



2019

ANNUAL REPORT



Organisation Mondiale pour l'Éducation Prescolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar



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Message from the World President

Over the past three years, it has been my great pleasure to serve OMEP as World President. During my term, I was fortunate to work with the most passionate early childhood educators and advocates from all around the world. I was truly inspired by their sincere contributions to early childhood education and care.



Being elected as world president at 2016 OMEP world assembly_ Seoul, Korea, 2016



ExCOs expressing gratitude to Maggie for her hard work as OMEP world president_ Seoul, Korea, 2016

I joined OMEP as General-Secretary to OMEP Korea in 1995. Elected as vice president for the Asia-Pacific region in 2012, I began to serve OMEP at the regional and world level. I cannot express in words what I have experienced in OMEP for the last 25 years. The more I learn about the history of OMEP, the more I meet people, the more I attend meetings, I am impressed by how much OMEP has been devoted to children all over the world. OMEP has become a voice for children that the international community cannot neglect. It has been a great honor for me to be able to serve such a historically renowned organization.



Attending 2018 Global Education Meeting as OMEP representatives, with Maggie_Brussels, Belgium, 2018

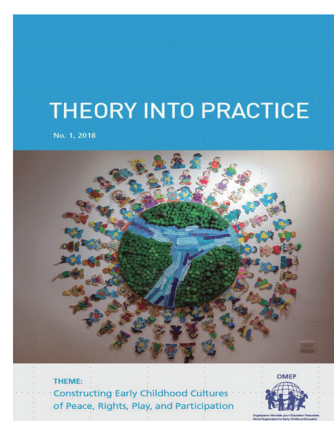


Attending 2019 UNESCO Forum on Education for Sustainable Development and Global Citizenship, with Ingrid_Hanoi, Vietnam, 2019

During my presidency, three world assembly and international conferences were in 2017, 2018, and 2019, each in Croatia, Czech Republic, and Panama. Through the annual conference, it was possible not only to discuss key issues for early childhood education but also to deepen our understanding of the various context of early childhood education practices. Especially annual on-site school visit program gave us great inspiration, allowing us to publish OMEP's new journal based on practice, OMEP: Theory into Practice, since 2018.



School visit_in Prague, Czech Republic, 2018

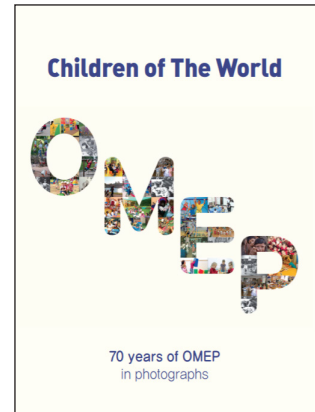


1st issue of OMEP Theory into Practice

Along with TIP, in celebration of the 70th anniversary of OMEP, two historical materials were published: «History of OMEP: 1948-2018» and «Children of the world OMEP: 70 years of OMEP in photographs». In addition, most of the OMEP archives kept in Prague were digitalized and uploaded in OMEP website.



Visiting OMEP archive_Prague, Czech Republic, 2018



*(left) 'History of OMEP: 1948-2018' and
(right) 'Children of the world OMEP'*

I do not think I could have done my job well without the help of many people. The former World presidents, Selma, Ingrid, and Maggie have been good mentors. They advised me when I was struggling where to go or what to decide. I also appreciate current and former Executive Committee members who have been with me for three years. Thank you, Judith, Bimbola, Nektarios, Nyamikeh, Udomluck, Ingrid, Mercedes, and Eli. I also appreciate Presidents of all National Committees who always trusted in me.



*Celebration of 70th anniversary with the former world presidents,
(from left to right) Audry Curtis(1999-2001),
Selma Simonstein Fuentes(2002-2007),
Ingrid Pramling Samuelsson(2008-2013),
Maggie Koong(2014-2016) and myself(2017-2019)
_Prague, Czech Republic, 2018*



*With OMEP Executive committee members
_Opatija, Croatia, 2017*

Along with the annual OMEP world assembly and international conference, the regional conferences have been actively held within each region during my presidency. There were two regional conferences in Africa, each held in Ghana(2017) and Kenya(2018), Asia Pacific and Latin America also held two conferences each. Hong Kong(2017) and Japan(2019) held regional conferences in Asia, meanwhile Uruguay(2017) and Peru(2018) held regional conferences in Latin America. Europe and North America & Caribbean also held a regional conference once each in Portugal(2019) and USA(2017).



With Africa region national presidents at the 9th Africa Regional Conference_in Accra, Ghana, 2017



With Asia Pacific OMEP members in 2019 Asia Pacific Regional Conference_in Kyoto, Japan, 2019

I believe we were a very good team. I especially thank Eli and Judith for their emotional support. Without their sincere affection and encouragement, it would have been difficult for me to get through the challenging times. I also thank our representatives to the UN, UNESCO, OAS, and IJEC journal editor. Thank you, Maria Pia, Lisbeth, Daniele and Donna. Under cooperation with current editor, Donna Berthelsen, Policy Forum section was launched within IJEC in order to address OMEP's position on urgent global policy issues.



With Rima Salah(left), me, and Maria Pia Belloni Mignatti(right) at the 2019 world Assembly and Conference_Panama city, Panama, 2019



First issue of OMEP Policy Forum by me and Judith Wagner

Last but not the least, I would like to express my sincere thanks to my team. Thank you Soonhwan, Minyoung, Jieun, and Kyoryoung. In the last three years they've done a lot more than I have done. If you think there's something I've done well, it's thanks to them.

I am so happy to hand over my torch to my successor, Mercedes Mayol Lassell. She has been Vice President for Latin America for six years. She is an experienced early childhood researcher and policymaker, who has a great vision for OMEP. I am sure Mercedes will continue the visibility that OMEP has achieved in the past years and bring OMEP to new heights. OMEP will continue to sustain its legacy with a great team to serve for the best interests of young children around the globe.



*With OMEP secretarial team
_Panama city, Panama, 2019*



At the end of 2019 World assembly, with ExCO members, (from left to right) Udmluck Kulapichitr, myself, Mercedes Mayol Lassalle, Christiane Bourdages Simpson, Nyamikeh Kyiamah, Eli Bergsvik and Ingrid Engdahl _Panama city, Panama, 2019



*Group photo with OMEP national presidents at 2017 OMEP
world assembly_in Opatija, Croatia, 2017*

Although my term as World President has ended, I will remain as a full supporter of OMEP. I wish new World President and Executive Committee Members very best and every success.

I will treasure all the memories and friendships I have made during my presidency.

Best Regards,
Eunhye Park

Eunhye Park

Timeline 2019



Europe Regional Conference



- Held in Lisbon, Portugal on May 17-18 / hosted by OMEP Portugal Committee
- OMEP Portugal Committee and with the cooperation of Europe regional committees successfully completed with delegations from 17 countries.
- Theme: Education for sustainable development

April

May

OMEP Webinar 2019 (Policy forum series I)

- OMEP launched its first Webinar in 2019, held on April 15
- The guest speaker was Maria Pia Belloni Mignatti, OMEP representative of UN New York station
- The first theme of lecture was based on OMEP's Policy form, «Call to action: Investing in early childhood development for migrant and refugee children».

 <p>O.M.E.P. Organisation Mondiale pour l'Éducation Précoce World Organization for Early Childhood Education Organización Mundial para la Educación Preescolar</p>	
<p>OMEP WEBINAR 2019</p>	
<p>Policy Forum Series I</p>	
<p><i>Call to action: Investing in early childhood development for migrant and refugee children.</i></p>	
<p>Monday, April 15, 2019 9:00 - 9:40 am (New York time)</p>	
<p>Speaker</p>	
	<p>Maria Pia Belloni Mignatti Professor (retired) of European Union Law, Faculty of Political Science, University of Pavia (Italy); Chair, NGO Committee on Migration; UN Representative, OMEP; Member of the Advisory Group of the Early Childhood Development Peace Consortium (ECPC)</p>
<p>Forced migration is an increasing global challenge; children and families are obliged to leave their homes for many reasons. Many of the children on the move are under the age of five. In countries of origin, transit and in host countries, they encounter traumatic circumstances with a daily violation of their rights. Scientific evidence highlights the importance of early support for young children and their families under adverse conditions. It is encouraging that we are now witnessing commitment to support early childhood development in a migration and refugee context. It is now the time to turn these commitments into reality. We need to work together, in a coordinated manner because, if we change the beginning of the story, we change the whole story.</p>	
<p>Register at http://attendee.gotowebinar.com/register/644155882143478029</p>	



UNESCO 2019 FORUM ON EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

- OMEP was officially invited to the UNESCO 2019 FORUM ON EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP in Hanoi, Vietnam on 2 July.
- President Dr. Park and Ingrid Pramling Samuelsson represented as OMEP representatives.
- Theme: Learning and Teaching for Peaceful and Sustainable Societies: From early childhood to primary and secondary education.
- The forum aimed to support synergies between ESD and GCED and to foster a holistic approach to Target 4.7 of Sustainable Development Goal 4 on Education and the Education 2030 Agenda.

July

OMEP Webinar 2019 (ESD Series I)

- OMEP's second webinar was held on July 15, 2019
- The guest speaker was Ingrid Pramling Samuelsson, an UNESCO chair in ECE and sustainable development. She was also a former world president of OMEP.
- The Second theme of lecture was based on ESD, «Call to action: Sustainability as the Centrepiece of High-Quality Preschool».



O.M.E.P.
Organisation Mondiale pour l'Éducation Préscolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar

OMEP WEBINAR 2019

ESD Series

Call to action: Sustainability as the Centrepiece of High Quality Preschool

Monday, July 15, 2019 at 9:00-9:40 am (Paris time)

Speaker



Ingrid Pramling Samuelsson
Professor in Early Childhood Education, Gothenburg University, Sweden.
UNESCO Chair in ECE and Sustainable Development
Former world president of OMEP: 2008-2013

Research shows that the path to sustainability begins with educating the next generation, beginning in their earliest years. The Scandinavian perspective on early education and education for sustainable development (ESD) emphasizes children's, parents', and teachers' roles in learning about and contributing to a sustainable world. What are the characteristics of an integrated Early Childhood program based on sustainability? What is the sustainability "content" we want children to learn? What skills and competencies do we want them to exhibit? How can we use play-responsive pedagogies and the Sustainable Development Goals (SDG) in ECEC? How are the values of our past in the early childhood field reflected in the ESD movement and how do they illuminate our future?

Register at
<https://attendee.gotowebinar.com/register/1593779887806348299>

71st OMEP World Assembly and International Conference

- Held in Panama City, Panama on July 25-29 / hosted by OMEP Panama Committee
- Nearly 400 early childhood researchers, practitioners, policy makers, advocates, and future teachers from around the world participated in the 71st OMEP.







Asia Pacific Regional Conference

- Held in Kyoto, Japan on September 5-7 / hosted by OMEP Japan Committee
- President Dr. Park was invited as a keynote speaker and attended the meeting
- OMEP Japan Committee hosted the conference, and with the cooperation of Asia Pacific regional committees, the conference was successfully completed with delegations from 10 countries, over 300 participants.
- Theme: «Quality of ECEC»

Sep

OMEP Webinar 2019 (ESD Series II)

- OMEP's third webinar was held on October 15, 2019
- The guest speaker was Ingrid Engdahl, Associate Professor in Child and Youth Sciences, Stockholm, Sweden and Vice President of OMEP for Europe.
- The theme of lecture was based on ESD, «OMEP World Project for Sustainability: Transforming education with the help of the OMEP ESD Rating scale».

 OMEP Organisation Mondiale pour l'Éducation Préscolaire World Organization for Early Childhood Education Organización Mundial para la Educación Preescolar	
OMEP WEBINAR 2019 ESD Series II	OMEP World Project for Sustainability – Transforming education with the help of the OMEP ESD Rating scale
Tuesday, October 15, 2019 at 6:00-6:40 pm (Stockholm time)	
Speaker Ingrid Engdahl Associate Professor in Child and Youth Sciences, Stockholm, Sweden. Vice President of OMEP for Europe	
	
<p>The OMEP ESD Rating scale, as a new phase and using the second edition of the rating scale from July 2019. The scale is today most often used as a 'beginning tool' to support teachers in identifying successes and concerns in early education and care, also giving guide for internal evaluation. We consider the scale a help in building a common culture of sustainability for children and adults, as the scale enables educators and management to identify areas in need action towards sustainability. It may also serve as a record of development and progress.</p> <p>The OMEP ESD rating scale is well suited as a self-review or internal evaluation tool. The tool kit (the rating scale and its rubrics) includes observations, ratings, reflections, discussions and action plans. The OMEP ESD rating scale relates to both content and curriculum, as well as to the educational approach, the pedagogy. Each preschool/centre/setting will find their own way of approaching the use of these tools.</p>	
Register at https://attendee.gotowebinar.com/register/9103314565241345292	

Overview of OMEP

Organisation Mondiale pour l'Éducation Préscolaire World Organization for Early Childhood Education Organización Mundial para la Educación Preescolar

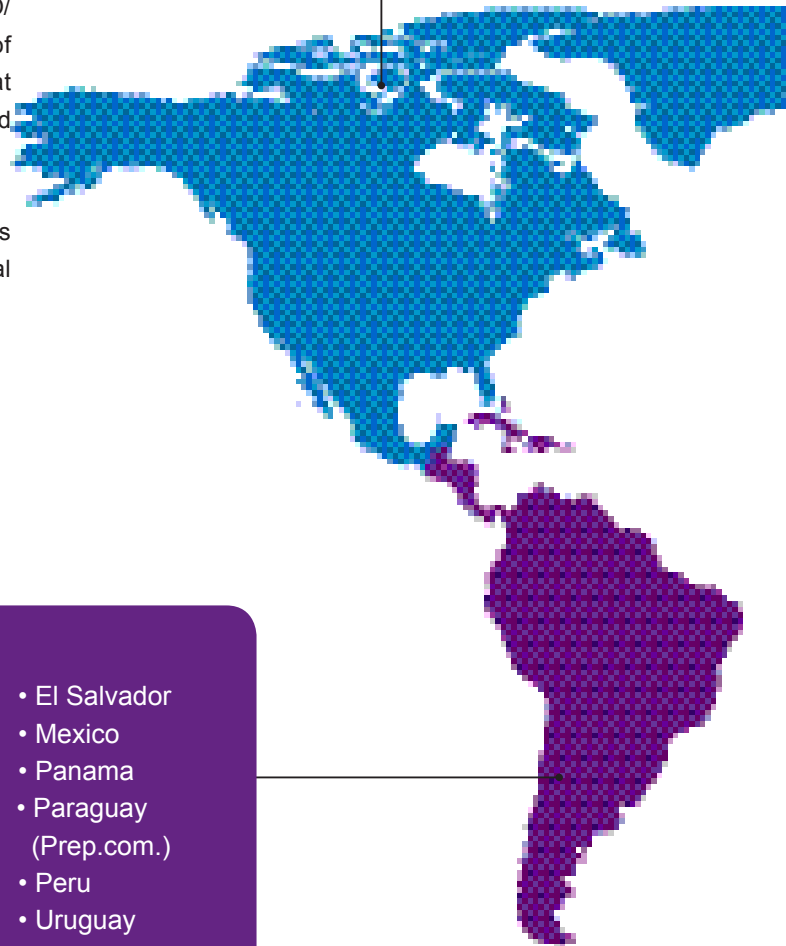
OMEP is an international, non-governmental and non-profit organization focusing on children aged between 0 and 8. Founded in 1948, it defends and promotes the rights of the child to education and care worldwide and support activities which improve accessibility to higher quality education and care.

