



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



# ANNUAL REPORT

2014

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Founded in 1948 and with approximately 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. OMEP has consultative status with the United Nations and UNESCO.

## Report of the World President

### MAGGIE KOONG

The year 2014 was a very special year. We witnessed the blossoming of child advocacy. United Nations Secretary-General called for “quality education and learning” from early childhood development (ECD) to post-primary schooling. Another hallmark was the 25<sup>th</sup> anniversary celebration for the Convention on the Rights (CRC). The CRC establishes global standards to ensure the protection, survival, and development of all children and remains the world’s most extensively ratified human rights treaty. OMEP was among the organizations that helped draft the CRC and lobby for its acceptance by the United Nations.



The year 2014 was also when I began my service as the World President of OMEP. I am incredibly indebted to our National Committees for all their trust and support. I would in particular like to thank my predecessor, Ingrid Pramling Samuelsson, for her wonderful work during the past six years, especially for increasing OMEP’s visibility and influence on the global stage.

Established in 1948 with 19 member countries, OMEP has endeavored to bring early childhood to the global center of attention and promote development in early years through its advocacy for child-related policies, as well as its action programs, research and education. Today we have almost 70 National Committees worldwide, including three new Preparatory Committees joining us in 2014: Bosnia and Herzegovina, Myanmar, and Pacific Island Nations. OMEP remains as the oldest and largest international organization focusing exclusively on the health, well-being, rights and early education of the world's children from birth to age eight.

Everyone in our Executive Committee, including Judith Wagner, Deputy World President and Regional Vice President for North America and the Caribbean; Nirmala Rao, World Treasurer; Abimbola Are, Regional Vice President for Africa; Eunhye Park, Regional Vice President for Asia Pacific; Nektarios Stellakis, Regional Vice President for Europe; and Mercedes Mayol Lassalle, Regional Vice President for Latin America, continues our mission to raise awareness of the importance of early childhood. Our

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focuses are on five major areas: (1) policy, (2) advocacy, (3) research and pedagogy, (4) action, and (5) the organization itself.



## 1. Policy

My first year of presidency began by striving to raise the visibility and credibility of OMEP as a voice for young children, especially in early childhood education and care, at the global policy level. I was particularly interested in maximizing OMEP's potential arising from its consultative status at the United Nations (UN) and the United Nations Educational, Scientific and Cultural Organization (UNESCO).

The first step was to upgrade our consultative status at the UN from roster status, which had been maintained for more than 60 years, to special consultative status. Ingrid, Judith and I went to New York to meet with various prominent figures in the UN to solicit their support. To convey the message of the importance of early childhood to the global community, our representatives at the Economic and Social Council (ECOSOC) and the Department of Public Information (DPI), especially Maria Pia Belloni, continued to participate in daily NGO committee meetings, as well as in critical UN events, such as the High-level meeting of the General Assembly on the 25<sup>th</sup> anniversary of the CRC. Finally, in May 2015, OMEP was granted the special consultative status!

Thanks to the hard work of our representatives, particularly Lisbeth Gouin, OMEP has also been well-recognized by the UNESCO. OMEP was elected as one of the two international focal points to the Collective Consultation of NGOs on Education for All (CCNGO/EFA) Coordination Group of UNESCO for 2014-2016. Ingrid Pramling Samuelsson, as the UNESCO Chair in Early Childhood Education and Sustainable

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Development, is currently our representative at CCNGO/EFA Coordination Group. At the time of drafting this World President's report, OMEP has just been one of the three NGOs invited by the UNESCO to serve on the International Advisory Group of the Survey of Teachers in Pre-primary Education (STEPP). These have definitely been very valuable opportunities for OMEP to promote our work and advocacy.

We also built important partnerships with various international agencies in 2014. OMEP was successfully introduced by Nektarios Stellakis to Eurochild. It was also represented by Gaby Fujimoto at the Organization of American States (OAS). In addition, we reached out to seek collaboration opportunities with organizations such as the Asia-Pacific Network for Early Childhood (ARNEC; with Eunhye Park as a steering committee member) and the International Play Association (IPA). As further evidence of OMEP's commitment to play as a crucial and irreplaceable childhood experience, I presented on behalf of OMEP at IPA's conference and Judith was invited to keynote at World Play Day in Istanbul hosted by the International Toy Library Association. We are looking forward to expanding opportunities like these to further enhance the role of OMEP in the world community.

## 2. Advocacy



In the past year, OMEP took an increasingly active role in global child advocacy. Our World Declaration 2014 called upon the world community, especially its leaders, to make early childhood an unambiguous priority in both policy and practice and to vigorously protect and promote the rights of all young children, their

parents, their teachers and caregivers, and the institutions that serve them at the local, state, and global levels. To convey OMEP's position on the global agenda and advance equity in ECD, our representatives, including our Executive Committee members, representatives at UN, UNESCO, CCNGO/EFA and OAS, and President of OMEP-Chile Selma Simonstein, participated in many international and regional conferences, including the Asia-Pacific Regional ECD Conference held by the ARNEC, the Asia Pacific Regional Policy Forum on Early Childhood Care and Education and the Regional

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Meeting of Ministers of Latin America and the Caribbean both organized by UNESCO, the UNESCO World Conference on Education for Sustainable Development, the High-level meeting of the General Assembly on the 25<sup>th</sup> anniversary of the adoption of the CRC, the CENDI World Congress, the International Step by Step Association Conference, the Eurochild Conference, and the XXI Pan American Child and Adolescent Congress organized by the Inter-American Children's Institute of the OAS.

OMEP representatives strived to be more than mere participants of these important events. For the very first time, OMEP organized a ministerial level event, entitled “Post-2015 Global Policy Agenda: Early Childhood Development as a Foundation for Sustainable Development” at the UN headquarter in New York during the 6<sup>th</sup> Session of the Open Working Group on Sustainable Development Goals (SDGs) along with the Consultative Group on Early Childhood Care and Development, UNICEF, Association for the Development of Education in Africa (ADEA) and SOS Children's Villages. OMEP co-organized another high level side event, namely “Refugee Children and the Right to Early Childhood Education: A Humanitarian and Sustainable Development Issue”, during the 52<sup>nd</sup> Session of the Commission on Social Development in New York. We personally met with policymakers in different countries to discuss strategies for promoting ECD. We submitted our appeals to the national leaders of Australia, Bulgaria, Japan, Norway, the United Kingdom and many other countries urging them to include early childhood as a visible and unambiguous priority in the SDGs and their national development plans, thereby, to create a better world for our future generation.

In May 2015, OMEP was invited by the UNESCO to participate in the World Education Forum in Incheon, Korea. We advocated strongly for the provision of at least one year of free and compulsory quality pre-primary education and that all children have access to quality early childhood development, care and education as early as possible. This was later successfully



adopted as part of the Incheon Declaration.

### 3. Research and Pedagogy

Another important task of OMEP is to promote scientific and pedagogical work in ECD.

The 66<sup>th</sup> OMEP World Assembly and International Conference held in Cork, Ireland was an incredible opportunity to achieve this goal. We were joined by delegates from over 46 countries, the first time there has been more international delegates than local. We had over 300 presentations, including about 270 paper and poster



presentations, 25 symposia, and 10 workshops. Participants learned from educators, researchers, advocates and students of many different cultures. The conference also opened the door for more future research and pedagogical collaborations.

We also invited Donna Berthelsen, Editor-in-Chief of OMEP's own International Journal of Early Childhood (IJEC) and Yoka Janssen, Publishing Editor of Springer, to give an overview of IJEC. The journal is published three times a year. Recent featured topics include dialogism, gender negotiations and national policies. We hope IJEC will gain recognition among early childhood researchers and gradually enhance its impact factor.

### 4. Action

OMEP continued its efforts in Education for Sustainable Development (ESD). The fourth phase of the ESD world project, namely Equality for Sustainability, was concluded successfully and the fifth phase, entitled Teacher Training Resources for ESD, was commenced in 2014. OMEP's representatives Ingrid Pramling Samuelsson, Eunhye Park and John Siraj-Blatchford also co-organized a workshop entitled "Developing ESD initiatives for Early Childhood Care and Education" at the 2014 UNESCO World Conference on Education for Sustainable Development in Nagoya, Japan. You may see Ingrid's report on ESD in a later chapter of this annual report for more details.

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As the new World President, I have been working to launch a new world project on play. In November 2014, Eunhye and World General Secretary Jessie Wong and I went to Shanghai and Anji, China to study the possibility and seek collaboration opportunities. We first met Lisbeth Gouin, who was in Shanghai at the time, and participated in the Shanghai Play Carnival 2014. Jessie and I then visited various kindergartens in cosmopolitan Shanghai and rural Anji County to study how children played in different Chinese classrooms and playgrounds. More information about the new world project will be available at the 67<sup>th</sup> OMEP World Assembly and International Conference in Washington DC, USA in July 2015.



Other action projects included the WASH from the START project, which is a collaboration with UNICEF. You may find reports of OMEP National Committees celebrated the Global Handwashing Day 2014 on our website. We are also working with the American Red Cross to develop an Emotional Support Kit for young children living in Red Cross Shelters after an emergency. Among the goals of this project is to determine whether similar materials could be adapted for use with young children in refugee camps.

## 5. Organization

The success of OMEP depends very much on the concerted efforts of all our National Committees. In the past year, our World Assembly decided to revoke the memberships

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of six National and Preparatory Committees which had been inactive for quite a number of years.

We also endeavored to enhance the communication between the Executive Committee and National Committees and build a more active organizational image. We renovated our website and gave it an easy-to-remember URL (<http://www.worldomep.org>). It now has a fresh look and is being updated frequently with the most current information of OMEP. An event calendar that neatly displays the major events in our five regions is also in place. Embracing the Social Era, we have set up our very own official Facebook (<https://www.facebook.com/WorldOMEP>) and Twitter (<https://twitter.com/WorldOMEP>) pages since 2014. Through these, we are able to more easily stay in touch with our National Committees and NGOs. Individuals who are interested in ECD all over the world are also able to interact with us and let us know their inquiries, insights and comments. We hope to raise the awareness of the early childhood community and the general public about the importance of early childhood education. We are also looking forward to attracting more young people to join us and to encouraging the founding of more college chapters.

All of the above achievements could not have been accomplished without the generous help and support of many people. No amount of thanks can describe how grateful and obliged I am to all our Executive Committee members; OMEP representatives at CCNGO/EFA, UN, UNICEF, UNESCO, OAS and other conferences and meetings; our National Committees and everyone who has advised and supported me and OMEP along the way. Thank you for making my first year as the World President efficient and effective. We are about to embark on another year of exciting work on child rights. I hope I will have your continued trust and support.

Thank you very much!

## Report of the Deputy World President

JUDITH WAGNER



### 1. Activities during 2014 (Partial Listing)

#### A. OMEPA representative to Economic and Social Council (ECOSOC) of the United Nations.

- i. Worked closely throughout the year with Dr. Ingrid Pramling Samuelsson, 2014 OMEPA Main Representative to the United Nations (ECOSOC) and Dr. Maria Pia Belloni, 2014 OMEPA representative to the Department of Public Information (DPI), to prepare reports, develop proposals, organize events, respond to surveys, etc.
- ii. Created monthly activity report form for OMEPA Representatives to the United Nations.
- iii. February 2014: Along with OMEPA World President, Dr. Maggie Koong, met with the Chair of the NGO Committee on Education, to discuss OMEPA's role on the committee.
- iv. February 2014: Along with OMEPA World President, Dr. Maggie Koong, met with Mr. Andrei Abramov, Chief, NGO Branch, Office for ECOSOC Support and Coordination and others to discuss OMEPA's application for a change in UN Consultative status from Roster to Special.
- v. February 2014: Assisted with planning and implementation of OMEPA Co-sponsored High Level Side Event at the United Nations during the 52nd Annual Meeting of the Council on Social Development.
- vi. February 2014 Presentation: *Early Childhood Development, Education, and Care: Addressing the Needs of the Youngest Children in Refugee Camps*. UN Side Event sponsored by the NGO Committee on Migration.
- vii. Spring 2014: Along with Dr. Jessie Wong and Dr. Maggie Koong, completed World OMEPA's application for change in UN status from Roster to Special. (The application was approved May 28, 2015.)
- viii. July 2014: Presented report on OMEPA's activities at the United Nations at the World Assembly in Cork, Ireland and organized featured presentation on the same topic during the conference.

