies will be established to help support the well-being of female professionals. As integral pillars of our society, translation and application of our findings will offer stakeholders the opportunity to enhance emotional health, and boost the performance of the female professionals in the workplace.

Keywords: Emotional well-being, Female professional, Work-Life balance, intervention strategies

Session Theme	Poster Presentation
Abstract # (Type)	8235 (Poster Presentation)
Title	Emotional Well-being framework based on ISO
Authors & Affiliation	Taccoorduth Bungshy, Open University of Mauritius, Mauritius
<p>Abstract:</p> <p>We are likely to believe that even, during time immemorial, men living in caves could have been concerned with emotional well-being of their kin, asking questions in their language about their daily well-being and doing the best they could to make themselves and others happy. If the response, in any form would have been ‘fine’, there could have been other responses like ‘no I’m struggling’. The behaviours and thoughts in action could possibly have had, manifestly, depicted the current state of well-being.</p> <p>It was not until the advent of knowledge economy in year 2000 when the world became a small village that organisations, individuals, physicians, psychologists, amongst others formalised the new area of focus captioned as emotional well-being.</p> <p>Scholars, researchers and relevant institutions must have exerted to bring this topic of immense concern under the spotlight. Tools, techniques, guidelines, standards and not forgetting regulatory requirements started to grow as mushrooms to sensitize those being influenced by or causing influence to this subject. And as at lately, we still must be feeling ashamed to involuntarily or voluntarily accept that our economy, social and environment triple bottom-line has been grossly impacted by the lack of understanding on the current state of our emotional well-being, be it within societal and/or workplace arenas.</p> <p>Needless to say that the pandemic must have added fuel to fire in depleting our mental resources leading to exhaustion as pointed out by Cindy Lamothe, Health Line, 2019 thus deteriorating the well-being that is always under construction and now under conditions of ‘<i>Uncertainties</i>’. Bleak isn’t it?</p> <p>Credit should be given to the International Organisation for Standardisation (ISO), Geneva, who have frantically produced the ISO 45003:2021, an international standard that provides an effective framework to initiate a proactive attempt to make =mental well-being part and parcel of an organisation culture (ISO Feb, 2021). It also helps organisations to identify and address areas that can negatively impact employees’ mental health that would not only contribute to physical health but position as one of the key success factors for continuing personal and professional development.</p> <p>Keywords: Personal and professional development, ISO, Mental health, Emotional well-being</p>	

Session Theme	Coping & Influencing Factors of Emotional Well-being
Abstract # (Type)	8733 (Oral Presentation)
Title	How Nightmares affect Daily life - Neuroticism as an Influencing factor through Ruminative Response
Authors & Affiliation	Xiang Wang from Medical Psychological Center, the Second Xiangya Hospital of Central South University; Medical Psychological Institute of Central South University; National Clinical Research Center for Mental Disorders, Changsha, Hunan, China and Department of Clinical Psychology, the Third Xiangya Hospital of Central South University; Psychosomatic Health Institute of Central South University, Changsha, Hunan, China, Tamini Soondrum, SOS Children's Village, Princess Geoffroy Road, Bambous, Mauritius Lisha Dai and Yunlong Deng, Department of Clinical Psychology, the Third Xiangya Hospital of Central South University; Psychosomatic Health Institute of Central South University, Changsha, Hunan, China

Abstract:

Background and Aims: Nightmare bears a strong influence on the quality of life and mental health, and it has been repeatedly documented. However, the psychological mechanism of how nightmares affect one's quality of life and mental health is still unclear. Previous studies have highlighted the role of personality and coping style in predicting nightmare distress, but how these variables interact is limited. The present study aimed to explore how personality and coping style contribute to producing nightmare distress, and explore whether gender influences this relationship.

Methods: We recruited 758 university students, aged an average of 19.07, from Hunan Province, China. A moderation-mediated model was built to examine the relationship between dream anxiety, rumination, and neuroticism, and explore whether gender could affect this relationship, using the SPSS PROCESS 3.5 macro and model 8. We conducted bootstrapping regression estimates with 5,000 samples and a 95% confidence interval.

Results: The moderated mediation analyses results showed that ruminative response-depression related disturbances can mediate the relationship between neuroticism and dream anxiety ($\beta = 0.32$; 95% CI: 0.16 to 0.49), dream anxiety-sleep-related disturbances ($\beta = 0.11$; 95% CI: 0.03 to 0.19) and dream anxiety-daytime dysfunctions ($\beta = 0.21$; 95% CI: 0.11 to 0.31). However, the moderating effects of gender were not significant in the path from neuroticism to rumination, as well as directly to dream anxiety ($\beta = 0.12$; 95% CI: 0.003 to 0.25), dream anxiety-sleep-related disturbances ($\beta = 0.06$; 95% CI: 0.006 to 0.12) and dream anxiety-daytime dysfunctions ($\beta = 0.07$; 95% CI: 0.01 to 0.15).