OMEP is one of the two International Focal Points of the Collective Consultation of NGOs on Education for All (CCNGO/ EFA) of UNESCO. It is also an Early Childhood Partner of UNESCO, and has achieved Special Consultative status at the Economic and Social Council (ECOSOC) of the United Nations.

OMEP is currently established in around 70 countries around the world and is the oldest and largest international organization focusing on children aged between 0 and 8.

North America and the Caribbean

- Canada
- Haiti
- United States of America



Latin America

- | | |
|-------------|------------------------|
| • Argentina | • El Salvador |
| • Bolivia | • Mexico |
| • Brazil | • Panama |
| • Chile | • Paraguay |
| • Colombia | • Paraguay (Prep.com.) |
| • Cuba | • Peru |
| • Ecuador | • Uruguay |
| | • Venezuela |

Europe

- Belgium(Prep. com.)
- Bosnia and Herzegovina
- Bulgaria
- Croatia
- Cyprus
- Czech Republic
- Denmark
- Finland
- France
- Germany
- Greece
- Iceland
- Ireland
- Israel
- Italy(Prep.com.)
- Latvia
- Lithuania
- Norway
- Poland
- Portugal
- Russia
- Slovak Republic
- Spain
- Sweden
- Switzerland
- Turkey
- Ukraine
- United Kingdom

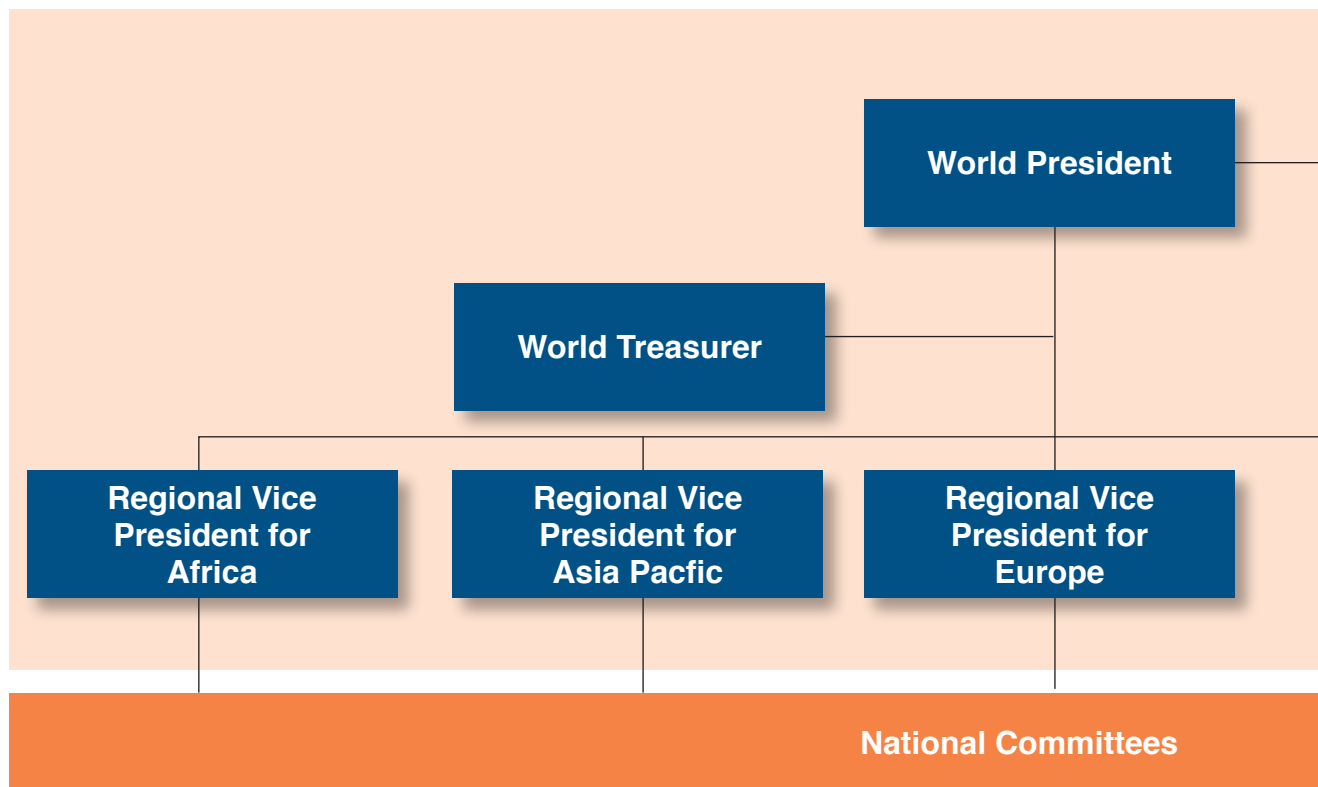
Asia Pacific

- Australia
- China
- Hong Kong_China
- Iran
- Japan
- Myanmar
- New Zealand
- Pacific Island Nations
- Pakistan
- Republic of Korea
- Singapore
- Thailand

Africa

- Burkina Faso
- Cameroon
- Ghana
- Kenya
- Liberia
- Mauritius
- Nigeria
- Sierra Leone (Prep.com.)

Executive Committee 2019



World President

[Eunhye Park](#)

Professor of Early Childhood Education,
Ewha Womans University, Korea



World Treasurer

[Eli Bergsvik](#)

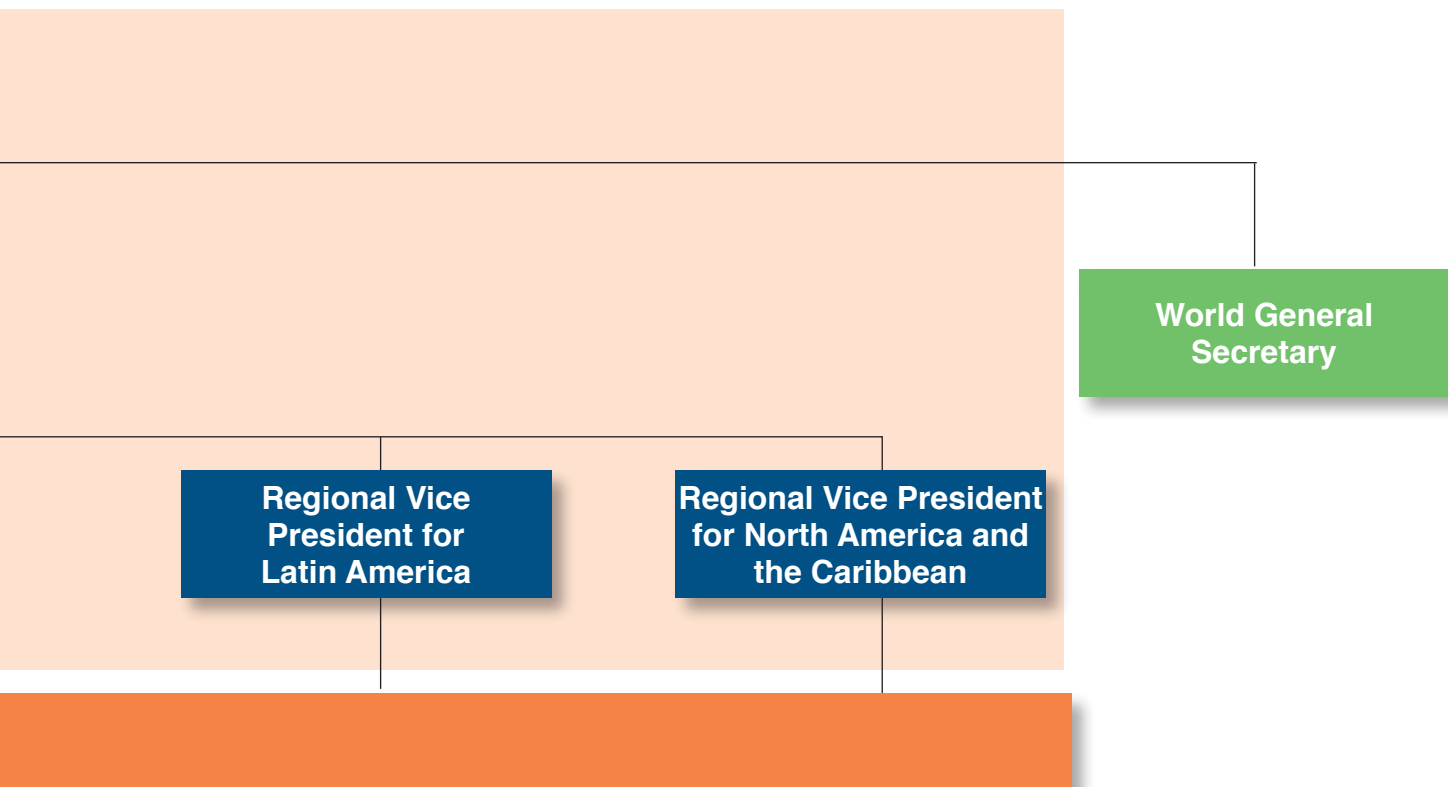
OMEP Norway National Committee



Regional Vice President for Africa

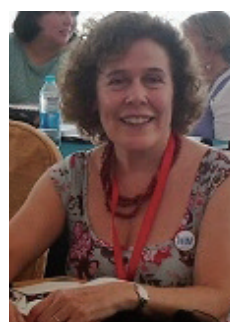
[Nyamikeh Kyiamah](#)

Willow Tree Children's Centre



Regional Vice President for
Asia Pacific

[Udomluck Kulapichitr](#)
Faculty of Education,
Chulalongkorn University, Thailand



Regional Vice President for Latin
America

[Mercedes Mayol Lassalle](#)
Professor of Policies for Early
Childhood Care and Education,
University of Buenos Aires and
National University of Santiago
del Estero, Argentina



Regional Vice President for
Europe

[Ingrid Engdahl](#)
OMEF Sweden National
Committee



Regional Vice President for
North America and the
Caribbean

[Christiane Bourdages
Simpson](#)
OMEF Canada National
Committee

World Statistics



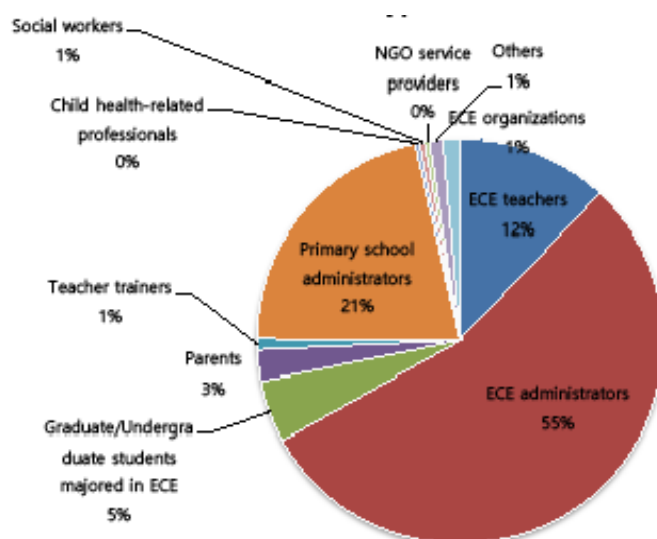
This year, 54(83%) out of our 64 National and Preparatory Committees submitted their reports of 2019. The Committees were as follows:

Africa(5)	Asia Pacific(8)	Europe(25)	Latin America(14)	North America and the Caribbean(2)
Burkina Faso, Cameroon, Ghana, Kenya, Nigeria	Australia, China, Hong Kong_China Japan, New Zealand, Pakistan, Republic of Korea, Thailand	Belgium, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Finland, France, Germany, Greece, Ireland, Israel, Italy, Latvia, Norway, Poland, Portugal, Russia, Slovakia, Spain, Sweden, Turkey, Ukraine, United Kingdom	Argentina, Bolivia, Brazil, Chile, Colombia, Cuba, Ecuador, El Salvador, Mexico Panama, Paraguay Peru, Uruguay, Venezuela	Canada, United States of America

General Statistics

1 | Membership

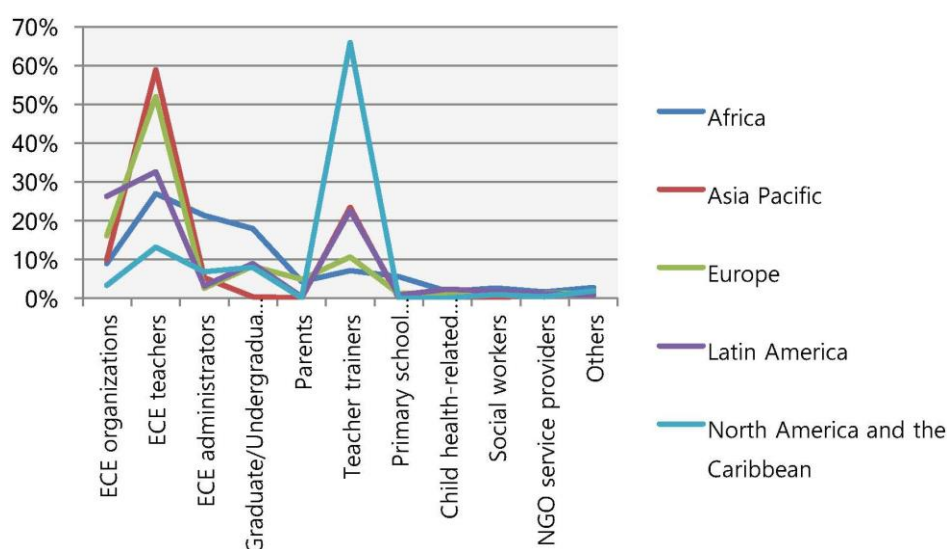
Estimated % of Types of Members (N=54)



The committees reported a total of 32,899 members. On average, each Committee had 748 members. China was the largest Committee with 25,000 members. If it is excluded in the calculation, Other Committees on average consisted of 206 members. The figure below shows the distribution of types of members in the five regions. Each childhood education administrators outnumbered other types of members in all the regions.