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- ix. February and November: Organized meetings of the New York team (i.e. OMEP's official representatives and others who attend various meetings and events at the UN on OMEP's behalf).
  - x. November 2014: Along with Dr. Ingrid Pramling Samuelsson, represented OMEP at meetings and events in connection with celebration of the 25<sup>th</sup> anniversary of the CRC. Made follow up contacts with representatives of numerous organizations.
- B. Served as OMEP Liaison with UNICEF's WASH in Schools (WinS) Unit.
- C. Coordinator, OMEP's WASH from the Start Project. Gave presentations on OMEP's WASH from the Start project during the 2014 World Conference and during a UNICEF Webinar in September 2014.
- D. Co-coordinator with Dr. Maria Pia Belloni for OMEP Pilot Project with the Red Cross of New Work: *Emotional Support Kit for Young Children in Red Cross Shelters*. Organized a fundraiser to help support the project.
- E. Co-coordinator with Dr. Maria Pia Belloni for OMEP efforts to create emotional support materials for parents and volunteers working with young children in refugee camps. Met with Dr. Grace Jepkemboi in November 2014. In December 2014, created an organizational plan to move the project forward. The hope now is to use the Red Cross Pilot Project as a foundation for future refugee camp projects.
- F. Coordinated the volunteer committee that drafted the Declaration of the 66<sup>th</sup> World Assembly and Conference: In Recognition of the 25<sup>th</sup> Anniversary of the United Nations Convention on the Rights of the Child.
- G. Assisted with the preparation of the UNESCO Chair UNITWIN Network Progress Report for 2009 – 2014 and Dr. Ingrid Pramling Samuelsson's application for reappointment as UNESCO chair in Education for Sustainable Development in Early Childhood Education.
- H. October 2014 Keynote: *Early Childhood Education and Care in the post-MDG Years (2015-2030): Securing A Place on the Global Agenda*. Organization of American States Conference, Monterrey, Mexico.
- I. Served on a Luce Foundation Sustainability Project Committee urging the inclusion of early childhood ESD projects in China.

J. Assisted the World President and others in writing, revising, and/or editing reports, position papers, project proposals, letters, and other official and unofficial documents.

K. Completed tasks as requested by the World President.

## 2. **Presentations as Deputy President and VP (Partial Listing)**

- Wagner, J.T. (2014, November). Invited presentation: Burning Issues: Challenges the World's Children Face. Global Perspectives Seminar, National Association for the Education of Young Children, Dallas Texas.
- Wagner, J.T. (2014, October, Monterrey Mexico). Keynote: *Building citizenship from the cradle up: Illustrations, Illuminations, and Inspirations*. 4th World Congress and 14th International Meeting on Early Childhood and Pre-School Education: Neuroscience, Family and Learning: Construction of Citizenship in Early Childhood. Monterrey, Mexico.
- Wagner, J.T. (2014, October). Keynote: Early Childhood Education and Care in the post-MDG years (2015-2030): Securing A Place on the Global Agenda. 4th World Congress and 14th International Meeting on Early Childhood and Pre-school Education: Neuroscience, Family and Learning: Construction of Citizenship in Early Childhood. Monterrey, Mexico.
- Wagner, J.T. (2014, July). Keynote: *Global Children's Issues*. 2014 OMEP World Conference. Cork, Ireland.
- Wagner, J.T. (2014, May). Keynote: *Relationship between Play and Cognitive Development*. International Play Day Conference, Istanbul, Turkey.
- Wagner, J.T. (2014, February). Invited presentation: *The Ecology of Peace Building*. United Nations Side Event sponsored by the Committee on Migration, 52nd Annual Meeting of the Council on Social Development, United Nations Headquarters, New York.

## Report of the Regional Vice President for Africa

### ABIMBOLA ARE

The year 2014 was not as healthy and interesting for our organization as it would have been without the many challenges we faced such as the Ebola virus outbreak, Boko Haram insurgence, political instability coupled with the lack of political will from our governments which claimed many lives including those of women and children.



No doubt, all these problems have in no small measure affected the development of early childhood education and care in our region. Having said this, it becomes imperative to mention that our lovers of children rose up to the challenges and mustered all their efforts to ensure its continuous success.

As more countries have increasingly recognized the importance of reaching children during their early years, 23 out of 47 countries in Africa have adopted National ECD Policies while 13 are under development which is rather encouraging.

OMEP Africa Region is still membered by 11 countries when 8 out of 11 submitted their reports as against 6 of last year 2013 an increase of 2 reports while 3 countries have not responded.

#### **1. Activities of the Member Countries**

Many of our member countries participated in the Global Hand Washing Day and the Education for Sustainable Development (ESD Project) by organizing the following activities: gender equality project, teacher education, seminars for school administrators, national conference, a workshop on caring for children with special needs – autism, making of educational toys and musical instruments, as well as visual arts with recycled or waste materials, and organizing different activities to celebrate the Day of the African Child.

It must also be mentioned that OMEP Mauritius has been doing exceedingly well in their Early Childhood Programs. They have established a school for training early

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childhood teachers with 70 trainees admitted in 2015 and they also have a pre-primary school with a total of 60 children enrolled.

In addition, approval has just been given to operate a Day Care Centre –“Pre Maternelle” for children age 2-3 years. There are 3 Children now on admission.



## 2. Activities of Vice President

During the year, on February 12 2014, I embarked on advocacy work on Community Parenting Education and Health Care, promoting the routine immunization of little children in the prevention of communicable diseases like measles, diphtheria, poliomyelitis etc. since the health of this vulnerable group in the society was very important to early childhood education and care. Also, the health of under-five children is now receiving global attention because most of the childhood illnesses are highly contagious and can affect a large number of children or become epidemic with complications leaving a life-long devastating effect on the child and the family.



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I would like to give my appreciations to the donors who supported the immunization program in Africa e.g. UNICEF, WHO and ROTARY International.

I also organized Global Hand Washing Day activities in collaboration with my state of abode's OMEP State Chapter with 22 OMEP member schools and two public schools. A health talk was given by Mrs. I. M. Busari, a senior government health officer and a friend of OMEP.

She emphasized the importance of good hygiene practices all the time and most especially in time of crisis. Hygienic kits were distributed to the schools that participated. Over 100 children were present.



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Also, I participated in the OMEP Nigeria's 25<sup>th</sup> Annual Conference on 4 - 8 November, 2014 with the theme: Children's Cultural Worlds during which OMEP Young Ambassadors were inaugurated and the journal of OMEP Nigeria Volume 11, No. 1 2014 was launched. Over 240 teachers, school owners, care givers and students participated. It was a huge successful too.

## 3. Events in Africa

Our biggest activity of the year should have been the 9<sup>th</sup> OMEP African Regional Conference in the Democratic Republic of Congo but the Conference was postponed due to instability in the country. However, OMEP Cameroon will be hosting us in November 2015.

The Second International Forum of NGOs in Official Partnership with UNESCO was held on 30-31 July, 2014 in Yamoussoukro, Cote d'Ivoire with the support of the Government of Cote D'Ivoire. The theme was Access to Water for All in Africa.



The OMEP Nigeria President, the formal Vice President and I were unable to participate due to the Ebola crisis in the country at that time.

However, the forum was a huge success. Full report will be given by OMEP's Representative at UNESCO.

## 4. Appreciation

Allow me to express my gratitude to OMEP UK and OMEP Canada for the generous assistance being enjoyed by two of our committees in African Region.

## 5. Challenges

Our challenges continue to be financial constraints and poor political will on the part of our governments.

## Report of the Regional Vice President for Asia Pacific

EUNHYE PARK



### 1. National Activities

Workshops and conferences with ECCE teachers and parents continued to be a major area of activities among countries. Australia formed an alliance with other ECCE organizations and advocated for more play in ECCE. It also held a major ECA conference and seminars on such topics as autism. China organized and carried out various academic exchange activities to propagandize and implement 'Learning and Development Guide for Children 3-6 Years Old'. Hong Kong responded to the consultation for '2015 Policy Address of Hong Kong: Blueprint for Developing Quality Early Childhood Education.' This document reviews the feasibility of free kindergarten education in Hong Kong. India organized training programs for ECCE teachers which focused on child centric pedagogy and free play. India also celebrated the World Space Week and World Tourism Day with preschool children, and continued on associating with the iCare program for preventing physical, sexual and emotional abuse of children. Japan in collaboration with Japan Society of Research held 67<sup>th</sup> international symposium on ECCE Kodomo Fund Project to support the ECEC teachers and children. Korea held its 12<sup>th</sup> annual workshop for teachers to understand children's brain development. New Zealand took an active part in the pre-election and post-election campaigns 2014, through the organizations 'Every Child Counts and Tick for Kids'. Pacific Island Nations developed a guideline which has been approved and endorsed by Education Ministers and led to raising awareness of ECCE data such as free ECE starting in Fiji. Thailand held a workshop for caregivers on quality assurance in early childhood program mainly about supervising on provision of quality and standard program for children under 3 years old.

### 2. International Activities

International collaborations within member countries continued last year. Those include scholarly exchanges, researches, donations and teacher exchange programs. Australia donated 12 wells to Sri Lanka so children would have clean drinking water to

mark International Year of Water Conservation. Also the president of OMEP Australia presented papers on 'Parent Participation in ECCE in Australia' and 'Developing Resiliency in Young Children' at the 4<sup>th</sup> World Congress in line of knowledge exchange. China organized a senior research class of 'Learning story: New Zealand course, practice and evaluation' and 'Foye Stan thinking tool theory training class' in Beijing, each was held in June and July, 2014. Experts from New Zealand and Israel were invited for exchange. Also a teacher exchange program was organized with New Zealand and Australia in November 2014 to promote communication and cooperation within international context. OMEP Korea and Ewha Institute of Early Childhood Education and Care co-hosted 'ESD rating scale: SDEC Workshop' on 12<sup>th</sup> ~ 13<sup>th</sup> of January, 2015. Research teams from 10 countries attended and shared their video clips. Each team greatly contributed in shaping collaborative network about ESD rating scale. OMEP New Zealand continued to take an active part in annual research projects involving Asia Pacific countries and planned to host the Asia Pacific Regional conference in 2015. Pacific Island Nations participated in PRC4ECCE regional conference and in ARNEC 2014 Conference. Thailand continued exchanging knowledge with international scholars.

### **3. Education for Sustainable Development**

Asia Pacific countries actively participated in ESD world projects and the development of ESD rating scale development. Australia provided a rain dance music program on environmental sustainability for preschool children at Cranbourne Botanical Gardens. China continued to participate in ESD research project and made teacher training video for ESD in 2014. Japan held two seminars on ESD project. One was on 'ESD project, scale and practices in Korea' given by Dr. Eunhye Park and the other was on 'OMEP ERS-SDEC' delivered by John Siraj-Blatchford. The former was held in Tokyo and the latter in Nagoya. New Zealand participated in all ESD project from part 1 to part 5 and the reports from all five parts have been uploaded onto the website. Thailand had research and development of ESD curriculum for preschool programs.

### **4. WASH from the Start**

Seven committees participated in the WASH from the Start project. Australia provided WASH materials and information posters to poor children in PNG and for children at a remote school. It also promoted WASH by including tooth brushes, tooth paste and information sheets in School Starter Kits. India prepared various activities for children to participate in order to celebrate Global Hand Washing Day and promote hand

washing activities throughout the year as a part of everyday life. Japan promoted WASH through newsletters and website. Korea uploaded information about the 'Wash Your Hands' project on YouTube. The WASH project was carried out in every New Zealand early childhood settings with the help of UNICEF, which provided the NZ-based kits. Pacific Island Nations incorporated WASH in the regional guidelines for minimum quality service standards. Thailand organized a workshop to motivate and implement strategies on hygiene and sanitation in child development centers.