Conclusion: The study provides a novel architecture on the underlying mechanisms of neuroticism and nightmare distress. This interplay is assumed to be facilitated by ruminations; a negative thought pattern that repeatedly intertwines in our minds which might deter emotional well-being. Accordingly, treatments for chronic nightmares may focus on their repetitive meanings and maladaptive beliefs, especially in people with high neuroticism, irrespective of sex differences. This paves the way for healthcare providers to adopt tailor-made clinical interventions and psychotherapies for emotional well-being.

Keywords: Nightmares; Dream Anxiety; Neuroticism; Rumination; Emotional Well-being

Abstract # (Type)	8804 (Oral Presentation)
Session Theme	Spirituality and Emotional Well-Being
Title	Role of Contemplative Spaces and Spiritual Architecture on Emotional Well Being: Human Experience and Mental Health
Authors & Affiliation	Smruti Raghani, Sushant School of Architecture, Sushant University, India Tejwant Singh Brar Sushant School of Architecture, Sushant University, India Mohammad Arif Kamal, Architecture Section, Aligarh Muslim University, India.

Abstract:

The current era can be described as tumultuous, changeable, and unsettled. To lead a fit and peaceful life, it has become very important to dwell in spaces that are contemplative and comforting. Spirituality is a concept that has deep meaning in the universe and is independent of time and place yet connected to architecture. It is a broad notion that touches everyone. The sense of spirituality and its interrelation with architecture is a topic that needs to be researched in present day scenario. Today's architecture requires an explanation for its effects on the spiritual growth of an individual. The term spirituality is not widely observed in today's architecture and is not used in most contemporary architecture. The past architect being aware of the spiritual growth's significance had shaped an architecture that was proportionate to that time's culture and beliefs. By using architectural elements, they had filled the objective body with spiritual beliefs. Different spaces can be designed which connect the user to themselves in a deeper way by proposing a space where they have freedom to think or meditate and feel the present moment. People suffering from depression or stress can benefit from such contemplative spaces.

The focus of this paper is to study the impact of physical surroundings and architectural structures on leading a healthy lifestyle. In this paper, qualitative research method has been used. The systematic literature review has been explored through internet and secondary data from relevant published academic literature from journals articles and research papers in the fields of contemplative architecture and spirituality. This paper presents the impact of contemplative spaces and spiritual architecture on the emotional well-being of a person. Through two case studies, the relationship between spirituality and architecture has been analyzed. This paper also discusses how architecture and contemplative spaces accelerate the recovery rate and the individual's spiritual journey. A framework model related to the factors and parameters enhancing contemplative spaces have also been proposed in this paper.

Keywords: Contemplative Spaces, Spiritual Architecture, Mental Health, Emotional Well-Being, Human Experience

Session Theme	Emotional Well-Being related to Environments, Multicultural & Demographic Groups
Abstract # (Type)	8824 (Oral Presentation)
Title	Role of Elderly Day Care Centre in social transformation and improving the emotional well-being of the elderly people in Mauritius
Authors & Affiliation	Sanjayduth Bhundhoo Lecturer in Social Sciences, University of Technology Mauritius

Abstract:

According to the World Health Organisation (WHO), the population of the elderly aged 60 years and above has increased over the years and keeps on growing. Almost all countries in the world including Mauritius are experiencing growth in size and undoubtedly the proportion of elderly people is rising. According to available statistics by 2023, 1 in 6 people in the world will exceed the age 60 years+. By 2050, it is estimated that the world ageing population aged 60 years and older will reach up to 2.1 billion (World Health Organisation, 2023).

In 1971, Mauritius registered 36,260 elderly of age 60 years +, compared to year 2023, the country recorded 234,360 elders of age 60 years+. Therefore, the statistics demonstrate that the number of elderlies has increased by 84% over the last 52 years (Statistics Mauritius, 2023). This increase in the number of elders definitely has an impact on the economy, government spending and the society (National Institute on Aging, 2023). In addition, ageing has psychological, physiological and physical effects on the life of elders in terms of health complication, isolation, reduction in physical & mental health, anxiety, stroke, dementia, increase in dependence on others (Lunt, et al., 2021).

Role of Elderly Day Care Centre in social transformation and improving the emotional well-being of the elderly people. Research demonstrate that Elderly Day Care Centres can be of great help not only to cope with the problem of loneliness among elderly but also to support our elders to age gracefully and with dignity (Alexander, et al., 2020). It is found that Elderly Day Care Centres do provide the possibilities and opportunities to alleviate the problem of social isolation, constructing social links and improving the social and emotional wellbeing among elderly people (Hagan, et al., 2014).