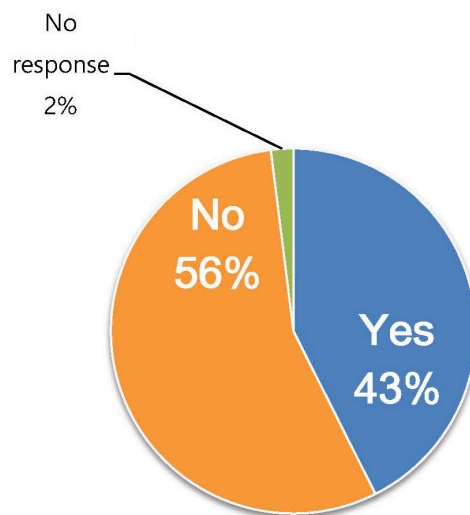
Estimated % of Types of Members (N=54)

Regional statistics



2 | Affiliation

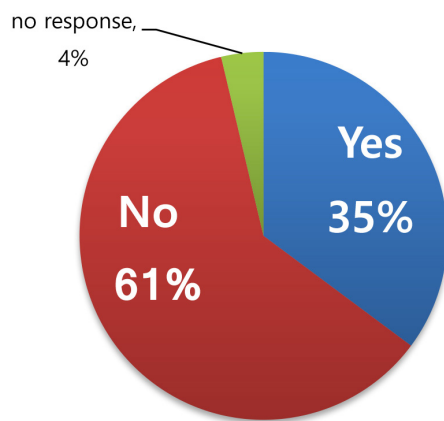
Committee was Affiliated with or was a part of another organization (N=54)



Twenty-three National Committees reported that they were affiliated with or was a part of another organization. These organizations include UNICEF, UNESCO, governmental bureaus and other local early childhood organizations.

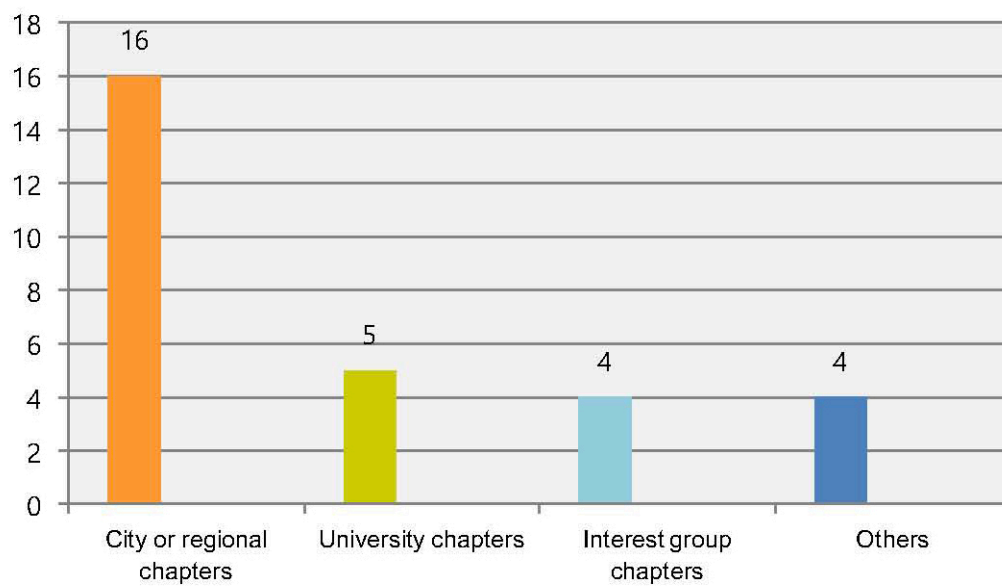
3 | National Chapters

Committee had own Chapters (N=54)



In 2019, 19 Committees (35%) reported to have their own chapters, which added up to a total of 129 chapters.

Types of Chapters (N=19)



Review of 2019

1 | National Activities

National Activities (N=54)

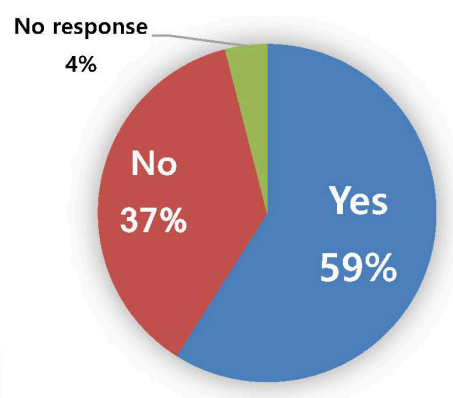


Activities of our Committees at a national level in 2019 tended to be more academic-/professional development-oriented. About 81% of the Committees reported to be involved in conferences. About 77% of the Committees reportedly engaged in early childhood advocacy.

2 | International Activities

President or Representatives of Committee Attended the OMEP 2019 World Assembly and Conference in Panama city, Panama (N=54)

32 Committees sent their representatives to attend the OMEP 2019 World Assembly and Conference in Panama city, Panama



Other International Activities (N=43)

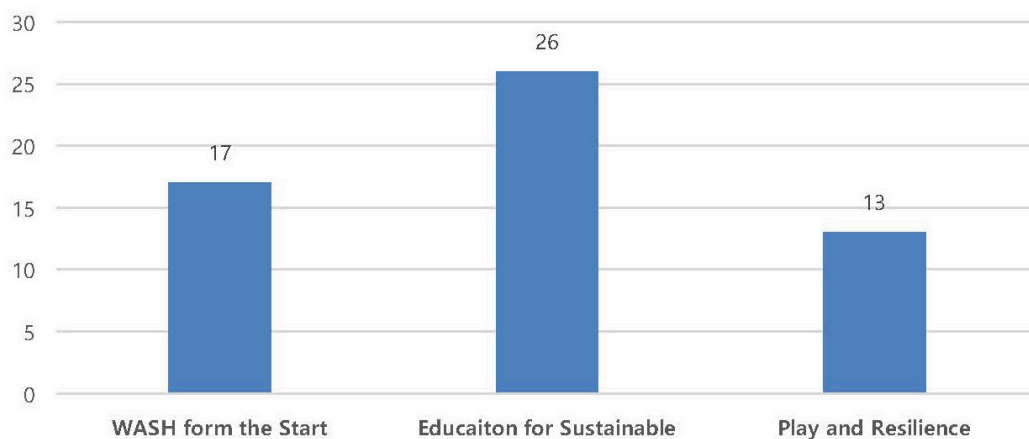


Besides attending the OMEP World Assembly and Conference, our National and Preparatory Committees most often engaged in international knowledge exchanges and conferences. About 44% of the responding Committees conducted international early childhood research and engaged in professional development and training in 2019.



3 | Participation in OMEP World Projects

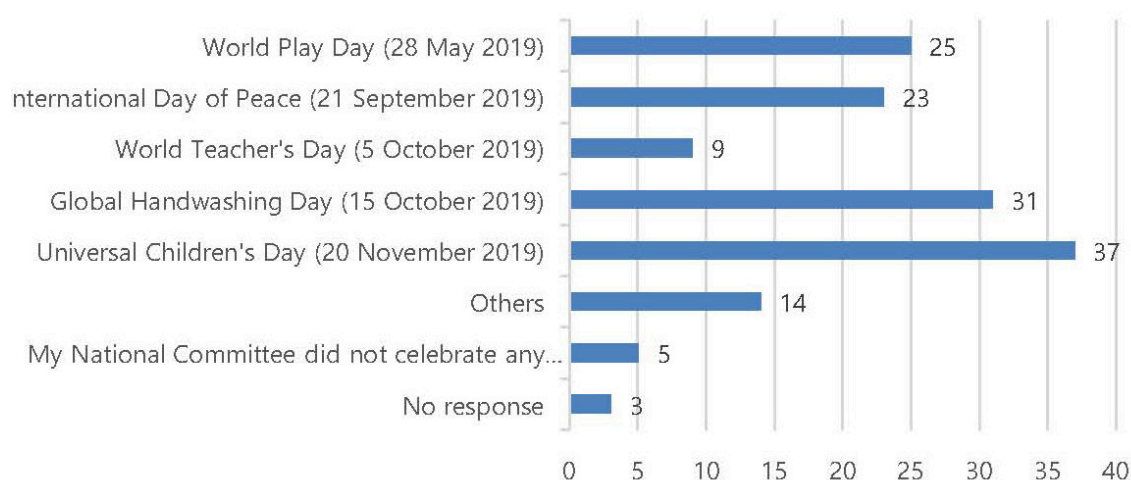
Participation in OMEP World Projects in 2019 (N=22)



Twenty-two OMEP Committees reported to have participated in OMEP World Projects in 2019.

4 | Celebration of Special Day

Special Days that were Celebrated in 2019 (N=54)



The Universal Children's Day on 20 November was the most celebrated special day in 2020 by our National and Preparatory Committees, followed by the Global Handwashing Day on 15 October.

Early Childhood Education and Care (ECEC) in the Global and National Agenda

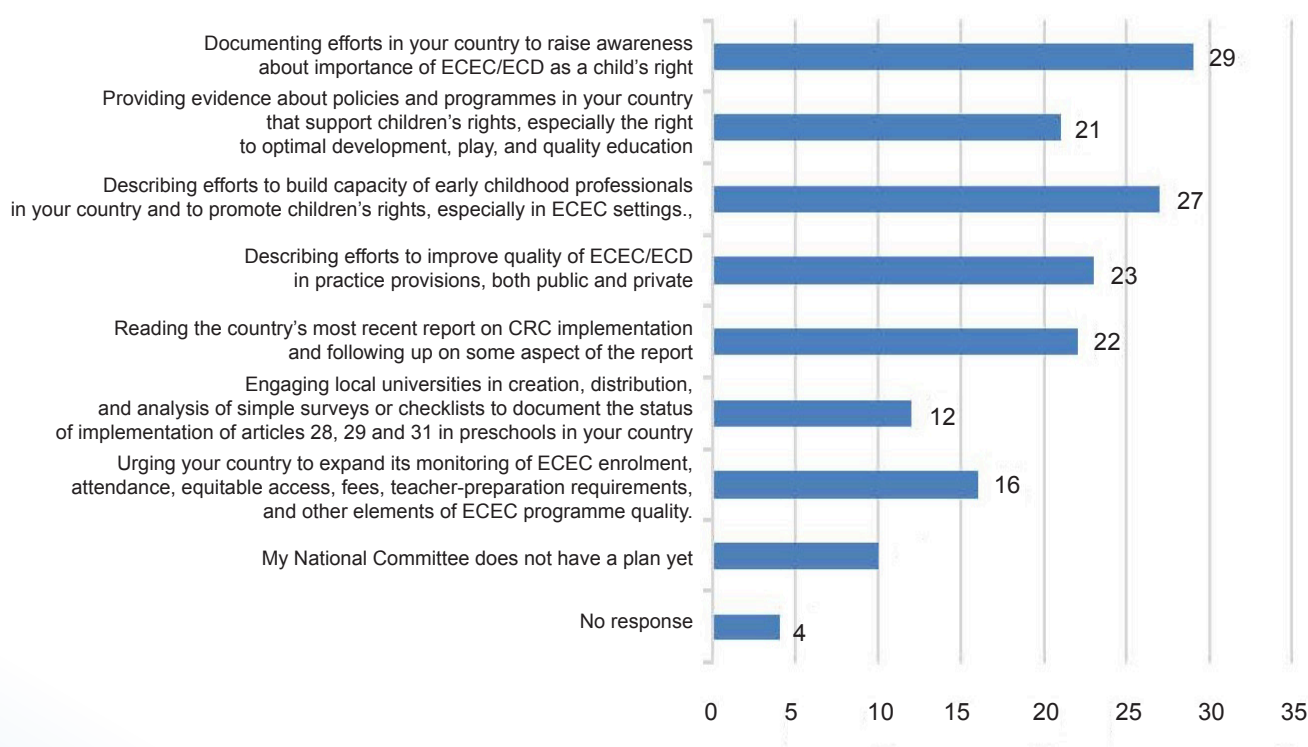
1 | Global and Thematic Indicators for Sustainable Development Goal 4.2

Global and Thematic Indicators for Sustainable Development Goal 4.2

Global and Thematic Indicators		World	Africa	Asia Pacific	Europe	Latin America	North America and the Caribbean
1	% of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being	24.1%	24.8%	22%	31.8%	13.2%	0%
2	% of children under 5 years of age experiencing responsive and stimulating parenting	19.8%	28.4%	28%	18.1%	16.7%	0%
3	Participation rate (%) in organized learning (from 24 months to official primary school entry age)	47.0%	24%	31%	65%	37%	0%
4	Gross pre-primary enrolment ratio (%)	52.7%	31.4%	57%	63.4%	44.1%	0%
5i	Number of years of free pre-primary education guaranteed in legal frameworks	3.2%	1.6%	8%	2.1%	3.3%	0.75%
5ii	Number of years of compulsory pre-primary education guaranteed in legal frameworks	2.0%	4%	2%	1.5%	1.9%	3%

2 | Participation in the Monitoring of the Implementation of the Convention on the Rights of the Child (CRC)

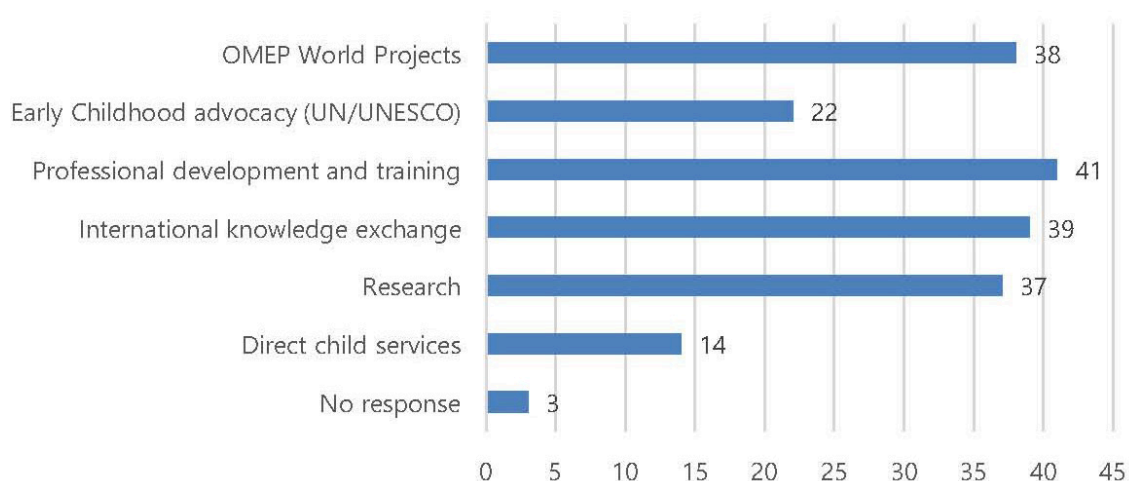
Participation in the Monitoring of the Implementation of the CRC (N=54)



For OMEP Committees of countries that have ratified the Convention on the Rights of the Child (CRC), most of them had already developed monitoring plans, such as describing efforts to improve quality of ECEC/ECD in practice provisions, both public and private, documenting efforts in their countries to raise awareness about importance of early childhood education as a child's right, and reading the country's most recent report on CRC implementation and following up. Ten (19%) of the Committees had not developed a plan.

