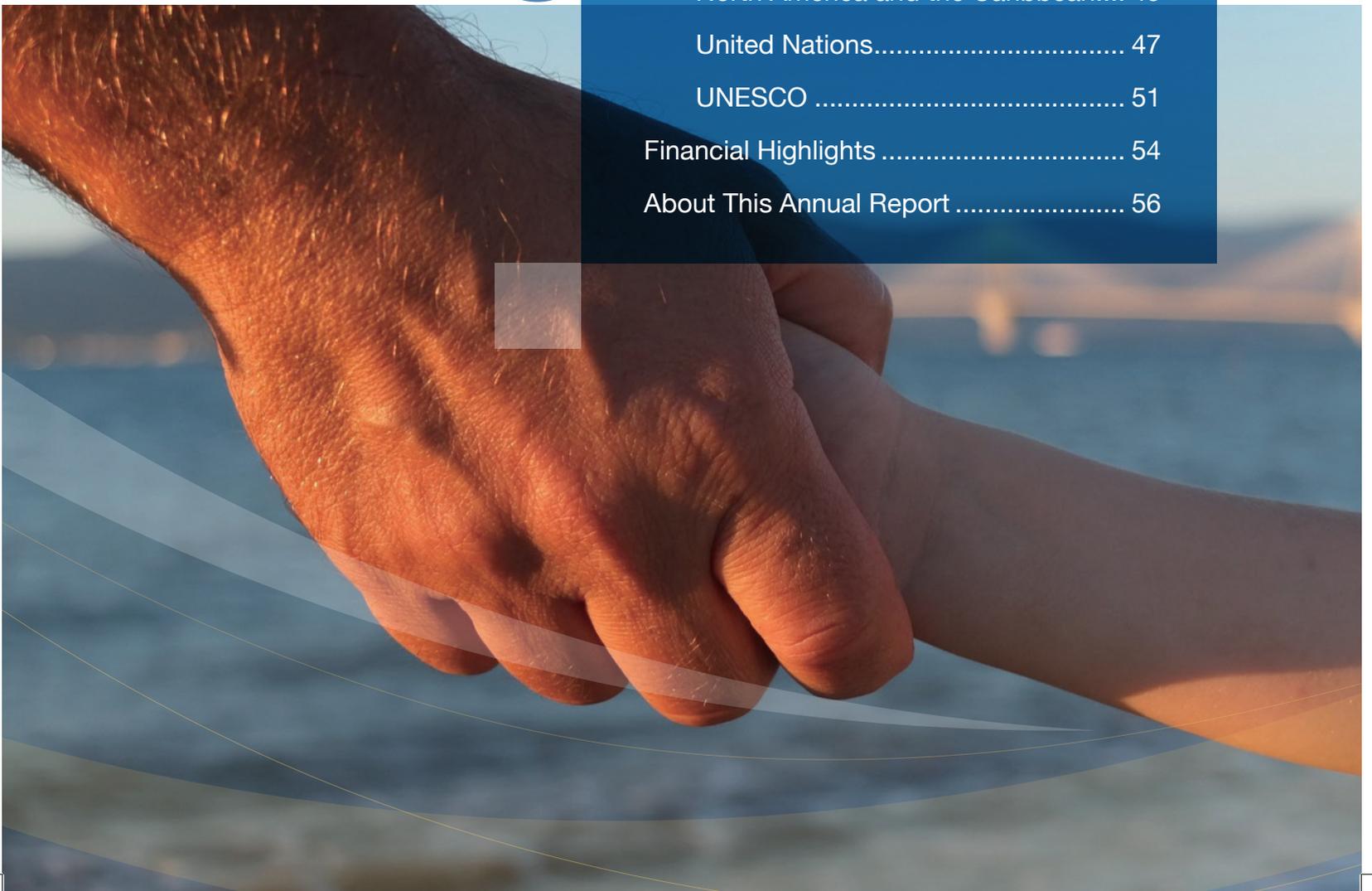




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Message from the World President

MAGGIE KOONG

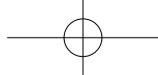


In 2015, the vital role of early childhood development (ECD) was finally recognized in the global development agenda. At the Seventieth Session of the United Nations General Assembly, all 193 Member States of the United Nations adopted a new set of global development goals that will establish the Development Agenda for United Nations Members States through 2030. ECD is specifically mentioned in target 4.2: “By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.”

This was a historic milestone of ECD, and, as you will see in this Annual Report, everyone here in OMEP had worked very hard to ensure the inclusion of ECD in the post-2015 global development agenda. For instance, OMEP co-sponsored an important side event, entitled “Giving Childhood Back to Refugee Children: Transforming Them into Active Agents of Change for the Post-2015 Agenda”, at the United Nations Headquarters in New York during the 53rd Session of the Commission for Social Development. I myself went to Incheon, Korea with Eunhye Park, Regional



Vice President for Asia Pacific, Ingrid Pramling Samuelsson, OMEP’s Representative to UNESCO CCNGO/EFA Coordination Group, to call for at least one-year free and holistic and early childhood care and education at the World Education Forum, organized by UNESCO. I also attended the International Conference on Sustainable Development, as a prelude to the United Nations Sustainable Development Summit which I also participated in from September 25 to 27 in New York.



One clear message from the above meetings was that the global communities need to work together to transform their early childhood systems to promote the sustainability of our future generations. We need to have good infrastructure from policymakers and investors, quality programs and standards from service providers, play-based curriculum from teachers, professional development programs and opportunities from teacher educators, engagement from parents, awareness from communities, and new findings from researchers.

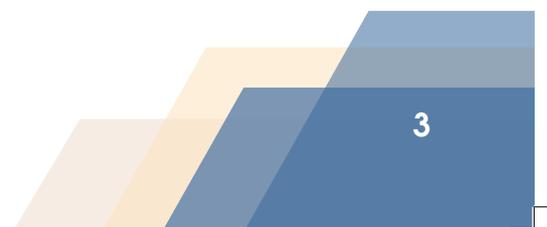


For that reason, I took part in the Global Business Summit on Early Childhood Investments, hosted by ReadyNation, to convey the message to the business sector. I was very impressed with all the businesspersons being so committed to make a difference in the life of our future generations.

I also joined the International Advisory Group of the Survey of Teachers in Pre-Primary Education (STEPP) project of the UNESCO on behalf of OMEP. The project aims to fill the data and evidence gap in the training and working conditions as well as practices and needs of pre-primary teachers particularly in low and middle-income countries, by developing and piloting a common instrument to survey pre-primary teachers and managers. It seeks to coordinate with and build on existing initiatives. The survey findings will serve as a basis for informing policy-level actions aimed at

enhancing the capacities of pre-primary education personnel and promoting their professionalization.

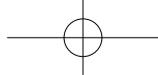
Moreover, I participated in the UNESCO's annual celebration of the World Teachers' Day on 5 October. This year UNESCO emphasized particularly on ECD and dedicated much of the roundtable discussion time to explore the future direction of professional teacher development and sustainability of early childhood education in developing countries. As the only roundtable panelist from the Asia Pacific region, I shared the lessons learned from OMEP-Hong Kong's Western China Teacher Exchange Program and analyzed the implementation of play-based curriculum in rural China. Moreover, representatives of OMEP-France and I submitted together our request to launch the Decade for Early Childhood Care and Education to Qian Tang, Assistant Director-General for Education, UNESCO. We hope this will help generate greater political interest in promoting the best interests of the world's young children.