## 5. **The Most Important Tasks for 2015**

Each country will continue its works from 2014.

- Promote OMEP's visibility by various ways
  - Australia, China, Hong Kong, Japan, New Zealand, Pacific Island Nations, Thailand
- Arrange and organize workshops, seminars, symposium and international knowledge exchange for various research projects including ESD
  - Australia, China, Hong Kong, India, Japan, Korea, New Zealand, Pacific Island Nations, Thailand
- Encourage professional development and training for teachers
  - India, Japan, Korea, New Zealand

## 6. **Asia Pacific Region**

- More information should be found from Asia Pacific Regional Newsletter on the World OMEP website.

## Report of the Regional Vice President for Europe

NEKTARIOS STELLAKIS

The year 2014 was just amazing for our Organization, full of activities and challenges for all of our Committees and members. Especially for our region the issue of quality in Early Childhood Education and Care seems to be as “hot” as never before.



### 1. Activities of Member Countries

OMEF has a long and proud history in our region, Europe. The wide range of activities of the 25 National Committees and 1 Preparatory Committee of the region is covered by annual reports of the individual national boards. By studying these reports it is clear that the member countries did 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. The sad news is that Cyprus Committee decided to cancel its activities for this year. We hope that we would welcome them back on board in the near future. On the other hand, at World Assembly we had an observer from Netherlands and we wish to have a Preparatory Committee in this country. I have to mention the study visit to Paris in March 2014 of a Polish delegation consisting of 27 members under the supervision of Anna Wróbel, the President of the Polish Committee. Ms. Danièle Perruchon and Ms. Lisbeth Gouin from OMEF France organized visits in classes, in UNESCO headquarters and museums. The visits were presented at the World Assembly and it was accepted with warm applause.

### 2. Events in Europe

Since the World Assembly and Conference was held in our region (Cork, Ireland) in 2014 there was not a European Regional Meeting and European Conference. In the European Meeting in Cork there were participants from 15 countries and 1 observer, a number which allowed our European Meeting to be a very fruitful one.

Many thanks to all the people who helped create the excellent environment the conference provided and especially to Patricia O'Connor, the President of the Irish Committee, and all her colleagues and volunteers. The 66<sup>th</sup> World Assembly and Conference under the topic "Children's Cultural Worlds" was a remarkable point in our history.

### **3. Activities of Vice President**

During the year I paid every effort to keep the regional website – [www.euromep.org](http://www.euromep.org) – informing. In addition, communication letters were sent to National Committees. I am really happy for being accepted as a full member of 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. The official acceptance was announced during Eurochild's General Assembly in June in Brussels.

In June 2014, I participated in the "Conference on Early Childhood Education and Care: For More and Better Quality for All", which was organized by the Greek Ministry of Education on 19 & 20 June 2014 in Athens, during the Presidency of Greece in the European Union. During the Conference I had the chance to meet the Presidents of Danish and Greek Committees of OMEP. Later in June, I traveled to Brussels for the General Assembly of Eurochild Network. Soon after the World Assembly and Conference, the World President and I were invited by OMEP-Bulgaria and went to Sofia to attend a forum and meet with key policymakers. There we submitted our first appeal letter to the Mayor of Sofia and Chairperson of Children, Youth and Sports Committee for the inclusion of early childhood development in the post-2015 agenda. I could not thank the Bulgarian Committee enough for its hospitality and friendship. In September I had the chance to meet Ms. Tamar Erez, the President of OMEP-Israel, and members of Israel National Committee in Jerusalem. I also had the great opportunity to participate for first time in celebrations for "Kindergarten's Day" in Poland and especially in Warsaw in the Royal Baths Museum and in Gdansk. During my stay, I visited almost ten kindergartens and participated in various events. In both cases, I had the opportunity to see the wonderful work which had been done in Poland by Polish Committee of OMEP. I kept in my mind wonderful memories and a real inspiration for what OMEP could offer to a country and its younger citizens. In October, I travelled to Budapest in order to represent OMEP at the International Step by Step Association Conference "Creating a Society for All: Re-considering Early Childhood

Services". During the Conference, I participated in a meeting with the Consultative Group on Early Childhood Care and Development and World Forum on Early Care and Education.

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 Regional Vice President for Latin America

MERCEDES MAYOL LASSALLE

On January 1, 2014, I took office as the Regional Vice President for Latin America. Many strengths — and many weaknesses too — might have been perceived within the region. Out of the 16 countries listed, only 12 carried out various activities. Honduras, Nicaragua, Paraguay and Venezuela had even sent reports nor had they paid their fees to World OMEPA. The committees that remained active were Argentina, Bolivia, Brazil, Colombia, Cuba, Chile, Ecuador (recently established), El Salvador, Mexico, Panama, Peru and Uruguay. The situations of these committees appeared to be profoundly unequal, some with almost no activities, while others had implemented very successful but very local projects and ideas.



Undoubtedly, all the committees are dealing with different issues, therefore it is necessary to study and understand the social, political and cultural setting where each National Committee is located and the policies aim at children and teachers, at the same time interpret the conditions of OMEPA National Committees in the different countries.

### 1. Goals

With the above in mind, I have set two management goals:

- A. Strengthening OMEPA National Committees in the regional, so that they would be recognized as academic organizations and political references that dedicated to education and early childhood care.
  - i. Get to know the operative conditions of each Committee;
  - ii. Get to know the activities implemented by them and the states of development of the local and world projects;
  - iii. Begin to coordinate actions between the regional committees and different networks;

- iv. Promote the democratization of each Committee and the functioning of the Vice President;
  - v. Provide guidance to improve the financial conditions of the Committees;
  - vi. Improve the visibility of actions through the use of new technologies and social media;
  - vii. Give a new meaning and strengthen their relevance to OMEPA, in terms of organization at regional and world levels;
  - viii. Develop strategies to start new committees in other countries.
- B. Build a common perspective of collaboration at the regional level to fulfil the following purposes:
- i. Start a regional debate to better manage the knowledge of the Committees, create a shared vision to guide the work, and motivate and produce synergies;
  - ii. Increase the commitment to defend the rights of children and promote public policies that focused on the right of every child in care, education and play;
  - iii. Promote awareness, reflection and criticism to improve inclusion, access and educational quality of early childhood institutions and programs;
  - iv. Influence the construction of policies for the protection and effective promotion of child rights in Latin America;
  - v. Establish partnerships and work with national and provincial governments, social organizations, foundations, communities, universities and the private sector as strategic partners.

## 2. Activities of Vice President in 2014

ACTIVITY	VENUE
OMEPA Chile Colloquium: "Beyond quality of preschool education" – Meeting with the Chilean Committee, 6 & 7 January 2014	SANTIAGO, CHILE
OMEPA Latin American Assembly and Congress, 1-4 April 2014	MANTA, ECUADOR
7 <sup>th</sup> International Gathering on Preschool Education – OMEPA Argentina; 9, 10 & 11 May 2014	BUENOS AIRES, ARGENTINA
5 <sup>th</sup> Gathering on Early Childhood at the Faculty of Psychology,	MONTEVIDE

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University of La República; 15, 16 & 17 May 2014	O, URUGUAY
One-day Gathering at the Legislature of Buenos Aires "Urgencies and Challenges of Preschool Education"; 19 May 2014	BUENOS AIRES, ARGENTINA
OMEPA World Assembly and Congress, 1-5 July 2014	CORK, IRELAND
9 <sup>th</sup> International Gathering on Initial and Preschool Education - CELEP / Meeting with OMEPA Cuba Committee, 8-11 July 2014	LA HAVANA, CUBA
Gathering on 25 <sup>th</sup> Anniversary of the International Convention on the Child's Rights: "Right to identity", 14 August 2014	BUENOS AIRES, ARGENTINA
Conference at the Senate of Catamarca Province: "The Right to Education in Early Childhood (from birth to 8 years): Achievements and Challenges", 26 August 2014	CATAMARCA, ARGENTINA
Conference on CDN Anniversary. Escuela Normal Superior N°1 "The Right to Education from Birth to the 25 <sup>th</sup> Anniversary of the International Convention on the Child's Rights", 22 August 2014	BUENOS AIRES, ARGENTINA
48 <sup>th</sup> Anniversary of OMEPA Argentina Committee, 16 September 2014	BUENOS AIRES, ARGENTINA
1 <sup>st</sup> Regional Gathering of the Argentinean Northwest Zone (NOA). Children at Play: Current Educative Trends and Experiences for boys and girls TODAY. Opening Conference. 19 & 20 September 2014	SANTIAGO DEL ESTERO, ARGENTINA
Conference at the National University of Avellaneda "Early Childhood Education: Grounds and Challenges", 22 September 2014	AVELLANEDA, ARGENTINA
1 <sup>st</sup> Congress on Early Childhood Education, National University of the Litoral. Conference: "Public Policies for the Early Childhood Education: Progress and Challenges in the Latin American Context", 25-27 September 2014	SANTA FE, ARGENTINA
UNESCO Ministerial Regional Meeting "Education for All in Latin America and the Caribbean: Post-2015 Balance and Challenges"; 29,	LIMA, PERU

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30 & 31 October 2014	
"International Gathering on Family Education", oriented to the own staff of the Ecuadorian Ministry of Economic and Social Inclusion – Program "Growing with Our Children", 12 & 13 November 2014	QUITO, ECUADOR
Congress "Current Perspectives on Education and Early Childhood" ISPEI Sara C. de Eccleston and Mitre Nursery School; 13, 14 & 15 November 2014	BUENOS AIRES, ARGENTINA
Year-End Meeting of OMEP Argentina Committee, 27 November 2014	BUENOS AIRES, ARGENTINA
National Ministry of Education, National Gathering for Teachers of 4 Olders Rooms, 18 & 19 November 2014	BUENOS AIRES, ARGENTINA
National Ministry of Education. Seminar on Basic Education – MERCOSUR Child's Education Policies. 20 November 2014	BUENOS AIRES, ARGENTINA
21 <sup>st</sup> Pan American Congress on Boys, Girls and Adolescents at the Inter-American Institute for the Child – OAS – 2 <sup>nd</sup> Forum with the Civil Society on "Childhood and Adolescence: Building Environments for Peace", 9-12 December 2014.	BRASILIA, BRAZIL

## 3. World Projects

The present Vice President has observed that the Latin American Committees were rather supportive of OMEP's world projects. It could probably because the projects matched the priorities of the region and linked to the construction of more inclusive policies for the early childhood, as well as, helped fight inequality of access to quality education.

Out of the 12 National Committees, 5 organized activities related to the **WASH from the START Project**.

Regarding the **ESD Project**, 5 Committees participated in Part 1 (Child Interviews), 4 participated in Part 2 (ESD in Practice), Part 3 (Intergeneration Dialogues) and Part 5

(Teacher Training Resources for ESD). The Regional Vice President also participated in the project as a translator and collaborator.

All of the Latin American Committees were interested in participating in **the new world project on play**.

#### 4. New National Committees

Much of the work in the past year were devoted to motivate inactive Committees and establish new National Committees in the region, providing information on the priorities, fees, tasks and projects. We managed to resume activities of OMEP Cuba, OMEP Bolivia and OMEP El Salvador. We were in talks with colleagues in Honduras, Venezuela and Paraguay to try to reestablish Preparatory Committees in these countries.

#### 5. Highlights of 2014

- A. The 5<sup>th</sup> OMEP Latin American Assembly and Congress (Assembly) was held in the city of Manta, Ecuador (1-4 April 2014) at the Civil University, Eloy Alfaro of Manabí. The event was chaired by the Regional Vice President, and was attended by 9 OMEP National Presidents and/or representatives at the Regional level. OMEP's Representative to the United Nations, Gaby Fujimoto, also attended.