It is noted that there is almost no research made in this area on how Elderly Day Care Centres can help in social transformation and improving the emotional well-being of elderly people in Mauritius. Therefore, this opens avenues for researchers to further investigate in this field.

Keywords: Elderly Day Care Centre, Elderly people, Emotional well-being, loneliness, Social transformation

Session Theme	Spirituality and Emotional Well-being
Abstract # (Type)	8904 (Oral presentation)
Title	Ānanda and Emotional Well-Being: Understanding the Aesthetic Dimension of Spiritual Realization in Vedāntic Philosophy
Authors & Affiliation	Rajendrakumar Dabee, Mahatma Gandhi Institute, Mauritius

Abstract:

This paper explores Indian philosophical perspectives on emotional well-being and spiritual realization, with a focus on the *Vedānta* School. It aims to investigate the role of the concept of *Ānanda* in spiritual realization and emotional well-being. Almost all Indian philosophical traditions concur that the ultimate well-being is a state of complete and irreversible freedom from all kinds of suffering (*duhkha*), called liberation (*moksa*) or release (*mukti*). Diversely translated as bliss, ecstasy, euphoria or even orgasm, *Ānanda* encompasses all human experiences ranging from simple objective delights (*sukha*) to subjective artistic inspirations (*rasa*) and religious intuitions' (*Bhakti*). This paper delves into the relationship between *Ānanda* and emotional well-being, providing more specific examples of how it relates to practices like meditation, yoga, and devotion.

The research employs qualitative methods to analyze selected passages from specific texts using the *Prakarana* technique. It undertakes a historical survey and an exegetical analysis of the narrative on *Ānanda* from a Non-dualistic approach as pioneered by thinkers like Śankarācārya *et al.* The paper also examines how *Ānanda* relates to other practices such as yoga, meditation and devotion that are believed to carry physiological, psychological, and emotional implications. The paper argues that *Ānanda* is the aesthetic dimension of the profound spiritual experience called *Ātma-bodhā* or *Brahmānubhava* in *Vedānta*. It is the spontaneous and simultaneous apprehension of the experienter's identity as Self (*Ātman*) as being non-different (*abheda*) with the ultimate metaphysical reality (*Brahman*) within a wider scheme of Unity or non-duality (*Advaita*).

To achieve the aforementioned objectives, the paper first provides an overview of the Indian philosophical perspectives on emotional well-being and spiritual realization, emphasizing the types of happiness to strive for and the causes of unhappiness to avoid. Then, it introduces *Ānanda*, a notion that originates in the *Upanisads*, develops in the *Bhagavadgītā* and crystallizes as an ontological concept in *Vedānta* Philosophy. Overall, the study contributes to the ongoing dialogue on emotional well-being and spiritual realization, providing unique and interdisciplinary interpretations that can enrich contemporary discourse on these topics.

Keywords: Spiritual realization, *Vedānta* School, Happiness, Liberation, Inner peace, *Ānanda*.

Session Theme	Poster Presentation
Abstract # (Type)	8944 (Poster Presentation)
Title	First Emotional Well-Being International Conference 2023 (EWBIC2023) Mauritius
Authors & Affiliation	Shaheen Goonoo Rasmally, Adolphe de Plevitz SSS, Ministry of Education, Tertiary Education, Science and Technology Mauritius

Abstract:

Emotional intelligence is an important life skill that help us to behave, think, react and respond appropriately in our a professional lives. It is the ability to understand ourselves and others. Emotional intelligence helps individuals to identify, understand and manage emotions in a positive way through developing a strong sense of understanding about ourselves and our relationships.

It is for this reason I believe that the growing interest in Emotional Intelligence and emotional well-being in schools and colleges are important aspects one cannot ignore. Emotional intelligence helps educators to understand students' emotions, create self-awareness and human empathy thus enabling them to operate in their day-to-day routines effectively. Emotionally strong and capable educators develop positive interaction and strong connection in the classroom by demonstrating caring behavior, tolerance, empathy and respect by controlling their own emotions. Negative emotions of teachers can impair task performance; for example, if children are busy in a given task and suddenly their teacher enters and shouts at them, this can abruptly stop children's learning.

Seeking to understand of the human condition is the most essential aspect for all professionals who work in schools. Students who are emotionally disturbed suffer in silence. The more support we offer to such students, the more chance they can pull through these tough times. Thus, students can build up resilience and character to pave a good life for themselves. Remote learning has been something new since 2020 and it was observed that emotional well-being was neglected. Students needed to be connected to their classmates, educators and schools. It has been a struggle to develop relationships with the students over the internet.