We need innovations at the same time optimize the strengths we already have. Our 2015 World Assembly and Conference, held in Washington D.C., USA, as well as the Regional Conferences held in Colombia, Russia and New Zealand, provided incredible opportunities for knowledge sharing and idea generation, to prepare us all to urge our governments and educational systems to implement the sustainability concepts in our home countries and to empower those who work with children. Thousands of delegates from all over the world participated in the Conferences. I had the honor to have invited OMEP Past Presidents Audrey Curtis, Selma Simonstein and Ingrid Pramling Samuelsson, as well as Sharon Lynn Kagan, Virginia and Leonard Marx Professor of Early Childhood and Family Policy of Columbia University, and Nirmala Rao, OMEP's World Treasurer, to take part in the first OMEP Presidential Forum. Together, we declared that early childhood educators are the key to the world's future. I once again wish to give my heartfelt thanks to the

organizers of the Conferences, including OMEP-USA (for the World Conference), OMEP-Colombia (for the Latin American Regional Conference), OMEP-Russia (for the European Regional Conference) and OMEP-New Zealand (for the Asia Pacific Regional Conference). It would not have been possible for us to organize such large-scale events without





the meticulous arrangements and steadfast effort by their members over the many months of preparation.

Rewards always come after endeavor. In 2015, OMEP was finally granted special consultative status at the Economic and Social Council (ECOSOC) of the United Nations. With enhanced global visibility and status, OMEP will continue to voice for children.

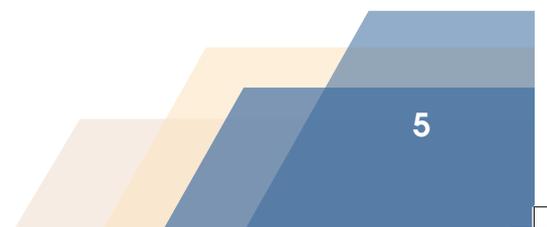
To make sure our efforts are going to be sustained, we need to broaden sources of income. As the World President of OMEP, I took the initiative to donate all proceeds of the World Principal's Leadership Institute, a conference that was hosted in Hong Kong to celebrate my educational organization's 50th anniversary, to OMEP for global child advocacy purposes. Together with the generous help and support of many people, including all our Executive Committee members; OMEP representatives at CCNGO/EFA, UN, UNICEF, UNESCO, OAS and other conferences and meetings; our National Committees and everyone who has advised and supported OMEP along the way, I am confident that we can take OMEP up a notch and contribute further to the lives of our future generations.

Maggie Koong

World President
OMEP

Play and Resilience

The Play and Resilience World Project has been conceptualized by the World President since the end of 2014. The aim of the World Project is to develop culturally-appropriate activity guidelines and play materials for parents/care-givers and teachers to use with young children and provide opportunities for children to play, acquire contextually relevant skills, and enhance their resilience. The World President visited Shanghai and the rural area of Anji, China to learn about the different possibilities of play and gathered ideas from representatives and experts of OMEP National Committees throughout the 2015. The World Project was officially launched in January 2016. So far, 36 teams from 19 countries have participated in the World Project.



Timeline 2015



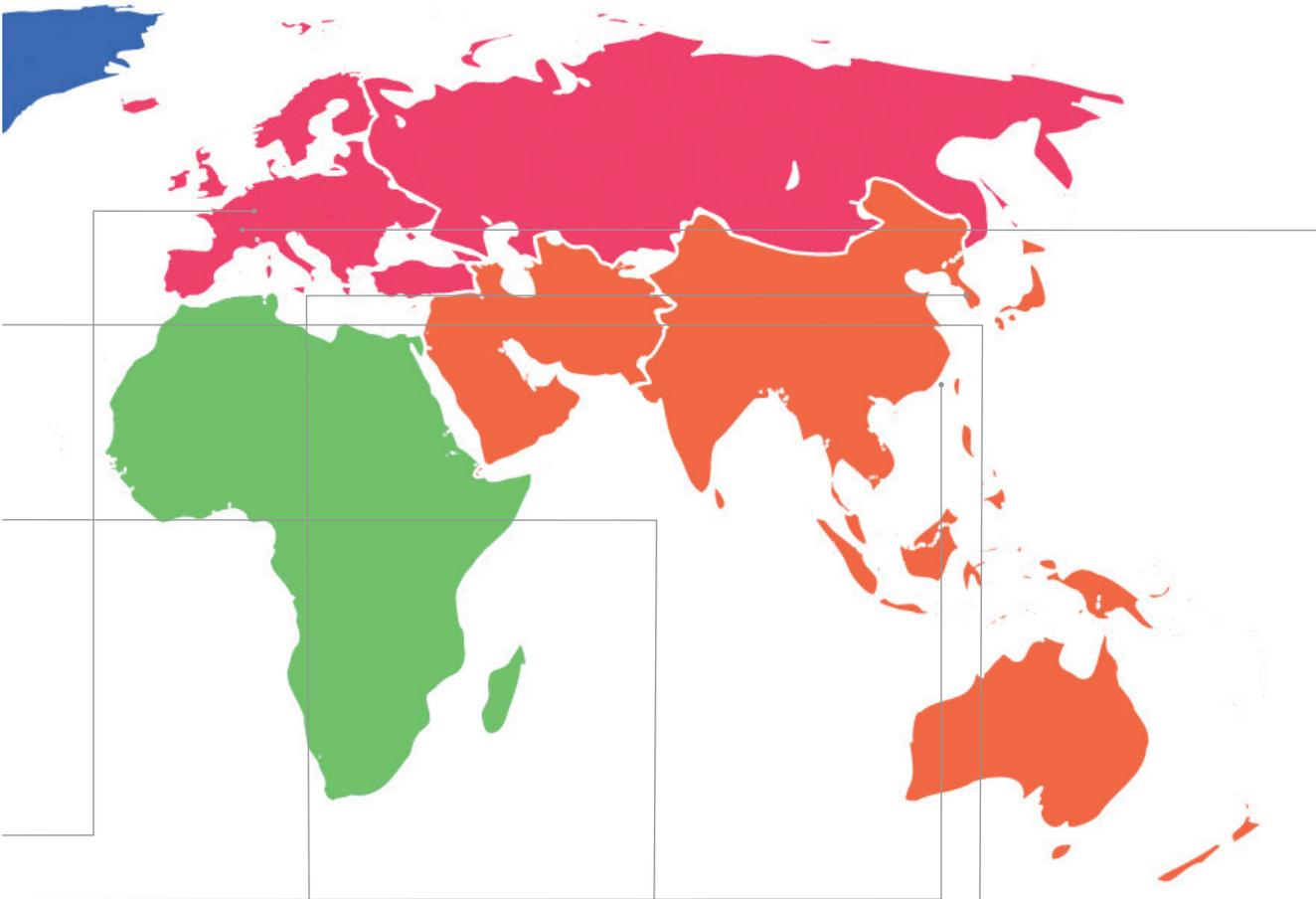
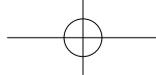
OMEP co-sponsored an important side event, entitled “Giving Childhood Back to Refugee Children: Transforming Them into Active Agents of Change for the Post-2015 Agenda”, during the 53rd Session of the Commission for Social Development at the United Nations Headquarters in New York, USA.



Ulla Grob represented OMEP at the 12th Session of the Joint ILO/ UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART) in Paris, France.

OMEP World President Maggie Koong donated all proceeds of the World Principal's Leadership Institute conference to OMEP for global child advocacy purposes.





**May
18-20**

Maggie Koong, Eunhye Park and Ingrid Pramling Samuelsson advocated strongly for early childhood education and development at the NGO Forum and the World Education Forum, organized by UNESCO, in Incheon, Korea.