At the Assembly, National Committees first committed to work together with the new Regional Vice President.

Meanwhile, the Second International Meeting on Preschool Education, entitled "Art Education at Initial and Basic Level", organized by OMEP Ecuador Committee during the Assembly, was attended by 600 teachers. This event was supported and certified by the Ecuadorian Ministry of Education and the Faculty of Education, Civil University Eloy Alfaro.

- B. Regional Meeting of Ministers of Latin America and the Caribbean held in Lima, Peru between October 30 and 31, the Regional Vice President successfully encouraged and achieved substantial changes to the meeting declaration.
- C. OMEP- Cuba became active again.

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

JUDITH WAGNER



### 1. Overview

This region consists of three National Committees or Chapters: Canada, Haiti, and the United States.

### 2. Vice President's 2014 Activities (Partial Listing)

#### A. Regional Meetings:

- i. Convened OMEP Regional Meeting (April 2014) in Vancouver, Canada during the annual meeting of ACEI. Attended by Canada and USA.
- ii. Convened OMEP Regional Meeting (July 2014) at the World Assembly in Cork, Ireland. Attended by Canada, Haiti by proxy (Canada) and USA.
- iii. Sent follow-up emails after both Regional Meetings.

#### B. Attended OME-USA Board of Directors Meetings, April and November 2014

#### C. Presentations: (See partial listing in separate Deputy President's Report)

#### D. Contributed Regional Vice President's columns in OMEP-Canada and OMEP-USA newsletters

#### E. Organized and Chaired OMEP Global Perspectives Seminar, NAEYC, Dallas Texas, November 2014

#### F. Served as World OMEP Liaison to the OMEP-USA 2015 Conference Planning Committee

#### G. Coordinated Collegiate Chapters in the US and encouraged creation of university chapters in other countries.

## 3. Summary of Activities, Events, and Issues in the Region

### A. Membership

Membership is an issue in all three countries: Canada reports 65 members; Haiti reports 90 members; and USA reports 100 members. Canada has 5 regional chapters. USA has several collegiate chapters. The membership chair is working on strategies for tracking membership in collegiate and informal group members.

In 2014 Haiti implemented successful recruitment strategies that resulted in nearly doubling its total membership.

### B. Regional Meetings and Regional Conferences

Due to small membership in all three national groups, it is not typically feasible for us to have regional meetings or to host regional conferences. However, in 2014 Canada hosted a small regional meeting in conjunction with ACEI's spring 2014 conference in Vancouver, Canada. OMEPA-USA held its board meeting at this time, with an open invitation for members of OMEPA-Canada to participate. Louise Zimanyi of Canada was the keynote speaker for the OMEPA Breakfast at ACEI.

Haiti was unable to participate in the regional meeting.

### C. 2014 World Assembly and Conference

Canada and USA were well represented at the 2014 World Assembly and Conference in Cork. There were 15 representatives from the US and 7 from Canada. Haiti was unable to attend.

### D. Focus Area(s) in 2014

Canada: (1) Promotion and defense of Early Childhood Development at the national and regional levels of government, (2) efforts to revive the Aboriginal Toy Library Project, (3) redesign of the website, (4) amendments to the statutes and policies to comply with new Canadian laws on non-profit organizations.

Haiti: (1) Promotion and defense of Early Childhood Development through meetings, publications, and radio appearances, (2) creation of professional development and training opportunities, and (3) knowledge exchange through participation in conferences, website, etc.

USA: Preparation for the 2015 World Assembly and Conference in Washington, DC.

## **E. Participation in ESD**

All three National Committees have participated in at least two of the World ESD projects.

## **F. WASH from the Start**

All three National Committees participate in WASH from the Start to some extent. Some members in all three countries planned activities around Global Handwashing Day on October 15. Canada translated posters and other WASH information into French and distributed to all three countries. Some US members play leading roles in promoting WASH from the Start in the WASH unit at the UN and the WASH in Schools unit at UNICEF.

## **G. Representation at the United Nations**

Due to geographic proximity, five of OMEP's representatives to the UN in New York and one of our youth representatives are from the US. They have actively recruited other early childhood professionals and child advocates in New York and neighboring states along the East Coast to become involved in what is called OMEP's New York Team. The main focus of their work in 2014 has been promoting young children and their education as an unambiguous priority in the Post-2015 UN goals.

## **H. Proposed World Project on Play**

All three countries have expressed interest in participating in such a project.

## **I. Regional Goal for 2015**

- i. OMEP-USA will host the 2015 World Assembly and Conference.
- ii. All three National Committees will continue to work on increasing membership, as well as levels of active involvement among members.
- iii. All three National Committees will develop plans for gathering data needed for future World OMEP Annual Reports.
- iv. All three National Committees will strive to increase their involvement in World OMEP projects.

## World Statistics

MAGGIE KOONG

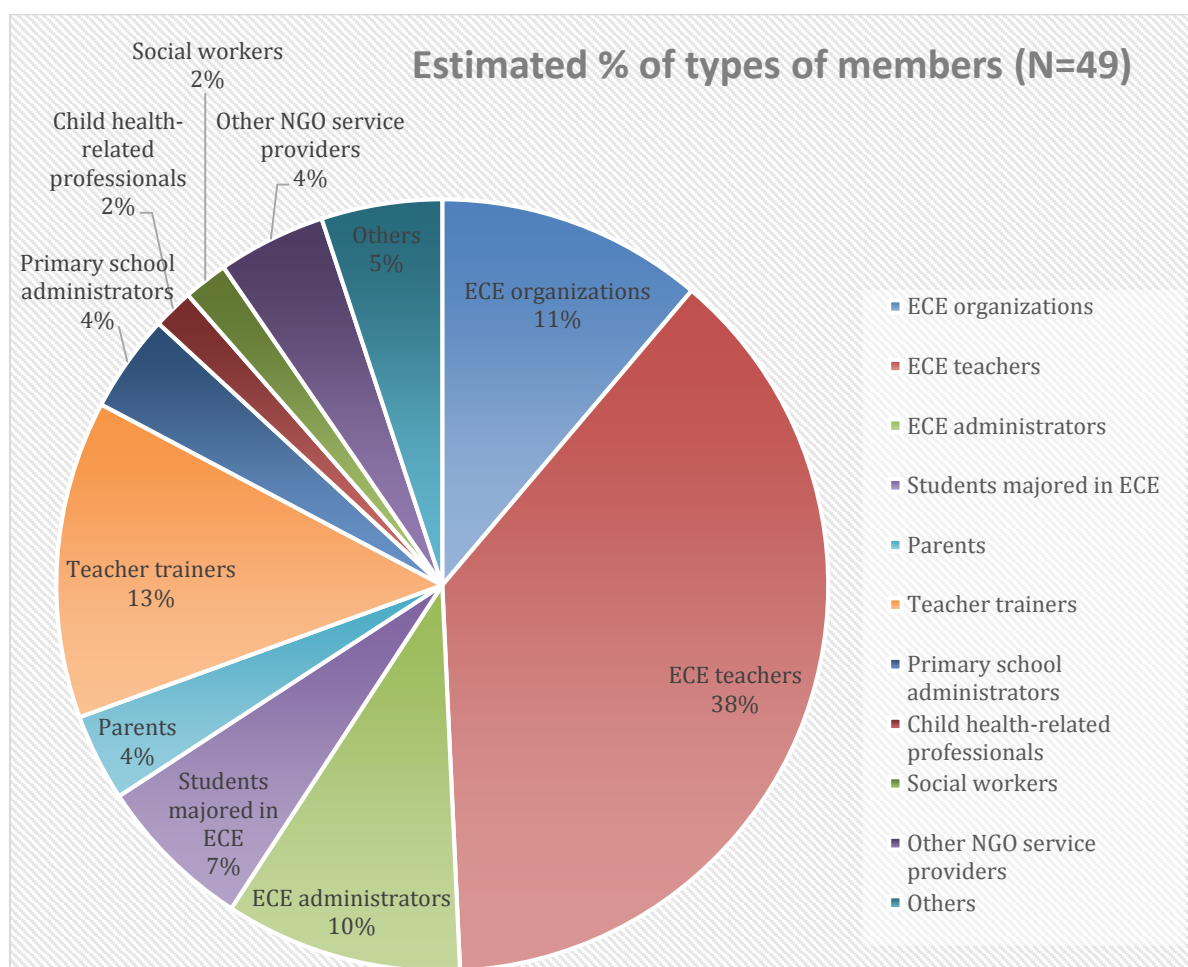


This year, 54 (78%) out of our 69 National Committees submitted their reports of 2014. This was quite an improvement comparing to the number of last year (48 (67%) out of 72 National Committees submitted their reports of 2013). The Committees were as follows:

<b>Africa</b>	Burkina Faso, Cameroon, Côte d'Ivoire, Ghana, Kenya, Liberia, Mauritius, Nigeria
<b>Asia Pacific</b>	Australia, China, Hong Kong, India, Japan, Korea, New Zealand, Pacific Island Nations, Thailand
<b>Europe</b>	Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Finland, France, Germany, Greece, Iceland, Ireland, Lithuania, Norway, Poland, Portugal, Russia, Slovak Republic, Spain, Sweden, Switzerland, Turkey, Ukraine, United Kingdom
<b>Latin America</b>	Argentina, Brazil, Chile, Colombia, Cuba, Ecuador, El Salvador, Mexico, Panama, Peru, Uruguay
<b>North America and the Caribbean</b>	Canada, Haiti, USA