Educators are seen as role models for their students. As educators, great patience and consistency are required to establish good relationship with our students, specially adolescents. We must be able to understand and manage emotions. Teaching (SEW) is seen as a challenge, particularly where many of the students are difficult to cope with. In schools, social and emotional programs can be set up to build students' learning. Educational stakeholders can arrange trainings on psychosocial development for all teachers to build their capacity and to provide conducive learning environment in schools. Moreover, awareness sessions must be arranged for youth on different topics of life skills.

Keywords: Schools, Students and Educators, Emotional well-being

Session Theme	Psychological health and emotional Well-being in adults
Abstract # (Type)	8964 (Oral Presentation)
Title	An Experience of a Social Work Counsellor: The Need for Emotional Well-being to cope with Life Challenges
Authors & Affiliation	Mooneshwar Callychurn, Ministry of Education, Tertiary Education , Science & Technology, Mauritius

Abstract:

Emotional well-being is how well people are able to process their emotions and cope with life challenges (Medical News Today, April 2022). My personal life experiences from childhood to date allow me to support the motto: 'every mind matters.' Having supportive parents and positive environment in my life, I have been able to face most difficulties positively. For the last thirty years, I have been serving in the field of caring- from a nurse to a care home manager for the elderly, to counselling the vulnerable groups to empowering children, I observed that many medical and mental conditions are however psycho-somatic in nature. I witnessed patients who were under extreme stress suddenly develop bouts of asthma, become hypertensive or even having fits. I also saw how the feeling of isolation and loneliness in elderly in the care homes make them feel helpless and depressed. However, when these people were taught how to cope with their feelings, they recovered earlier. Positive regard from caring professionals do positively enhance the outcome of treatment of the patients. Simple gestures towards the patients like a greeting, or helping a patient in his/her daily activities of living have proved to be so beneficial to the patients whom I cared for during my career in hospital. On the other hand, emotionally disturbed children suppress their feelings and this does affect their emotional health. As David Saunders, Professor in psychology of emotions, points it out, mental health issues operate on a continuum. Lack of parental/social support, peer rejection and social deprivation adversely affect children whilst love and affection and positive interaction with others give them a sense of self-worth and respect which contribute to their emotional well-being. Being a Senior Educational Social Worker presently, I do regular counselling with children. It is a fact that, when we lay emphasis on social skills and self-awareness of children during interventions with them, they feel empowered to face situational challenges. Adaptive coping (listening to music, peer counselling, games, exercise) can improve their relational issues and unhealthy environmental or family circumstances. All necessary measures have been taken to protect the identity and integrity of the target groups in this abstract to avoid prejudice to them.

Keywords: Coping, life challenges, promoting emotional well-being, supportive, positive regard

Session Theme	Psychological health and emotional Well-being in adults
Abstract # (Type)	9249 (Oral Presentation)
Title	Emotional Well-being and Mental Health: A Practitioner's Perspective
Authors & Affiliation	Ameenah Sorefan, EWBI, Mauritius

Abstract:

Mental Health is the state of well-being in which individuals realise their own abilities and can cope with normal stresses of life, can work productively and fruitfully, and are able to make a contribution to their country. Mental health has two dimensions: (1). Positive (well-being and coping) and (2). Negative (symptoms and disease). Prevention and Mental Health Promotion have not been properly implemented, even been neglected for too long. At the different stages of life everyone requires psychoeducation and support. Investing in promoting the mental health and well-being of parents and children notably in preschool can prevent mental health and social problems later in life. Child Mental Health is defined as reaching developmental and emotional milestones and learning healthy social skills, and how to cope when there are problems. Starting with the mother at antenatal care and post-natal care, is her emotional well-being being looked at and cared for?

There are different practical evaluation tools to assess the mental and emotional state of someone at different stages of life and in their natural environments :

- Infants from 0 to 3 yrs are totally dependent on the parents' emotional well-being to thrive, and will be seen by the nurse, doctor and paediatrician;
- Children 3 yrs to 10 yrs will need emotional well-being of parents and importantly of teachers and carers, who will follow them at school and home;
- For adolescents 12 yrs to 18 yrs, it is most critical to be in a supportive environment with many different relations at school, out of school, at home, and with peers, where school educators need to accompany them and can identify any dysfunctional behaviour;
- Young Adults 19 yrs to 30 yrs function better in a conducive work environment, University, community and home, and will be able to be in a trusting and stable relationship; they need to have a listening ear;
- Mature Adults with supportive and continued care of their emotional well-being will be productive and efficient as Partners, parents and members of society, having a dedicated person to be nearby to help them;
- Senior Citizens preparing for their retirement must consider their emotional well-being as a priority, as situations can change and loneliness creeps in rapidly, where next of kin and carers have to be supportive.

WHO data indicate that 10 to 20% of children and adolescents experience a mental disorder, 50% of mental illnesses begin by the age of 14yrs or before and 75% occur by the age of 20yr.