**May
18-23**

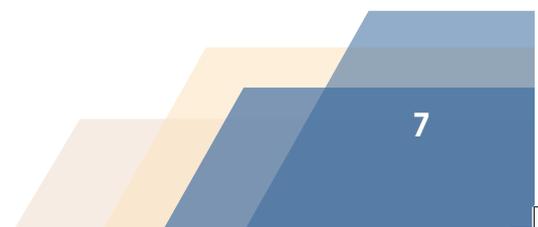
The 2015 Latin American Regional Assembly and Conference was held in Medellin, Colombia.

**May
28**

OMEP was granted Special Consultative status by the United Nations Economic and Social Council (ECOSOC).

**Jul
15-17**

Maggie Koong attended the 1st Meeting of the International Advisory Group of the International Advisory Group of the Survey of Teachers in Pre-Primary Education (STEPP) with OMEP World Treasurer Nirmala Rao at the UNESCO Headquarters in Paris, France.



Timeline 2015



The OMEP 2015 World Assembly and Conference was held in Washington DC, USA.

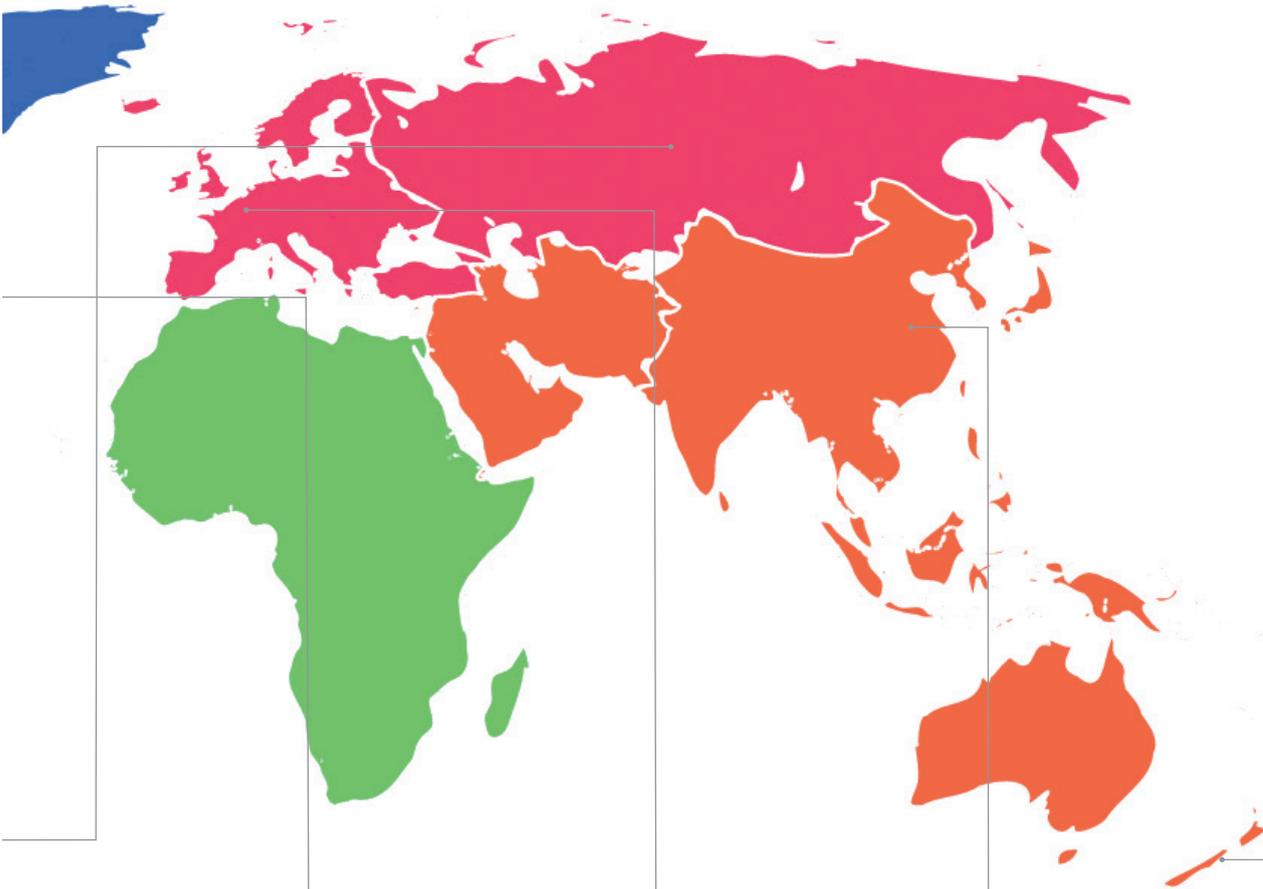
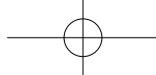


Maggie Koong participated in the International Conference on Sustainable Development in New York, USA.

The European Regional Conference was held in Moscow, Russia.

Maggie Koong represented OMEP at the United Nations Sustainable Development Summit in New York, USA and witnessed the inclusion of early childhood education and development in post-2015 global agenda.





Oct
1-2

Oct
5

Oct
22-24

Nov
27-29

Maggie Koong attended the Global Business Summit on Early Childhood Investments hosted by ReadyNation in New York, USA.

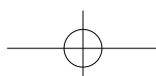
Maggie Koong participated as a roundtable panelist at the UNESCO's annual celebration of the World Teachers' Day in Paris, France and submitted OMEP's request to launch the Decade for Early Childhood Care and Education to UNESCO together with OMEP-France.



Maggie Koong and OMEP China President Jing Zhou attended the 4th International Conference on Poverty Reduction and Child Development in Beijing.



The Asia Pacific Regional Conference was held in Auckland, New Zealand.



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.

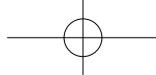
North America and the Caribbean

- Canada
- Haiti
- United States of America

Latin America

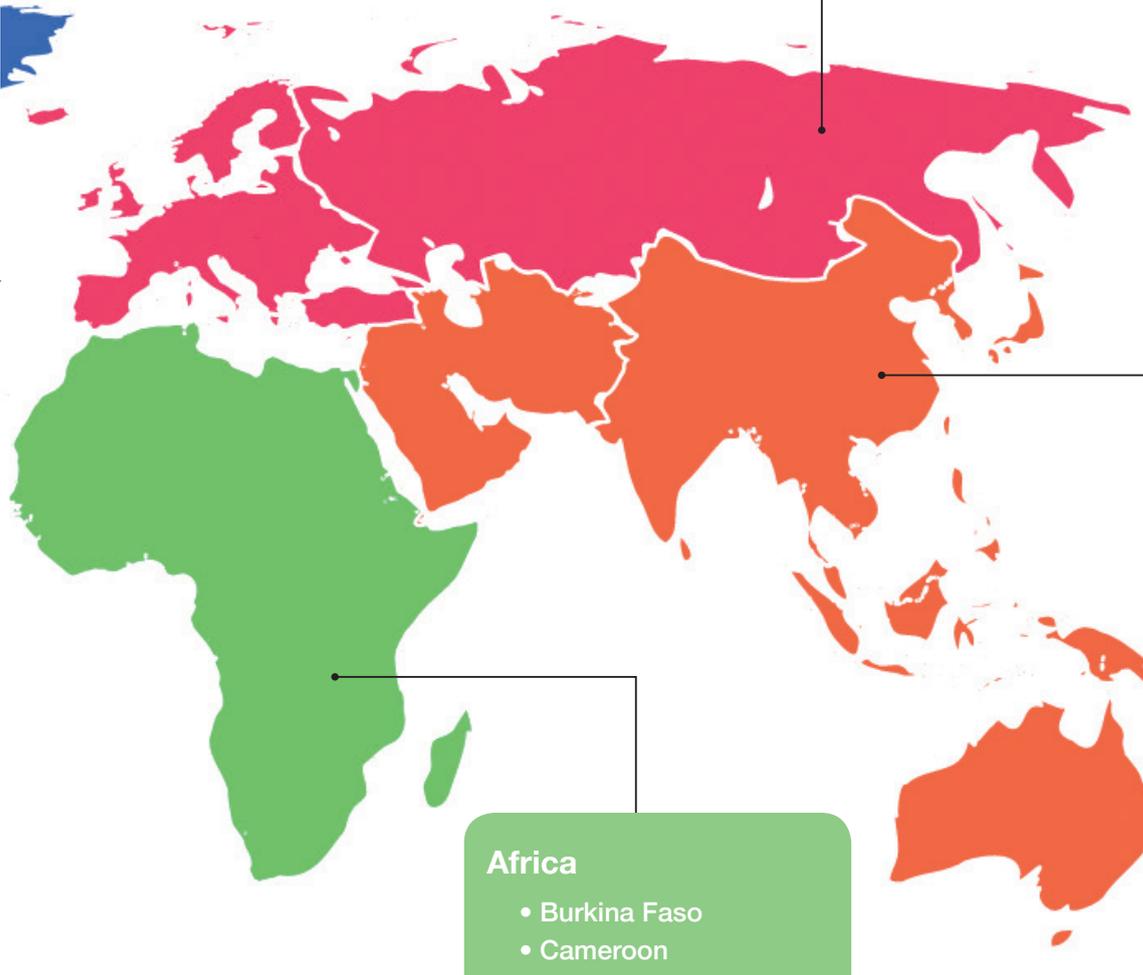
- | | |
|-------------|---------------|
| • Argentina | • Ecuador |
| • Bolivia | • El Salvador |
| • Brazil | • Mexico |
| • Chile | • Panama |
| • Colombia | • Peru |
| • Cuba | • Uruguay |