## GENERAL STATISTICS

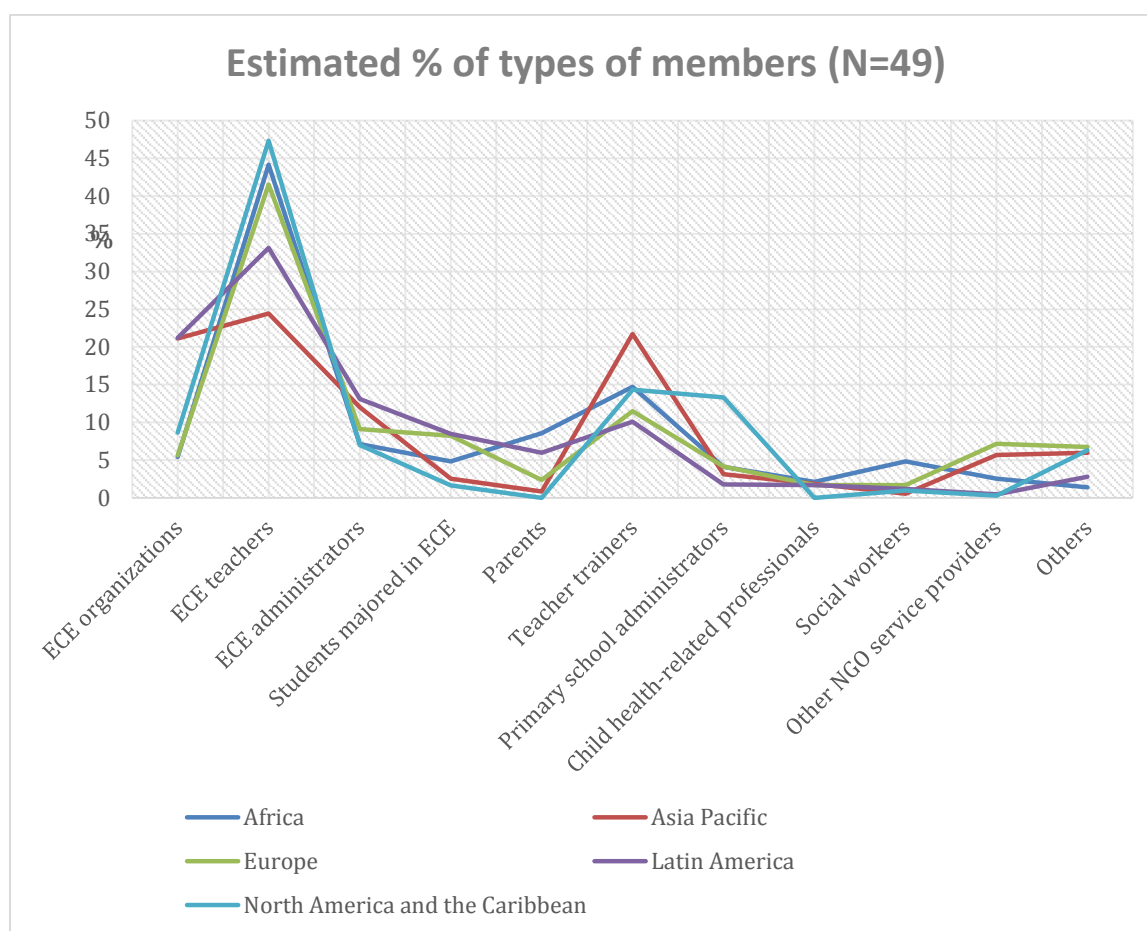
### 1. Membership



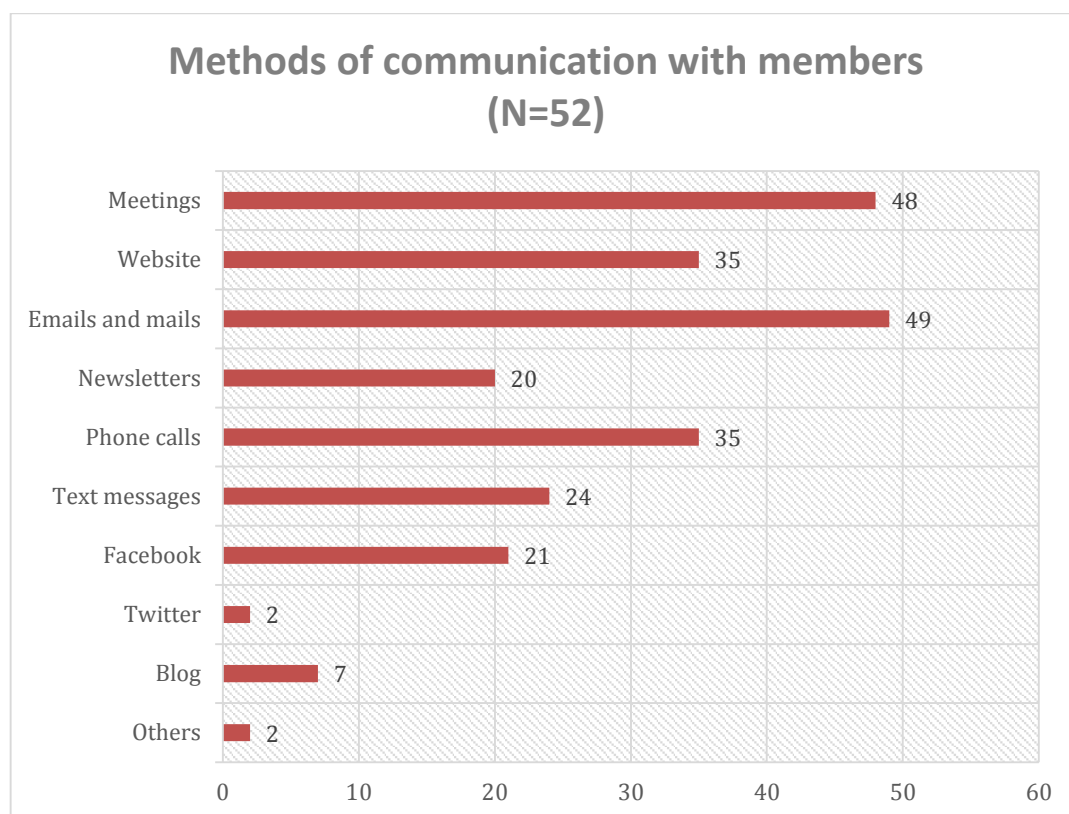
Total number of members reported = 26835. On average each National Committee had 548 members. One Committee (China) reported to have 17,000 members. If it is excluded in the calculation, each Committee on average had 205 members.

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The figure below shows the distribution of types of members in the 5 regions. Early childhood education teachers outnumbered other types of members in all the regions.

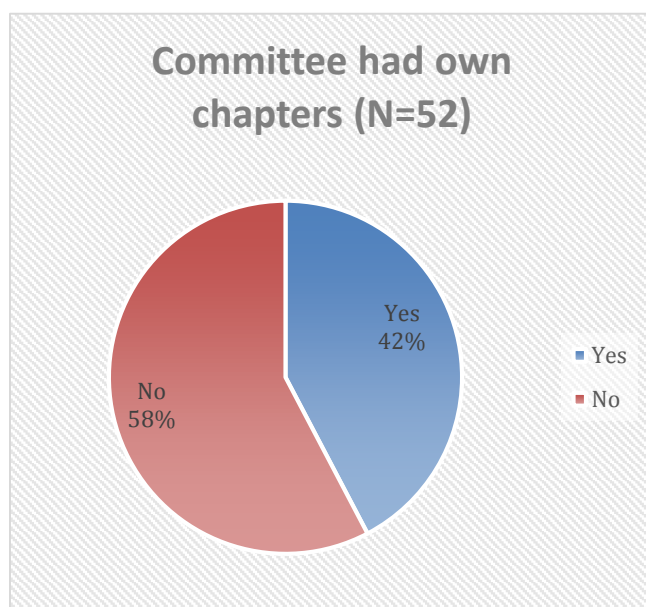


## 2. Methods of Communication

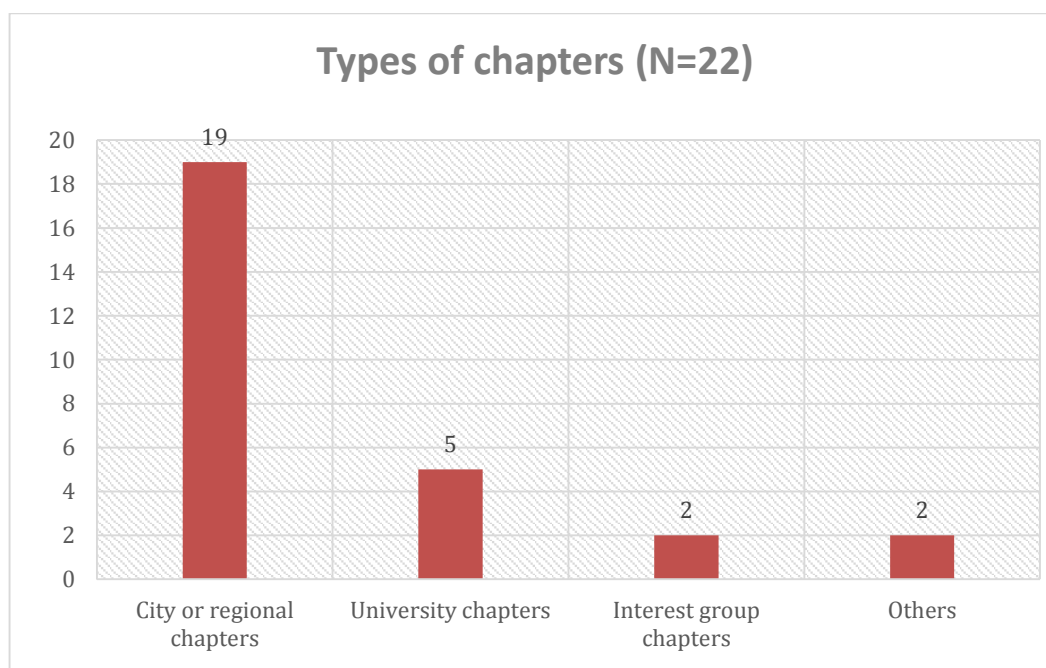


Most of our National Committees communicated with their members through regular meetings, emails and mails. Websites and phone calls were also often used to distribute information. Comparing with 2013, more National Committees reported to use text messages (24 in 2014 vs. 1 in 2013), Facebook (21 in 2014 vs. 13 in 2013) and blog (7 in 2014 vs. 1 in 2013) in 2014 to reach their members.

## 3. National Chapters



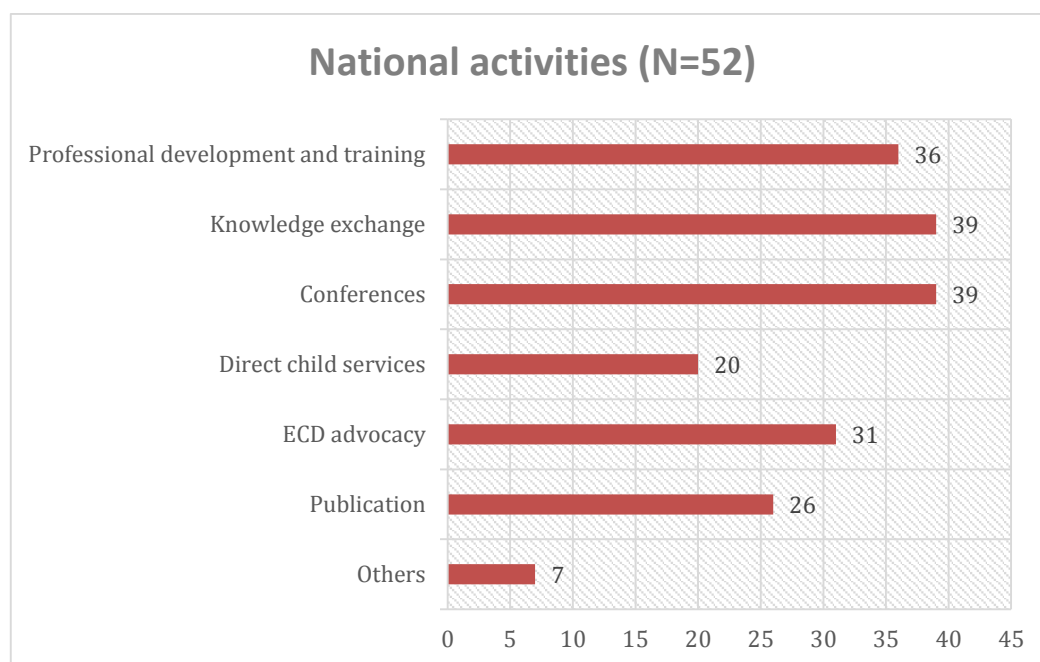
Comparing with the number in 2013, in 2014 only one more National Committee reported to have its own chapters (22 in 2014 vs. 21 in 2013). However, the number of chapters reported in 2014 (312 chapters) almost doubled that in 2013 (180 chapters).



Most of our National Committees tended to set up their chapters based on physical locations (86.4%). Out of the 22 National Committees that reported to have their own chapters, only 5 had set up university chapters and 2 had interest group chapters.

