



ORGANISATION MONDIALE POUR L'EDUCATION PRESCOLAIRE
ORGANIZACION MUNDIAL PARA LA EDUCACION PREESCOLAR
WORLD ORGANISATION FOR EARLY CHILDHOOD EDUCATION



ANNUAL REPORT

2013

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Founded in 1948 and with more than 70 national committees around the world, the World Organization for Early Childhood Education (OMEP) is the oldest and largest international organization working for the overall wellbeing, optimal development and participation, rights, and education of the world's youngest children (birth to age 8), their families, others who care for them, and institutions that serve them.

From the Immediate Past World President

INGRID PRAMLING SAMUELSSON

My term as OMEP president came to an end on December 30, 2013. It has been joyful; fascinating; and, at times, quite hectic. Selma Simonstein, my predecessor, prepared me well; but there was still a great deal to learn. I have had the opportunity to visit many different places and meet many interesting people. So, first of all, I want to thank all OMEP member countries that have had trust in me and in my leadership throughout these six years.



My primary goal was to contribute to the wellbeing of our organization and, thereby, to contribute to the wellbeing of the world's children, those who care for them, and the institutions that serve them. With great assistance and inspiration from John Siraj-Blatchford, we have introduced the concept of Education for Sustainable Development, including collaboration between OMEP and UNICEF called WASH from the Start, coordinated by Deputy President Judith Wagner.

OMEP was the first organization to focus on Education for Sustainable Development (ESD) in the early years. Initially, ESD with young children was not included in the UNESCO Decade for Sustainable Development; but, together with others, we managed to incorporate early childhood into that agenda. That was an important step in raising awareness about the importance of attending to the needs and interests of young children in all discussions of sustainability policies and practices on local, state, and global levels.

We have also continued with our research agenda relating to Education for Sustainable Development. Here, I want to thank in particular Milada Rabusicova and Ingrid Engdahl, who have taken the lead for the three first projects, all of which have contributed to our understanding of how children understand sustainability and the role children can play in each of the three pillars: healthy environments, sound economies, and just societies.

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The fourth world project, Equality for Sustainability, was launched at our 2013 World Assembly in Shanghai. Several countries have already indicated their intention to participate in this project, so I am looking very much forward to being the coordinator for this project in my new role as Immediate Past President. My hope is that we will be able to welcome many more countries to join this project in the coming months.

OMEP's visibility and influence on the global stage have increased dramatically in recent years. We now have a very good relationship with UNESCO, UNICEF, Global Partnership for Education, The Consultative Group on Early Childhood Care and Development, and many other organizations and agencies. OMEP has been invited to participate in high-level consultations on the Post-2015 policy agenda, via UN Sustainable Development Solutions Network Workgroup on ECD, Education and the Transition to Work.

Along with the Consultative Group, UNICEF, ADEA and SOS Children's Villages, OMEP organized *a Side Event on Early Childhood Development as a foundation for sustainable development*, held at the United Nations on December 12, 2013. Judith served as OMEP's representative on the Side Event planning team. Judith has been an anchor and playmate during my term as president.

Our team of OMEP representatives at UN Headquarters has contributed a great deal to the realization of OMEP's Mission and goals. The team 2013 included Carol Darcy, Jean Simpson, Jerry Aldridge, Judith Wagner, Maria Pia Belloni, the late Kate Kolchin, and OMEP's youth representative, Amber Eriksson.

Among the goals of my second term was to add action-based projects to our research and policy work. Here, Maria Pia Belloni and Jerry Aldridge have made particularly significant contributions in their development work on intervention guidelines for volunteers and others who work with young children in refugee camps in Jordan and Kenya. Here we put our commitment to the world's children into action with some of those who are most vulnerable.

It is with great appreciation that I acknowledge Carol Darcy upon her retirement as OMEP's main representative at the UN. Carol has served on the New York headquarters team for many years. On behalf of the Executive Committee and our members around the world, I offer Carol our sincere thanks.

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Beginning in January 2014, I will take up the challenge of serving as OMEP's main representative and hope to build upon the successes previous UN teams have made over the years. On the 2014 team along with me are Maggie Koong, Judith Wagner, Maria Pia Belloni, Jerry Aldridge, Grace Jepkemboi, Gaby Fujimoto, and our two youth representatives, Amber Eriksson and Swetha Mummini.

OMEP was been invited to the table by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and the Global Partnership for Education (GPE). In fall 2013, I attended a workshop in Bonn focusing on preschool education in developing countries. Twelve organizations took part in very fruitful and innovative discussions about this central topic for a more sustainable world. As I leave office, my fondest hope is that OMEP will continue to be involved in and provide leadership for, ESD in early childhood settings, including stepping up our emphasis on training for teachers and caregivers about ESD as a crucial part of the early years' experience.

We have also developed a good cooperation with the International Labour Organisation (ILO), where our VP for Europe, Nektarios Stellenakis, is doing a great job representing OMEP. In addition, Ingrid Engdahl, Sweden's national OMEP president, has provided excellent leadership on matters relating to play. As a result, we have strengthened our relationship with International Play Association (IPA). Thank you Ingrid and Nektarios!

I also want to thank all who have served on the Executive Committee during my term as president. These national committee and international leaders have provided invaluable support and they have been a joy to work with. They were even willing to get up in the middle of the night sometimes so we could hold Skype meetings in so many different time zones around the world.

It is not possible to thank individually everyone to whom I am sincerely grateful. I look forward to thanking you in person at our future world and regional meetings.

With this report for my last years as world president, I wish you all the best in your efforts to promote the wellbeing, health, rights, and education of the world's youngest children. I wish Maggie Koong, as the new president, great success in her future work for OMEP.

Report of the Regional Vice President for Africa

ABIMBOLA ARE

OMEP Africa Region has 11 member counties; 6 National Committees and 5 Preparatory Committees. They are Nigeria, Ghana, Cote D'Ivoire, Benin, Mauritius and Burkina Faso and Cameroon, Democratic Republic of Congo, Kenya, Burundi and Mali respectively.

Also, we now have contacts in Uganda, Tanzania, Angola and Lesotho, Southern Africa.



1. National Activities

All the National and Preparatory Committees & their Chapters had common activities like ECD advocacy, Conferences, Seminars, membership drive, capacity building of teachers & care givers at different times during the year 2013. Parents and their children were also carried along in terms of sensitization of parents on the importance of accessing Early Childhood Education & Care for their children while the children were celebrated on National Children's Day and the Day of African Child.

Some National Committees like Liberia had extra activities like production and dissemination of Newsletters, A 3- Week Professional Study Tour in the USA from Nov.6 – 26, 2013. OMEP Mauritius established a Teacher Training Center accredited by the Mauritius Qualifications Authority with 80 trainee-teachers enrolled in 2013 and OMEP pre-primary school established for children aged 3 to 5. 100 children are on the enrollment of the school. Also the running of Toy Library & Day Care Center is very well on-going in Cote D'Ivoire. OMEP Nigeria's history of Annual National Conference and collaboration with UNICEF, Ministry of Education and other key Ministries with Child-Centers Programmes are waxing stronger.

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2. Membership

I am happy to report that OMEPA Mauritius is fully back on board while OMEPA Cameroon has been performing so well in the Country and is ready to be proposed as a National Committee during the coming OMEPA World Assembly scheduled for July 2, 2014 in Cork, Ireland. Also effort is being made to encourage the formation of OMEPA Young Ambassadors in our Universities.

3. Regional Activity

The biggest activity for 2013 in our Regional was the 8th OMEPA Africa Regional Conference & The 1st Liberian National Early Childhood Development. The Conference was hosted by OMEPA Liberia Committee from April 11 to 13, 2013 at the SKD sports Complex, Monrovia Liberia, Themes: Early Childhood Development in the 21st Century: Children's Rights to Live, Play, Explore and Understand the World".

The collaborative effort which was highly demonstrated was fantastic and the end result was awesome.

Participation was top-bottom from the President of the Republic of Liberia- Her Excellency Ellen Johnson Sirleaf to the Education Minister-Hon. Eitmonia David Tarpah to our then OMEPA World President – Prof Ingrid Pramling Samuelsson (the Guest Speaker), to parents, teachers, caregivers, Partners/Sponsors- OPEN SOCIETY Foundation, UNICEF, PLAN, SAVE the Children, PCL, Child Fund International, Growing Liberia Children, Liberian Marketing Association. The presence of the CHILD was majorly felt.

Over 500 Participants attended from USA, GHANA, NIGERIA and around Liberia.

I seize this opportunity to thank the entire planning committee of OMEPA Liberia and the Liberian Government for the wonderful support for the success of the Conference. I also appreciate our then World President , Prof. Ingrid Pramling Samuelsson who was awarded for her encouragement, steadfastness and commitment to the development of Early Childhood Education and Care in Africa in particular and the world in general.

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4. China 2013 OMEPA World Assembly & Conference

Three countries from Africa – Kenya, Liberia, & Nigeria were in Shanghai to participate.

A Regional Meeting was held and the need for better communication, collaboration among county members were discussed. The need to develop our regional website was agreed upon and this we plan to do in 2014.

5. OMEPA World Project

Many of our country members keyed-into the WASH From The Start Project by observing the Global Hand Washing Day which is promoting hygiene & healthy living from the formative stage of our Children's lives.

Thank you.