Europe

- Bosnia and Herzegovina
- Bulgaria
- Croatia
- Cyprus
- Czech Republic
- Denmark
- Finland
- France
- Germany
- Greece
- Iceland
- Ireland
- Israel
- Latvia
- Lithuania
- Norway
- Poland
- Portugal
- Russia
- Serbia
- Slovak Republic
- Spain
- Sweden
- Switzerland
- Turkey
- Ukraine
- United Kingdom

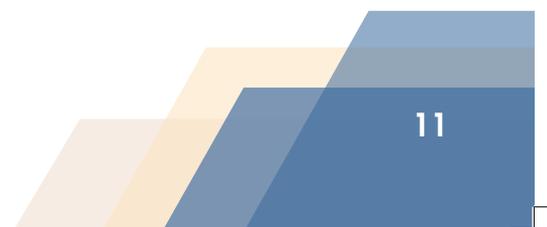


Asia Pacific

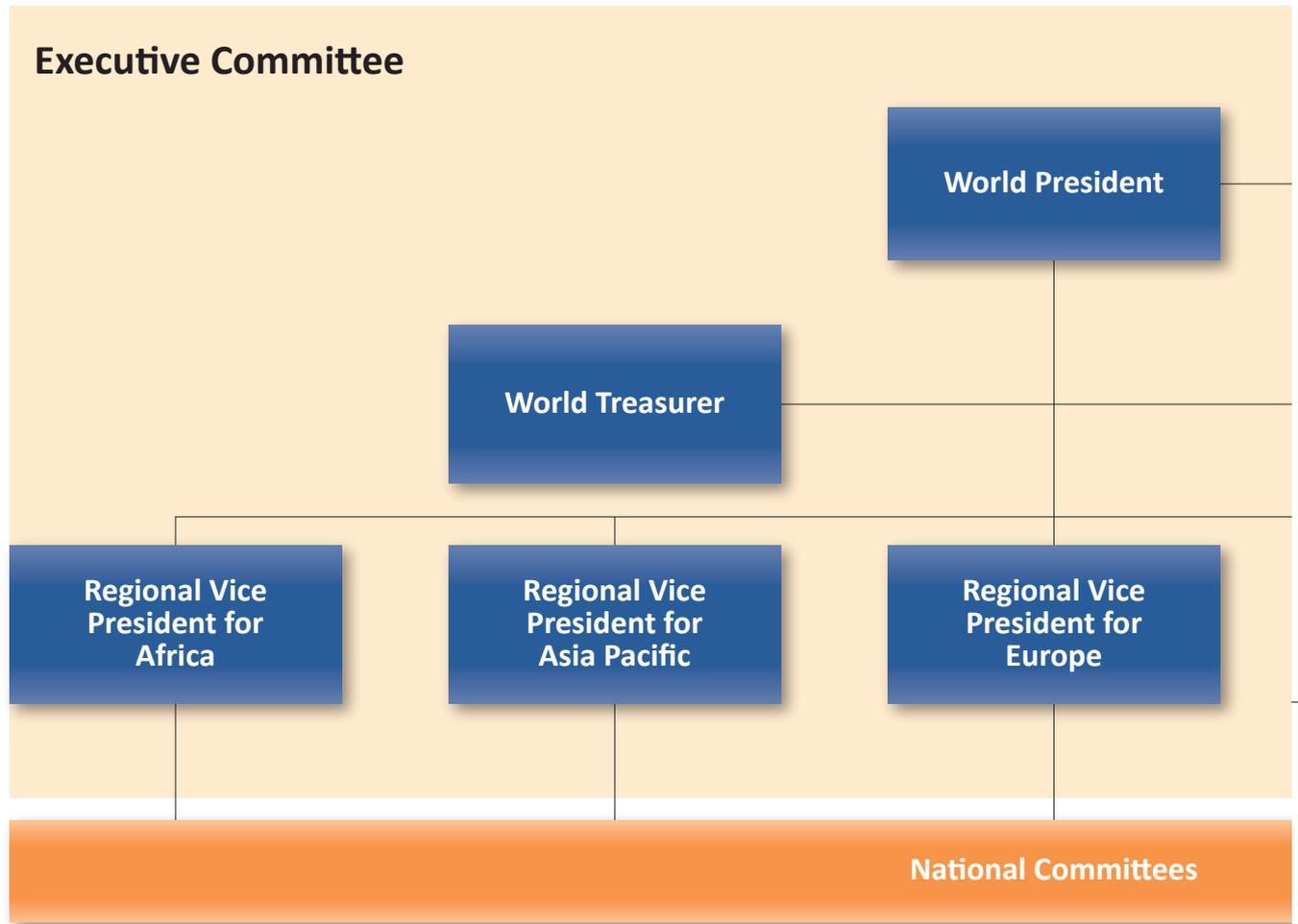
- Australia
- China
- Hong Kong
- India
- Indonesia
- Japan
- Malaysia
- Myanmar
- New Zealand
- Pacific Island Nations
- Pakistan
- Philippines
- Republic of Korea
- Singapore
- Sri Lanka
- Thailand

Africa

- Burkina Faso
- Cameroon
- Côte D'ivoire / Ivory Coast
- Ghana
- Kenya
- Liberia
- Mauritius
- Nigeria



Executive Committee 2015



World President

Maggie Koong

Chief Principal, Victoria Educational Organisation, Hong Kong and China
Deputy Supervisor, Victoria Shanghai Academy, Hong Kong



Deputy World President and Regional Vice President for North America and the Caribbean