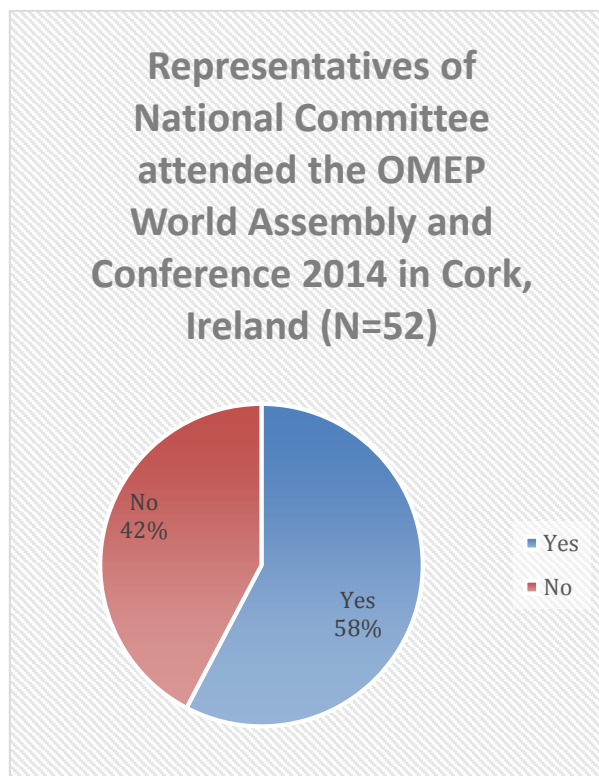
## REVIEW OF 2014

### 1. National Activities

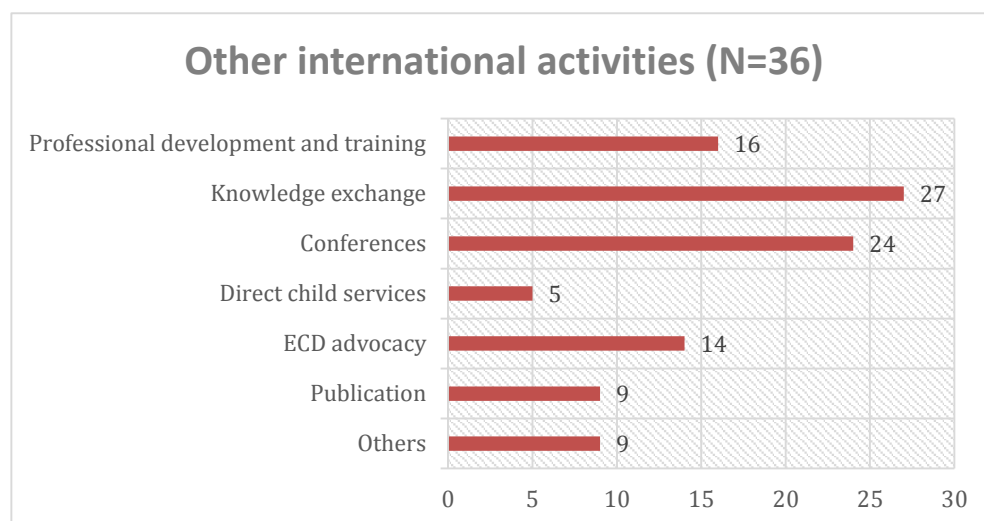


Similar to those in 2013, activities of our National Committees at a national level in 2014 tended to be more academic-/ professional training-oriented. More National Committees reportedly engaged in advocacy for early childhood development (60% in 2014 vs. 49% in 2013). Only about 38% of the responding Committees reported to involve in direct child services.

## 2. International Activities

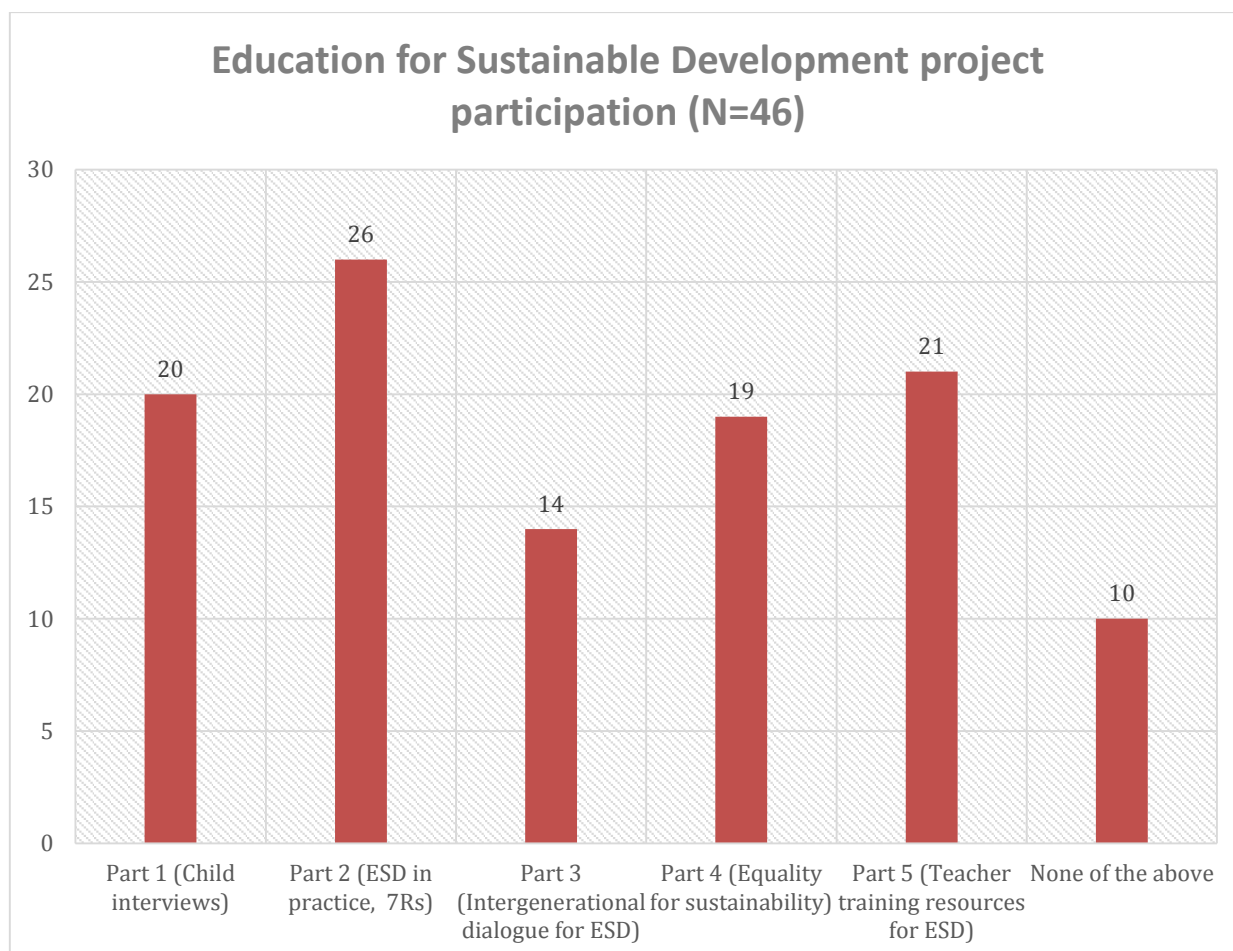


Thirty committees reportedly sent altogether 244 representatives to attend the OMEP World Assembly and Conference 2014 in Cork, Ireland.



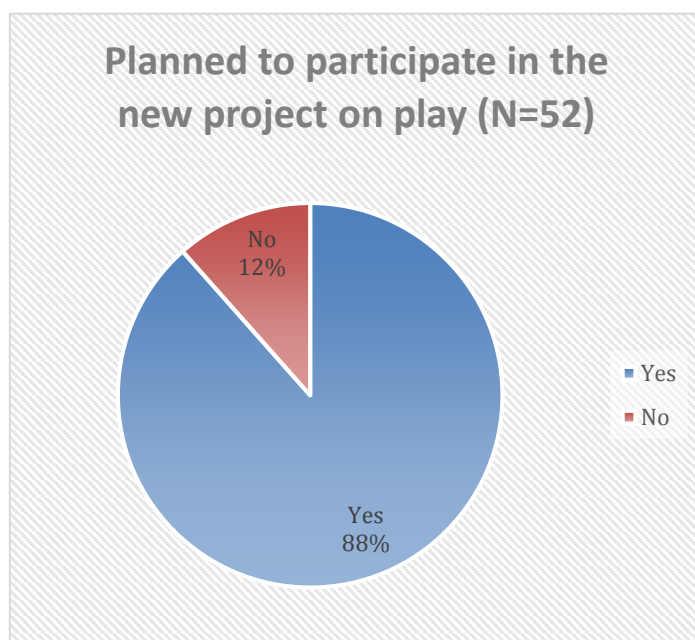
Besides attending the OMEP World Assembly and Conference, our National Committees most often engaged in international knowledge exchange and conferences. About 39% of the responding Committees also advocated for early childhood development at an international level.

## 3. Education for Sustainable Development



About 78% of the responding National Committees had participated in at least a part of the Education for Sustainable Development project. The participation rate in each part of the project was about 30%-56%.

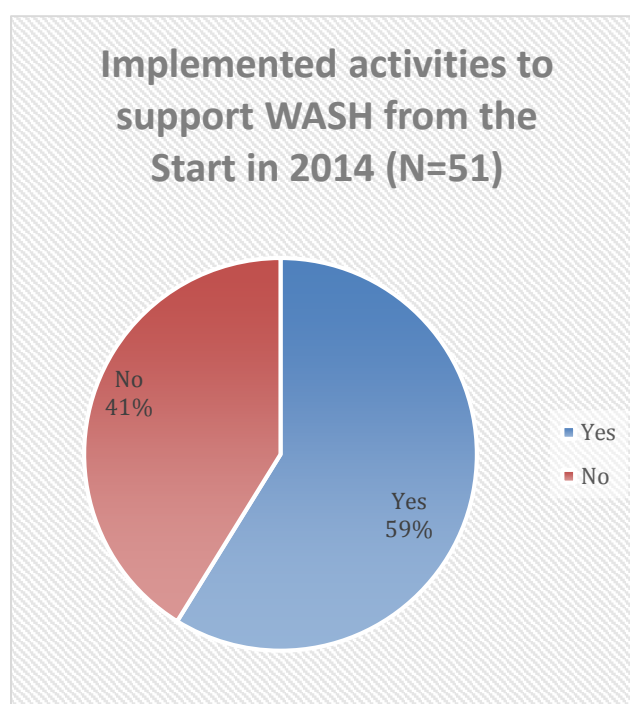
## 4. New World Project on Play



About 88% (46) of the responding National Committees expressed that they would like to participate in the new OMEP World Project on Play. This shows good potential for the project.

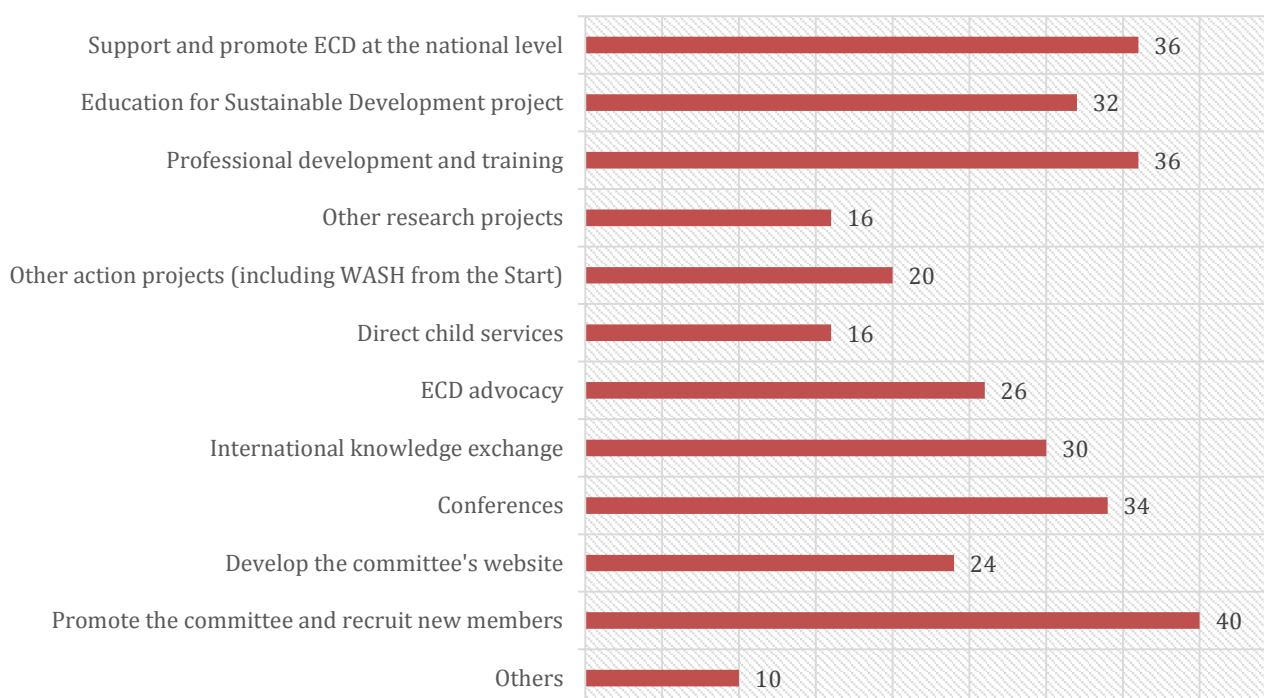
## 5. WASH from the Start

Thirty National Committees reportedly had activities in their countries to support WASH from the Start in 2014. Activities included celebrating the Global Handwashing Day and promoting the WASH ideas in kindergartens, preschools, early childhood centers and among members.