Report of the Regional Vice President for Asia Pacific

EUNHYE PARK

1. National Activities

Workshops and symposia with teachers and parents continue to be a major area of activity among countries. Australia held seminars about knowledge exchange and conducted action research to revitalize OMEP Australia and to determine strategic direction. China organized national research projects, academic conferences, teacher's training in the west for professional development. Hong Kong held seminars about learning Chinese language in early childhood education in a multilingual and multicultural environment. They also participated in the meetings of 15-year Free Education Working Group. India conducted training and development program for ECCE teachers on age appropriate development. They also participated in a national study on traditional play and games which is part of OMEP Asia Pacific Regional symposium. Korea held 11th annual workshop 'Nuri curriculum, meeting with play' for teachers and parents focusing on play for young children in age 3 to 5 Nuri curriculum, which is a universal education for all 3-5 year olds in Korea. New Zealand held workshops and seminars to increase professional development and debate of issues. Pakistan continued on concentrating activities on recovery programs for children who are victims of child abuse, malnutrition and poverty. They also conducted workshops and seminars for preschool educators and parents. Thailand has first started evaluation on the early childhood care centers on the national standard for external quality assurance and held workshops for teachers on preparation for internal and external quality assurance.



2. International Activities

International collaborations among member countries have been continued and Asia Pacific symposium has played an important role in the international activities. Those include scholarly exchanges, donations, researches, and teacher exchange programs.

Hong Kong and China have been collaborating to create a China-Hong Kong teacher exchange program since 2003 and it is still continued. Japan continued Komodo fund for relieving the victims of Eastern Japan great earthquake. An international project was conducted by releasing English language report on the situation of ECCE post the Great East Japan earthquake 2011. They also held an international symposium for preschool teachers on the future education, case studies on professional development in Norway and South Korea were presented. Also the 2013 member information exchange with New Zealand in the memories of development of OMEP and 40th anniversary of OMEP Japan was made. New Zealand has conducted international researches and sharing through academic and professional networks within Pacific region.

3. Education for Sustainable Development

ESD is an area of growing interest. Asia Pacific countries have actively participated in the ESD world projects and also in the ESD rating scale development. China have participated in the OMEP project for the development of ESD scale and collected data in 6 early childhood centers for the pilot scale. Japan has continued to reconsider the concept of the ESD after the Eastern Japan Earthquake and the radiation-contaminated disaster in Fukushima. Korea registered for 3rd phase of ESD world project, which is 'intergenerational dialogues for ESD', and executed the project in young children's classroom with three goals, which is to reduce plastics, create garden and establish network of new friends. In result, young children and teachers have realized the importance of ESD through intergenerational dialogues and necessity to include it in the curriculum for young children. Singapore conducted a workshop about using the ESD rating scale for teachers. Thailand has integrated ESD concept into the new preschool curriculum and continued to conduct a project on ECO-School guide for ESD starting from preschool to secondary education level.

4. WASH from the Start

Five member countries participated in WASH from the start project. Australia extended WASH program to Fitzroy Crossing School for aboriginal children in W.A and introduced WASH to Crispins kindergarten in Poro, PNG. India participated in WASH through different initiatives and now all preschools have sanitation and good health in the curriculum. Korea introduced the purpose and the meaning of WASH project to individual and

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collective members of Korea committee and also participated in a case study related to WASH and encouraged through online. New Zealand has joined OMEP world in promoting hand washing within chapters. Pakistan remained active in its role to enhance professionalism in the WASH in school.

5. The Most Important Tasks for 2013

Each country continued its works from 2012.

- Recruited members and revamped and activated the website
 - Korea
- Arranged and organized workshop, seminars, symposium and campaign
 - India, Pakistan, Singapore, Thailand
- Continued advocacy for the government's agenda, gained more public awareness, and conducted research to promote early education for Sustainable Development
 - Australia, China, Hong Kong, India, Japan, New Zealand, Thailand

6. Celebration

- Maggie Koong was elected to the world president of OMEP and Nirmala Rao was elected to the world treasurer at the 2013 World Assembly.

Report of the Regional Vice President for Europe

NEKTARIOS STELLAKIS

My term as OMEPA vice-president for Europe started in January 2013. My predecessor, Milada Rabusicova, prepared me well and I want to thank her, as well as, all those who supported my election in Campo Grande, Brazil in July 2012.



1. Activities of Member Countries

OMEPA has a long and proud history in our region, Europe. The wide range of activities of the 24 National Committees of the region is covered by annual reports of the individual national boards. By studying these reports it is clear that the member countries do organize a number of interesting and useful events and activities benefiting care for and education of very young children. The national boards often focus on organizing conferences and workshops for the wide public and teachers but they also offer specific activities (such as contests, entertainment events, or celebrations) targeting parents or children themselves. I want to mention that Polish Parliament adopted OMEPA proposal for an official day of Kindergarten. This day is the 20th of September, but this year the celebration took place on 25th of September. Unfortunately, I was not able to participate personally but I want to congratulate once more Anna Wrobel, the President of Polish Committee, and all the members of the Board for their initiative. It was also difficult for me to participate in the National Conference of Slovak National Committee of OMEPA in October and celebrate its 20 years anniversary.

2. Events in Europe

It is the European Regional Meeting and European Conference that is the most important joint event for European member countries. Attended by participants representing 16 European countries and one observer from Bosnia – Herzegovina, it was held in Zagreb, Croatia, in May 2013. The topic of the Conference was “Play and playing in Early Childhood. I can say the many international participants will agree with me that this first important activity of the new OMEPA Committee of Croatia was very well organized and

offered interesting content. The event gave an exceptionally promising impetus to further activities of the Board which became a part of OMEP only recently: at the World Assembly in Brazil in 2012. Many thanks to all people who helped to create the excellent environment the conference provided and especially to Adrijana Višnjić Jevtić, the President of Croatian Committee, and all her colleagues and volunteers.

The World Assembly in Shanghai held in July provided another opportunity to meet people representing European OMEP member countries. There were participants from 15 European countries, a number which allowed our European Meeting to be a very fruitful one.

3. Activities of Vice-President

As I had promised one of my priorities was to build a website for OMEP in Europe. Due to technical and financial support of a Greek company this promise became a reality. We are really proud to have our own website – www.euromep.org, in which all the important information can be easily accessed by anyone. In addition, communication letters were sent to National Committees. Another important initiative is the participation of OMEP Europe as a full member to Eurochild, a network of organizations and individuals working in and across Europe to improve the quality of life of children and young people. This will strengthen our voice in our region and will open many opportunities for collaboration with organizations working in Early Childhood Education and Care.

In January 2013, I participated in the National Consultation Early Childhood Development on the Post 2015 Agenda, held in Istanbul, Turkey and organized by UNICEF. World President, Ingrid Pramling-Samuelsson and Deputy World President, Dr. Judith Wagner was also there. Turkish Committee of OMEP was involved in this meeting and we had the chance to meet the President, Gelengul Haktanir, and many members and we are really grateful for their hospitality. In March, I visited Milada Rabusicova in Brno and I had the chance to work with her and prepare the Annual Reports for the 2012. I enjoyed her friendship and hospitality and I thank her for everything she did for me during my visit. Together we participated in Assembly of Czech Republic Committee, held in Prague. This was a great opportunity for me to communicate with our members. Unfortunately, I did not visit the OMEP archives, which are kept in Prague. This is one of the reasons I want to return to this beautiful town. In April, after inviting by the Cypriot National Committee of

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OMEP, I coordinated a workshop on narrative activities in preschool settings. In June I represent OMEP on the Meeting “Early Childhood Development on the Global Development Agenda” which was convened by the Consultative Group on ECCD and hosted by the World Bank and the Global Partnership for Education in Washington DC, USA. In October I had the honored to open the 9th Conference of Greek National Committee of OMEP and in early November to represent OMEP in “V Congreso de Educacion Infantil y Formacion de Educadores: Por una Escuela Infantil de Calidad y Futuro”, held in Antequera, Spain. António Ponces de Carvalho, President of Portuguese National Committee of OMEP was also there and we had the opportunity to exchange ideas. Also, in November I represent OMEP in the International Labor Organization “Meeting of Experts on Policy Guidelines on the Promotion of Decent Work for Early Childhood Education Personnel” held in its headquarters in Geneva, Switzerland. It was a great meeting and a very remarkable experience for me. Lastly, in December I represent OMEP Europe in the Social Platform's Conference on the Social Dimension of the Greek EU Presidency, held in Athens. It was a very active year and I tried to meet the expectations of our members.

Finally, I did my best to actively communicate with all national boards throughout the year. It has been my permanent concern that everyone has enough information and stimuli to work in order to promote our scope and visions.

Report of the Immediate Past Regional Vice President for Latin America

MARIA APARECIDA SALMAZE

Elected vice president for Latin America in 2010 in Sweden (Gothenburg), I'm flattered to belong to this Organization which strives for the rights of the education of young children, and manifests itself as the result of a history of changes and advances the concepts that uphold the child, childhood and child development.

Early in my tenure, in 2011, I did not think it would all pass by so fast. There were so many challenges, emotions and achievements, plus the privilege of sharing with you the great victories.

My dear omepian colleagues, these few lines are meaningless in the face of emotion that comes over me, because the longing will be immense. My greatest consolation is knowing that the commitment to children is therefore still crave the same ideals.