Judith Wagner

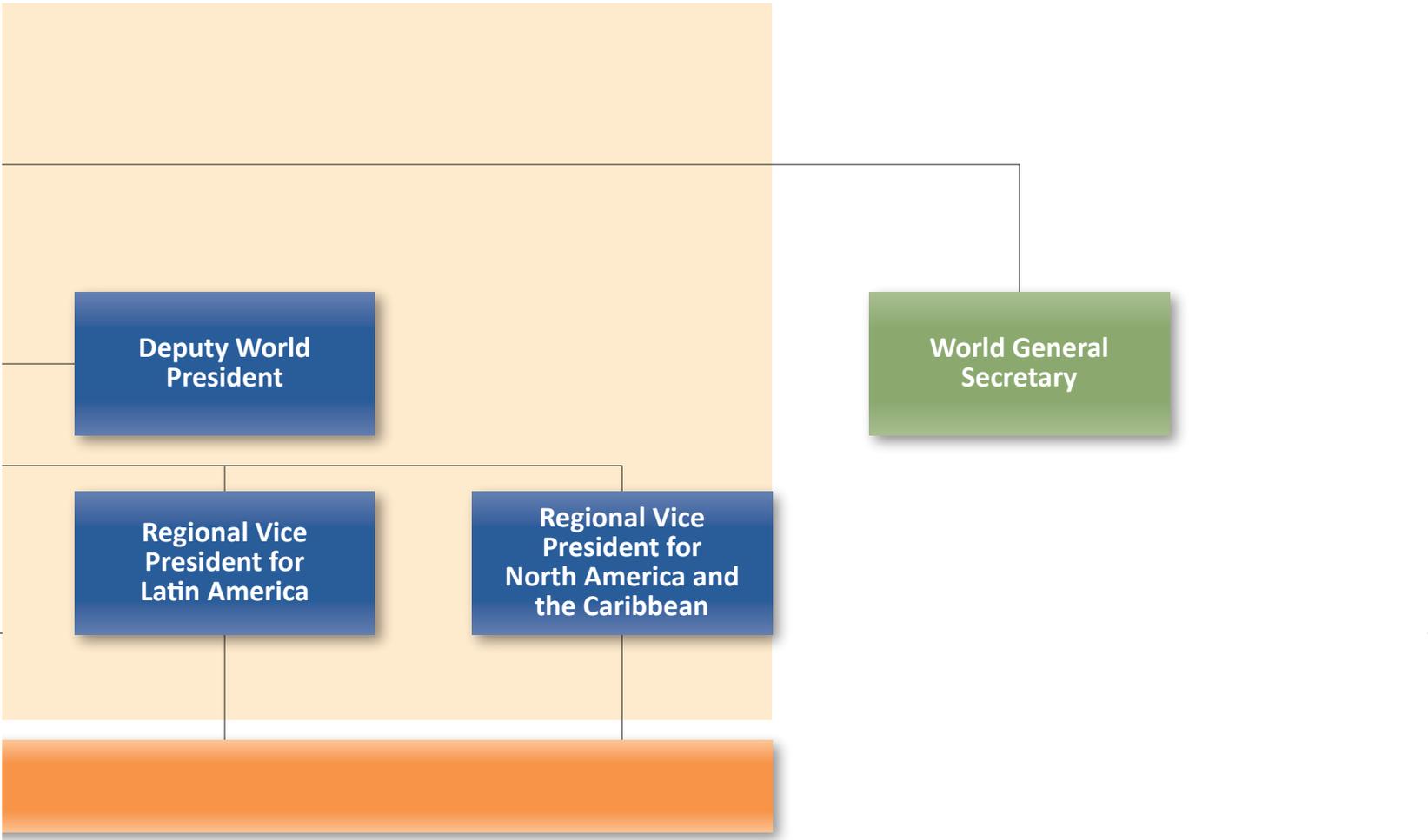
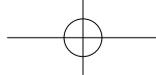
Professor of Child Development and Education, Whittier College, USA
Principal, The Broadoaks Children's School, USA



World Treasurer

Nirmala Rao

Serena H.C. Yang Professor in Early Childhood Development and Education, The University of Hong Kong, Hong Kong



Regional Vice President for Africa

Abimbola Are

Proprietress/Headteacher, Ajoke International School, Nigeria Education, The University of Hong Kong, Hong Kong



Regional Vice President for Asia Pacific

Eunhye Park

Professor of Early Childhood Education, Ewha Womans University, Korea



Regional Vice President for Europe

Nektarios Stellakis

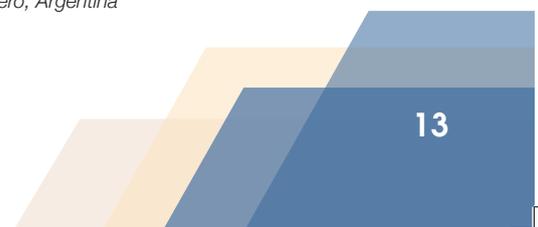
Assistant Professor, University of Patras, Greece



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



OMEP Activities



OMEP takes pride in our contributions to the creation of the United Nations Convention on the Rights of the Child (CRC).

We are an Early Childhood Partner of UNESCO, and have achieved Special Consultative status at ECOSOC of the United Nations.






Collective Consultation of NGOs
ON EDUCATION FOR ALL
Consultation Collective des ONG
SUR L'EDUCATION POUR TOUS
Consultación Colectiva de las ONG
EN EDUCACIÓN PARA TODOS
المشاوره الجماعية للمنظمات غير الحكومية بشأن التعليم للجميع

Coordination Group / Groupe de Coordination / Grupo de Coordinación

Members / Membres / Miembros / الأعضاء
May/Mai/Mayo/ حزيران - يونيو 2014

REGIONAL FOCAL POINTS / POINTS FOCAL REGIONAUX / COORDINADORES REGIONALES
جهات التنسيق الإقليمي

<p>Asia and the Pacific / Asie et Pacifique / Asia y el Pacífico / آسيا والمحيط الهادي</p> <p>Ms Maria Lourdes Almazan Khan Secretary-General <i>Asia South Pacific Association for Basic and Adult Education (ASPBAE)</i></p>	<p>Latin America and the Caribbean / Amerique latine et Caraïbes / América Latina y el Caribe / أميركا اللاتينية والكاريبي</p> <p>Ms Yadira Rocha Member Representative <i>Campaña Latinoamericana por el Derecho a la Educación (CLADE)</i></p>
<p>Africa / Afrique / África / أفريقيا</p> <p>Mr Limbani Nsapato Regional Coordinator <i>African Network Campaign on Education for All (ANCEFA)</i></p>	<p>Arab States / Etats Arabes / Estados Árabes/ الدول العربية</p> <p>Mr Refaat Sabbah Director General <i>Teacher Creativity Center, Palestine</i></p>

INTERNATIONAL FOCAL POINTS / POINTS FOCAL INTERNATIONAUX / COORDINADORES INTERNACIONALES / جهات التنسيق الدولية

<p>Ms Camilla Croso President <i>Global Campaign for Education (GCE)</i></p>	<p>Ms Ingrid Pramling Samuelsson Representative of OMEP at the Economic and Social Council of the UN <i>World Organization for Early Childhood Education (OMEP)</i></p>
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DIRECTLY ELECTED MEMBERS / MEMBRES ÉLUS DIRECTEMENT / MIEMBROS ELIGIDOS DIRECTAMENTE / الأعضاء المنتخبون

Ms Paschada Choudhury Mr Ekbal Elsamaloty

OMEP is one of the two International Focal Points of the Collective Consultation of NGOs on Education for All (CCNGO/EFA) of UNESCO.

We are also a member of the International Advisory Group of UNESCO's Survey of Teachers in Pre-primary Education (STEPP) Project.



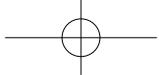
OMEP is very active in policy advocacy.