The most common neuropsychiatric conditions which impact brain function, emotions, and mood are addictions, eating disorders, mood disorders, neurotic disorders, psychosis, sleep disorders, self-harm, and behavioral disorders. No health without mental health (UK NHS 2011) is achieved effectively through multisector partnerships and local collaboration to give individuals healthy strategies to build the emotional resilience required throughout life. Strengthening protective factors to build resilience, developing social and emotional skills (motivation, self-regulation, autonomy, self-efficiency, self-worth); securing relationships with parents and at school; having mentors, educators, and role models. Prevention response is effective, when wellbeing actions include protective factors: (1). Connect, (2). Be active, (3). Take notice, (4). Keep learning, and (5). Use creativity and play.

Keywords: Emotional Well-being, Mental Health

Session Theme	Emotional Well-Being related to Environments, Multicultural & Demographic Groups
Abstract # (Type)	9276 (Oral presentation)
Title	Promoting Mental Health among Nepali Migrants: An Initiative by the Emotional Well-Being Institute and Non-Resident Nepali Association
Authors & Affiliation	Dr Sanjeev Sapkota, Department, International Health Committee, NRNA, United States Dr Devi Basnet, Nepal Science Foundation Trust, Skill Knowledge and Technology Transfer (SKTT) Nepal/The Democratic People's Republic of Korea Prof. Raju Adhikari, Nepal Science Foundation Trust, Skill Knowledge and Technology Transfer (SKTT), Nepal/Australia Dr Hem Raj Sharma, Nepal Science Foundation Trust, Skill Knowledge and Technology Transfer (SKTT) Nepal/United Kingdom

Abstract:

The Non-resident Nepalese Association (NRNA) is the largest Nepalese diaspora with a representation of around 8 million people worldwide. As a non-profit organization, NRNA plays a significant role in collaborating with the Nepal Government to promote the welfare of Nepalese and Nepal. Science and technology transfer is one of the many sectors in which NRNA is actively involved through its network of highly skilled professionals and academics. The organization hosts a biennial global knowledge convention and an annual global health conference, which are its major events. NRNA serves as the largest global forum for the professional Nepalese diaspora, fostering a robust network among its members and other organizations.

In June 2021, NRNA Skill Knowledge & Technology Transfer (SKTT) entered into a memorandum of understanding (MoU) with the Emotional Well-being Institute (EWBI), Geneva, to collaborate in promoting mental health among Nepali migrants. This partnership between NRNA and EWBI in the field of mental health will bolster Nepal's public health strategies, including advocacy, education, communication, policy research, and innovation on a global level for the greater benefit of the population.

In this presentation, we will explore the functioning of NRNA as a global organization, with a focus on its essential units, SKTT, and the health global conference. We will highlight how NRNA is contributing to the betterment of Nepalese people, particularly in the area of mental health for migrant workers, and the crucial role played by the health committee during the COVID-19 pandemic. Additionally, we will discuss NRNA's collaborative efforts with other organizations, including EWBI, in achieving its goals.

Keywords: NRNA, Non-profit organization, Global Knowledge Convention, SKTT, Mental Health, COVID-19

Session Theme	Emotional Well-Being Framework, Approaches & Initiatives
Abstract # (Type)	9326 (Oral Presentation)
Title	Emotional Well-Being Institute (EWBI) Global Research and Innovation Initiatives
Authors & Affiliation	Raju Adhikari, Basseer Jeeawody, Sundram Sivamalai Emotional Well-Being Institute Australia

Abstract:

Emotional well-being is the foundation step of an integrative approach to minimizing mental health crises, and it has not been comprehensively addressed. The challenge is how we can re-focus on and enhance emotional well-being through an evidenced-based research approach as a best practice ‘Whole of societal approach’ model in preventing mental illnesses. To answer these questions, EWBI Global Research Committee (EWBIGRC) is developing a sustainable policy to understand and address mental health matters, encompassing emotional well-being, in collaboration and partnership with global research institutions and universities. Key initiatives, such as the professional doctorate (DrEWB), Emotional Well-Being Center (EWBC), and International Refereed Journal of Emotional Well-Being (EWBJ) have commenced. To facilitate these initiatives, EWBI has entered an MoU with the Open University of Mauritius (OU MU).

EWBIGRC's major goal is to create an opportunity to undertake and integrate evidence-based field and lab-based research as well as online data collection on emotional aspects of mental health to develop a global research alliance, share research information, expand professional networks, preserve EWBI work in the permanent records, create opportunities for potential collaboration and interaction with peers and publish EWB research findings for the greater benefit.