In these three years, I had the honor of taking numerous challenges and dreams for the sake of the children, but also the honor of meeting some of the greatest Early Childhood Education professionals of Latin America (Argentina , Brazil , Bolivia , Chile , Colombia, Ecuador , El Salvador , Mexico, Panama , Paraguay , Peru and Uruguay). Through reports, I had the opportunity to meet each country through their projects and goals. In some countries, I could participate in conferences, giving lectures in meetings, presenting the results of our actions.

Also, I participated in major national and world events, sharing a bit of the reality experienced in Early Childhood Education.

Working in a shared management with the Latin American OMEPA chapters, I obtained great achievements through forums, meetings, seminars, conferences and national and



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international conferences. We have entered into cooperation agreements and seek continuing education programs, always aiming at the development of rights in early childhood.



I hold the World Assembly and the 28th OMEP World Symposium in July 2012, in Campo Grande - MS as the landmark of my management experience. The meeting was held by the OMEP / Brazil, on 17 and 18 July, led by Ingrid Pramling Samuelson, president of OMEP / World.

We rely on the presence of Presidents of OMEPS the following regions: Africa, Argentina, Brazil, Canada, Colombia, Chile, China, Spain, Ecuador, France, Greece, Haiti, Hong Kong, Ireland, Japan, Korea, Nigeria, Norway, Peru, Sweden, Turkey, Uruguay and the United States.

The 28th OMEP World Symposium in turn, held the theme " Early Childhood in the XXI Century: right of children to live, play, explore and see the world." The event had 800 participants, and had the support and presence of federal, state, municipal governments, UNESCO, UNICEF and over 46 countries.

The symposium promoted cultural exchanges of scholars and researchers of childhood, resulting in the production of four works on playing and training for teachers of ECE.

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With today's technological advances, we provide websites, blogs, electronic newsletters and Facebook pages and Twitter for OMEPS Latin America, sharing all events.

With the grace of God, I received a lot of affection and shared a great deal. It was a gift to have known true and ethical people who make the most colorful, bright and strong world, and advocate for all children of the world.

I finished this term as vice president of OMEP for Latin America with the feeling of accomplishment, making sure that the continuation will be made to perfection by my friend Esther Mercedes Mayol Lassalle, president of OMEP / Argentina, for she is a professional involved in defending the rights of infancy.

I maintain the view that the best way is to believe and work for early childhood is guaranteed to see change happen in compass of life.

For all of the presidents of Latin American OMEPS, I desire positive results, a lot of strength and a lot of luck on the day and that at the end of your journey, that you feel happy and fulfilled as I have felt, for having lived this magnificent experience as vice - president of OMEP / Latin America (managed 2011-2013).

I want to deeply thank the support and care that has been offered me during this journey.

The name of OMEP has always made a difference

because people are involved with the institution.

Report of the Regional Vice President for North America and the Caribbean

JUDITH WAGNER

This small region includes only three countries: Canada, Haiti, and the United States. Membership in Canada and the United States is relatively small and widely spread geographically. Haiti has been working diligently to re-energize its national chapter and increase membership while continuing the recovery efforts after the devastating 2010 earthquake.



At the regional meeting during the 2013 World Assembly in Shanghai, the following goals were established:

1. Increase communication, coordination, and collaboration among the three national chapters.
2. Increase support for one another's projects.
3. Increase membership numbers, as well as activity levels among current members by developing projects of interest, especially those promoted by World OMEP.

By the end of 2013, we made the following progress toward these regional goals:

1. The Regional Vice President submitted regular columns to the OMEP-USA and OMEP-Canada newsletters focusing on activities and events in each of the three countries.
2. A regional meeting was planned during the spring 2014 ACEI conference in Vancouver. Leaders of OMEP-Canada and OMEP-USA agreed to participate.
3. All three countries agreed to promote Global Handwashing Day on October 15 and Universal Children's Day on November 15. Although we did not reach our goal to share photos and other information about these events on our websites, we plan to do so in 2014.
4. OMEP-USA has made a concerted effort to encourage young people, including college students, to form chapters and to become individual members after graduation.

5. OMEP-USA and OMEP-Canada members have participated more actively in OMEP work at the United Nations, including participation in conferences, NGO committee meeting, and event.

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World Statistics

MAGGIE KOONG

Forty-eight (67%) out of our seventy-two National Committees submitted their reports of 2013. They included Committees of the following countries:

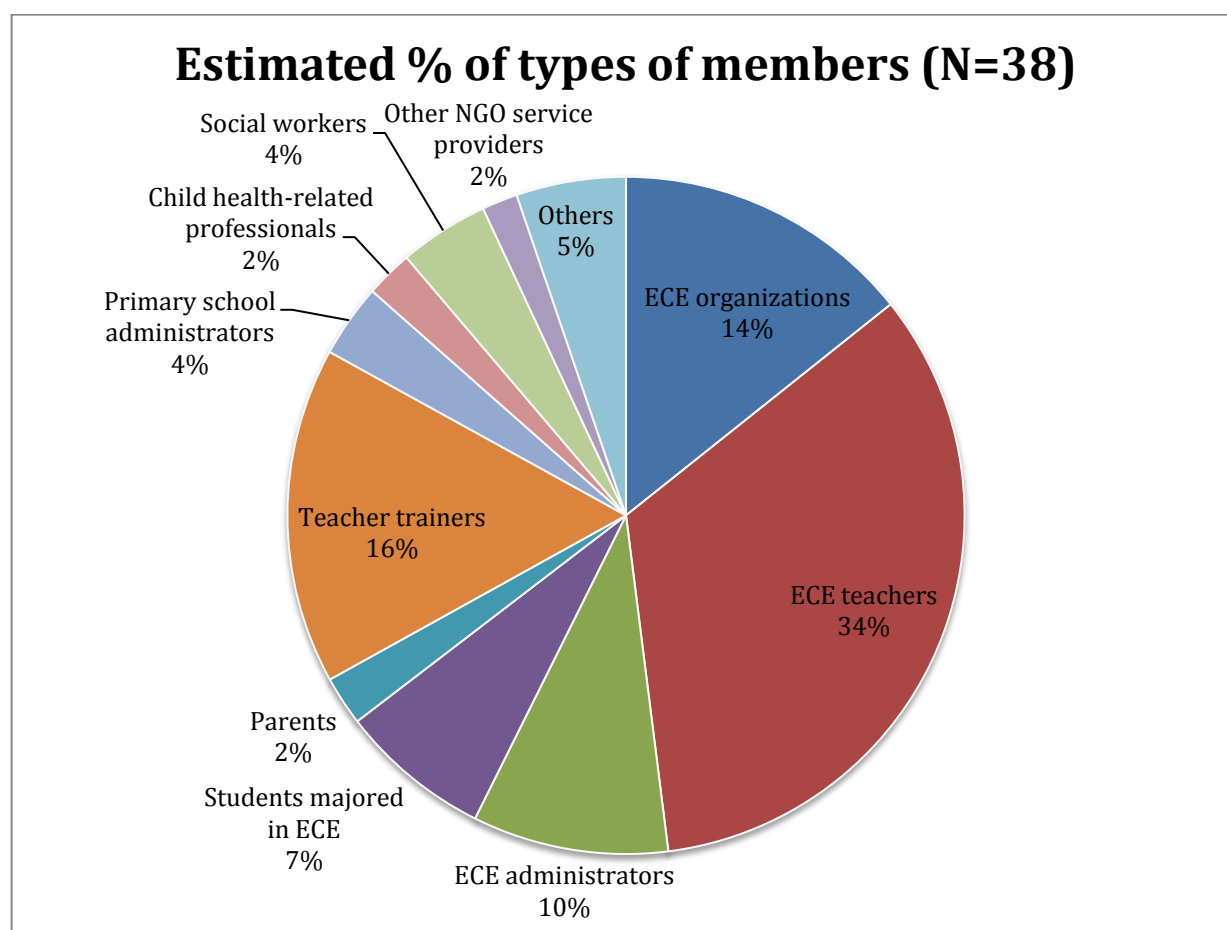
Africa	Burkina Faso, Cameroon, Côte d'Ivoire (Ivory Coast), Liberia, Mauritius, Nigeria
Asia Pacific	Australia, China, Hong Kong, India, Japan, New Zealand, Pakistan, Republic of Korea, Singapore, Thailand
Europe	Bulgaria, Croatia, Cyprus, Czech Republic, Finland, France, Germany, Greece, Ireland, Lithuania, Norway, Poland, Portugal, Russia, Slovak Republic, Spain, Sweden, Turkey, Ukraine, United Kingdom
Latin America	Argentina, Brazil, Chile, Columbia, Ecuador, El Salvador, Mexico, Peru, Uruguay
North America and the Caribbean	Canada, Haiti, USA