## 6. Priorities for 2015

### The most important tasks or priorities of your National Committee for 2015 (N=51)



About 78% of the reporting National Committees expressed that they would like to focus on promoting the Committees and recruiting new members. Also, 71% of the reporting National Committees would like to support and promote early childhood development at the national level and work on professional development and training. Other major tasks and priorities include organizing and participating in conferences (67%), working on the Education for Sustainable Development project (63%) and engaging in international knowledge exchange (59%).

## Treasurer's Report

NIRMALA RAO

OVERVIEW (FROM JANUARY 1 TO DECEMBER 31, 2014)

- The income for the period was 44,181.43 USD and the expenditure was 36,998.02 USD. Comparing to the income and expenditure of 2013, which were 34,920.39 USD and 25,724.54 USD, respectively, we had an income increase of 9,261.04 USD, at the same time we spent 11,273.48 USD more than the previous year. Thus, we had a slightly smaller surplus of 7,183.41 USD in 2014, comparing to the surplus of 9,195.85 USD in 2013.
- On December 31, 2014, we had the following foreign currencies in our Hong Kong account: 30,460.45 USD, 37,294.91 EUR, 913.12 CAD and 13,981.61 CHF.



### INCOME

- Membership Fees

In 2014, the income from membership fees was 28,552.47 USD, which was a bit higher than the dues collected in 2013.

- Contribution from World Conferences (2013 & 2014)

The registration fee of 6,995 USD from the 2013 World Conference in Shanghai, China and the registration fee of 3,310 USD from the 2014 World Conference in Cork, Ireland were received in February and September 2014, respectively.

- Child Fund Donation

A Child Fund donation of 470 USD was received from Japan in 2014.

- Springer Copyright

We received a copyright income of 3,550.22 USD from Springer.

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- Miscellaneous Income

Other income (1,302.6 USD) accounts for only about 3% of the total income.

## EXPENDITURE

- President's Account

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

- Executive Committee Expenses

The total expenses of the Executive Committee paid by the World Account were 14,464.88 USD in 2014, which included airfares for Vice Presidents and Representatives of OMEPA to attend various conferences and the 200 USD subsidy for each Vice President to cover his/her office expenses. Comparing with the Executive Committee expenses of 7103.94 USD in 2013, the increase was rather substantial. However, OMEPA's visibility in the world community was also largely enhanced (please refer to the other reports in the present publication). It must be mentioned that some of the traveling expenses of the Vice Presidents and Representatives were actually paid by the World President's own President's Account, and these expenses were not included in the aforementioned Executive Committee expenses.

- IJEC Editorial

A total of 3,456 USD was paid to Donna Berthelsen, Editor-in-Chief, and for secretarial support.

- NGO Dues

These 479.46 USD refer to contributions made to maintain our NGO membership status with UNICEF, UNESCO and Eurochild for the year.

## OBSERVATIONS

- The income from membership dues was stable. I thank every National Committee for making this possible.
- I wish to thank all countries for their cooperation in paying the fees.

# OMEF ANNUAL REPORT 2014

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

## INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST DECEMBER, 2014

<b>INCOME</b>	<b>US\$</b>
Membership fees	28,552.47
Contribution from World Conferences (2013 & 2014)	10,305.00
Child Fund donation	470.00
Springer copyright	3,550.22
Miscellaneous income	1,302.60
Bank interests	1.14
<b><u>Subtotal</u></b>	<b><u>44,181.43</u></b>
<b>Deduct:</b>	
<b>EXPENDITURE</b>	<b>US\$</b>
Expenses incurred by:	
- World President	18,000.00
- Executive Committee	14,464.88
IJEC editorial	3,456.00
NGO dues	473.46
Bank charges	603.68
<b><u>Subtotal</u></b>	<b><u>36,998.02</u></b>
<b><u>SURPLUS FOR THE YEAR</u></b>	<b><u>7,183.41</u></b>

## OMEP's Work at the United Nations

MARIA PIA BELLONI

OMEP 2014 Representative to Department of Public Information and 2015  
Main Representative to ECOSOC

JUDITH WAGNER

OMEP Deputy World President and 2014-15 Representative to ECOSOC

### 1. New York Team

Because of its consultative status with the UN and UNESCO, each year OMEP is entitled to designate representatives to the UN headquarters in New York. The New York Team includes these designees and other OMEP members who attend meetings and events at the UN on behalf of OMEP.

OMEP's 2014 designees to the UN Economic and Social Council (ECOSOC) were

- Ingrid Pramling Samuelsson, Main Representative
- Judith Wagner, Chief Administrative Officer, Deputy World President

*Alternate Representatives:*

- Jerry Aldridge
- Jean Simpson
- Gaby Fujimoto

OMEP's 2014 designees to the UN Department of Public Information (DPI) were

- Maria Pia Belloni
- Maggie Koong
- Grace Jepkemboi

*Youth Representatives:*

- Amber Eriksson

- Swetha Mummini

Others who worked closely with the New York Team during 2014 included Donna Wright, Keyona Forbes, Kezia Carpenter and Adrija Roychowdhry.

## 2. New York Team Goals for 2014

The goals for 2014 included (1) strengthening OMEP's visibility and 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; (2) increasing OMEP's level of participation and leadership in high level meetings and events; (3) strengthening relationships with key personnel at the UN and UNICEF, such as the Early Childhood Development unit and the WASH unit; (4) increasing OMEP's participation in NGO Committees; and (5) applying for a change in OMEP's UN consultative status from Roster to the higher Special status category.

## 3. Progress and Accomplishments in 2014

Throughout 2014 OMEP's UN representatives participated in numerous efforts to influence decision-makers to (a) include early childhood development, care, and education as an unambiguous priority on the Post-2015 UN Sustainable Development Goals (SDGs) and (b) include appropriate early childhood targets and indicators under each relevant SDG goal. The New York Team also increased its participation in a wide variety of meetings and events at the UN and UNICEF, as well as its leadership in NGO committees, especially the Committee on Migration and its subcommittee on migrant children's Issues. Members of the New York teams successfully completed the complex application for a change in the organization's status from Roster to Special. (Notice of this change in status has been received!)

## 4. Activity Highlights

**Position Statement:** During the 2013 World Assembly in Shanghai. OMEP developed a position statement entitled *Open Appeal to Local, National, Regional and Global Leaders: Prioritize Early Childhood Development, Education, and Care*. During the 2014 World Assembly in Cork, Ireland, OMEP developed a position statement on the Convention on the Rights of the Child. These documents have provided the foundation for OMEP's contributions to numerous proposals, position papers and presentations throughout 2014 toward the goals of making early childhood an unambiguous goal on

the post-2015 UN agenda and ensuring that appropriate early childhood targets and indicators are developed to measure progress over the next 15 years and to ensure that children's rights are protected.

**Side Events and Other Important Meetings/Events:** OMEP co-organized and co-sponsored the following high-level UN Side Events at the United Nations:

- *Refugee Children and the Right to Early Childhood Development*, NGO Committee on Status of Women, "Educating Migrant Women and Girls in Crisis Situations: in Transit, in Camps, in Detention", Side Event, January 23, 2014;
- *Refugee Children and the Right to Early Childhood Education: A Humanitarian and Sustainable Development Issue*, Side event during the 52nd Session of the Commission of Social Development, UN HQ, February 13, 2014
- *Send Girls and Boys to School: A Promise the Global Community Must Keep*, "Promoting Education for Girls around the World", Fordham University, March 15, 2014
- *The Special Social Protection of Unaccompanied Migrant Children*, Permanent Mission of Switzerland to UN, October 14, 2014
- *Recovering Stolen Childhood through Education Utilizing the Tools of the Digital Age. Examples from Jordan, Jamaica and Ghana*, Moderator, UN DPI/NGO Annual Conference, 27 August 2014
- *Refugee Children: Mental Wellbeing Education in the Za'atari Refugee Camp (Jordan)*, UN DPI/NGO Annual Conference, 29 August 2014

Hosting these high-level meetings and side-events represents significant progress toward our goal of making OMEP a more visible voice for early childhood development, since only two years ago we co-hosted our very first high-level event.

OMEP was also well represented on almost a daily basis at various UN and UNICEF meetings and events.

**Child Refugee Projects:** Maria Pia Belloni, Amber Eriksson, Grace Jepkemboi and Judith Wagner worked diligently on the development of two OMEP projects developed in collaboration with the Committee on Migration: the Za'Atari Intervention Project (ZIP) and the Kenya Intervention Project (KIP). The goal of the projects is to provide culturally relevant and developmentally appropriate activities and materials for parents and volunteers to use with young children in refugee camps. The project experienced challenges with translations of materials, access to camps, funding, and

# OMEP ANNUAL REPORT 2014

recruitment and training of volunteers. After a meeting in November 2014, a new leadership and coordination plan was developed in hopes of moving the project forward. Little progress has been made since then.

**Red Cross Project:** As an outgrowth of discussions about social-emotional support kits for children in refugee camps, OMEP partnered with Red Cross of New York on a pilot project to develop social-emotional kits for young children in Red Cross Shelters. OMEP was tasked with developing the materials and activities for the kits. The Whittier College chapter of OMEP agreed to assist in the development of materials and activities and to organize a fundraiser to help support the pilot project. The pilot project is scheduled to begin in a NY shelter in fall 2015. A hope is that our experience with the shelter project will provide information and insights necessary to re-ignite the refugee camp projects.

**WASH from the Start:** OMEP's UN representatives continued to work closely with the WASH unit at UNICEF to promote greater attention to water, sanitation, and hygiene education before school-start age. An OMEP UN representative made two presentations for the WASH network in 2014.

**Mentoring of Interns:** During 2014 with the leadership from Maria Pia Belloni, two interns participated in the New York Team, working particularly with the Committee on Migration and the Committee on Education, helping to focus attention and action on Early Childhood Education and Care, especially the rights of migrant and refugee children.

**Bibliography:** Maria Pia Belloni gathered an extensive bibliography documenting the need for protection of migrant/refugee children's right to education, in particular ECEC.

**Connection with Institutions of Higher Education:** The New York Team established connections with Fordham University, Columbia University and New York University.

## 5. Appointment of OMEP's 2015 UN Representatives

In late fall 2014, Maggie Koong, Ingrid Pramling Samuelsson, and Judith Wagner held several meetings via Skype, email, and in person with the World Executive Committee and members of the 2014 New York Team to identify designees and set the agenda for 2015.