3 | Contribution to ECEC/ECD at the Global Level

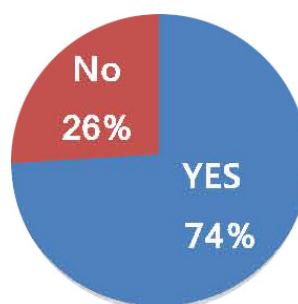
Contribution to ECEC/ECD at the Global Level (N=54)



4 | OMEP 2020 World Assembly and Conference in Athens, Greece

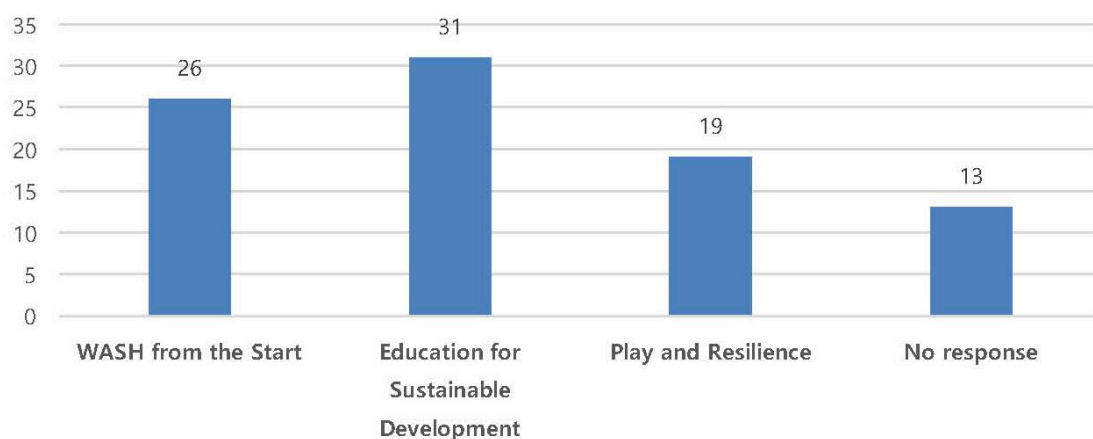
President or representatives of Committee will attend the OMEP 2020 World Assembly and Conference in Panama City, Panama (N=54)

As many as 40 OMEP Committees planned to attend the OMEP 2020 World Assembly and Conference in Athens, Greece.



5 | Participation in OMEF World Projects in 2020

Participation in OMEF World Projects in 2020 (N=54)



About 57% of the responding Committees planned to participate in Education for Sustainable Development (ESD).

6 | Most Important Tasks

The Most Important Tasks or Priorities in 2020 (N=54)



About 80% of the responding National and Preparatory Committees reported that they would like to focus on supporting and promoting ECEC/ECD at the national level. Also, 75% of the responding Committees would like to focus on knowledge exchange activities, while about 80% of them would like to promote the committee and recruit new members.

Africa

NYAMIKEH KYIAMAH

Regional Vice President for Africa

1 | Activities of Regional VP in 2019

- Formed a WhatsApp Group of the members in the Region, to help us communicate much faster and share ideas. Communicated with OMEP National Committees through emails, text messages, phone calls, continued. This encouraged more participation in OMEP activities.
- Encouraged and participated in OMEP National and Regional conferences, and international activities:
- **70th Birthday of Mrs. Abimbola Are - 10-11 January 2019, Ibadan, Nigeria** – joined OMEP Nigeria, Oyo State to celebrate this milestone. Mrs. Are donated tables and chairs to her old primary school.
- Attended and participated in the 71st OMEP World Assembly and International Conference in Panama City, Panama.

2 | National Committee Activity Highlights

- OMEP Africa Region has seven (7) National Committees and one (1) Preparatory Committee. Reports of activities undertaken in 2018 were received from five (5) of these committees. As usual, each executed programmes most relevant to their environment. Organizing and Celebrating OMEP Special days, e.g.:
 - World Play Day – 28 May 2019
 - International Peace Day – 21 September 2019
 - World Teachers' Day – 5 October 2019
 - Global Handwashing Day – 15 October 2019
 - Universal Children's Day – 20 November 2019
- **71st OMEP World Conference and International Conference held in Panama City, Panama:** Three(3) National Committees, namely, Ghana, Liberia and Nigeria, and the Preparatory Committee Sierra Leone, were represented.
- **OMEP Burkina Faso** Committee participated in various workshop on Early childhood and education:
 - on evaluation and advocacy capacity building of the National Coalition for education for all.
 - on the development of a coalition position paper on

child labour in artisanal mining sites.

- on restoring the work of the Regional Policy Forum of the African campaign for education for all (ANCEFA) network on the implementation of SDG4.
- in the ongoing elaboration of the national strategy for the accelerated development of preschool education.
- in the National Forum on inclusive education on the analysis of laws, policies and programmes in the field of education in Burkina Faso.
- in the annual conference of preschool teachers
- **OMEP Cameroon** Committee took part in various initiatives:
 - Peace for Ever: OMEP Cameroon has called for peace in the Anglophone Area of Cameroon and has continued to condemn violence against children and teachers.
 - Insisted also on the necessity to respect the rights of children to education.
 - Distributed food and soap to some internal refugees of the crisis.
 - Gender Mainstreaming: Organised campaign in February 2019 in Mokolo quate, encouraging parents to send girls to school.
 - Project VFL (seen from the Front) is an international project of GNDR (Civil Society Network for Disaster Risk Reduction) funded by the European Union in which OMEP Cameroon participates as a partner. In this capacity, OMEP participated in the seminar on the implementation of the project and conducted research on risks and disasters in the communities of Nkolbisson Rural, Nkolbikok and Nkoldoé.
 - Continued to be involved in projects for international peace with Peace Crane or Humanity International. Participated in collaborations in more than 7 international networks.
 - As part of the WASH project, OMEP Cameroon has increased its awareness among school vendors. In this regard, more than 150 saleswomen were made aware of the need to comply with hygiene rules when cooking, storing and selling food to children.
- **OMEP Ghana** Committee undertook various initiatives:

- Invited 4 persons and they accepted from Ghanaian Society as our Patrons.
- Formally registered with our registrar of companies as an NGO.
- Training workshop on Montessori Methods for pre-school teachers.
- Formed our first chapter in one of the cities.
- Joined a group - Ghana National Education Campaign Coalition (GNECC) an advocacy group on education.
- Part of a Committee working on a new ECE Policy Framework Document
- Elections.
- **OMEP Kenya** Committee main activity:
 - Promotion and advocacy of play and play learning and dissemination of toy library concept. Importance of hand washing and environmental conservation.
 - Attended 2019 International Toy Library Association Conference, South Africa
- **OMEP Nigeria** Committee:
 - continued its Professional development & Training, Knowledge Exchange, Conferences, Advocacy and Research
 - Held 30th Annual Conference at Ondo State. Under the Theme – 'Identities and Cultures in Early Childhood Education'

3 | Major Strengths of the Region

- Capacity building/training of Early childhood educators and Caregivers.
- Dissemination of information on childcare practices, safety, etc.
- Public awareness/enlightenment of parents in schools and public places on the objectives of OMEP.
- Collaborating with Governments at different levels on issues concerning

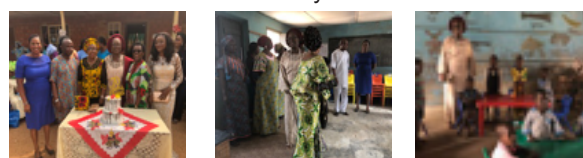
4 | Main Rooms for Improvement

- Soliciting for Government's Implementation of already existing policies on Early Childhood Education.
- Communication, collaborations and networking.
- Early Childhood Development Advocacy.
- Research into Early Childhood Education Practices.
- Publications
- Sponsorship
- Financial limitations

5 | Upcoming Plans Activities and Goals

- Strengthen knowledge exchange among the OMEP National Committee members in Africa.
- Encouraging and stressing the importance of hosting and participation of OMEP Members at the National, Regional and International Meetings and Conferences.
- Collective work to improve Early Childhood Development in Africa.
- Exploring the Possibility of Setting up of Toy Libraries.
- Getting a National Committee to host the 11th Regional Conference.

1. Mrs. Abimbola Are Birthday Pictures



2. World Play Day



Ghana

Kenya

Nigeria

3. Global Handwashing Day

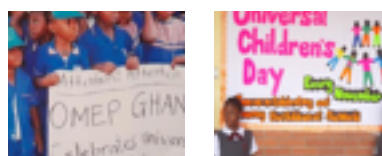


Nigeria

S/Leone

Ghana

4. Universal Children's Day



Ghana

Nigeria

5. Celebrating 30 Years of CRC



1. Right of Child to Shelter

2. Right of Child to Education

3. Right of Child to Free Expression

Asia Pacific

UDOMLUCK KULAPICHITRE

Vice President for Asia Pacific

1 | Activities of the Regional Vice President in 2019

A. The 71th OMEP World Assembly and Conference in Panama city, Panama

- The Vice President participated in the 71st OMEP World Assembly during 22-23 July and the OMEP International Conference during 24-26 July, 2019 in Panama city, Panama. The conference's theme of this year is "Identities and Cultures in Early Childhood Education". She delivered a keynote paper at the conference, titled " Thai cultural identities: The transition through multi – dimensional factors on July 24, 2019.
- During the World Assembly, a session on Asia Pacific Regional Meeting was held with participated countries from Australia, China, Hong Kong, Japan, New Zealand, Republic of Korea, Singapore and Thailand.

B. OMEP Asia Pacific Regional Meeting and Conference in Kyoto, 4-7 September, 2019

- A session on Regional Meeting was held with participated countries from Australia, China, Hong Kong, Japan, Myanmar, New Zealand, Pakistan, Republic of Korea, Singapore, and Thailand. The conference's theme was "Quality of ECEC".

C. Attending the Asia Pacific Regional Conference on Early Childhood Development 2019 in Hanoi, Vietnam, 4-6 December, 2019 organized by ARNEC. The conference 's theme was "Working across sectors to promote nurturing and sustainable environments for young childre.

2 | National Committee Activity Highlights

- **Australia:** OMEP Australia had successful exchanged the international knowledge with 4 city/regional chapters while attending the conferences including the joining in the 71st OMEP World Assembly and International Conferences in Panama City, Panama. OMEP Australia is going to participate in ESD part of OMEP World Projects, a project from OMEP Western Australia had been submitted for the ESD award, they also signed-up for the ESD Scale Project.

For the activities in their country, they had disseminated about the information from OMEP international/ advocacy/ conference presentations/ preparing for celebration of 30th anniversary of UNCRC/ development of OMEP Australia website and other systems.

- **China:** OMEP China joined the 71st World Assembly and International Conference in July at Panama city, Panama and the Asia Pacific Regional conference in Kyoto, Japan. In the World Assembly and International conference, their deputy secretary participated in the regional meeting and presented the preparation for the 2021 regional conference. They also joined the workshop on promoting the development of young scholars. They had participated in Play and Resilience part of the World Projects in 2019. OMEP China have applied to hold the 2021 Asia Pacific Regional conference and have established the meeting of committees. They had sent out the conference leaflets to OMEP members and introduced the preparation of work at the 2019 Asia Pacific Regional conference in Japan. OMEP China have worked with OMEP Hong Kong and Quality Education Fund in Hong Kong to provide the teachers from Hong Kong a teacher training on traditional Chinese culture and different kindergarten visits in China.
- **Hong Kong:** OMEP Hong Kong joined the 71st OMEP World Assembly and International Conference in July, Panama city, Panama and the Regional Meeting and 2019 Asia Pacific Conference in September, Kyoto, Japan.

OMEP Hong Kong held a professional training seminar on "Learning Objectives in Intentional Teaching: The Golden Thread" for kindergarten teachers, organized a competition entitled "Pedagogical Innovations in Early Childhood" in late 2018 and invited all early childhood educators in Hong Kong to submit their applications. Three projects were awarded and the winning teams were sponsored to present at the OMEP Asia Pacific Regional Conference in Kyoto in September 2019. Their projects were also presented at OMEP-Hong Kong AGM 2019 to local kindergarten teachers. OMEP Hong Kong received HK\$582,600 from the Quality Education

Fund of the Hong Kong SAR Government to launch the "Teacher Training Programme on Chinese Traditional Culture" from December 2018 to March 2020. They have organized 4 public seminars, 2 exchange trips to mainland China, various kindergarten-based workshops and traditional cultural activity exhibition. More than 300 participants took part in their projects which a reference book will be published in 2020.

OMEP Hong Kong also published its annual newsletter in 2019 and participated in various governmental consultations on early childhood education.

- **Japan:** OMEP Japan joined the OMEP World Assembly and International Conference in July at Panama city, Panama and also participated in ESD award. One of OMEP Japan members, Mie Oba received the ESD Award at the Conference. OMEP Japan had also successfully organized the 2019 Asia Pacific Regional Conference in Kyoto, Japan between 5-7 September, 2019 and gained 479 participants from 11 countries in Asia Pacific including one OMEP European country from Croatia. Discussion during the conference also included the issue of Quality of ECEC and reached an agreement on the declaration to call upon OMEP members' governments to protect and restore every child's right to live and develop to the fullest potential.
- **New Zealand:** All chapters apart from their on-line chapter Nga Motu had held professional development and learning events for the wider early childhood community in New Zealand's region. New Zealand's OMEP members had attended international and national conferences as usual. Their members joined the OMEP World Conference 2019, July in Panama, the regional OMEP conference 2019, September in Japan and also the local education conferences in their home country in the year 2019. OMEP Aotearoa/ New Zealand made several submissions to the New Zealand government in relation to policy that is relevant to ECEC and young children. In addition, OMEP Aotearoa and their Canterbury chapter supported the Canterbury EC communities after the mosque terrorist attack in Christchurch. A number of their chapters hosted teachers from the Pacific, particularly from Tuvalu. Meanwhile, some New Zealand EC teachers have visited or are planning to spend time at EC centres in Pacific countries.

- **Pakistan:** OMEP Pakistan had organized Teacher Training Conference, participated in the activities on Play and Resilience, ESD and WASH from the Start.
- **Republic of Korea:** OMEP Korea National Committee had notified to their national government agency concerning the adoption of the OMEP World Assembly Declaration in Panama, July 2019 and participated in 2019 Asia Pacific Regional Conference, 5-7 September in Japan including participation in the OMEP ESD World Projects in 2019.
- **Singapore:** OMEP Singapore organized workshop for educators, participated Play and Resilience Project and celebrated World Play Day.
- **Thailand:** OMEP Thailand joined the 71st World Assembly and International Conference 2019, July in Panama city, Panama and the Asia Pacific regional meeting 2019, September in Kyoto, Japan. OMEP Thailand collaborated with Ministry of Interior and Ministry of Social Development and Human Security to conduct Workshop Training for ECEC teachers and administrators from child development centers and day care centers across the country in using a new National standards for ECEC Settings. They conducted pilot project with Rotary Club of Bang Rak, Bangkok on School Peace Project at Juntasiri School, celebrating at the International Day of Peace on September 21st, 2019, collaborating with a local temple in setting up a community library in remembrance of the Wongcharoen Family. OMEP Thailand also provides supports and guidance to representatives from Japanese Nursery Association in setting up a joint collaborative project of ECEC professional development with Navamindradhiraj University. OMEP Thailand is also going to participate in ESD part of OMEP World Projects

3 | Major Strengths of the Region

A. Active participation and host in OMEP World and Regi-onal Assemblies and Conferences

- Three countries have hosted OMEP World Assemblies and Conferences since 2011.
 - Hong Kong, China hosted the 63rd OMEP World Assembly and Conference in 2011.
 - China hosted the 65th OMEP World Assembly and Conference in 2013.
 - Korea hosted the 68th OMEP World Assembly and Conference in 2016.