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GENERAL STATISTICS

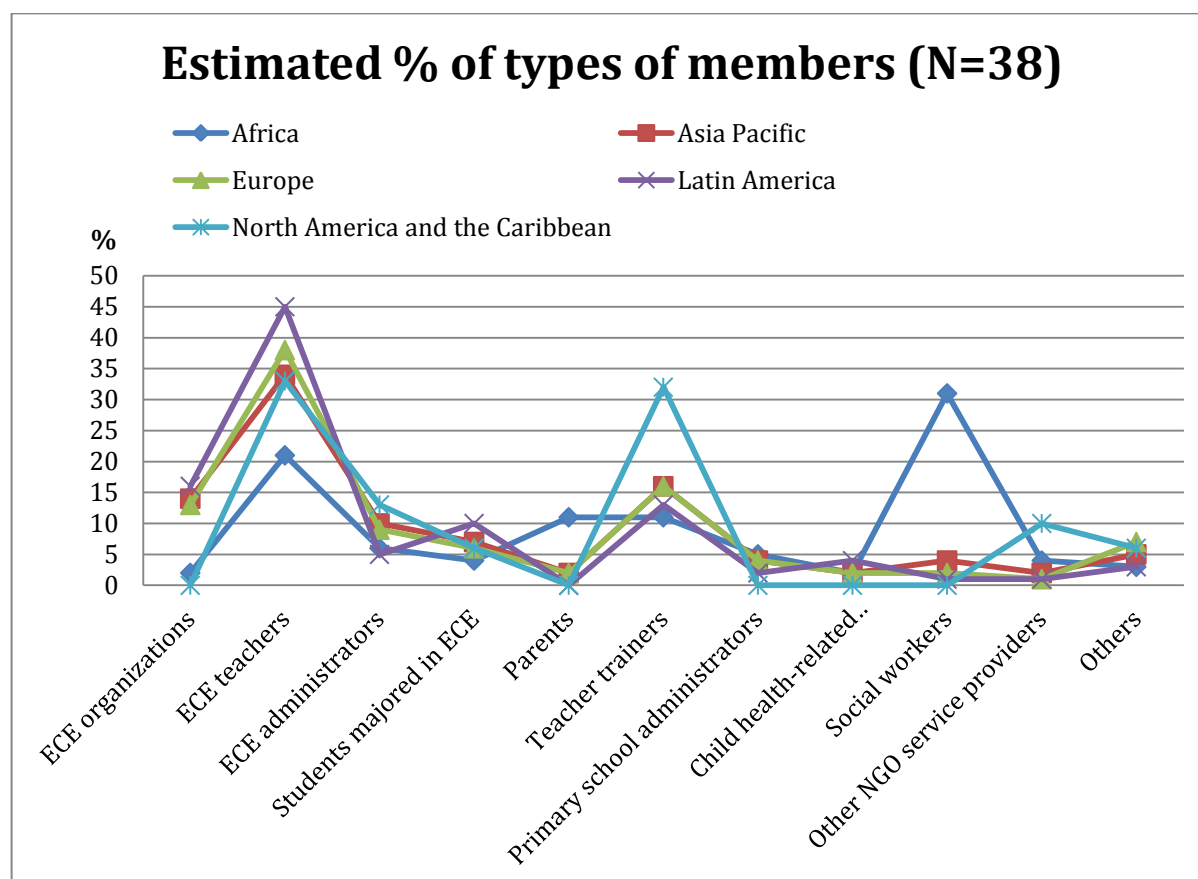
1. Membership



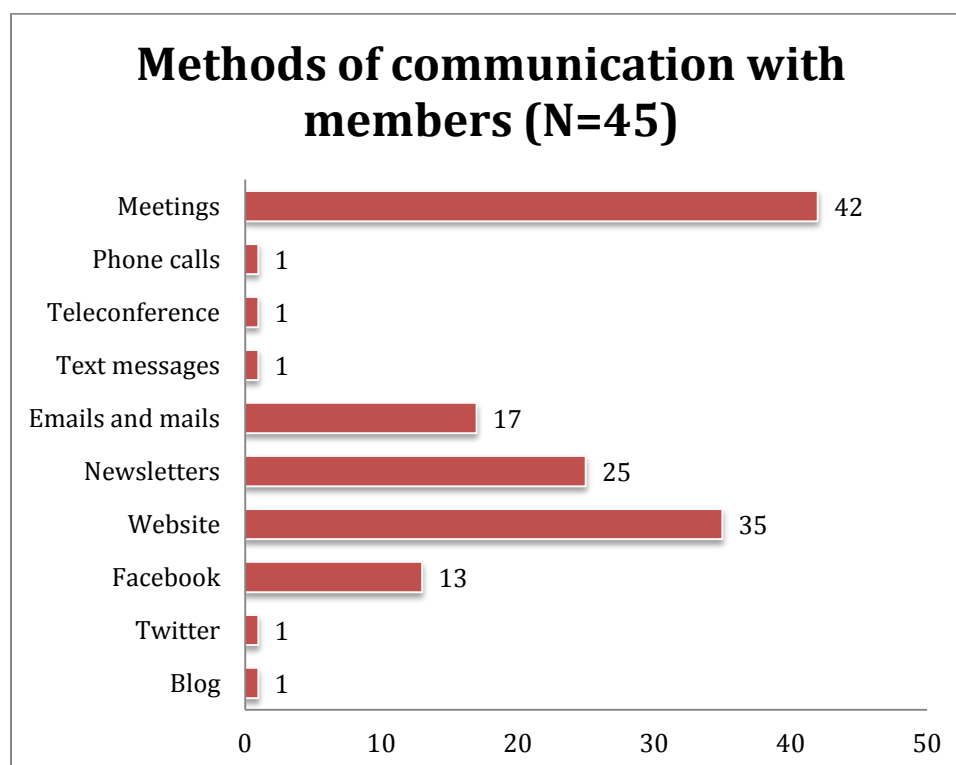
Total number of members reported = 24515. On average each National Committee had 681 members. One committee (China) had 17,000 members. If it is excluded in the calculation, each committee on average had 215 members.

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The figure below shows the distribution of types of members in the 5 regions.



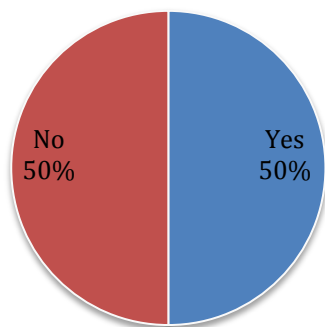
2. Methods of Communication



Although most of our National Committees communicated with their members through regular meetings, many also tended to make use of the Internet technology (e.g., emails, websites, Facebook pages) to reach their members more cost-effectively. Over 80% of the responding National Committees had already established their own websites, and a few more reported that their websites were under construction.

3. National Chapters

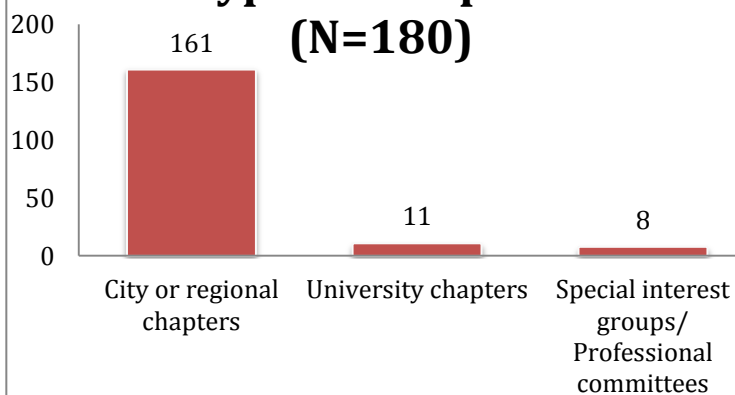
Committee had own chapters (N=42)



Half (21) of the responding National Committees reported to have their own chapters. There were a total of 180 chapters reported in the 5 regions.

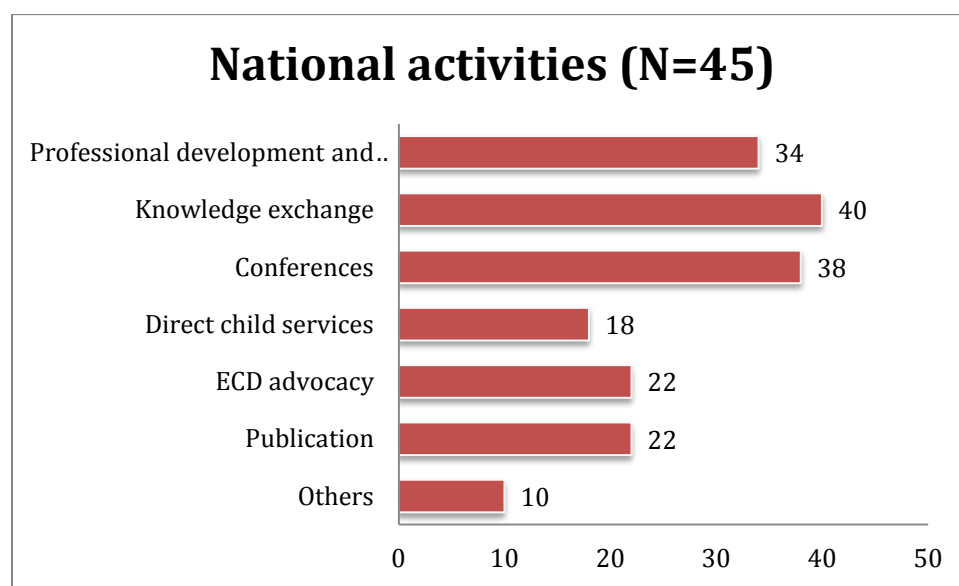
Our National Committees tended to set up their chapters based on physical locations. Only 11 out of the 180 chapters (6.1%) reported were university chapters. In the near future we need to promote the setting up of student chapters in colleges and universities.