EWBIGRC will initiate and undertake the initiatives through its regional cluster foundations in the proposed 18 different global regions. The regional cluster network, (EWBIGRC) will organize professional development initiatives such as workshops, seminars, symposiums, and conferences to develop a global research and innovation network and alliance to implement professional development objectives. EWBI presented its objectives, philosophy, and scope at the NRNA global knowledge convention 2019 (<https://doi.org/10.3126/njst.v20i2.45770>) and the Nepal cluster proposed a strategic plan to address its situated challenges and scope for progression.

At the EWBIC2023, the EWBI Research and Innovation plans will be introduced and launched. The launch will be instrumental in illuminating mechanisms for implementation and benefits to be derived towards leveraging the emotional well-being of individuals, groups, communities, and nations toward positive engagements, accomplishments, and flourishing societies.

Keywords: Research, Emotional well-being, Mental health

Session Theme	Poster Presentation
Abstract # (Type)	9413 (Poster Presentation)
Title	Emotional Well-being My Personal Experience
Authors & Affiliation	Yug Ramtohul, Emotional Well-being, Mauritius
<p>Abstract:</p> <p>Emotional well being is the ability to produce positive emotions, moods, thoughts and feelings and adapt when confronted with adversity and stressful situations. One of its foundations is resilience, which allows you to navigate challenging life events and think of resilience like a muscle.</p> <p>Emotional well-being allows you to focus on the positive, and manage the negative emotions and feelings you may have in a given situation. This can help you forge stronger relationships with those around you. For instance, the person promoted in the role you had wanted. A positive sense of well being enables an individual to be able to function in a society and meet the demands of everyday life. Well-being generally includes global judgments of life satisfaction and feelings ranging from depression to joy.</p> <p>Emotional well-being is important because your resilience grows when you recognize the emotions that trigger you and express them in a constructive manner to yourself and others. If we do not transform our pain, we will most assuredly transmit it usually to those closest to us: our family, our neighbor, our friends and our children. To transform that adversity, begin by observing and managing your thoughts, feelings and behaviors. That helps determine the actions you take and completely changes the way you handle stressful situations and make decisions. Some examples of emotional well-being is your breath; ground yourself, and pause.</p> <p>Finally, to improve your emotional well-being, you must move your body, establish a routine, connect with others, forgive, do something for others, sleep, be kind to yourself, be self-aware.</p> <p>When my mother was very ill and suffering too much, I fell into depression. For the first time that I ranked seven in my class, I could not believe that I was not in the top three of my class and I got depressed again. For my first experience, I succeeded in fighting my depression by connecting with others who motivated me to help my mother and I did everything she told me to. For my second experience, I fought my depression by forgiving myself, establishing a routine and being self-aware, and for the first term I was top of my class, as my emotional well-being had impacted me positively.</p> <p>Watch your thoughts; they became words; they become actions. Watch your actions; they become habits. Watch your habits; they become character. Watch your character; it becomes your destiny. You become more resilient as you encounter and master any situation. You need to take care of your emotional well-being so that you can bounce back when faced with adversity.</p> <p>Keywords: Sentimental, Motivating, Personal experience</p>	

Session Theme	Special Session
Abstract # (Type)	9823 (Oral Presentation)
Title	Measuring Life Satisfaction among Nigerians: A Comparative Study of the Riverside Life Satisfaction and Satisfaction with Life Scales
Authors & Affiliation	Aaron Agbo, University of Nigeria, Nsukka, Nigeria

Abstract:

Life satisfaction is currently one of the major indicators of well-being. The Satisfaction With Life Scale (SWLS) has remained one of the dominant, if not the most dominant, measures of life satisfaction scale employed by researchers. Some scholars, however, recently observed some shortfalls in the scale, which they argue have the potentials to reduce the scale's ability to maximally measure people's satisfaction with their lives. Consequently, they developed a new measure, namely The Riverside Life Satisfaction Scale (RLSS), to address the observed shortfalls in the SWLS. In view of the fact that the validity and reliability of the SWLS have been severally confirmed, the present study compared the psychometric properties of both measures in a sample of Nigerians. The result of the comparative analyses showed that SWLS was a stronger indicator of life satisfaction than the RLSS. The SWLS outperformed the RLSS across all the psychometric indices on which they were compared. More importantly, the RLSS did not just yield comparatively lower values. Its psychometric properties were largely below conventionally acceptable levels. Further analyses revealed that the poor performance of the RLSS could be explained by the behaviour of the reverse-scored items in the scale. It is therefore our view that scholars who intend to involve samples from Nigeria should consider using SWLS. Nonetheless, findings were discussed in line with the debate on the utility of reverse-scored items in scales and the possible role of culture in the phenomenon.