- Active Participation in the 71th OMEP World Assembly and international Conference in Panama city, Panama, 22-26 July, 2019
- Three countries hosted OMEP Regional Assemblies and Conferences in 2015, 2017 and 2019.
 - New Zealand hosted Regional Assembly and Conference in 2015.
 - Hong Kong hosted Regional Assembly and Conference in 2017.
 - Japan hosted Regional Assembly and Conference in 2019.
- B. Strong relationships among regional organizations, such as ARNEC, UNESCO, and UNICEF**
- C. Active participation in World Projects**
 - Many National Committees actively participated in World Projects such as ESD and WASH from the Start and Play and Resilience. . All will also plan to participate in the OMEP 2020 World Assembly and Conference in Athens, Greece.

4 | Main Rooms for Improvement

As Asia Pacific is a very big and diverse region, in order to regularly keep in touch among members, on-line communications can be used in addition to other platforms Collaborative and research projects among AP members such as scholar exchange program, student exchange program, ideas exchanges, MOU between universities and organizations can be initiated.

5 | Upcoming Plans, Activities and Goals

- A. Asia Pacific Regional Conference April 18-20, 2021**
 - The Conference Theme: Children Well – being , Asia-Pacific Goodness
 - Venue: Hangzhou
- B. Strengthen early childhood advocacy**
- C. Organize and held workshops, seminars and international knowledge exchanges** for various research projects including ESD, Play and Resilience, WASH from the Start and celebration of special days
- D. Promote professional development and training.**



Europe

INGRID ENGDAHL

Vice President for Europe

1 | Activities of Regional VP in 2019

- 2019 is my first year of three as VP for Europe, a large region with 28 committees. My priorities during 2019 were
 - honouring and celebrating the 30th anniversary of the UN Convention on the Rights of the Child
 - initiating and spreading projects for sustainability in the early years and the 17 UN Global goals and
 - deepening our understanding and efforts around children in migration in Europe.
- To manage these tasks, I started a European Newsletter for the National OMEP leaders in Europe to be forwarded to OMEP members in Europe. In 2019, nine newsletters were distributed, also put on OMEP World website. All three areas have been brought forward during 2019:
 - it was decided at the World Assembly (WA) in Panama to continue the world project on early childhood education for sustainability by a new part - OMEP ESD Rating Scale. In this project, Milada Rabušicová, Czech Republic, Natalia Ryzhova, Russia, Adrijana Višnjić-Jevtić, Croatia and I serve as leaders, and Bosnia & Hercegovina, Bulgaria, Croatia, Czech Republic, Russia, Sweden, Turkey and UK have signed up.
 - it was also decided at the World Assembly (WA) in Panama to pay special attention to the 30th anniversary of the UNCRC during the year, underlined by the decision to start a new OMEP World project - Colour your rights, with the OMEP Cyprus president Maria Vassiliadou as the project leader.
 - OMEP Portugal invited to an international conference on ESD, the first European meeting since 2016, with 16 European committees present, including Italy (preparatory) and Belgium (accepted as a new OMEP preparatory committee in July 2019). The European Regional OMEP meeting in May in Lisbon, Portugal, paid special attention to children in migration in Europe, and made an OMEP declaration on the importance of implementing the rights of the child, especially for the most vulnerable children. This was also the focus for the World OMEP Declaration in Panama, where 14 European committees were present.

- During the year, I have by invitation visited some OMEP conferences, talking about ESD and/or the UNCRC, the 12th Pan-Hellenic Conference of OMEP "Strengthening interaction, supporting expression: challenges and perspectives of children's learning and teaching in ECE" in Patras Greece, "Children – foreigners in the Czech kindergartens and their support" in Brno, Czech Republic, "Right of the child on continuity in education" - celebration of 30 years UNCRC" in Zagreb, Croatia, and an extended preparatory board meeting in Rome, Italy.
- I have visited Athens and together with the Greek OMEP president Effrosyni Katsikonouri visited and discussed all preparations for the OMEP 2020 conference. As chairperson for the scientific committee, I have also assisted OMEP Greece and the bureau AFEA to organise the abstract submitting and reviewing process.

2 | National Committee Activity Highlights

- Most national committees have invited to **seminars and conferences related to the 30th anniversary of the UNCRC**: In Croatia, together with the Children's ombudsperson, in the Czech Republic specializing on children as foreigners in the Czech kindergartens and their support, in Finland together with the Central Union for Child Welfare, with the First children's rights festival in Cyprus, in France at six different places, in Germany with a Facebook campaign to anchor children's rights in Germany's Basic Law and aimed at drawing attention to the promotion, protection and participation of children and young people, in Greece seminars and training on the Children's rights, in Ireland a conference, Poland an international Children's Rights Day together with UNICEF, in Portugal a conference, in Sweden lectures and seminars under the auspices of OMEP with the aim of drawing attention to the fact that the Children's Convention becomes law in 2020, in Ukraine they combined the 10th anniversary of OMEP and 30th anniversary with an interview project among two hundred children aged 5 years.
- **Seminars and conferences are common ways to draw attention to OMEP**, e.g.: France OMEP 1948-2018: 70 ans au service de la petite enfance; Parents in prison and Racism, Latvia Preschool teachers and children's competencies Russia Festival of children's creativity A

little ambassador of the big world and a children's drawing contest *Pushkin's Favourite fairy tales*.

- Two countries work very well **together with teacher students**, Croatia with a student chapter, that take on actions and conferences, and Turkey, where the students chapters run projects like Values with Play in Nature. One student committee has made an appeal to the Ministry on how to organize the education, and following this call, more student committees started.
- Other content is **related to history**, for instance that OMEP Czech celebrated the 150th anniversary of the founding of the first kindergarten in the Czech, OMEP Slovakia celebrated the 190th anniversary of the establishment of the 1st Nursing home in Banská Bystrica and OMEP Italy has finished reconstructing the history of OMEP in Italy all since 1948.
- Some committees are active in **making and developing policy** around ECE; OMEP Czech Republic have representatives in the Advisory Board of the Ministry of Education of the Czech Republic in the field of early childhood education, the Danish president of OMEP is active member in the European Commission's working Group on ECEC and OECD's TUAC, OMEP Finland made a position paper for national strategy for children and participated in the preparatory work for National Strategy for Children 2040, Germany advises policy-making, this year on quality development in day care and on quality from a children's perspective for all-day education, upbringing and care for children of primary school age, OMEP Israel advocates in the parliament for the benefit of advancing the law of standardization in the early childhood nurseries, OMEP Norway participated in debates on children's rights and arranged political debate on kindergarten policy.
- Many committees **highlight the special UN days**, as Italy explains to be good opportunities to organize meetings dedicated to families or educational professionals to celebrate them, occasions to make OMEP known in Italy and to gather ideas for the development of local projects. Turkey this year worked very well with members to acknowledge and support them to make activities on Handwashing day and Wash from the start, spreading a popular graphical instruction of "the washing hands lesson", meeting with medical services representatives, the listening of the health related stories, art works, drawings, posters, making soap from natural products and organizing meetings with parents and children from educational institutions to promote hygiene, and in Poland a National Polish Art Competition *We know, we respect - artistic circle around children's rights* together with the Polish Association of Janusz Korczak..
- There is exchange between committees within Europe, and France is continuing with the **international project** in Senegal, opening preschools, and 2019 103 children aged 3– 6 years participate regularly. Other projects are e.g. organised from Russia *Studying the culture of different countries through pedagogical exchange: Russian beauty-Matryoshka* (Russia, Cyprus, Greece, Italy, Portugal and Turkey), on children's health and well-being: Slovakia focusing the prevention of children obesity *Zeleninkové šialenstvo*, in Spain a continued project on *young children with special educational needs* (autism, hearing deficits, deaf) and in Sweden *Collaboration preschool-BVC* (Child Health Care). Finally, some countries run ESD projects, e.g. Sweden who this year highlighted the combination of ESD and UNCRC combined, UK Education for Sustainable Citizenship award scheme; and launched an Education for Sustainable Citizens scheme for early years settings, children, and families, and in Russia the Nature Festival *Pristine Russia* an Environment day, for the 6th year in a row. The project's outcomes the development of a unique educational system for young children, which helps them to develop a lifestyle that considers the challenges of sustainable development for the 6th year in a row. Linked to international exchange, the Czech Republic OMEP has launched **travel grants** for members to support their study trips to abroad and attendance of international conferences,
- In Europe, OMEP also runs **journals and edit books** e.g.: in Greece the 16th volume of the scientific OMEP Greece e-journal, In Ireland Publication of Irish Journal of Early Childhood Studies, in Norway a book on OMEP's values for Early childhood teacher education, and an article and chronicle on children's rights, in Slovakia publication of public lectures from OMEP conferences, in Sweden a booklet for children on the UNCRC and in Turkey The 2 volume of Early Childhood Studies Journal published in 2019.
- Four committees report special attention to OMEP web sites, **facebook and other social media**: Croatia, Czech Republic, Ireland and Italy.

3 | Major Strengths of the Region

- **Contacts between committees in different projects**, e.g. Czech R Slovak Republic, Poland, Croatia, Great Britain, exchange of experience between Polish and Russian and Ukraine OMEP Committees, Russia with Greece, Turkey, Italy, Portugal and Cyprus Cultural toy project, Turkey presented a new project Seven Colours of Turkey to OMEP UK. Additionally, OMEP France organises study visits, including to UNESCO in Paris, this year for the World President and OMEP Japan., WP, OMEP project ESD rating scale (Sweden, Croatia Czech R and Russia) and *Colour your rights*, led from Cyprus.
- **Research projects**: on ESD Bosnia-Herzegovina, Croatia, Slovenia, Erasmus project on Transition practices, Croatia Sweden Ireland Iceland with the purpose to develop knowledge about and strategies for sustainable transitions for children between preschool and school for children between preschool and school.

4 | Main Rooms for Improvement

- As shown above, most committees in Europe are doing great, and out-reaching activities. There is an ongoing discussion in Europe on how to develop OMEP and how to recruit new members to OMEP. Ideas are e.g. to develop the website and social media, as a way to spread the knowledge about all OMEP activities and projects to society, authorities and politicians, to open seminars and training sessions for newcomers for free, letting the first year be without payment, and developing OMEP chapters for special groups (students, universities) with specific activities.
- Linked to this question, the committees also suggest a new system for the annual fees to World OMEP and developing additional income means.

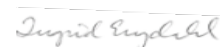
5 | Upcoming Plans, Activities and Goals

- The region is proud to once more host the next World Assembly and Conference in Athens and will support OMEP Greece in this task.
- Most committees are also interested in advancing communication to members, between committees and to reach out to society at large. Some countries recommend promoting not only the important academic research and study perspective of universities, but also that of the knowledge and practices of education professionals who work directly with children in various capacities: educators, pedagogists, teachers, artists, animators etc.
- There are many projects within and in collaboration between countries, which are great ways to strengthen

the work of OMEP. Ideas of new chapters, communities and a proposal from Russia to start *Quality Management Centres*, by organizing a series of webinars and homework assignments for teachers on the theme of quality in education.

- Some committees propose a yearly theme for OMEP, to strengthen the organisation, and to reach out. A theme could e.g. be linked to the themes of the days declared by UN. In 2019, many highlighted children's rights on November 20, another year the handwashing day or a day for play, or for the right to ECE could be prioritized.
- The growing number of OMEP-related publications and journals are inspiring and could reach a larger audience with the help of Newsletters.
- The good outcome of study visits to other countries, organised by OEMP, is also inspirational, and could also be promoted on-line.
- As for new, or renewed, content, OMEP Germany has started a project on different approaches to care and the relation to families, to develop a new way of looking at care activities, finding solutions enabling parental care and self-care of family members in a holistic approach, including education and not leaning only on welfare. Turkey brings up the idea of a joint All Colours of the Rainbow Project, a project on education for respect to diversity in Early Childhood Education. Additionally, the role of ECE linked to the ongoing Covid-19 pandemic, must be a priority for OMEP in the coming years. New experiences from on-line seminars and webinars could be integrated into the ordinary programme of OMEP, nationally and internationally.
- Finally, OMEP needs to renew its annual fee system, as many committees in their annual reports point at difficulties in meeting the annual fees. Linked to these economic issues, there is a proposal of alternating between world conferences and regional conference, holding each bi-annually.

Stockholm, April 30, 2020



Ingrid Engdahl

vpeurope@worldomep

Latin America

MERCEDES MAYOL LASSALLE

Regional Vice President for Latin America

1 | Regional Website

- www.omeplatinoamerica.org
- Facebook: OMEP Latinoamerica
- Twitter: @OMEPLatam

2 | Activities of the VP During 2019

2019 was a year characterized by major environmental catastrophes, political transformations, and social and economic tensions that impacted the field of policies for Early Childhood Care and Education (ECCE) in the Latin American region. Despite efforts to accomplish the SDG Agenda, the structural problems of the region shaped major challenges, in particular, inequalities, the concentration of wealth, injustices related to the lack of protection of human rights, violence, environmental pollution, migratory movements and the predation of nature. The situation is accentuated by the weakness of the States to face the problems with universal public policies. On average, half of boys and girls in early childhood are poor, which affects the realization of their human rights and, particularly, their integral development in the first years of life.

Taking into account this scenario and OMEP's Action Plan, the Regional Vice Presidency together with all the Committees, have focused their work fundamentally on:

- **Anniversary of the CRC:** to make visible and value the children's rights, and the validity of this Human Rights agenda in early childhood.
- **World Assembly and Conference 2019 in Panama:** in order to share our Latin American perspectives about OMEP's work.
- **Candidacy for the World Presidency:** the Region considered it was important to run with a Regional member to the World Presidency
- **Regional Strategic Plan and the Global Plan of Action,** based on the 4 pillars detailed below.

3-1 | Political Advocacy

In **political advocacy**, developing actions for the anniversary of the CRC together with CLADE (Latin American Campaign for the Right to Education), strengthening OMEP's advocacy capacity and developing Global Action Campaign for Education "Our Education, Our Rights", together with the dissemination of the Study carried out by CLADE, OMEP and EDUCO.