Types of chapters (N=180)



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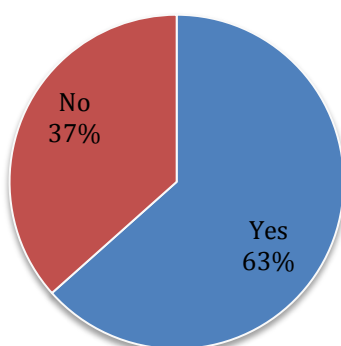
1. National Activities



Activities of our National Committees at a national level in 2013 tended to be more academic-/ professional training-oriented. Only about half of the responding committees reported to engage in direct child services and advocacy for early childhood development.

2. International Activities

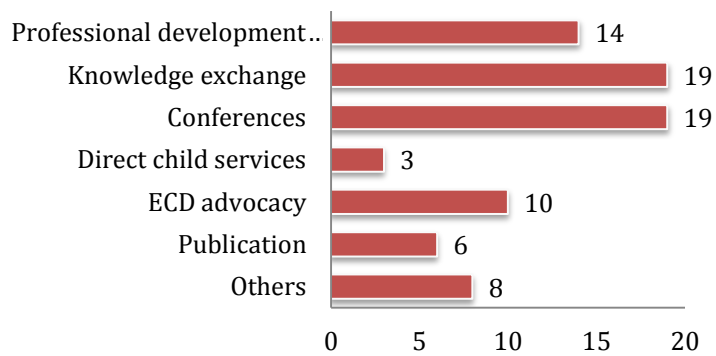
Representatives of National Committee attended the OMEP Shanghai 2013 World Assembly and Conference (N=41)



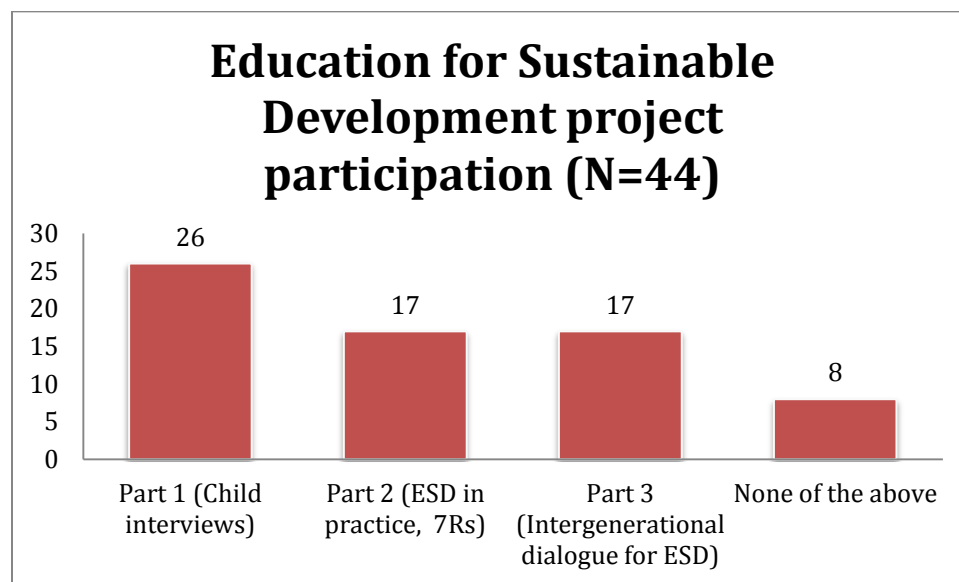
Twenty-six committees reported to have sent representatives to attend the OMEP 2013 World Assembly and Conference in Shanghai, China.

Besides attending the OMEP 2013 World Assembly and Conference in Shanghai, our National Committees more often engaged in international knowledge exchange and conferences. About 20% of the responding committees also advocate for early childhood development at an international level.

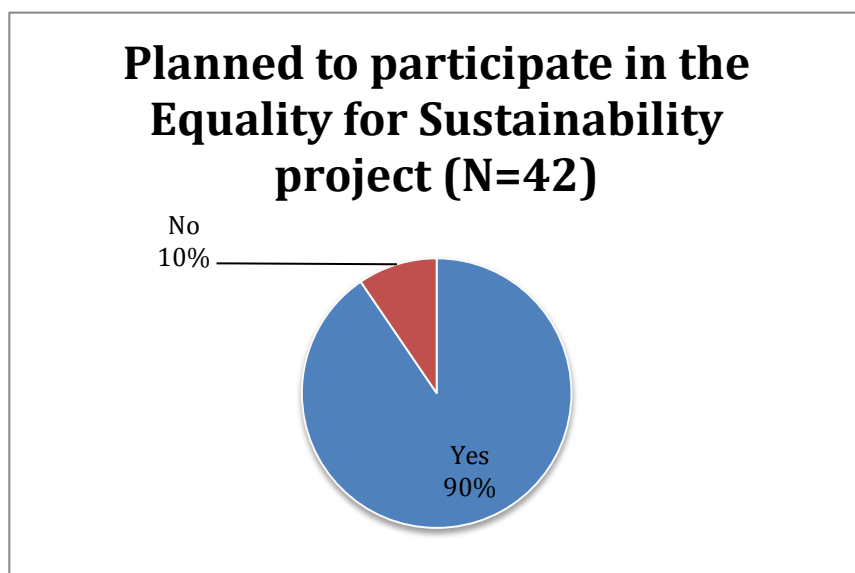
Other international activities (N=45)



3. Education for Sustainable Development

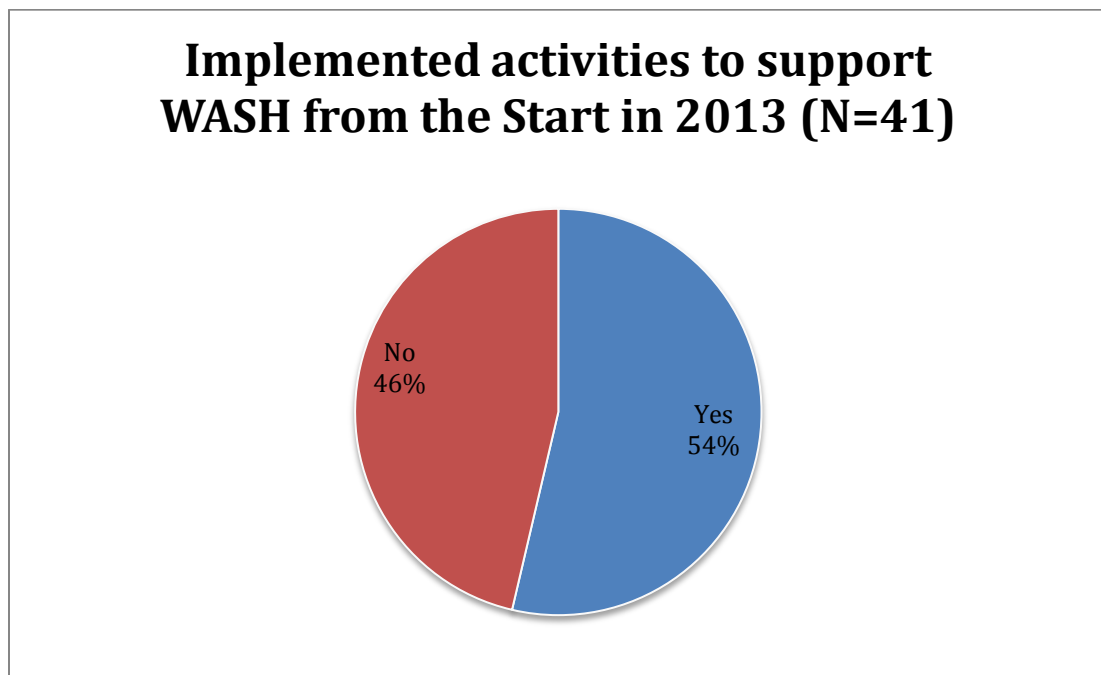


About 40-60% of the responding National Committees had participated in at least a part of the Education for Sustainable Development project.



About 90% (38) of the responding committees also expressed that they would like to participate in Part 4 of the project (i.e., Equality for Sustainability). This shows good potential for extension of the project.