Keywords: Life satisfaction, Validity, Reliability, Nigeria, Psychometrics

Session Theme	Poster Presentation
Abstract # (Type)	9845 (Poster Presentation)
Title	Can women's Emotional Well-being be enhanced with the provision of flexible working?
Authors & Affiliation	Deepika Faugoo, University of Technology, Mauritius
Abstract:	
<p>Purpose: The purpose of this study is to examine women's emotional well-being at the workplace. Women experience more stress and anxiety at work due to various reasons but mainly a lack of flexible working that often leads to work-family conflict and stress.</p> <p>For instance, in UK, women are almost twice as likely as men to be diagnosed with anxiety disorders. Flexible working can be used as a strategy and be useful to all workers especially women, to adapt their work to family demands (Singley and Hynes 2005). Studies have shown that flexible working allows mothers to maintain their working hours after childbirth (Chung and Van der Horst 2018b), and to be retained in human-capital-intensive jobs in times of high family demand (Fuller and Hirsh 2018). This ability may increase women's satisfaction with work-life balance by allowing women to maintain both and also could enhance emotional well-being.</p> <p>Research & Methodology: This study will be based on an international literature review based on countries such as Finland and Norway to name a few where companies are doing a lot to promote women's emotional well-being at work by provision of flexible working conditions with these countries ranking the highest on the happiness index. Main findings: The findings will be focused on the key strategies, company policies and HR practices with a focus on flexible working that these countries have adopted to promote women's emotional well-being.</p> <p>Relevance: It is hoped that the findings of the study could be applicable to Mauritius which has a male model of work that emphasises face time and does not really provide much flexibility to women. This study could also be a stepping stone to carry out more research on this much needed area.</p> <p>Keywords: Women's Emotional Well-being, Stress, Flexible working</p>	

Session Theme	Emotional Well-Being related to Environments, Multicultural & Demographic Groups
Abstract # (Type)	9905 (Oral Presentation)
Title	Save the Planet and be Happy? A Multisectoral Analysis of the Interplay of Pro Environmental Behaviour (PEB) and its impact on Emotional Well-being of Individuals
Authors & Affiliation	Mrinal Sohoraye, Open University of Mauritius Meera Gungea, Open University of Mauritius

Abstract:

The world faced unprecedented challenges with the recent pandemic which is now sustained with new geo-political tensions. Amidst these global shocks, the phantom of climate change and its dramatic impact on human lives continues to draw attention. In the olden days, good environmental actions were restricted to school children but have now attracted attention of governments, policy makers and the environmentalists amongst others. It is understood that by adopting good practices towards the physical environment like reducing wastes or lessening the carbon footprint can significantly impact or even reverse negative effects. The Ozone layer is one the many success stories where pro environmental behaviour (PEB) has enabled the layer to saved.

This paper argues that PEB is not only good for the planet but also impacts on personal happiness, leading to a a heightened sense of consciousness. The study adopts an interpretive phenomenological approach to assess how actions aimed at protecting the environment can impact on the emotional states and well-being of individuals. The data collection spanned over two countries in Europe and Africa and summarised the key findings. Results indicate that emotional well-being can be achieved by adopting green practices. Individuals reported lower levels of stress and anxiety when they were actively participating in PEB. The study recommends that apart from wellness programmes which promote yoga or meditation, PEB can play a pivotal role in achieving a safer and sane nation.

Keywords: Environmental factors, Emotional behaviour.

Session Theme	Rural, Remote & Marginalization Impacts
Abstract # (Type)	9959 (Workshop)
Title	Workshop on Rural, Remote and Marginalised communities: Impacts of marginalization on the emotional well-being of the people
Authors & Affiliation	Sundram Sivamalai (Australia), Drona Rasali (Canada), Raju Adhikari (Australia) Emotional Well-Being Institute-Geneva

Abstract Proposal

Rural, remote and historically marginalized communities face several hurdles in accessing services to maintain and improve their emotional well-being across the world. Within the population of these communities there are some groups who may even encounter further challenges because of their ethnicity, sexual orientation, disability status, gender, age, etc.

The planned workshop session aims to share and discuss the following questions:

1. Who are these marginalized communities?
2. What are the examples of marginalization?
3. What are the underlying causes of marginalization?
4. What are the outcome effects of marginalization?
5. What are the impacts of marginalization on emotional well-being
6. What are the short-term and long-term practical strategies, that can be undertaken in addressing the marginalization in order to improve the emotional well-being?
7. For each of the short and long term strategies what actions can be undertaken by the residents?
8. What are the potential hurdles or challenges the residents may encounter for each of the actions identified in your community?
9. How should the potential hurdles or challenges against each action be managed?

This workshop will be organized as a group participation activity following a World Café format using a total of 9 questions (three rounds of questions posed in three tables). All participants' inputs will be collected, respected and valued in this session and will be used to inform the future strategic framework for promoting emotional well-being among marginalized communities.