Some activities:

- **LA PAZ, BOLIVIA:** Participation in the panel "Education throughout life" of the INTERNATIONAL FORUM "My education, my rights" of the Bolivian Campaign for the right to Education, La Paz, Bolivia. June 12th, 2019.
- **BUENOS AIRES HEADQUARTERS:** OMEP joined the group of Organizations from Latin America and the Caribbean demanding to UN that the Objective for Sustainable Development (SDG) number 4 be included in the declaration of the High Level Political Forum. June 6th.
- **CALI, COLOMBIA:** UNESCO International Forum on Inclusion and Equity in Education: Every learner matters, Cali, Colombia, September 11-13th, 2019. Organized by UNESCO, the Colombian Ministry of Education and the City of Cali. Panelist in Session "Fostering multi-sectoral collaborations to support the comprehensive development of young children and their inclusion in inclusive quality settings in the early years"
- **BUENOS AIRES, ARGENTINA:** Virtual seminar for the 30th Anniversary of the Convention on the Rights of the Child and the universal Day of the child, together with CLADE and Educo. November 19th, 2019 .
- **MONTERREY, MEXICO:** XI International Meeting of the Hemispheric Network of Parliamentarians and Former Parliamentarians for Early Childhood "Policies, Programs and quality services for Early Childhood with multisectoral synergy and family participation". Monterrey, Mexico. October 9th and 10th, 2019.
- **LA PAZ, BOLIVIA:** 4th National Meeting on Preschool Education "Children's Play, a right and a need" OMEP Bolivia. October 28th-30th. Conference "Children's play,

a right enshrined in the Convention on the Rights of the Child"

- **LA PAZ, BOLIVIA:** Agreement with the Public University of El Alto
- **PARIS, FRANCIA:** Meeting at UNESCO with Ahmet Altay Cengizer, President of the UNESCO General Conference. November 28th, 2019
- **PARIS, FRANCIA:** Meeting with UNESCO Assistant Director-General for Education Estefanía Giannini. November 28th, 2019
- **HAMMAMET, TUNEZ.** Representation at the World CCNGO-Education 2030 meeting. 2-4 December, 2019. Election of Mercedes Mayol Lassalle to be part of the coordinating team of the CCNG 2-4. December, 2019

3-2 | Construction of Scientific, Pedagogical and Political Reference

Some actions related to the production and dissemination of knowledge about ECCE.

- **BUENOS AIRES, ARGENTINA:** First virtual dialogue at the Global Action Week for Education in Latin America and the Caribbean 2019, together with CLADE. April 29th, 2019.
- **OBERA, MISIONES, ARGENTINA:** 1st International Training Conference "Teaching and learning at the Initial Level today", Instituto Carlos Linneo, Oberá. April 11th. Conference: Early Childhood Education: Current perspectives in the global and Latin American context. Policies and pedagogies
- **BUENOS AIRES, ARGENTINA:** 12th. International Meeting of Early Childhood Education. OMEP Argentina. May, 3-5th
- **LATINOAMERICAN VIRTUAL WEBINAR:** Presentation of the study "The Right to Education and Care in Early Childhood: Perspectives from Latin America and the Caribbean" at the OMEP World Congress. Joint initiative with CLADE - Latin American Campaign for the Right to Education and Educo. July 22th, 2019.
- **ENCARNACION, PARAGUAY:** III Workshop "Healthy Development in Environments Free of Violence" together with the Ministry of Children and Adolescents of Paraguay, the Inter-American Institute of children and adolescents and the Network of Civil Society Organizations for the first childhood. August 29th and 30th, 2019.
- **BUENOS AIRES, ARGENTINA:** IIEP / UNESCO

Professor of the Course "Strategies and Options of Educational Policy: National and International Debates" of the Regional Program Planning and Management of Educational Policies.

- **MONTERREY, MEXICO:** Hemispheric Network of Parliamentarians and Former Parliamentarians for Early Childhood / Child Development Centers of the Popular Front "Tierra y Libertad" (Earth and Freedom) 19th International Meeting of Early Childhood and Preschool Education: "Cognitive, socio-affective processes and play in early childhood". Conference "Children's culture and play: early childhood rights" October 10th-12th.
- **BUENOS AIRES, ARGENTINA:** 3rd Institute Sara Eccleston Congress: "Childhoods and teacher training: between memory and utopias" November 1st and 2nd, 2019. PANEL: "EARLY CHILDHOOD AND EDUCATION: CONQUESTS AND LEGACIES" Conference: "Global and regional challenges in the realization of human right to early childhood education.
- **BUENOS AIRES, ARGENTINA:** COMMEMORATION OF THE 30 YEARS OF THE CRC. Conference: The CRC and the human right to early childhood education. November 14th.
- **RESEARCH AND PUBLICATION:** Mayol Lassalle, M. and others (2020) Initial Education in Latin American Educational Systems for Boys, Girls, 3, 4 and 5 years. Series Comparative Analysis of Early Childhood Policies. IIEP UNESCO Buenos Aires.

3-3 | Projects of Action Aimed at Children and Teachers

In ARGENTINA, BRAZIL and CHILE the Award "MY COURTYARD IS THE WORLD" was developed by Arcor Foundation/OMEP. The objective was to reward creative and innovative projects related to Education for Sustainable Development (ESD) that include the promotion of comprehensive practices in the social, environmental and economic dimension and that promote the participation of members of the educational community, being children its main protagonists.

3-4 | OMEP Institutional Sustainability

- The year 2019 closes a 6-year cycle of the Regional Vice Presidency for Latin America of Mercedes Mayol Lassalle. It has been a fruitful period, marked by transformations in organizational management. A deep democratization process of OMEP was enabled

through a multi-sectoral and multi-stakeholder approach, sustained in the conviction that OMEP is not only an educators organization, but an organization that includes activists committed to human rights and the realization of early childhood citizenship.

- Along with the strengthening of the Committees the networking increased. Together with CLADE and other organizations we developed a democratic and constructive narrative about ECCE, problematizing and including a critical perspective, which should continue to be consolidated.
- On the other hand, the Committees have been recognizing that, in OMEP, it is very important to attend to the formal, administrative and economic aspects, for which reason work has been done to regularize the constitutions, reports, balance sheets and legal status.
- To deepen democracy, it was necessary the renewal of authorities, and a generational change. To strengthen OMEP we worked on the inclusion of young people, an initiative that must continue to be developed.
- Another topic has been the building of an intellectual and pedagogical forum of colleagues dedicated to ECCE, which articulate activities and cooperate between countries, to ensure human rights and the quality of ECCE.
- Among the achievements, we can highlight the development of six Regional Assemblies and one World Assembly, three Public Declarations, the approval of the Regional Code of Ethics and the incorporation of two new preparatory committees: Paraguay and Guatemala, as well as the coordination of a regional research and multiple local and regional publications, congresses and conferences.
- Work and alliances with foundations: such as ARCOR foundation, Navarro Viola foundation, Ecuador foundation; civil society organizations such as CIPPEC, CLADE, EDUCO, Save The Children, Plan Internacional; with various public and private universities and with international organizations such as UNESCO, UNICEF, the IIN / OAS, among others.
- Development and communication actions were also created and strengthened through a new website, Facebook and Twitter, in addition to permanent contacts with social media and the development of campaigns.

4 | Outstanding Activities of the Region's National Committees

The information previously reported reflects the great creativity, commitment and activity of the committees of the Latin American Region and the contributions they have made to make the common Strategic Plan.

5 | Main Strengths of the Region

The 80% of the committees, actively work in political advocacy defending the right to ECCE; the 100% carry out teacher training processes; the 60% are involved in monitoring SDG 4.2; the 100% are government benchmarks on ECCE issues, providing technical and political assistance to the States; the 80% have a website and a presence on social networks; the 70% participate in the World WASH Project and the 70% participate in the World ESD Project.

6 | Main Areas for Improvement

Continue consolidating actions to: a) materialize OMEP's position within ECCE policies; b) continue to research and disseminate regional knowledge and publish c) increase the participation of the committees in global projects and d) guarantee the institutional sustainability of OMEP, consolidating the renewal of the committees and seeking new sources of financing.

7 | Next Plans / Activities / Goals

The activities planned for 2020 will be focused on the articulations with the new Regional Vice President, Desirée López De Maturana, and the deepening and adaptation of her Strategic Plan.

North America and the Caribbean

CHRISTIANE BOURDAGES SIMPSON

Regional Vice President

1 | Activities of the Regional Vice President in 2019

- During the year 2019, efforts were mainly directed towards guiding the work in collaboration with the OMEP-Canada Board of Directors, Professor Johanne April of the Université du Québec en Outaouais (UQO) and UQO authorities. The main objective was to put in place the preparatory activities to take charge of the organization of the assembly and the world conference to be held in Gatineau, Canada in 2021. A committee of "sages" has been set up and is playing an advisory role in the process initiated. The organizing committee plans to make the official announcement including confirmation of the dates for the event in Athens.
- There was some participation in local events regarding special days celebration and a presentation of the ESD award to the staff and children of Tortue Tête daycare in Montréal, winner of 2019 of the Panama edition.



ESD award ceremony to the staff of Tortue Tête Daycare center.

- While the region is vast, the three committees have their own characteristics and similarities. First, the difficulty of increasing our membership, particularly in recruiting young people. In addition, many of the existing members are retirees who have invested a considerable amount of time over the years in our organization and are now thinking of passing the baton to younger members. Some committees even believe that in the near future, they will have difficulty recruiting to fill the positions that will be up for election. As an example, I, for my part, combine the roles of President of OMEP-Canada and Regional Vice-President.



Christiane Bourdages Simpson

- Representing the region in Panama at the world Assembly, I was a keynote speaker during the Conference on the topic of Identity and Culture. On July 22, I held a regional meeting where the three committees were represented: Haiti by the vice-president, Anie Charlier, USA by the president Judith McConnell-Farmer and the Canadian representative Nancy Green. Each gave an overview of the situation of their committee from the perspective of the children's situation but also explaining the actions put forward regarding policies, social and economic measures and factors influencing the actions put forward by the different governments.



North American and Caribbean Regional Meeting with representatives of OMEP-USA, OMEP-Haiti and OMEP-Canada



Judith McConnell Farmer, USA and Christiane Bourdages Simpson

2 | National Committee Activity Highlights

OMEP-Haiti:

- Since the summer of 2018, the situation in Haïti has been difficult from an economic, political and social point of view. The same is true of the education system. The last meeting of OMEP-Haïti took place in December 2019 and all the decisions taken are difficult to implement in the current political context.
- Most members are school principals or pre-school teachers and although schools are closed, they are

trying to keep in touch with parents. As an example, the principal communicates with the children's parents to provide examples of activities to do at home with the children. Parents then contacted the teacher with WhatsApp by sending photos and videos of their accomplishments.



Anie Charlier, vice-president



A classroom in Haïti



Carnaval in Haïti

OMEP-Canada:

Nancy Green represented the president of OMEP-Canada at the OMEP World Assembly and the 71st OMEP World Conference in Panama;

- There was a good representation of Canadian members in Panama.
- Two Symposiums were presented in French during the Conference;
- 3 Posters presentation
- OMEP-Canada presented 2 projects in EDS contest and one project received an award
- OMEP-Canada organized a Conference presented in Gatineau, Québec following the Annual General Assembly under the theme "Dare to do Otherwise, Dare to be Part of the Conversation" with Anne Gillain Mauffette, Chantal Larivière, Nathalie Gauthier et Martine Périat.
- Continued reflection on sustainable development in education and how to promote this concept among the different organizations of early childhood education and care, preschool education associations, colleges and universities so it can generate pertinent projects.
- Planed and presented two Symposiums in French in

Panama in 2019

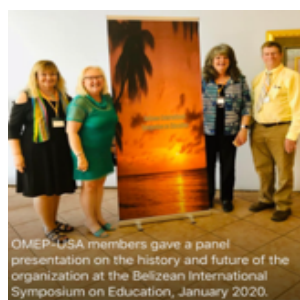
- Initiated the process of collaboration and partnership with Université du Québec en Outaouais in order to host the 72rd World Assembly and Conference of OMEP in 2021, in Gatineau, Canada.



Nancy Green

OMEP-USA:

- Judith Lynne McConnell-Farmer, President of OMEP-USA represented OMEP-USA at the OMEP World Assembly that preceded the OMEP World Conference in Panama.
- We participated in Early Childhood Week, planned for an OMEP-USA national conference in 2020, and launched a national peace initiative.
- Individually, our members participated in the Belize International Symposium on Education in Belize City, Belize and the International Round Table Symposium at Oxford University, Oxford, England.



- In different parts of the country Global Handwashing Day and Universal Children's Day were celebrated by our student organizations OMEP-USA.
- Several members attended the conference and most participated in panels, individual paper presentations and workshops. They also had the opportunity to observe in selected pre-schools in and around Panama City.
- The committee is undertaking a peace education initiative to promote the well-being, rights and education of young children, which will be celebrated at a conference in San Antonio, Texas, April 3-5, 2020;



3 | Major Strengths of the Region

- As we know, the region's territory is vast and poses a challenge in terms of how to meet and participate jointly in common activities. In addition, the small number of members in each region is also a barrier to the availability of members. The context and the political situation in Haiti must lead us to redouble our efforts to provide organizational support. In this regard, virtual meetings could be organized to allow the various committees to meet. The purpose of these meetings would be to keep up to date with the various actions implemented by each side, but also to take advantage of each other's expertise and see how to support our actions in a spirit of cooperation and collaboration.
- All three committees are small. Two of the three small national committees (Canada and US) are spread across vast geographical areas, making in-person meetings difficult and costly. None of the three committees has a sizable treasury. However, all three committees include excellent leaders, as well as hardworking and long-committed members. Each of the national committees strives to attract and sustain new members, especially students and young professionals.

4 | Main Areas for Improvement

- Although the three national organizations have a small membership, they are experiencing similar issues. First, recruitment: either many members are aging and are leaving the organization either because of retirement or illness, we must ask ourselves how to attract and retain young people on the boards of directors to ensure a succession. Encouraged national committees to become more involved in OMEP's ESD, WASH, and UN celebrations
- We are a small professional volunteer organization and need to focus our energies and resources on a few projects:

- Make better use of technology to communicate between each other regularly in order to share common goals and potential activities.
- Develop a realistic regional strategic plan to enable the three committees to carry out a joint project.

5 | Uncoming Plans, Activities and Goals

- **OMEPE- Canada**
 - Participate in Athens's 72st Conference. (10 participants)
 - Play an active role in order to involve associations and organizations to advocate ESD by putting in place different actions and projects.
 - Plan the national General Assembly and host a Conference in November 2021 in Laval, Québec.
 - Undertake the organization of the 73rdWorld Assembly and Conference of OMEPE in 2021
- **OMEPE-Haiti**
 - Use "What's App" to communicate.
 - Establish a national curriculum
 - Finding solutions to the shortage of materials needed to implement the program for 50% of schools
 - Addressing the lack of staff training
- **OMEPE-USA**
 - Participation in Athens's 72 Conference (10 participants)
 - A Peace Initiative Project involving monthly ZOOM meetings, development of activities nation-wide and a focus at the national conference.
 - Development of a National Conference in San Antonio, Texas on April 3-5, 2020.
- **All**
 - Plan regular meeting to keep communication open and develop strategic plans for increasing both the number of members and their activity levels.
 - Plan a common project that could be developed and shared in our respective countries.
 - Develop ways to communicate with each other more often
 - Continued advocacy for the wellbeing of children
 - Invite members to submit brief articles, essays, and examples for the electronic journal for practitioners, OMEPE: Theory into Practice and ESD awards.