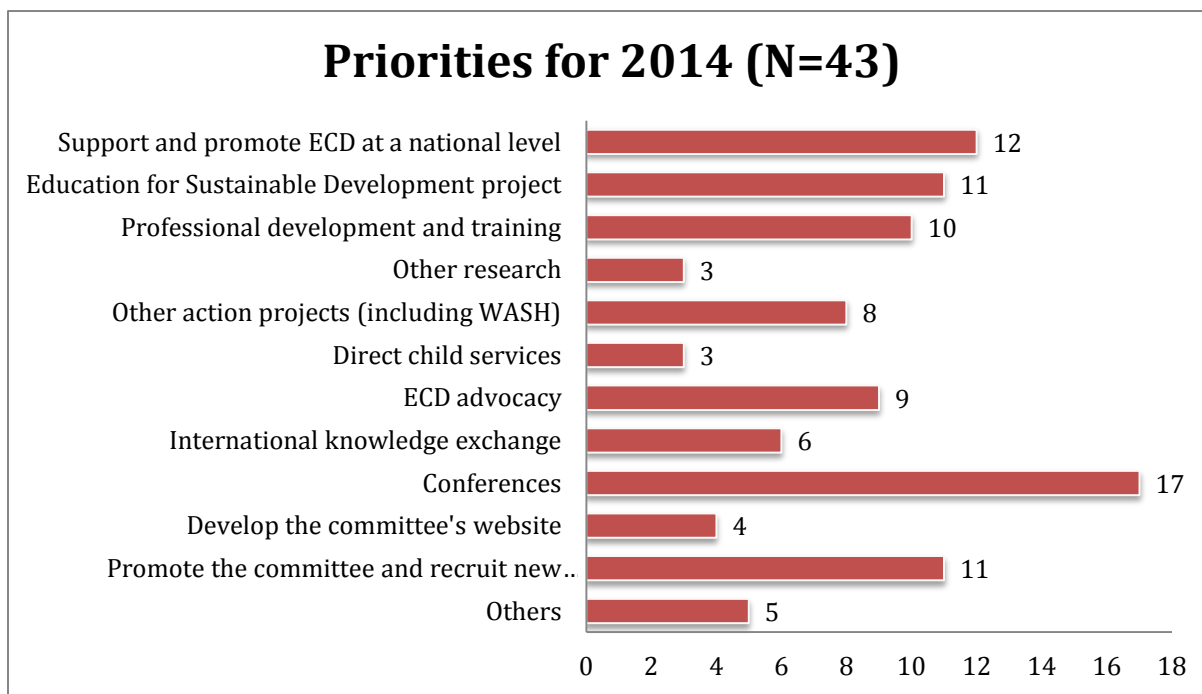
4. WASH from the Start



Twenty-two National Committees reported to have implemented activities in their countries to support WASH from the Start in 2013. Many introduced WASH in kindergartens, preschools and early childhood centers. One committee (Korea) also conducted an online case study related to WASH.

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5. Priorities for 2014



A variety of priorities were reported in the open-ended question. The answers can be categorized as above. About 40% of the committees reported that they would organize some conferences in the coming year. Often times they would co-organize with another OMEP National Committees or with other non-governmental organizations. Many also reported that they would support and advance early childhood development at a national level (28%), continue to focus on the Education for Sustainable Development project (26%), promote their committees and recruit new members (26%), and enhance professional development and training (23%). However, only 3 national committees expected to carry out direct child services, 2 of which were in fact from the region of Africa.

Financial Report

MAGGIE KOONG

OVERVIEW (FROM JANUARY 1 TO DECEMBER 31, 2013)

- The income for the period was 34,920.39 USD and the expenditure for the period was 25,724.54 USD. This represents a surplus of 9,195.85 USD which was due to the stability of membership fees collection and a greater than expected income from the International Journal of Early Childhood due to our new partnership with Springer.
- On December 31, 2013, we had the following foreign currencies in our Hong Kong account: 56,038.32 USD, 38,742.84 EUR, 913.10 CAD and 13,981.48 CHF.



INCOME

- Membership Fees

In 2013 the income from membership fees was 25,898.31 USD, which is a bit lower than the dues collected in 2012.

- Springer Copyright

We received 4874.22 USD from Springer for the copyright income.

- Child Fund

Donations for Child Fund was received from the Japan (161.26 USD) in 2013.

- Conferences

We received 481 USD from Regional Conference held in Croatia. The 3,500 USD registration fee from 2012 Congress in Brazil was received in July 2013. The 6,995 USD registration fee from Congress in Shanghai was received in February 2014.

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EXPENDITURE

- President's Account

The President received the customary payment of 18,000 USD.

- Executive Committee Expenses

Executive Committee expenses were 7,103.94 USD in 2013, which included air ticket fare for VP to attend conferences. Each VP received 200 USD to cover their office expenses. Since there is only one annual meeting per year that ExCo members now attend, this has allowed us to keep the total ExCo costs to a minimum for the year.

- NGO Dues

These 297.69 USD refer to contributions made to maintain our NGO membership status with UNICEF and UNESCO for the year.

OBSERVATIONS

- The income from membership dues is stable. I thank every national committee for making this possible.
- Besides World Meeting fees for our income, we collected Regional Conference fees and received 481 USD from Croatia Committee. We also received 6,995 USD from Shanghai in 2014.
- I wish to thank all countries for their cooperation in paying the revised fees.

OMEPA is on a stable financial footing but we need to increase income to be able to meet our vision and mission.

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INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST DECEMBER, 2013

INCOME	US\$
Membership fees	25,898.31
Contribution from World Congress	3,500.00
Regional conference in Croatia	481.00
Donation for Child Fund	161.26
Springer	4,874.22
Bank interests	5.60
<u>Subtotal</u>	<u>34,920.39</u>

Deduct:

EXPENDITURE	US\$
Expenses incurred by:	
- World President	18,000
- Executive Committee	7103.94
Bank charges	322.91
NGO dues	297.69
<u>Subtotal</u>	<u>25,724.54</u>

SURPLUS FOR THE YEAR	9,195.85
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OMEP's Work at the United Nations

JUDITH WAGNER

OMEP Representative to ECOSOC/ Acting Head Representative Fall 2013

1. New York Team

Because of its consultative status with the UN and UNESCO, each year OMEP is entitled to designate seven representatives to the UN headquarters in New York. These seven designees and other OMEP members who support them by attending meetings and events at the UN comprise the New York Team.

2. New York Team Goals for 2013

Increasing OMEP's visibility in global policy-making and implementation was a priority throughout 2013. To accomplish this, the goal was to strengthen our reputation as a leading international early childhood organization, thereby positioning OMEP to better represent the needs and interests of young children, their families, their teachers and caregivers, and the institutions that serve them.

Strategies for accomplishing this goal included (1) strengthening OMEP's New York team at the United Nations; (2) increasing OMEP's participation in NGO committees at the UN; (3) increasing the number of OMEP representatives at important UN and UNICEF events; (4) strengthening relationships with key personnel at the UN and UNICEF, such as the Early Childhood Development unit and the WASH unit; and (5) strengthening networks and partnerships with governmental and non-governmental agencies, as well as other NGOs with similar or mutually complementary aims.

3. Focus for 2013

The focus throughout 2013 was on influencing decision-makers to include early childhood development, care, and education as an unambiguous priority on the Post-2015 UN Sustainable Development Goals (SDGs).

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OMEP's 2013 designees to the United Nations were

- Ingrid Pramling Samuelsson, President of World OMEP, Economic and Social Council (ECOSOC) and Department of Public Information (DPI)
- Carol R. Darcy, ECOSOC, Head Representative
- Judith Wagner, ECOSOC Alternate
- Kate Kochin, ECOSOC Alternate
- Jean Simpson, ECOSOC Alternate
- Maria Pia Belloni, DPI
- Jerry Aldridge, DPI
- Amber Eriksson, Youth Representative

Others who worked closely with the New York Team included Donna Wright, Erik Landgren, and Keyona Forbes, OMEP's former youth representative.

Sadly, on June 21, 2013 Kate Kolchin passed away at the age of 92. Excerpts from her obituary testify to her life's work on behalf of children and OMEP: "She was an Adjunct Assistant Professor at City College, supervising student teachers. She devoted herself to advocacy for children as an NGO representative to UNICEF, and as a member of OMEP (World Organization for Early Childhood Education), the National Association for the Education of Young Children, the Citizens Committee for Children, and the Women's City Club."

In fall 2013 long-time OMEP designee to the UN, Carol Darcy, retired from her position as Head Representative. Carol's work paved the way for recent advancements in the organization's visibility and influence at the UN and among partner organizations in the field of early childhood and beyond.

4. Activity Highlights

Participation in UN Committees: OMEP designees and other members participated actively in several UN Committees, including the Committee on Education, the Committee on the Family, and the Migration Committee. OMEP representative Maria Pia Belloni chaired the working group on Child Refugees.

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Child Refugee Projects: Maria Pia Belloni and Jerry Aldridge provided leadership for two projects: the Za'Atari Intervention Project (ZIP) and the Kenya Intervention Project (KIP). The projects, currently in the development, are being designed to provide culturally relevant and developmentally appropriate activities and materials for parents and volunteers to use with young children in refugee camps. Draft materials have been translated into the appropriate languages for field testing. Other organizations and institutions have expressed interest in these developing projects.

In January 2013 Ingrid Pramling Samuelsson, Judith Wagner, and Nektarios Stellakis participated in the UN Country consultation in Istanbul Turkey to promote early childhood development, care, and education in the Post-2015 agenda.

You Tube Videos: In January 2013 OMEP introduced several You Tube videos promoting early childhood development, care and education as a priority for sustainable development. These can be found at https://www.youtube.com/watch?v=6_qGu4_4vUM (children speaking), https://www.youtube.com/watch?v=krR_ayjKE0 (adult speaking, English version), https://www.youtube.com/watch?v=jI1epURBu_w (adult speaking, Spanish version), and <https://www.youtube.com/watch?v=ox1bAh0HJQo> (adult speaking, Chinese version).

Position Statement: During the 2013 World Assembly in Shanghai. OMEP developed a position statement entitled Open Open Appeal to Local, National, Regional and Global Leaders: Prioritize Early Childhood Development, Education, and Care. This document served as the basis for OMEP's official response to the UN High Level Panel of Eminent Persons on the Development of the Post-2015 Agenda, calling for greater attention to the needs and interests of children younger than school-entry age. It was also the basis for a publication by Ingrid Pramling Samuelsson and Judith Wagner in the fall issue of The International Journal of Early Childhood, as well as OMEP's contributions to numerous proposals, position papers and presentations throughout the rest of the year and into 2014.

