

7th NEPC Primary Colors of Education Conference

arise for well-being

Improving the **quality of educational experience**
by reducing the impact of inequalities

Hotel International, Tirana, Albania
28th November - 30th November 2023



BACKGROUND

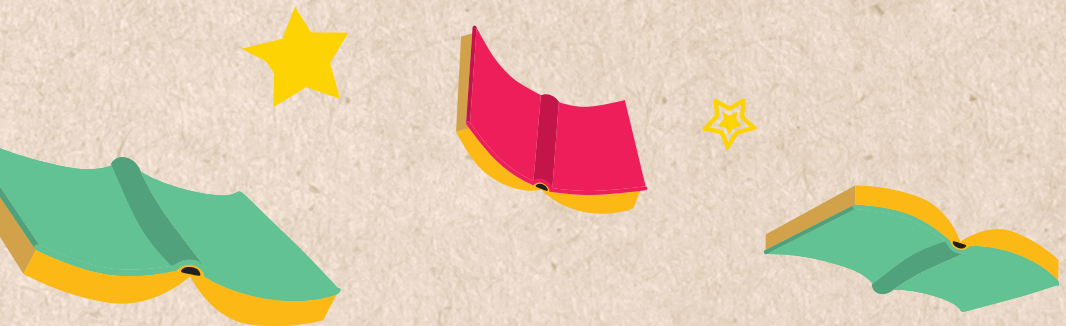
As most educators attest, due to the increasing inequalities as well as the growing number of different crises (conflicts, natural disasters, and environmental crises) that children and their families go through and which cause traumatic experiences, well-being as a multidimensional concept that encompasses various aspects of an individual's overall health, satisfaction, and quality of life, has become one of the main concerns in the field of education, child protection and broader fields.

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- **Psychological well-being:** life satisfaction, sense of purpose, self-awareness, and absence of emotional problems.
- **Physical well-being:** adopting a healthy lifestyle and overall health.
- **Collective well-being:** the ability to participate in improving the community in a way that contributes to individual, communal, or planetary well-being without exploiting other beings or the environment.
- **Planetary well-being:** the ability of our planet, our home to live in harmony with all beings.

In our approach, we advocate the content and methods of education that have been adapted to equally value the learning and well-being of learners, educators, and all actors in the education ecosystem thus supporting healthy relationships, mental health, and socio-emotional well-being.



KEYNOTE SPEAKERS

Ferre Laevers

Ferre Laevers is director of the Research Centre for Experiential Education based at the University of Leuven and former President-elect of the European Early Childhood Education Research Association. Most of his work is linked to the innovative 'Experiential Education' project (EXE) of which he was the founding father, more than 35 years ago. In EXE, a child's wellbeing and the intensity of his or her mental activity (involvement) is seen as a key indicator for the 'power' of the learning environment and a condition for 'deep-level learning'.

'Experiential Education' stands for an innovative project that started in 1976 and is based at the University of Leuven (Belgium). Through practice-oriented research, development and dissemination, EXE has become an influential educational movement with a significant international impact, inspiring early years practitioners, teacher trainers and researchers around the world. The EXE-expertise is in use in more than twenty research institutes and official agencies, in the UK, Portugal, Germany, Finland, Australia, Japan, Brazil, South-Africa, Ecuador, Vietnam...

Richard Wilkinson

Richard is Emeritus Professor of Social Epidemiology at the University of Nottingham Medical School, Honorary Professor at University College London, and Honorary Visiting Professor at the University of York. Always focussed on bringing the injustices of health inequalities to public attention, his books have been widely read.

His first book, *Poverty and Progress: an ecological model of economic development*, was published in 1973 and re-issued in 2022. One became the basis of a TV documentary, *The Great Leveller*, and another a film, *The Divide*. His first TED talk 'How economic inequality harms societies' has been watched over 4 million times, and his second, 'The link between inequality and anxiety' was viewed over 1.8 million times in the first few months of its release in 2021.



Karin Doolan

Karin Doolan is Full Professor at the Department of Sociology, University of Zadar. She began her research journey at the University of Cambridge where she completed her MPhil and PhD in the sociology of education with a focus on the (re)production of social inequalities.