United Nations

JUDITH WAGNER

OMEP Representative to ECOSOC

MARIA PIA BELLONI

OMEP Main Representative to ECOSOC

1 | OMEP 2019 Representatives to United Nations

Headquarters in New York

OMEP has Special Consultative Status with the UN. Each year OMEP is entitled to designate representatives to the UN and UNESCO. OMEP's 2019 representatives were

- UN New York Headquarters
 - Eunhye Park
 - Judith Wagner, Chief Administrative Officer at the UN
 - Maria Pia, Main Representative
 - Dizery Salim
 - Patricia Hanley
 - Donna-Akilah Wright
- UN Geneva Headquarters
 - Eunhye Park, World President and Main representative
 - Nektarios Stellakis, Additional Representative
 - Ingrid Maria Engdahl, Additional Representative and Regional Vice President for Europe
 - Valerie Unite, Additional Representative
- UNESCO Representatives
 - Lisbeth Gouin
 - Danièle Perruchon
 - Michelle Cantat-Merlin

NOTE: Maria Pia Belloni represents OMEP at UN Headquarters, New York, on an almost daily basis.

Committee Representation at UN Headquarters, New York (partial listing)

- NGO Committee on Migration: Maria Pia Belloni, Chair
- Subcommittee on Children's Issues: Maria Pia Belloni
- NGO Committee on the Family: Maria Pia Belloni
- NGO Committee for Education, Learning and Literacy: Donna-Akilah Wright and Maria Pia Belloni
- NGO Committee for the Elimination of Racism, Afrophobia and Colorism: Donna-Akilah Wright
- NGO Committee on UNICEF: Maria Pia Belloni

2 | Increasing OMEP's Visibility and Credibility

credibility as a leading voice for young children is an on-going goal for our UN representatives and the New York Team.

A. In 2019 we organized, co-sponsored and/or presented in the following events, among many others :

15 February	Side Events during the 57th Commission for Social Development: Social Protection for Migrants and Refugees: <i>A Tool for Building Peaceful & Inclusive Societies</i>
21 March	Parallel Event during the 63rd Commission on the Status of Women: <i>Social Protection in Migration Contexts: Women- and Child-sensitive Approaches</i> . Panel organized by OMEP, NGO Committee on Migration, and FAWCO

B. OMEP's UN representatives participated in the following meetings, events, activities, and publications, among many others. Note: Several of these represent our effort to bring OMEP's messages to new audiences.

1. In March Judith Wagner gave an address focusing on children's rights at the International Conference on Early Childhood Education and Care in Oslo.
2. In March the ESD Research and Leadership met in Gothenburg to review OMEP's ESD Rating Scale, update the Early Childhood Resource Bank on the UNESCO website (<http://www.eceresourcebank.org>) , and to review proposals and select the winners of the 2019 ESD Awards, presented during the OMEP World Conference in Panama.
3. In April, Maria Pia Belloni gave a talk entitled, *Paving a Road to Hope: Time for Action to Protect Migrant and Refugee Children's Rights, Particularly the Right to Early Childhood Development* at a conference sponsored by Sarah Lawrence College and the American-Scandinavian Foundation entitled Ensuring the Good Childhood in a World of Cultural and Technological Change.
4. Ingrid Pramling Samuelsson and Judith Wagner published an article on WASH from the START, OMEP's initiative with UNICEF since 2010, in the *International Journal of Early Childhood* in May 2019.
5. On September 18, 2019 Mercedes Mayol Lassalle, OMEP Vice President for Latin America, and colleagues from CLADE (The Latin American

Campaign for the Right to Education) and EDUCO (A global development NGO, <https://www.youtube.com/watch?v=b5FCUEZI-kU>) participated in a meeting with the UN Committee on the Rights of the Child in Geneva, Switzerland to discuss a 10-country study on early childhood education and care in Latin America and the Caribbean and to push for greater attention to the rights of young children.

6. On September 24 and 25, Maria Pia Belloni was OMEP's official representative to the 2019 SDG Summit at UN Headquarters, NY.

7. In November Maria Pia Belloni, Kimberly Kopko, and Patricia Hanley attended the High-Level Meeting of the UN General Assembly on the Occasion of the Thirtieth Anniversary of the CRC. They also attended several other UNICEF and UN events and held a brain-storming session to make plans for New York Team in 2020.

8. Judith Wagner contributed a chapter on Child Rights in the United States for an upcoming book edited by Adrijana Višnjić Jevtić, Ingrid Engdahl, and Alicja Sadownik. Entitled, *Young children in the world and their rights: Dilemmas and discussions after 30 years with the UNCRC* the book is to be published by Springer. Other OMEP members who contributed to the book are Berit Bae, Katarina Bogatić, Gabriela Etchebehere, Ann Farell, Diti Hill-Denee, Mercedes Mayol Lassalle, Ewa Lewandowska, Glynne Mackey, Analia Mignaton, Eunhye Park, Alma Tasevska, and Ivana Visković.

C. OMEP provided leadership, contributed to, and/or endorsed the following consultations, written statements, documents, and publications, among several others:

a. We submitted in-puts and assisted with editing a statement by the NGO Committee on UNICEF regarding the 30th anniversary of the CRC and the need to use the anniversary as a vehicle for drawing worldwide attention to progress on child rights over the last three decades as well as the importance of recognizing areas/situations where further work is imperative.

b. We submitted in-puts highlighting early childhood perspectives for UN's E-Consultation on SDG 4: "Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All" for review at ECOSOC's 2019 High-Level Political Forum, February 2019.

c. On behalf of OMEP, we endorsed a publication entitled, *Child Migration: Detention in the EU* (<https://>

europe.ohchr.org/Documents/Publications/Paper-ChildImmigrationDetentionintheEU).

d. On behalf of OMEP, we endorsed a statement entitled, *Recommendations from the third Lost in Migration Conference: Global strategies and political commitments for all children in migration*" (<http://www.lostinmigration.eu/Recommendations2019.pdf>), June 2019.

4 | Progress on The New York Team Goals for 2019

1. Continue efforts to increase OMEP's visibility and credibility as a leading voice for young children's wellbeing, rights and early education at the UN and its subsidiaries. *See section II above.*
2. Continue to provide leadership for the Committee on Migration. *Maria Pia Belloni remained chair of this NGO committee, providing overall leadership and continuing to stress the importance of prioritizing early childhood in all aspects of the UN's work in migration contexts.*
3. Complete the Quadrennial ECOSOC report and submit prior to the deadline. *OMEP's Quadrennial Report to ECOSOC was submitted May 2019. Also submitted, OMEP's Annual Report to UN Department of Public Information (now Department of Global Communications), March 2019.*
4. Contribute to position papers, consultations, and other documents relevant to OMEP's mission. *See II b and II c above.*
5. Present at least two Side Events at UN headquarters. *Along with other organizations, OMEP organized a Side Event at 57th Commission for Social Development in February 2019 and a Parallel Event at the 63rd Commission on the Status of Women in March 2019.*
6. Submit proposals for at least one Side Event for 2020 (depending on opening of call dates). *We submitted proposals for the Commission on Social Development, scheduled for February 2020, and the Commission on the Status of Women, scheduled for March 2020.*
7. Continue efforts to recruit and train new members for the NY team. *We identified and oriented two excellent new team members, Patricia Hanley and Kimberly Ann Kopko. They have been working to recruit other young professionals and university students to join the New York Team.*
8. Increase the activity level of all representatives and NY team members. *Maria Pia Belloni continued to represent OMEP in a near-daily basis. Judith Wagner continued to work from Los Angeles, serving as lead writer on required reports and coordinating communications between the team and EXCO. Other*

members of the team represented OMEP on various NGO committees and attended several UN events. Representatives and NY team members need to be more diligent about submitting their activity reports so we can keep better track of all the work done on behalf of the organization.

9. Work with ExCO and OMEP National Committees to develop advocacy strategies to promote (a) implementation of the global compacts and ((b) collaboration the Early Childhood Peace Consortium's (ECPC). *The Committee on Migration, headed by Maria Pia Belloni, is a member of the Civil Society Action Committee working on a daily basis for implementation of the Global Compacts. Maria Pia Belloni focuses, in particular, on the right to early childhood development and education for migrant and refugee children. She also serves as an advisor to the Early Childhood Peace Consortium (ECPC). She collaborates the organization on implementation of their initiatives, including her leadership on the ECPC website page on migrant and refugee children (<https://ecdpeace.org>). We regularly sent information about the New York Team's work to members of ExCO, national presidents, and others who expressed interest, frequently suggesting ways OMEP national committees and members can become more involved in UN work and/or support our efforts and initiatives.*

5 | Recommended Actions for OMEP Executive Committee, National Committee Officers, and Members

1. Increase work at local, state, and international levels to advocate for progress toward the Sustainable Development Goals, with particular attention to goal 1, 4, 6, and 16.
2. Plan, implement, and report on events and activities relating to the observance of UN special days, such as World Water Day (March 22), World Environment Day (June 5), Children's Day (June 9), International Day of Peace (September 21), World Teachers' Day (October 5), Global Handwashing Day (October 14), Children's Day (November 20), and Human Rights Day (December 10).
3. Scale up early childhood sustainability activities and contribute worthy projects for consideration for the 2021 Education for Sustainable Development (ESD) Award.
4. Submit written statements in support of OMEP's agenda and contribute to relevant UN policy documents and initiatives. (OMEP's UN representative will send emails to alert EXCO and national committee president when such opportunities arise.)
5. For the Executive Committee: Create an easy to spot page on the World OMEP website to feature OMEP's

work at the UN and UNESCO and to enable the representatives to communicate quickly with OMEP national committees about upcoming events and needed support.

6 | UN Team Goal for 2020

1. Continue to increase OMEP's visibility and credibility as a leading voice for young children's wellbeing, rights and early education at the UN and its subsidiaries.
2. Continue to provide leadership for the Committee on Migration.
3. Strengthen collaborations with other NGOs and UN NGO Committees that advocate for children's rights.
4. Work with ExCO and OMEP National Committees to develop advocacy strategies to promote (a) implementation of the global compacts and ((b) collaboration the Early Childhood Peace Consortium's (ECPC).
5. Continue to identify and recruit new members of the NY team, with particularly emphasis on students and young professionals.
6. Increase participation on UN committees as representatives' time allows.
7. Work more closely with the World Executive Committee and national committee presidents to scale up advocacy for UN initiatives at local and regional levels.
8. With leadership from the World Executive Committee, develop a three-year plan for OMEP's work at the UN that is closely aligned with the organization's mission, goals, and current priorities.

7 | 2020 Representatives to the United Nations

- New York Headquarters
 - Mercedes Mayol Lassalle
 - Maria Pia Belloni, Main Representative
 - Judith Wagner
 - Patricia Hanley
 - Kimberly Ann Kopko
 - Donna-Akilah Wright
- Youth Representatives:
 - undesignated
- UN Representative in Geneva
 - Mercedes Mayol Lassalle, World President and Main representative Ingrid Maria Engdahl, Additional Representative and Regional Vice President for Europe Lisbeth Gouin, Additional Representative
- UNESCO Representative
 - Lisbeth Gouin
 - Danièle Perruchon
 - Michelle Cantat-Merlin

UNESCO

Lisbeth GOUIN, Danièle PERRUCHON,
OMEP Representatives



As representatives at UNESCO for several years, we thank the World Presidents Ingrid PRAMLING, Maggie KOONG, Eunhye PARK and now Mercedes MAYOL LASSALLE for the mission we have been entrusted with, the confidence and honor we have received to represent OMEP, UNESCO's partner NGO since 1950.

As an important actor in bringing the world together, UNESCO is working to address the challenges of today's world. Thanks to its experience and expertise in the areas of its mandate, the task is to **reaffirm the humanitarian missions of education, science and culture, communication and information** to achieve the UN-2030 Sustainable Development Goals for sustainable peace and development

UNESCO governance has three areas: the General Conference, the Executive Board and the Secretariat

The General Conference determines the general direction and course of action of UNESCO. Approves the UNESCO programme and budget for the next two years. It elects the members of the Executive Board and appoints the Director General every four years.

It is composed of representatives of all The Member States of the Organization and associated members, from 193 countries, who meet every two years. Non-member States, intergovernmental organizations, non-governmental organizations and foundations are also invited to participate as observers. Each state has one vote,

regardless of its size and the amount of its contribution to the budget.

For two weeks, commissions, committees and side events involving heads of state and hundreds of ministers make UNESCO a laboratory of ideas, **a place of "global conversation" and multiculturalism in action.**

UNESCO is therefore reviving the ambition to influence today's world and to face current and future challenge

UNESCO's 40th GENERAL CONFERENCE was held from 12 to 27 November 2019.

UN Secretary-General Antonio GUTERRES gave a keynote address on the main challenges of our planet, as the climate change, the ethics of artificial intelligence and the digital gap, open science, the future of the 2030 Education Agenda, especially for refugees, and the role of young people, key partners, for sustainable development..



On 16 November, during the plenary session for NGOs, Lisbeth GOUIN brought to the podium the voice of OMEP, <https://www.youtube.com/watch?v=Lmo-NU0-VCU&t=11118s>

The participation of representatives in the various committees and, in particular, **in the Committee on Education**, which work topic was higher education.

- **Two educational initiatives have been successful:**
 - **A Global Convention on the Recognition of Higher Education Qualifications** will facilitate the recognition of studies abroad and thus promote the academic mobility of students and teachers.
 - **The Qualifications Passport for Refugees and Vulnerable Migrants**, currently being tested in Zambia,

gives some very encouraging early results that show how this type of legal tool can really improve the daily life and mobility of qualified refugees.

OTHER ISSUES AT THE CONFERENCE ON SCIENCE, CULTURE, YOUTH

- Design a **global project of open science policy instruments** that will be developed over the next two years by experts from around the world. Its adoption in 2021 would guarantee a universal right to scientific knowledge.
- Develop the **first normative instrument on the ethics of Artificial Intelligence**.
- (Re) **Generation - Rethink multilateralism with young actors of change**. How to address the climate challenge or the demands of young people, invest more in education, and make concerted efforts to ensure that technology is at the service of people and their rights.



Side event at the conference on 20 November: **30th anniversary of the adoption of the Convention on the Rights of the Child**. Although this international text is now the most ratified in the world, many children's rights are still struggling to be respected in all countries. UNESCO and the Rights Defender organized a joint event in which children's discourse met with political figures, associations, experts and other stakeholders who participated, at the international level, on four topics: the right to education, the right to participation, the right to be protected from all forms of discrimination, the right to protection against all forms of violence.

"UNESCO has an important role to play in the design and development of strategies on what the role and objectives of education should be," said the President of Ethiopia. "In the face of the profound challenges and exciting opportunities ahead, we have a fundamental obligation to listen to children and young people and fully engage them in decisions about the

future of our common planet."

*We actively participate, according to our competences and availability, in the reflections of the **NGO Liaison Committee** on "The Festival for Peace 2020", the preparation of the 12th World Citizenship Forum, the collective consultation of NGOs on education, the climate campaign, the partnership between NGOs and UNESCO, the various institutional meetings on NGOs and the work presented below.*

WORK OF ONG/UNESCO



Since 2017, Danièle PERRUCHON has been following the **project for training water technicians in Africa**. It is a strong contribution of OMEP to this participation programme that meets UNESCO's top priorities: AFRICA, THE WATER, THE WOMEN.