Three moderators, Prof. Sundram Sivamalai, Prof. Drona Rasali and Prof. Raju Adhikari will be facilitating the workshop. The time required for running the workshop is 30 minutes.

Keywords: World Café, Rural, Remote & marginalization, Impacts on emotional well-being, Action in the community

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Age (optional):.....Gender (optional):.....Cultural Background:.....Country of Birth:.....

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Qualifications:.....

Names and addresses of 2 Voluntary organisations that I was a member of:

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Position held:.....Period: from..... to.....

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2. Name and contact details of Second Referee:

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APPENDIX

List of Authors with Abstract Reference

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62. Saddul Poonam, #1465, *Defining Well-being from Women's Perspectives in Mauritius*, University of Mauritius. Mauritius.
63. Sapkota Sanjeev, Basnet Devi, Adhikari Raju & Sharma Hem Raj, #9276, *Promoting Mental Health among Nepali Migrants: An Initiative by the Emotional Well-Being Institute and Non-Resident Nepali Association*, Department, International Health Committee, NRNA, United States; Nepal Science Foundation Trust, Skill Knowledge and Technology Transfer (SKTT) Nepal/The Democratic People's Republic of Korea.
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65. Senannayake Neluka Tharisha, #2162, *Bharathanatyam, a South Indian Classical Dance form and its impact on Emotional Wellbeing of Students: Learning through Teaching*, Associate Director-Cultural Trajectory, Emotional Well-Being Institute; Associate Member of Sri Lanka Institute of Architects (SLIA); Member of *Bharathanatya Acharya Association of Victoria Australia (BAAVA)*.

66. Shanto Diana, Dulberger Dan & Boag-Guidi Lisa, #3071, *Deconstructing Social Discourses in School Counseling: Integrating the IPscope for a Culturally Sensitive Systemic Therapeutic Approach*, MSW, RCSW, RMFT-SQ, Faculty of Social Work, University of Calgary, Canada.
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68. Sheikh-Eldin Melika Yassin, #365, *Emotional Well-being of Refugee Women and Girls*, Manager International & Community Development, AMES Australia and Board Member: Settlement Council of Australia.
69. Sitaula Bishal K, #675, *Peace Spirituality and Emotional Wellbeing in a Rapidly Changing Environment*, Department of International Environment and Development Studies, Norwegian University of Life Sciences, Norway.
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75. Suntoo Rajen, #2919, *Understanding the Emotional Well-being of Elderly Women in Ageing Society: The case of Mauritius*, University of Mauritius.
76. Sutcliffe Simon B., #4268, *Emotional well-being, clinical care and disease prevention: Life expectancy has doubled...but do we live better?*, Two Worlds Cancer Collaboration, Canada.
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80. Therese M. E. & Luximon-Ramma A., # 5220, *The impact of Job Satisfaction on the Mental Health of Working Population of Mauritius: A Case Study in the Private sector, School of Health Sciences, University of Technology Mauritius.*
81. Tow Nam Chung Ay Lee, #7372, *Emotional Wellbeing at a Young Age: Empowering the Social, Emotional and Educational Wellbeing of Grade 7 students and their families, Ministry of Education, Tertiary Education, Science and Technology, Mauritius.*
82. Vaghjee Havisha, Vaghjee Gounshali & Sukon Kaviraj, #6620, *Technostress: The Dark Horse of Online Learning, University of Technology Mauritius, Curtin Mauritius, Open University of Mauritius.*
83. Van Rensburg Mari Jansen, #2289, *Finding Balance in a Digital World: Navigating the Impact of Technology on Emotional Wellbeing in Higher Education, Middlesex University Mauritius.*
84. Vigier de Latour-Bérenger Mélanie, #5138, *Knowing and respecting the Constitution, laws and ratified conventions; and articulating hearts and actions for a better emotional well-being, Psychosociologist, Consultant for Action For Integral Human Development Mauritius.*
85. Wang Xiang, Soondrum Tamini, Dai Lisha & Deng Yunlong, #8733, *How Nightmares affect Daily life- Neuroticism as an Influencing factor through Ruminative Response, Medical Psychological Center, China, SOS Children's Village, Bambous, Mauritius; Department of Clinical Psychology, China.*
86. Yogi Devaraj, Yogi Chintamani, Adhikari Raju & Jeeawody Basseer, #1866, *Spirituality and Yoga Meditation in Emotional Well-Being: Establishment of a Regional Hub, Founder President, Swami Vivekananda Yoga Research and Holistic Health Trust, Bangalore Vice President/Chancellor Yoga University of The Americas Miami FL USA; Nepal Cluster, Emotional Well-Being Institute (EWBI); Nepal Cluster, Emotional Well-Being Institute (EWBI), Emotional Well-Being Institute (EWBI), Geneva.*