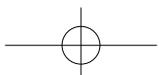
To achieve a sustainable and peaceful world, young children must have the opportunity to develop to their full potential and to experience the rights to which they are entitled in the United Nations Convention on the Rights of the Child, including the right to care and education.



The World Organization for Early Childhood Education (OMEP) urges you to use your influence to encourage the United Nations to propose the launch of a **Decade for Early Childhood Care and Education** and urge UNESCO to support the proposal.



We are active players in major international and regional consultations, meetings and conferences.



We organized side events during ministerial level meetings.

Sixth Session of the Open Working Group on Sustainable Development Goals Side Event

A High-level Panel and Discussion on Post-2015 Global Policy Agenda:
Early Childhood Development as a Foundation for Sustainable Development

Thursday December 12, 2013
United Nations, North Lawn Building, Conference Room E (1st Ave. at E. 46th St)
13:00 – 13:20 Box Lunch provided 13:20 – 14:30 High-level Panel and Discussion

Making the Case: Rights, Science and Economics
Louise Zimanyi Director, The Consultative Group on Early Childhood Care and Development
Ann Therese Ndong-Jatta Director, UNESCO Regional Office for Education in Africa; President, Association for the Development Working Group on Early Childhood Development

Working in Partnership: Health, Nutrition, Education and Protection
Bernadette Daelmans Coordinator, Policy, Planning and Programmes, Maternal, Newborn, Child and Adolescent Health, WHO
Ingrid Framling Samuelsson President, OMEP and UNESCO Chair in Early Childhood Education and Sustainable Development
Aigly Zaferskaia Senior Education and Human Development Specialist, The Global Partnership for Education
Sofia Garcia Garcia Advocacy Advisor, Post-2015 Agenda, Liaison & Advocacy, SOS Children's Villages International

Discussion: Collective and Strategic Global Action
Vinicius Pinheiro Deputy Director, International Labour Organization, New York; Chair, Social Protection Inter-Agency
Pia Rebello Britto Senior Advisor, Early Childhood Development, UNICEF
Hiro Yoshikawa Co-Chair, UN Sustainable Development Solutions Network Workgroup on ECD, Education and the T
Invited Representatives UN Permanent Missions of Senegal, Kenya and Benin

Moderators: Judith T. Wagner, Deputy President, OMEP and Nurper Ulkuur, Child Development Expert

RSVP by Tuesday December 10, 2013 to Marine Sukhudyuan at msukhudy@ryerson.ca or (416) 979-5000
Please indicate if you need an entry pass to the UN. Bring photo identification and this invitation






Empowering Syrian Refugee Women and Children for a Better Future: Challenges and Innovative Solutions in Early Childhood Development (SDG4.2)

CSW60 Parallel Event | 24 March 2016, 10:30AM-12:00 PM | Boss Room, 8th floor, CCUN

Moderator:
Judith T. Wagner, Ph.D. Professor of Child Development and Education at Whittier College, Whittier, California; Deputy President of the World Organization for Early Childhood Education (OMEP)

Speakers:
Firas Kayal, Sr. External Relations Officer, United Nations High Commissioner for Refugees (UNHCR)
Selcuk Sirin, Ph.D Associate Professor in the Department of Applied Psychology, New York University
"Syrian Refugee Children's Mental Health and Education Needs"
Elina Caillaud, INSAN Association, non-profit for marginalized peoples, Beirut, Lebanon
"Children of Refugees in Lebanon"
Ambreen Qureshi, Deputy Executive Director, Arab-American Family Support Center (AAFSC), Brooklyn, New York
"Culturally Competent Programming to Empower Women and Children: The Settlement House Model and the Arab-American Family Support Center"
Patricia Talisse, UN Youth Representative for Close the Gap: MSW candidate, Fordham University; from Aleppo, Syria
"The Syrian Conflict through the Lens of Syrian Women and Girls"






UN Photo/Mark Garten

Event sponsored by: World Organization of Early Childhood Education (OMEP), UNHCR, NGO Committee

With expert members in many countries, OMEP has conducted a lot of cross-regional research on early childhood development.



International Journal of Early Childhood

Journal of OMEP: l'Organisation Mondiale pour l'Education Prescolaire

ISSN: 0020-7187 (Print) 1878-4658 (Online)

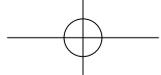
Description

The International Journal of Early Childhood is the peer-reviewed journal of OMEP: l'Organisation Mondiale pour l'Education Préscolaire, whose membership numbers some 2,000 people in 70 countries around the globe.

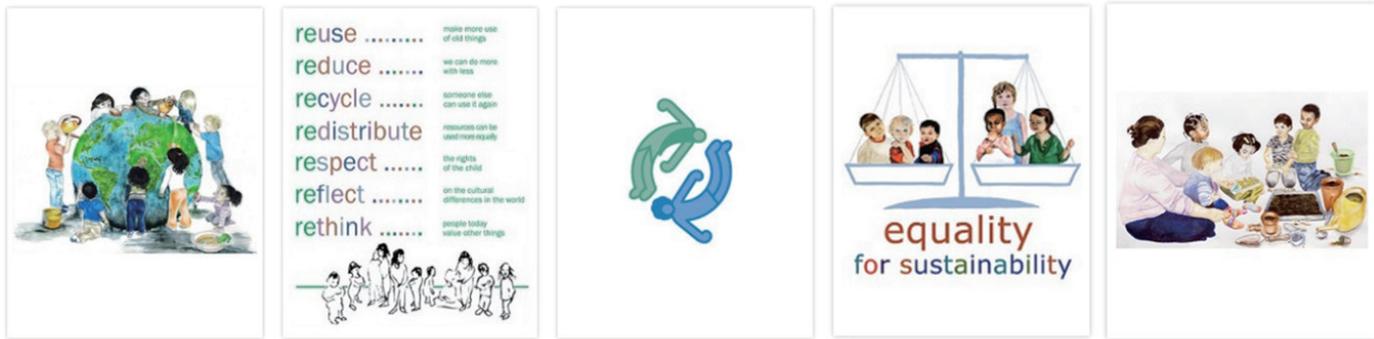
The journal is an important voice about research on children, childhood and early childhood education across various social and cultural contexts and highly contributes to the international debate on early education. The coverage spans a range of topics such as multicultural issues, children's learning and sustainable development, recent issues in early childhood education and care and curriculum questions. The journal places considerable emphasis on the child's right to education and care.

hide

47	99	1,083	1969-2015
Volumes	Issues	Articles	Available between

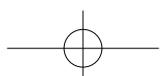


In fact, OMEP is the leading organization in researching Education for Sustainable Development (ESD) in early childhood. Around 35 countries from all regions of the world have participated and thousands of children and teachers around the world have been involved in the ESD projects.



OMEP has just launched a new world project on Play and Resilience to support the development and resilience of young children through play, conducted in a safe, child friendly, and stimulating environment.

19 countries have taken part in the world project.



OMEP is also running a number of action projects, including WASH from the Start, an extension of UNICEF's successful WASH in Schools (WinS) programs and services into early childhood settings.



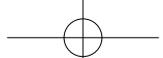
**American Red Cross (ARC)
&
World Organization for Early
Childhood Education (OMEP)**

**Early Childhood Emotional
Support Kit**

Pilot Project: 2015-2016

OMEP teams up with the American Red Cross in Greater New York to develop an Early Childhood Emotional Support Kit, which is currently being piloted in shelter homes in New York.

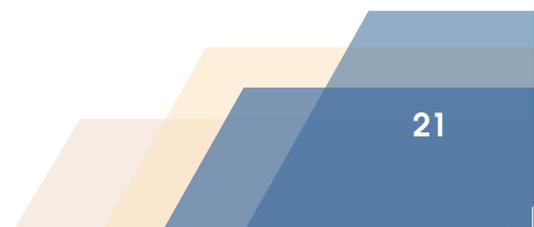




Our committees have actively participated in a number of world days.