In September 2013, Ingrid Pramling Samuelsson, Judith Wagner, Amber Eriksson, and Carol Darcy represented OMEP at the launch of the UNICEF Early Childhood Peace Consortium.

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First OMEPA Side Event: For the first time OMEPA co-organized and co-sponsored a high-level UN Side Event on December 12, 2013: A High-level Panel and Discussion on Post-2015 Global Policy Early Childhood Development as a Foundation for Sustainable Development. Other co-sponsors included UNICEF, the Consultative Group on Early Childhood Care and Development, SOS Children's Villages, and the Association for the Development of Education in Africa (ADEA).

Planning for Second OMEPA Side Event: Planning began in late 2013 for OMEPA's second Side Event during the Fifty-Second Session of the Commission for Social Development in February 2014. The event is entitled Refugee Children and the Right to Early Childhood Education: A Humanitarian and Sustainable Development Issue. This event was organized with the Psychology Coalition at the UN, and the NGO Committees on Education, Children's Rights, and Migration.

5. Appointment of OMEPA's 2014 UN Representatives

In late fall 2013, Maggie Koong, Ingrid Pramling Samuelsson, and Judith Wagner held several meetings via Skype, email, and in person with members of the 2013 New York Team to identify designees and set the agenda for 2014.

The following designees for 2014 are eligible for UN Ground Passes:

2014 ECOSOC

- (1) Judith Wagner, Chief Administrative Officer (CAO) and Deputy President
- (2) Ingrid Pramling Samuelsson, Main Representative

Alternate Representatives:

- (1) Jerry Aldridge
- (2) Jean Simpson
- (3) Gaby Fujimoto

2014 DPI

- (1) Maggie Koong, World President
- (2) Maria Pia Belloni Mignatti

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(3) Grace Jepkemboi

OMEP Youth Representatives to DPI:

(1) Amber Ericksson

(2) Swetha Mummini

6. NY Team Goals for 2014

During its meeting in New York on December 12, 2013, the NY team identified the following goals for 2014:

1. Increase communication and coordination between World ExCo, OMEP's UN representatives, and other members of the New York team.
2. Continue to increase OMEP's visibility and cachet as a leading voice for children between birth and 8 years of age, their families, their teachers, and others who care for them.
3. Promote progress along each of the "pillars" of OMEP's work:
 - Advocacy and Political Action (e.g., OMEP's participation in various meetings to promote ECD on the Post-2015 agenda).
 - UN-related Research and Development (Research example: OMEP's World Research project on equity; Development example: OMEP's collaboration with UNICEF on WASH from the Start).
 - Direct service projects (e.g., the Za'Atari and Dadaab Refugee Camp Projects).
4. Continue to build formal and information partnerships/relationships with other NGOs and Early Childhood organizations, while at the same time working to define OMEP's niche in the ECD community.
5. Maintain better records of UN Representatives' work throughout the year, using a new monthly activity reporting form. All members of the team will begin keeping records of when and how they represent OMEP and ECD/ECEC at UN/UNICEF and in other venues.
6. Develop guidelines to simplify annual tasks, such as
 - DPI report
 - Appointment of OMEP representatives to the UN
 - NY team's contribution to the OMEP annual report

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7. Build the NY team by engaging more local (and nearby) members of OMEP in the work (e.g., attending committee meetings and other events that do not require ground passes).
8. Facilitate greater understanding among OMEP members about OMEP's role and work with the UN through such vehicles as the World OMEP website, president's message in the OMEP newsletter. Newsletter, presentations at the World Assemblies and Conferences, and featuring OMEP projects like ZIP and KIP.
9. OMEP can also have 7 representatives in Geneva and Vienna, including Maggie and Judith per UN rules. Ingrid, Maggie, and Judith will explore possibilities with Nektarios for finding European members who could represent OMEP at the two other UN headquarters. This will be a goal for 2015 and beyond. Maggie will coordinate. For 2014 we will focus on the UN Headquarters team in NY.
10. Increase OMEP designee's participation in UN events announced in the UN Daily Journal. People without ground passes can sometimes get one-day passes for these meetings. People without ground passes can attend many of these meetings if they are NOT held in the UN building. The journal website is <http://www.un.org/Docs/journal/En/lateste.pdf>

2013/14 Activities at UNESCO

LISBETH GOUIN

Projects NGO / UNESCO: Micheline D'Agostino, Lisbeth Gouin, Madeleine Goutard

(All representatives are OMEP-France members)

- Collaborated actively on the World Day for Peace (September 21, 2013), in connection with one of the objectives of OMEP: Educating for Peace. This project involved creating a scenario about peace with puppets for duration of a few minutes and to shoot a video. It was a great success: 120 entries, 89 items, 47 films selected. A video presentation of 2h, for 10 movies selected, in Puppet festival in Charleville-Mézières, in the Ardennes museum September 21, 2013. All movies can be found on Vimeo site.
- Involved in the Day September 21, 2014 in connection with the commemoration of the Peace (centenary of the war 1914-1918). Project under development.
- The project "Wash from the start", presented by Judith Wagner (Vice President World OMEP) in conjunction with UNICEF, can find an echo in "Water, Women, Africa" forum held in July 2014 in Abidjan. We made contact with our colleagues at OMEP Ivory Coast to seek their actions in this direction.

Proposal: the project of OMEP-France on tooth brushing could have an echo in Cape Verde (hand washing).

- Participated in the International Day for the Eradication of Poverty on 17 October 2013 in direct relation to Objective 1 and 3 of the Declaration of Shanghai (Shanghai World Assembly in July 2013).
- Participated in Day of Human Rights in relation to the Rights of the Child and Youth celebrated on September 2, 2013.
- Read the statement of OMEP developed in Shanghai in July 2013 at the opening session of the work of the Education Committee, General Conference of UNESCO in November 2013.

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- Micheline d'Agostino is the president of the steering committee of the 2014 International Day of Literacy.
- OMEP has again obtained the NGO "Consultative" status.

2013/14 OMEP Report on Education for Sustainable Development

INGRID PRAMLING SAMUELSSON

JOHN SIRAJ-BLATCHFORD

OMEP has engaged in three major international initiatives concerned with Education for sustainable development in 2013/14. We report here on work associated with the UNESCO Decade for Sustainable Development, the Education Rating Scale for Sustainable development in Early Childhood (ERS-SDEC); a new OMEP research instrument, and OMEP's World Project 2013-14; Equality for Sustainability.

1. The UNESCO Decade

Resolution 57/254 of the United Nations General Assembly declared the period 2005-2014 as the Decade for Education for Sustainable Development (DESD) with an overall goal to:

"...integrate values, activities and principles that are inherently linked to sustainable development into all forms of education and learning and help usher in a change in attitudes, behaviors and values to ensure a more sustainable future in social environmental and economic terms"

In 2003/4 UNESCO commissioned us to write a research review and report on the progress made in Early Childhood Care and Education (ECCE) throughout the Decade. This document remains embargoed but has been distributed to the OMEP WA as a confidential appendix to this report. Young children bear a disproportionate share of the impact of climate change, both in the immediate and longer-term (Oxfam, 2009, Stone and Loft, 2009, IDS, 2010):

"Children are most vulnerable to the impact of harmful conditions and account for 66% of the victims of environment-induced illnesses." (UNEP, 2014)

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During emergency and high stress situations the risk of abuse and violence towards children is increased (UNHCR, 2008). Attachment, cognitive and physical stimulation, and communicative interaction in early childhood have a massive impact on the future learning and development of every child. It has been estimated that 200 million children under age 5 in low- and middle-income countries fail to reach their developmental potential (Grantham-McGregor et al, 2007, Sherr et al, 2009, Walker et al, 2011). Most importantly, the extant research demonstrates that the risk factors and adverse experiences of these young children can be counteracted using evidence-based early interventions (Engel et al, 2007, 2011). In fact the extant research evidence from Neuroscience, psychology, and from economic studies of human capital development, the value of public investments in ECCE is strongly emphasized, particularly for children from economically disadvantaged families (Barnett, et al, 2007 Heckman 2006, Heckman and Knudsen, 2006, Rolnick and Grunewald, 2006, and Feinstein 2003, 2004).

Our conclusions in the DESD review were that the progress being made has been modest and the most significant educational transformation that is now required to achieve an ECCE for ESD must be to integrate care and education fully along with health, safety and play provisions, from birth onwards, in and through pre-primary school settings, but also in the home, and in the wider community. The report also makes specific recommendations for developing:

- An holistically redefinition of Early Childhood Care and Education (ECCE)
- Further Wash from the Start
- Further actions to reduce violence against children
- Universal access to ECCE
- The Rights and Responsibilities of Young Children
- Quality Provisions for ECCE
- The Initial Education and Training of ECCE Professionals
- An ECCE Sustainable Development Goal
- Delegated funding for ESD in ECCE funding

The recommendations for the education and training of ECCE Professionals suggest that ESD and ECCE should be integrated in pre-service, and in-service health, community support and teacher education at all levels with explicit reference made to the need to develop greater global awareness, child resilience and disaster risk reduction (DRR),

alongside more traditional sustainable development concerns such as sustainable consumption, recycling, energy efficiency etc.). In order to take this further and produce some initial recommendations, an OMEP/UNESCO workshop was been set up in cooperation with Goteborg University and financed by Adlerbertska Research Foundation in early June 2014.