In 2017, 14 apprentices from 3 countries, the DRC, Ivory Coast and Madagascar participated in the first session. In 2018, **30 apprentices** participated in the second session. In February-March 2019, 29 participants (14 women, 15 men) completed a 3-week training course at the 21E centre in Ouagadougou, Burkina Faso. They came from six French-speaking countries: Senegal, Togo, Chad, Niger, Cameroon and Burkina Faso.

UNESCO's Participation Programme (PP) 2018 has provided a funding of USD 81,100 (72,500 euros) for the 6 pilot NGOs in these countries.

OMEP, a reference for Burkina Faso, managed a budget of \$14,800 granted by the PP, for the organization and follow-up of internships for 7 candidates (4 women and 3 men) sent by 4 local NGOs. During the course, and within 6 months of submitting practice reports on specific implementations of on-premises projects.

11th INTERNATIONAL FORUM OF NGOS IN OFFICIAL ASSOCIATION WITH UNESCO: CHALLENGE OF INEQUALITY (Paris, 16 and 17 December 2019)

3 panels discussed current inequalities (statistical data) and the fight against these inequalities through quality, inclusive and equitable education, <http://www.ngo-unesco.net/fr/wp-content/uploads/2013/05/pdficonsm.gif>.

PARTICIPATION IN THE INTERNATIONAL DAY 2019

March 8 - International Women's Day on the theme "Women Online: Challenges for Gender Equality in the Digital Space"

- 14-15 May - **International Water Conference**: how water leads to armed conflicts; how water, the common good of humanity, must be a shared benefit; how water and peace are at the heart of the agenda strategies for 2030 (SDG 6-13-14-15-16-17).
- September 8 - **Literacy Day**: There are about 7,000 living languages in our world, yet almost 40% of the world's population does not have access to education in a language they speak or understand. Governments must address this problem by making policies and practices more culturally and linguistically pertinent.
- October 5 - **Teacher's Day**: Education plays a central role in achieving the SDG 2030 Agenda. The profession must recruit 69 million new teachers to meet the 2030 deadline. In sub-Saharan Africa, the lack of teachers affects 7 out of 10 countries and 9 out of 10 for secondary education. Resources are lacking for children with special educational needs, children with disabilities, refugees and multilingual students.
- October 11 - **International Girl's Day**: Girls-a free force-give girls the power, knowledge and space to continue expressing their passions and concerns.
- 7 November - **French National Commission for UNESCO**: French Associations on Sustainable Development, Danièle PERRUCHON presented the work and actions carried out since 2009 in the field of education for sustainable development (ESD), in particular the international survey conducted between 2009 and 2015 by OMEP
- November 8 - World Science Day for Peace and Development, dedicated to the theme of "Open Science, Don't Leave Anyone Behind".

WELCOME IN PARIS TO MERCEDES MAYOL LASSALLE Vice-President of OMEP for Latin America, through the 9th CCONG Global Meeting. We organized strategic meetings at the highest level with the **President of the UNESCO General Conference - Ambassador ALTAY CENGIZER**, who revived the idea of a decade of early childhood. Meetings with the Assistant Director-General for Education, Ms. Stefania GIANNINI, and Ms. Yoshie KAGA, a specialist in Early Childhood programmes, gave visibility to OMEP and allowed the continuity of the dialogue on the importance of early childhood. This visit to UNESCO facilitated the meeting of Mercedes with the organizing team of the 9th CCNGO International Meeting in Hammamet, Tunisia.



OMEP's work for ESD in UNESCO 2019 and the OMEP ESD Awards 2020

Ingrid Pramling Samuelsson

Ingrid Engdahl

Glynne Mackey

Eunhye Park

Selma Simonstein

Adrijana Višnjić-Jevtić

Petra Vystrčilová

Judith Wagner

OMEP has been a selected partner in UNESCO's Global Action Programme (GAP) network 3 on teacher education and professional development during 2015-2019. OMEP works in cooperation with other NGOs from all over the world. Unfortunately, most organizations are focusing on school children, and most common is upper secondary students. The work takes place within each organization and the sharing take place in webinars organized by UNESCO head quarter. It is seldom or never related to ECEC. This is where OMEP really can make a difference. OMEP has for instance advocated, with some success, for ESD to be fully integrated into early childhood teacher education curricula. Starting from January 2020, UNESCO's works for Agenda 2030 through *Education for Sustainable Development: Towards achieving the Sustainable Development Goals (ESD for 2030)*.

Each year since the inception of GAP, all partner organizations have met for a conference or workshop. The 2019 UNESCO GAP Forum took place in July in Viet Nam. The focus was on education for sustainable development (ESD) and global citizenship. Ingrid Pramling Samuelsson and Eunhye Park represented OMEP. The led a session on *Strengthening the Foundational Role of Early Childhood Education*. We sent an application to present a seminar at the 2020 conference scheduled for June 2 – 4 in Berlin; but the event was cancelled due to the coronavirus pandemic.

OMEP yearly adds to UNESCO Education 2030 and the Global Action Programme by reporting on the organization's activities around the world in the annual GAP Partner network 3 questionnaire. OMEP is doing its best to make the voice of young children heard through presentations, publications, and our UNESCO Early Childhood Resource Bank (<http://www.eceresourcebank.org>) where we frequently add information about new projects and ESD activities. Starting in 2020, we will also add projects from the ongoing OMEP World ESD Rating scale project.

In 2019 OMEP initiated a series of webinars about ESD-related questions with three different topics:

	Date	Speaker	Title
1	Monday, April 15, 2019 9:00 -9:40 am (New York time)	Maria Pia Belloni Mignatti	ESD Series I Call to action: Investing in early childhood development for migrant and refugee children.
2	Monday, July 15, 2019 at 9:00-9:40 am (Paris time)	Ingrid Pramling Samuelsson	ESD SeriesII Call to action: Sustainability as the Centrepiece of High Quality Preschool
3	Tuesday, October 15, 2019 at 6:00-6:40 pm (Stockholm time)	Ingrid Engdahl	ESD SeriesIII OMEF World Project for Sustainability – Transforming education with the help of the OMEF ESD Rating scale

In October, we distributed Call for Applications for OMEF's 11th award for ESD projects for 2019-2020. For the second time, OMEF also organized a Student ESD Award. OMEF's strategy to involve early childhood educators in ESD through the OMEF ESD travel award competition has been highly successful, with many applications and increasingly high-quality projects throughout the ten years of the competition. Unfortunately, because of the Corona pandemic, this year the above named group could not meet in person in Gothenburg. We decided to make the evaluation of the ESD award applications via Skype.

In 2020, there were 15 applications for the ESD Award representing four of OMEF's five regions: 2 from Africa, 1 from Asia Pacific, 2 from Latin America, 11 from Europe. Like last year, Turkey submitted the most applications. We did not receive any applications from North America and the Caribbean. Together, the applications involved 20,588 children, 1371 early childhood education teachers, 231 teacher students, as well as families, local partners and communities. The number of participants from last year were doubled or tripled in some case. The projects were all interesting and fruitful, illustrating once again that children's participation and their voices are central in OMEF ESD work.

• Winners of the 2020 OMEF ESD Award

- **Maria Gerasina and teachers** of the preschools ANO DOO "MIR DETSTVA" in Russia
Ecological quest-festival "Children on guard of the Earth!"
- **Robinson Andrés Garrido**, Museum La Ligua
To the encounter with our ancestors. Interculturality and sustainable education in kindergartens in the city of La Ligua
- **Adwoa Okuwa** Anno and teachers at the McCarthy Hill School, Accra, Ghana
We can grow what we eat
- **Lis Mathiasen and Dawn Butterworth**, Western Australia
Education for Sustainable Development: Focus on climate change

We also received 4 applications for the Student ESD Award: 1 from Argentina, 1 from Australia, 1 from Croatia and 1 from Sweden.

- **Winner of the OMEP ESD Student Award 2020**

- **Marijana Tumpić**, undergraduate student, Faculty of Teacher Education, University of Zagreb, Croatia
Children's development through sustainable development

Because of the Corona pandemic, it was decided that the award certificates this year will be sent out and the presentations of the projects will be postponed to another regional or world OMEP conference.

In 2019, the World Assembly and the Executive Committee decided to launch a new part of the OMEP ESD project. The overall purpose of the project is to re-orient and transform education in early childhood settings towards a culture of sustainability. The aim is to introduce and implement the OMEP ESD Rating scale (2019, 2 ed.). The project will bring teams of early childhood professionals together and provide a common language for discussion and development of the quality of the education and may also serve as a tool for monitoring change. The result of the project is about empowering children and adults to take action towards cultures of sustainability in early childhood. We will also collect examples from the projects in the different countries about important steps towards sustainability and of experiences from using the OMEP ESD Rating scale. The project leaders are Ingrid Engdahl, Sweden, VP of OMEP for Europe, Milada Rabušicová, Czech Republic, Natalia Ryzhova, Russia and Adrijana Višnjić-Jevtić, Croatia. So far, there are 19 participating countries in the project: Australia, Bosnia-Herzegovina, Bulgaria, Cameroon, Chile, Croatia, Czech Republic, El Salvador, Japan, New Zealand, Nigeria, Pakistan, Peru, Russia, Sweden, Thailand, Turkey, United Kingdom and Uruguay.

During 2019 Judith Wagner and Ingrid Pramling Samuelsson wrote an article for UNESCO called: *The Future of Learning and Teaching for Sustainability and Global Citizenship: The Wisdom of Beginning from the Beginning. This has not yet been published. They published another article on WASH from the start: Wagner, J. T., & Pramling Samuelsson, I. (2019). WASH from the START: Water, Sanitation and Hygiene Education in Preschool, International Journal of Early Childhood, 51, 5–21.*

We also this year want to express sincere gratitude to the Vice Chancellor of the University of Gothenburg who financed the ESD leadership committee meetings.

We would like to stress ESD as being a holistically integrated approach within ECEC, aligned with the UN Convention on the Rights of the Child, and the importance of giving greater recognition about the meaning of education in early childhood settings. This means not just formal education, or schooling, but rather the totality of the young child's experiences across all domains of development (cognitive, social, physical, linguistic, and moral/ethical), responsive to communication and interaction with parents, other children and adults in homes, communities, and child care environments.

Treasurer's Report

- The opening balance on OMEP World account January 1, 2019 was **USD 87,234**.
- The income of the fiscal year 2019 amounts to **USD 51,499**.
- The expenses of the fiscal year 2018 amounts to **USD 50,385**.
- The change in cash position/ the surplus of the fiscal year 2019 amounts to **USD 1,114**.
- Bank deposits December 31, 2019 amounts to **USD 88,349**

Draft Account for 2019			
Income		USD	
Membership fees	31,253	note 1	
Springer Copyright	3,517		
UNESCO Hydrologic Project	14,800	note 2	
Other Income/Bank Interestc	1,930		
Bank Interests	43.00		
Total Income	51,499		
Expenses			
Customary Payment for the World President	17,556	note 3	
Expenses for Representatives/UN Team	3,854	note 4	
Office Expenses	7,438	note 5	
ESD Awards	2,000		
World Secretary WA/Conference	1,607		
Membership Eurochild/UNESCO	285		
UNESCO Hydrologic Project	14,800	note 2	
Agio/Bank Charges	2,485		
Total Expenses	50,385		
Balance January 1, 2019	87,234		
Total Income 2019	51,499		
Total Expenses 2019	50,385		
Surplus/Change in Cash Position 2019	1,114		
Bank Deposits and Cash December 31, 2019	88,349	note 6	

Note 1: Membership Fees

Included here is USD 315 from the Regional European Conference in Lisbon in May 2019 and USD 1500 from the Regional Asia-Pacific Conference in Kyoto, Japan in September 2019.

46 countries have paid the membership fee for 2019. In addition, one country (China) has paid for 2017, six countries (Australia, China, Thailand, Mexico, Canada and USA) have paid for 2018.

Australia also has paid for 2020.

There will always be delay in paying the fee on time. Four membership fees have been paid by others: France has paid for Burkina Faso, Norway has paid for Cuba, the World Treasurer has paid for Kenya and the Regional Vice president for Latin America has paid for Venezuela.

Note 2: UNESCO Hydrologic Project

"Exercise of Hydrology Technicians for Africa in the Framework of Access to Water for All, following the Yamoussoukro Call of 2014".

OMEP France applied to UNESCO and received USD 14800 to administer a Hydrolog Project in Burkina Faso. UNESCO demanded that the money had to be sent to the OMEP World bank account. All the money has been sent to different partners in Burkina Faso according to the consent with OMEP France. OMEP France and National President Danièle Perruchon have been the project leaders and have cooperated with UNESCO.

See Attachment, ANNEX III

Note 3: Customary Payment for the World President

	USD
Travel VP Latin America to Cali, Colombia	1 073
Travel VP Latin America to Tunis	1 460
Travel WP Kyoto, Japan	537
ESD Award	2 000
Travel Expenses ExCo to WA/WC Panama	12 486
Total	17 556

Note 4: Expenses for representatives/UN Team

The expenses are related to representation in UNESCO, Paris and to travels for the UN team, New York.

Note 5: Office Expenses

The office expenses are mostly related to translation services in French and Spanish and the french OMEP World webpage

Included in this amount are office expenses related to the WA in Panama.

Note 6: Bank Deposits and Cash

Bank account USD 88 304.11. Bank account (Norwegian kroner) USD 44.62.

• **Some comments:**

To ensure a sound economy it is urgent that the membership fee is paid by all members. It gives OMEP a better economy if all fee is paid by the members. Another issue is how the membership fee is paid. When paying the fee, some countries deduct the bank charges in their national bank from the fee, and accordingly do not pay the full fee to OMEP. By doing so, OMEP World does not receive the full membership fee.

I encourage all members to pay the full fee to OMEP World and in addition pay the bank charges.

I call upon members with good economy to consider paying membership fee for OMEP members with weaker economy.

The customary payment for the World President has been USD 18 000 for many years. For 2019 the World President has spent the money on travels for ExCo and the annual ESD Award.

In addition the World President has donated USD 10 178 to OMEP in 2019. The expenditures of this generous donation are as follows:

World President's Donation	USD
Editing and Printing Annual Report	1 000
Editing Journal OMEP: TIP	1 000
Webpage (ESD Resource Bank)	700
Webinar Operating Cost	600
Travel expenses to PANAMA (team of secretary*3)	4 800
Hotel accommodation (team of secretary*3)	1 328
Conference registration fee (team of secretary*3)	750
Total	10 178

• **Total.**

OMEP World's economy would have been less sound without this generous donation. Again, World President Professor Eunhye Park, THANK YOU.

• **Final Comment.**

I thank the members for paying the membership fee to the organization. This income is important to ensure OMEP's international work for children and engage in national activities as well.

Kolltveit, Norway, April 16, 2020

Eli Bergsvik

Eli Bergsvik
World Treasurer

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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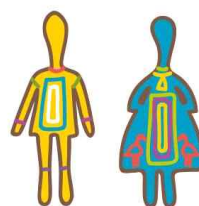
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«Early Childhood
Education in
the 21st century:
new perspectives
and dilemmas»

72nd OMEP World Assembly and Conference



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