We also involved in emergency reliefs and provided timely support to children and families in crises.



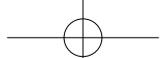
We encourage professional exchanges and promote community awareness.

- 2014 OMEP World Assembly and Conference



- 2015 OMEP World Assembly and Conference





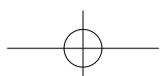
• 2015 OMEP Latin American Regional Conference



• 2015 OMEP European Regional Conference

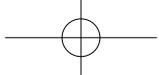


• 2015 Asia Pacific Regional Conference



Other Collaborations





Eurochild

Putting children at
the heart of Europe



**EARLY YEARS
REGIONAL ALLIANCE**

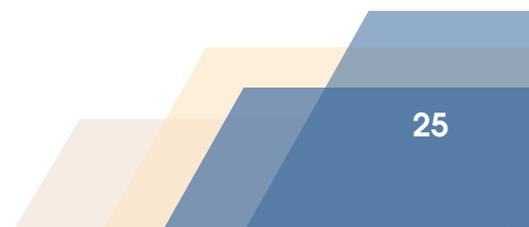


ARNEC

Asia-Pacific Regional Network
for Early Childhood



**American
Red Cross**



World Statistics



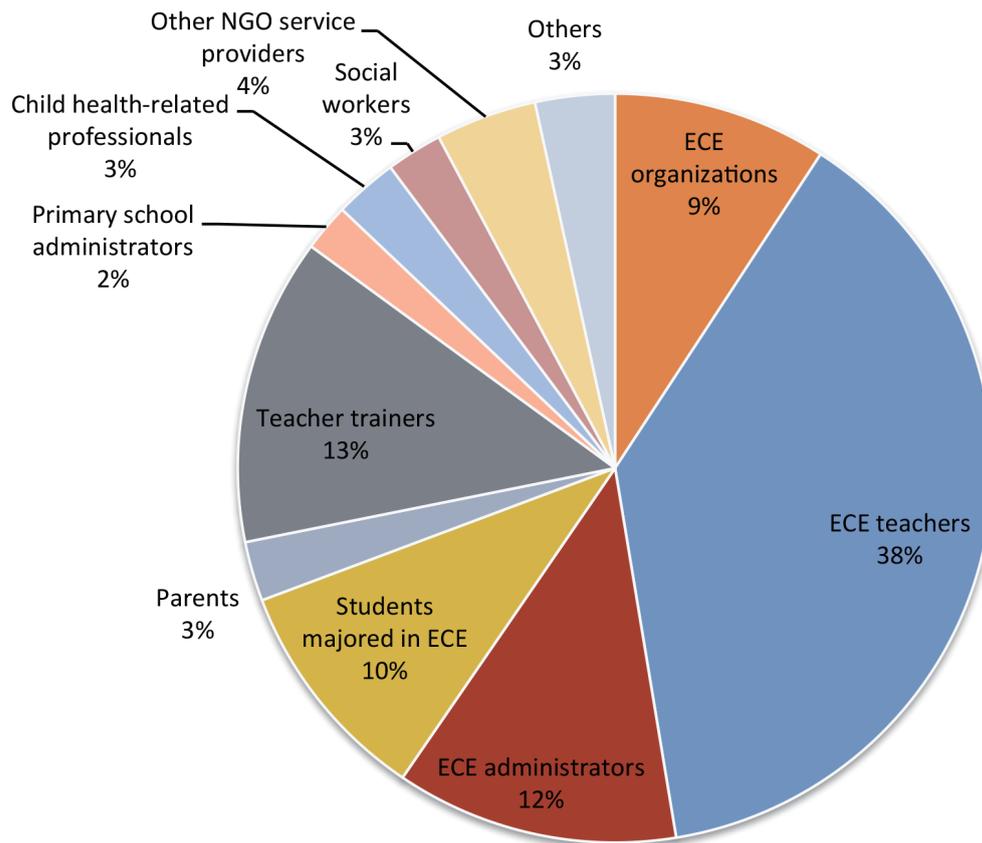
This year, 54 (82%) out of our 66 National and Preparatory Committees submitted their reports of 2015. The Committees were as follows:

Africa	Asia Pacific	Europe	Latin America	North America and the Caribbean
Burkina Faso, Cameroon, Ghana, Kenya, Mauritius, Nigeria	Australia, China, Hong Kong, Japan, Korea, Myanmar, New Zealand, Pacific Island Nations, Pakistan, Thailand	Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Finland, France, Germany, Greece, Iceland, Ireland, Israel, Latvia, Norway, Poland, Portugal, Serbia, Slovak Republic, Spain, Sweden, Switzerland, Turkey, Ukraine, United Kingdom	Argentina, Bolivia, Brazil, Chile, Colombia, Cuba, Ecuador, El Salvador, Mexico, Panama, Peru, Uruguay	Canada, Haiti, USA

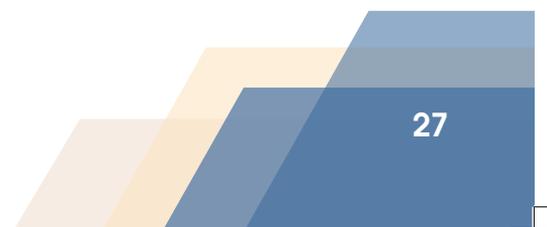
General Statistics

1 | Membership

Estimated % of types of members (N=46)

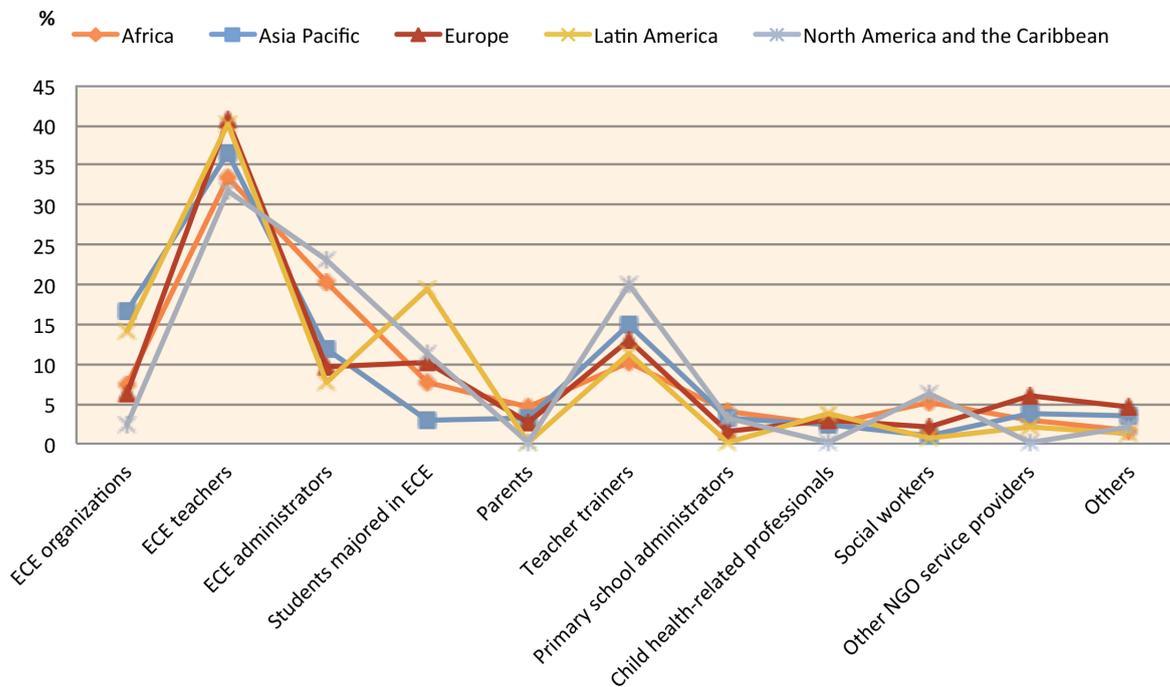


The Committees reported a total of 29,580 members. On average each Committee had 643 members. Similar to the previous years, China was the largest Committee of OMEP, with almost 20,000 members. If it is excluded in the calculation, each Committee on average had 213 members.