UNESCO have also invited us to coordinate the workshop on “Early Childhood Care and Education” at the UNESCO World Conference on Education for Sustainable Development in Aichi-Nagoya, Japan, 10-12 November 2014. This is a responsibility that has been given in recognition of all the pioneering work that OMEP has been doing in this area.

There is an increased recognition of the need for greater integration of early childhood care and education services around the world but there remains a tendency for education for sustainable development to be marginalized and treated as an optional curriculum 'add on' rather than a more urgent transformational perspective. We therefore consider it is time to consider setting up an OMEP commission or working group to consider the implications of this for the formal Aims and Means of Action of OMEP and with a view to recommending proposals for a clarification of the constitution at the 2015 assembly. It was the issue of Peace Education that brought people together internationally to create OMEP, what we are proposing here that we should now recognize that sustainable development provides a significant motivation and rationale for our advocacy and provisions for young children.

OMEP has long been engaged in providing 'Responses to Emergencies' as highlighted on the new World website. We also propose that this should now be framed explicitly within a perspective that is broadened to cover 'Disaster Risk Reduction;' or 'Resilience Education' for all children: <http://www.worldomep.org/en/tsunami-relief-project/>

Although disasters can affect anybody at any time in most cases it is the poorest and most vulnerable people, including children that are affected first, and hit the hardest. It is for this reason that most DRR projects have so far been developed in the poorer communities. But in considering DRR as a significant component of ESD in ECCE, it is important to recognize that this is no longer an issue of relevance only in countries that have previously been considered especially prone to 'natural' disasters. The adverse effects of climate change are already being felt around the world.

A major aim of every DRR program involving young children is to support them in developing resilience, both the capacity to adapt and thrive under stress and it should be recognized that some forms of DRR are already employed in most rich as well as poor pre-primary schools around the world. Children are given 'fire drills', and they are also educated not to talk to strangers and about road safety. What is being suggested here is that we should give greater recognition to these practices in ECCE, and develop them further. The particular needs of young children do vary around the world, and in adequately addressing this issue local risk assessments need to be carried out. According to the International Resilience Research Project (Grotberg, 1997):

"1225 Caregiver/parent and children interviews were conducted between September, 1993 and August, 1996 in 22 countries in Europe, Africa, North and South America, and the Pacific region. The 6 major outside problems the family experienced within the preceding 5 years were, in rank order: earthquakes; floods; robberies; war; fires; and riots. The 6 major within family problems the family experienced within the preceding 5 years, were, in rank order: death of a parent or grandparent; loss of job or income; separation; illness of parent or siblings; and family or a friend moving." (Grotberg, 1997).

As the IRRP have suggested, the resilience of children can be developed in anticipation of all of these inevitable adversities:

"The integration of climate change adaptation and disaster risk reduction is a necessity that must be addressed at the national and local levels through integrated plans to enhance resilience of communities' (UNISDR, 2011, p10).

2. The OMEP Environmental Rating Scale for Sustainable Development in Early Childhood (ERS-SDEC)

Over the past two years, OMEP research teams in 10 countries: Chile, China, Kenya, Korea, Norway, Portugal, Sweden, Turkey, the UK, and the USA have been engaged in an international collaboration in developing a new research and development tool that we believe has significant potential to support our efforts in promoting an education for ESD in early childhood around the world. A series of drafts of the instrument have been trialed in preschools around the world and the instrument subsequently edited. It is already being applied in projects in several counties. The work is not considered completed and

new iterations of the scale (along with guidance on how to use it) will be posted online as they are published: <http://www.worldomep.org/en/esd-scale-for-teachers/>

The tool applies the same rating procedures as the widely used and adapted Early Childhood Environment Rating Scale – Revised (ECERS-R) (Harms, Clifford and Cryer, 1998) and - Extension (ECERS-E) (Sylva, Siraj-Blatchford, & Taggart, 2003) research and development instruments. In many research contexts the ERS-SDEC may therefore be applied conveniently alongside these more elaborate and comprehensive quality rating scales. The ERS-SDEC may also be applied by individual or groups of practitioners to audit their education for sustainable development curriculum, and to help practitioners and preschool center managers in setting curriculum development priorities.

As in other environmental rating scales, the ERS-SDEC, identifies both curriculum and pedagogic provisions and it requires the rater/evaluator to make their own observations. Where it is applied by an outside researcher they will be required to ask practitioners for information about their practices, and to seek evidence that confirms these practices.

The work carried out in the project along with a review of the progress being made in terms of developing the ESD curriculum in each of the 10 countries will be published by Springer later this year. Ref. Siraj-Blatchford, J., Park, E., and Mogharreban, C. (Eds.) *International Research on Education for Sustainable Development in Early Childhood*, Springer Books.

3. OMEP's World Project 2013-14: Equality for Sustainability

The rationale for this focus on Equality for sustainability came in part from a recent survey of the Ministries of Education, Environment and Sustainable Development in 97 UN Member States, who identified the highest priority area to be addressed in achieving Sustainable Development as Poverty. The survey was conducted for the UN Decade of Education for Sustainable Development and this priority was rated above Climate Change and Agricultural and Food Security. It is also notable that when asked about the priorities for specific educational responses, the Ministries rated Early Childhood Education and Care and Teacher Education above other significant areas such as Public Awareness and Higher Education.

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In 1990, 43% of the developing world lived in extreme poverty. Since then a lot has been achieved, the first Millennium Development Goal (MDG) for halving extreme poverty was reached by 2010. But there are still more than 1 billion people living on less than US\$ 1.25 per day. In South Asia, more than one in three people still live in extreme poverty, and in sub-Saharan Africa, the ratio is nearly one in two. While progress has been made in reducing 'extreme poverty', it is important to recognize that there are still 43% of people in the developing world living on less than US\$ 2/day.

We live in a world with a great inequality, and we know that this cannot continue if we want a more sustainable world and society. Equality is one of the key challenges in achieving a sustainable society and world. In supporting the projects a bibliographical database was created for projects to draw upon and contribute towards: <http://www.mendeley.com/groups/4002221/omep-references/>

A lot of very good work has been done, with a total of 87 projects in 13 countries, and we really hope that they will continue with this theme. The inequalities being addressed have included:

Inequality addressed	Country	Contact
Socio-economic/ relative poverty	AUSTRALIA	Libby Hammond and Marianne KNAUS m.knaus@ecu.edu.au
	FRANCE FRANCE/CAP VERT	Sandrine SOLEIHAC Tarantino daniele.perruchon@voila.fr
	NIGERIA	Gladys Idogo gladysidogo@gmail.com
Special needs and disability	BULGARIA	Elena Roussinova –Bahoudaila eroussinova@yahoo.com
	RUSSIA	Tatiana Ansipero
	CZECH REPUBLIC	Eva Váňová Lucie Šerclová

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		mailto:jarnivanek@atlas.cz
Social Injustice (general)	NEW ZEALAND	Margaret Nicholls margn@waimama.co.nz
	CHILE	Marcela Fonte Cilla, Selma Simonstein
	POLAND	Zofia Rusek
	JAPAN	Naomi Hiura hiuranaomi@kxf.biglobe.ne.jp
	PERU	Marin Dupont omepperu@yahoo.com
	FRANCE	Antonelli, Joubert, Pinelli, Soleihac
Gender	KENYA	Mercy Murugi Macharia. mercyomepkenya@gmail.com
	FRANCE	Carnet, Allardet
Ethnicity (and indigenous peoples)	CZECH REPUBLIC	Alena Sazmová, Marlen Jarolímková rimska@ctyrlistek.biz
	SLOVAKIA	Jamila Sobotova
	CHILE	Jocelyn Uribe and Veronica Romo eromo@ucentral.cl
	BRAZIL	Salmaz (REDI)
	CANADA	Rolande Filion rolandefilion@gmail.com

69 of the projects were implemented in Russia and 7 in France. 9 Counties submitted a final report in application for a travel award to the Cork Conference. These came from

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Australia, Bulgaria, France, Japan, Kenya, Czech Republic, Chile, Russia and Slovak Republic

We are pleased to announce that one presenter from each of the following projects will be funded to attend the Cork conference:

“Children’s ideas about families’ access to food from a perspective of wealth and poverty” - Libby-Lee Hammond, Sandra Hesterman, Marianne Knaus and Mary Vajda (Australia)

“Protección de la Madre Tierra” (Protecting Mother Earth) - Jocelyn Uribe and Verónica Romo (Chile)

“Matarajio’: Gender equality in Kenya” - Mercy Murugi Macharia (Kenya)

“All the children of the world” - Jarmila Sobotova (Slovak Republic)

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Executive Committee 2014

World President

Maggie Koong
Email: mkoong@worldomep.org
Language: English



Immediate Past World President

Ingrid Pramling Samuelsson
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Deputy World President and Regional Vice President for North America and the Caribbean

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About This Annual Report

We would like to take this opportunity to thank all the National Committees, Executive Committee members and OMEPA representatives that submitted their reports. This Annual Report would have never materialized without their trust and generosity.

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