The following designees for 2015 were named in December 2014:

## **2015 ECOSOC Representatives**

- Maria Pia Belloni Mignatti, Main Representative
- Judith Wagner, Chief Administrative Officer, Deputy World President

### *Alternate Representatives:*

- Gaby Fujimoto
- Grace Jepkemboi
- Donna Wright

## **2015 DPI Representatives**

- Maggie Koong
- Ingrid Pramling Samuelsson
- Jean Simpson

### *Youth Representatives:*

- Amber Eriksson
- Adrija Roychowdhry

## **2015 UN/UNICEF Representatives in Geneva**

During 2014, OMEP also fulfilled the goal of having OMEP representatives to the UN/UNICEF in Geneva. The following persons' terms began in January 2015:

- Nektarios Stellakis, Main Representative
- Ulla Grob-Menges
- Maggie Koong

## **6. NY Team Goals for 2015**

During its meeting in New York on December 12, 2014 and February 2015, the New York Team identified the following goals for 2015:

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, with special attention to migrant and refugee children and children living in shelters.
3. Continue to build formal and information partnerships/relationships with other NGOs and Early Childhood organizations, while at the same time work to define OMEP's niche in the ECD community.
4. Maintain better records of UN Representatives' work throughout the year. Share information about the UN representatives' work on the World OMEP website.
5. Develop guidelines to simplify annual tasks, such as
  - DPI report
  - Appointment of OMEP representatives to the UN
  - New York Team's contribution to the OMEP annual report
6. Develop a plan for meeting the organization's new obligations in the Special category at the UN.
7. Build the New York 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), with a focus on increasing participation by young adults and early career professionals.
8. 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>.

## OMEP's Work at UNESCO

LISBETH GOUIN

OMEP 2014-15 Representative to UNESCO

According to 2013/2014 guidelines by NGO-UNESCO Liaison Committee, NGOs were mobilized for relevant events related to UNESCO priorities.

### 1. NGO International Forum in official partnership with UNESCO

On July 30-31, 2014 in Yamoussoukro, Côte d'Ivoire (a French-speaking West African country), with the support from the Ivorian government a forum on "Access to water for all in Africa: an essential human right; women and children at the source of this target" was organized. It was attended by 200 representatives of national and international NGOs, including OMEP- Côte d'Ivoire and OMEP-France.

Danièle Perruchon, then President of OMEP-France, participated in the relevant role of education and tradition and, more specifically, in the education of women and children.

I took part in the elaboration of the introductory education report and led a roundtable on the realities and barriers in the wealthy-in-water Africa and the pollution issues in rivers and watercourses.

The forum was a success and concluded with the Appeal of Yamoussoukro, inviting the States, civil society and UNESCO to act jointly so that water may become a reality for all.

The video "WASH from the Start", initiated by Judith Wagner and UNICEF, was widely disseminated.

The forum gave us the opportunity to meet with representatives of OMEP-Côte d'Ivoire, to exchange and see their field of actions in the bush villages where water sanitation is a priority, as it is quite often for schools to lack of water (and wells are maintained irregularly with or without a pump), latrines and/or materials.

We encouraged our colleagues from Ivory Coast to work on the education on water to promote education to the youngest, their mothers and families.

## 2. Celebration of World Days

In addition, NGOs were mobilized to jointly organize events around certain international days.

OMEP and 40 other NGOs participated in an awareness-raising day on human rights, namely "Education, Sports and Cultural Diversity: New attitudes to promote human rights around the world" on March 6, 2014 at UNESCO in Paris. Ten project leaders from different regions of the world were invited to present and share their experiences in the field of human rights with 800 young people between the ages of 18 and 35.

*World Literacy Day: September 8th, 2014* on "Literacy and education for all throughout life". I assured on behalf of OMEP the coordination of this event. From an in-depth analysis of a specific case (the "nomadic school" documentary), participants reflected on the creation of new programs, developing and raising the quality of ongoing programs, and promoting the sharing of experiences.

Alain Houchot, General Inspector and the new President of OMEP-France since November 2014 also participated as an expert in early childhood and talked about "Early childhood education as an essential prerequisite for a successful literacy."

*World Peace Day (September 21):* I was very much involved in this day, which focused on one of the OMEP major concerns. I coordinated a group of 37 NGOs. I was also joined by UNESCO's Social and Human Sciences sector and we achieved a major event which gathered over 1,200 people during the day.

Roundtable on the theme: "How to work for the people's right to peace? A universal peace through culture dialogue among civilizations and the exercise of the peoples' rights to peace; the culture of peace through an interdisciplinary approach.

Showing of the film "Words of Peace": a 35-minute documentary created for the event by Claude Yvans, where celebrities working on peace promotion, including Hubert Reeves, were interviewed.

Concert delivered by the Calliopée group and a choir of 80 autistic handicapped children and their educators: We all know how important it is for children trapped in their silence to express their emotions. An original program of songs of peace filled the audience with enthusiasm and perhaps the acceptance of others and their

differences found a real resonance there. *“When voices meet, mingle and share their differences ... When music and songs lead us to peace”.*

### **3. The International Conference of NGOs (CIONG)**

The International Conference of NGOs (CIONG) meets once every two years for electing a new Liaison Committee of NGO partners. I was the OMEP candidate to the 2015-2016 Liaison Committee, and was 3 votes short to be elected.

I participated in the drafting and reading of the Appeal for Peace in the plenary session. The Appeal was forwarded to Mrs. Bokova, General Director of UNESCO.

### **4. Others**

I also participated in:

- the preparation of the 2012-2014 balance sheet and 2015-2016 Perspectives - NGO/UNESCO Liaison Committee
- the seminar on “Education to global citizenship: Favorable conditions and perspectives”, which was organized by the UNESCO Education sector in collaboration with the Permanent Delegation of Austria to UNESCO, and partnered with the Permanent Delegations of Colombia, Kenya, Mongolia, Republic of Korea for the launching of the UNESCO publication “Education to global citizenship: Prepare the students for the challenges of the 21st century”, which analyses good practices and ways to encourage improvements in this area in light of the post-2015 education agenda.
- the Celebration of Teachers’ World Day: participated in the innovation workshop with Philippe Meirieux.
- the World Day to Overcome Extreme Poverty.
- the Children’s Rights Day: Gender, violence and children’s rights: Focus on Europe.

I was in Shanghai in November 2014 with the World President Maggie Koong, the Vice President for Asia-Pacific Eunhye Park, and the General Secretary Jessie Wong. We visited creative play rooms which utilized recycled materials within the framework of sustainable development.

## Report on Education for Sustainable Development

INGRID PRAMLING SAMUELSSON

### 1. Equality for Sustainability

Fifteen countries participated in the Equality for Sustainability phase of the Education for Sustainable Development (ESD) world project. The following won a travel award to attend the OMEP conference in Cork, Ireland in 2014:

**“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)

The award was sponsored by Gothenburg University.

### 2. Teacher Training Resources for ESD

The Teacher Training Resources for ESD phase of the ESD world project has attracted 29 participating projects. Presenters of the following projects will present their work at the OMEP conference in Washington D.C. in 2015:

**“Scientific Curiosity in Early Childhood: Something that Must Continue throughout Life”** – Gustavo Riestra (Uruguay)

**“Children Growing Vegetable Garden”** – An, Myung Sook and Kim, Mi Jeong (Republic of Korea)

**“A Musical Production that Promotes Global Social Fairness”** – Jaemie Walde, Cecilie Hella and Rigmor Sletten (Norway)

**“The Bat Conversation Project: ESD Resources for Teacher Training Created via the OMEP UK Pre-school Partnership with Alderholt Sunbeams Nursery”** – Paulette Luff and Zoe Miles (UK)

**“How to Prepare Teachers to Incorporate Education for Sustainable Development (ESD) into Their Daily Work with Young Children: From the Experiences of Shanghai Kindergarten Teachers”** – Guang-Heng Wang (China)

**“Education for a Sustainable World: EDS Technology Project”** – Cristina Rodrigues and Gabriela Arto (Argentina)

**“Loving the Place Where You Belong: Ecological Identity”** – Glynne Mackey (New Zealand)

The award 2015 was sponsored by The National OMEP Committee of Sweden.

### **3. UNESCO World Conference on Education for Sustainable Development**

Regional Vice President for Asia Pacific Eunhye Park, Co-leader of OMEP ESD World Project John Siraj-Blatchford and I participated in the 2014 UNESCO World Conference on Education for Sustainable Development ESD, which took place from 10-12 November 2014 in Aichi-Nagoya, Japan. OMEP was invited to co-organize a workshop entitled Developing ESD initiatives for Early Childhood Care and Education with the Association for the Development of Education in Africa (ADEA) on 11 November 2014. John Siraj-Blatchford and I gave a presentation as an introduction to the session while Eunhye was the rapporteur.

John Siraj-Blatchford and I then wrote an application to UNESCO for scaling up of the sustainability project as we proposed in the Global Action Plan (GAP). The application resulted in an invitation for OMEP to take part in the review of the process of ESD in relation to *Building Capacities of Educators and Trainers: Increase the Capacities of Educators and Trainers to More Effectively Deliver ESD* (Priority Action Area 3).

OMEP will continue to work on the following:

1. Develop an illustrated user handbook for the OMEP Environment Rating Scale for Education for Sustainable Development (ERS-ESD);

2. Create an early childhood care and education for sustainable development resource pack for initial and continuing teacher training (OMEP/ ADEA) (Priority Action Area 3);
3. Develop an ESD “Kite Mark” for early childhood teacher education. Support each country to set up Green School certificate system (in association with OMAN).

In fact, we started working on the ERS-ESD handbook a few years back when we developed the scale, which has been tested in nine countries. A workshop was arranged by Eunhye Park in the Republic of Korea in January 2015. About 10 people has been working on the production of a video which shows how to use the ERS-ESD. The work has not been finished yet.

During 2014, I also participated in the Sustainable Development Solution Network (A Global initiative by UN).

## OMEP's Work at the Collective Consultation of NGOs on Education for All (CCNGO/EFA) Coordination Group of UNESCO

INGRID PRAMLING SAMUELSSON

The Collective Consultation of NGOs (CCNGO) is UNESCO's primary mechanism for partnerships, dialogue, and reflection with NGOs regarding the Education for All (EFA) movement. CCNGO is part of UNESCO's official program and agenda. The CCNGO/EFA network includes nearly 300 national, regional and international member organizations.

OMEP is an NGO within the Civil Society network. Civil Society is defined as the collective of non-governmental organizations and institutions with a clear focus on the interests and will of citizens, including families and the private sector, or "third sector," to distinguish it from government and business. Civil Society organizations typically emphasize democracy and values such as freedom of speech. A defining characteristic of Civil Society organizations is that they rely largely on volunteers and/or promote volunteerism to achieve their goals.

In 2014, Ingrid Pramling Samuelsson was elected to represent OMEP in the coordination group for CCNGO/EFA. This coordination group includes eight persons representing larger NGOs and Civil Society. The secretariat is within UNESCO with three staff. The coordination group represents approximately 300 other NGOs, making efficient and effective communication a central challenge.

In 2014, the coordination group's work has primarily focused on developing strategies to influence the U.N. Sustainable Development Goals (SDG), especially Target 4 on Education. The 2015-2030 SDGs will be finalized in New York in the end of September 2015.

There have had a few in-person meetings in Paris, but most of the work has been done via Internet and email. The largest work for the spring 2015 has been to plan a two-day pre-conference for the World Education Forum, which took place in Incheon, Korea 19-21 May 2015. This UNESCO conference included 140 Education Ministers and other government officials who set education agenda for 2015-2030. For the first time in

history, pre-primary education is on the agenda, requiring at least one year of pre-primary education for all children in the world.

At the pre-conference, the NGOs, led by the coordination group, drafted a declaration, which was further processed and developed during the NGO Forum (To download: English: <http://t.co/1ggQFtEFDK>; French: <http://t.co/LtdrJNeOEG>; Spanish: <https://t.co/NwsVbq1EKZ>).

During the pre-conference, we also decided which of the seminars we should attend during the World Education Forum in order to make the maximum influence. I was at the seminar for Life Long Learning (LLL), and raised the question about involving early childhood education and care in the discussion of LLL as much of the discussion was on education for adults.

What will be the next target for this coordination group is not clear right now, but some of the members of the coordination group go to all critical conferences and try to influence. Camilla Crosso from Brazil is the coordinator of the group and she is very devoted and skillful in handling questions about civil societies.

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# OMEP ANNUAL REPORT 2014

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# OMEF ANNUAL REPORT 2014

## About This Annual Report

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

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