Following her PhD completion she was a Visiting Scholar at Columbia University's Harriman Institute. Her teaching activities are rooted in critical and engaged pedagogy, and she conducts research on the interface between social class inequalities, education and disaster events.

Her most recent research has explored the vulnerability and resilience of schools as organisations in emergency and crisis situations caused by floods and earthquakes. Whenever possible she uses her research to contribute to advocacy alliances and policy interventions driven by a vision of a more just society.

Kemal Vural Tarlan

Kemal Vural Tarlan has been conducting visual sociology and anthropology research on Dom (Roma) communities living in the Middle East since 2000. His studies, articles and photos were featured in numerous international symposia, congresses, exhibitions and other events.

He has written penned articles on the rights of refugees from the Middle East and worked as an activist. He is a member of the International Federation of Journalists and is a member of the European Sociological Association. He lives in Gaziantep and is the General Coordinator of Kırkayak Kültür and the Head of the Center for Migration and Cultural Studies.

He continues his cultural and anthropological research on the Roma communities living in the Middle East. Since 2011, he has been conducting research on Syrian refugees, immigration theories and social cohesion. He is a board member of the Cross-Regional Center for Refugees and Migrants (CCRM) network in Beirut.



CONFERENCE STRANDS

ARISE for well-being within the school environment:

Within this strand, we look for a whole-school approach that enables access to quality education and stimulating learning environments that significantly influence well-being of children and others. Within this strand, we also look for smooth school transitions that promote the well-being of children by providing continuity of support, reducing stress, fostering a sense of belonging, and supporting academic success, which will enable stress-free experiences for students during transitions and develop their full potential.

ARISE for intersectoral cooperation in promoting well-being:

Within this strand, we look for multidimensional approaches that recognize that the well-being of children is not the sole responsibility of a single sector or organization. The cooperation between various sectors and stakeholders plays a crucial role in enhancing children's well-being.

ARISE for supporting students' well-being within the community:

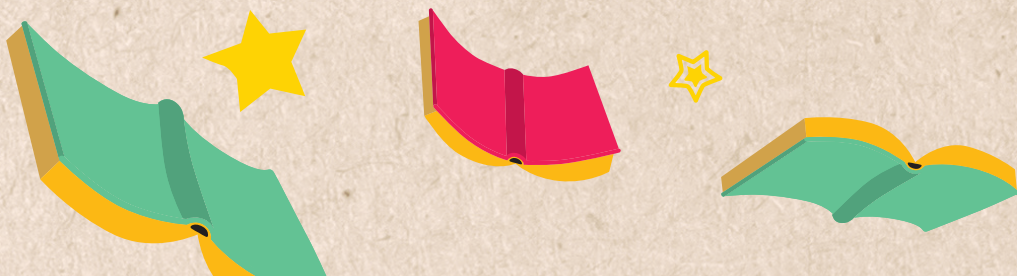
Within this strand, we look for safe neighborhoods that value diversity and inclusion, and provide support services that contribute to children's overall well-being. At the same time, we look for the promotion of sustainable practices and environmental awareness that are crucial for supporting the well-being of present and future generations.

ABOUT ARISE

The ARISE Action for Reducing Inequalities in Education initiative is part of a bigger strategical framework shared in the partnership, promoting equity in education in order to create the conditions to assure that socio-economic status should not be an obstacle to achieving educational potential and to overcome the effects of social deprivation. <https://www.arisenetwork.eu/en/>

ABOUT NEPC

Network of Education Policy Centers (NEPC) is an international non-governmental membership organization that empowers the education ecosystem to support transition and transformation in the NEPC region towards earth-centric and inclusive education through policy, practice, research and international partnerships. <https://edupolicy.net/>



CONFERENCE FEE

Full conference fee:

175 Euro + hotel costs (76 Euro per night)

School staff conference fee:

100 Euro + hotel costs (76 Euro per night)

For **one representative of NEPC members, all costs will be covered by NEPC**. For NEPC member who are partners in ARISE, 2 representatives will be covered. NEPC members may send one more staff to the conference for the fee of 100 Euro per person + hotel costs (76 Euro per night).

Country representatives of ARISE project: costs will be covered by the project.

For the representatives of the HAND:ET project: up to 5 HAND:ET partners if presenting at the conference will be fully covered by NEPC.