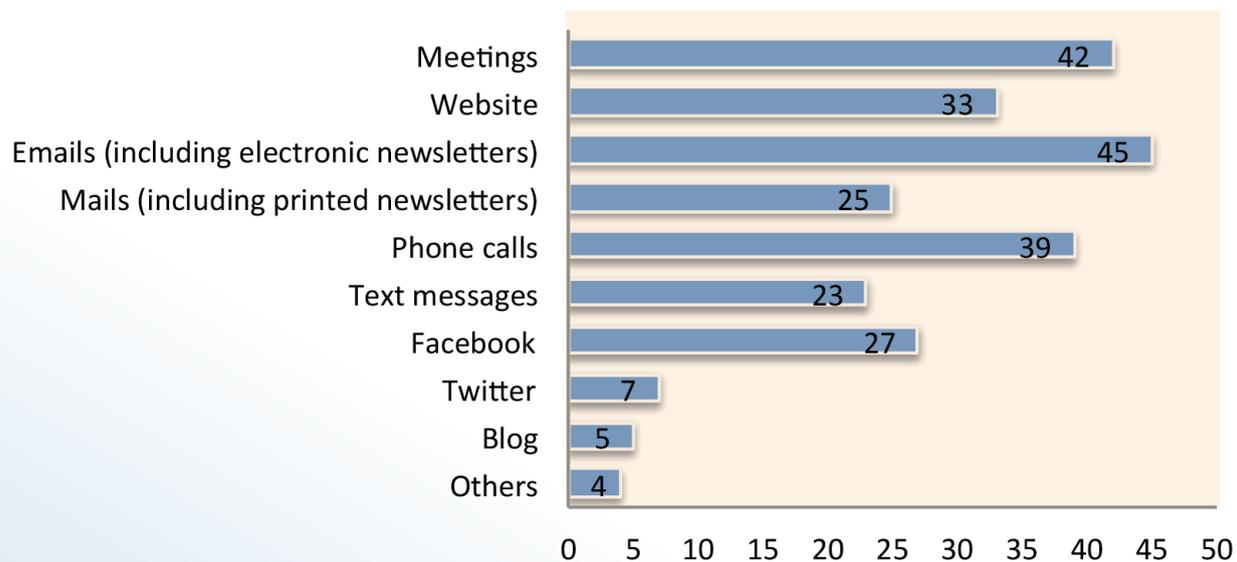
The figure below shows the distribution of types of members in the 5 regions. Early childhood education teachers outnumbered other types of members in all the regions.

Estimated % of types of members (N=46)



2 | Methods of Communication

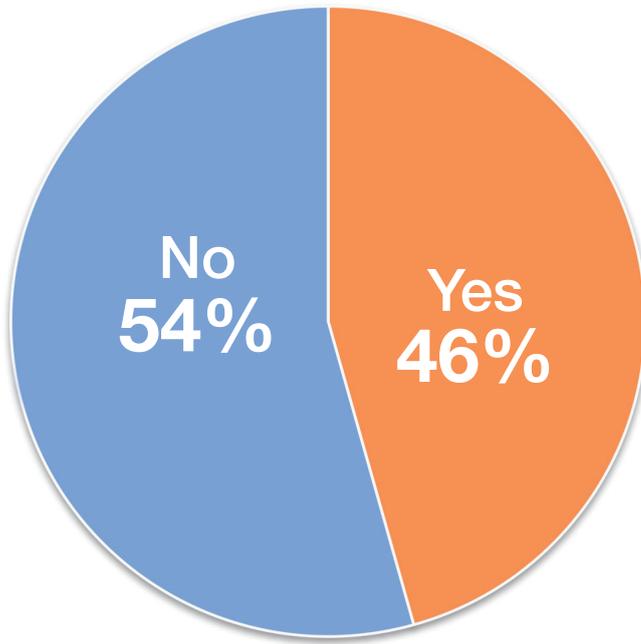
Methods of communication with members (N=47)



Our National and Preparatory Committees have made more frequent use of information technologies to communicate with their members. Most of our Committees reached their members through emails and websites, although physical meetings and phone calls were still regularly used. There was also a rather rapid increase in the use of social media such as Facebook. In 2013, only 13 Committees reported to have utilised Facebook. The number rose to 21 in 2014 and further to 27 in 2015.

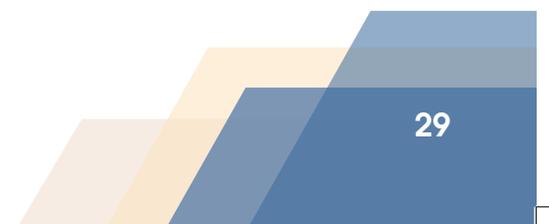
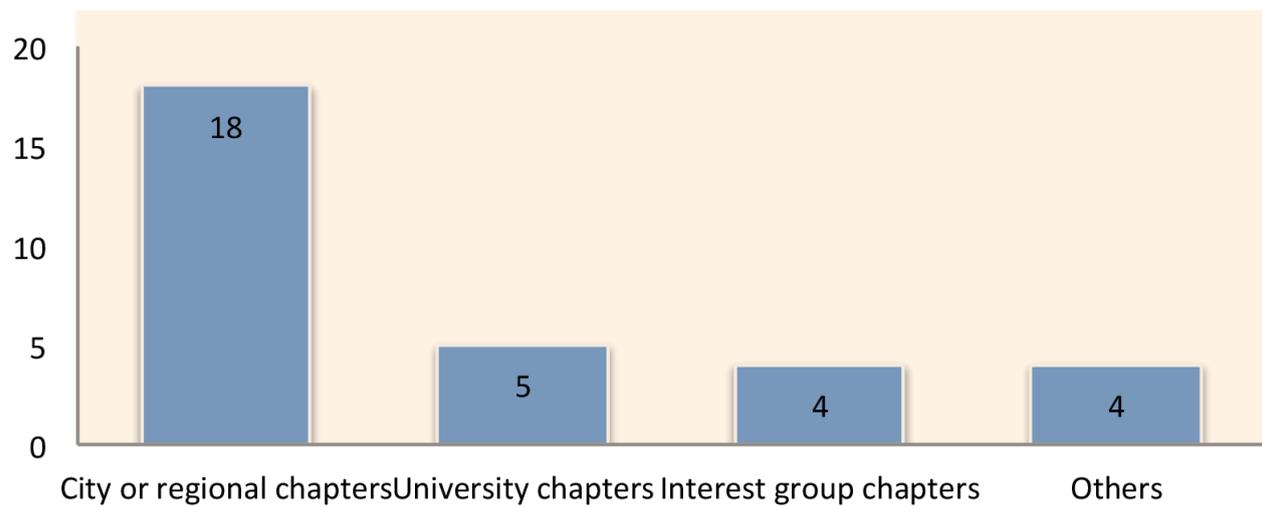
3 | National Chapters

Committee had own chapters (N=46)



In 2015, 21 Committees (46%) reported to have their own chapters, which added up to a total of 284 chapters.

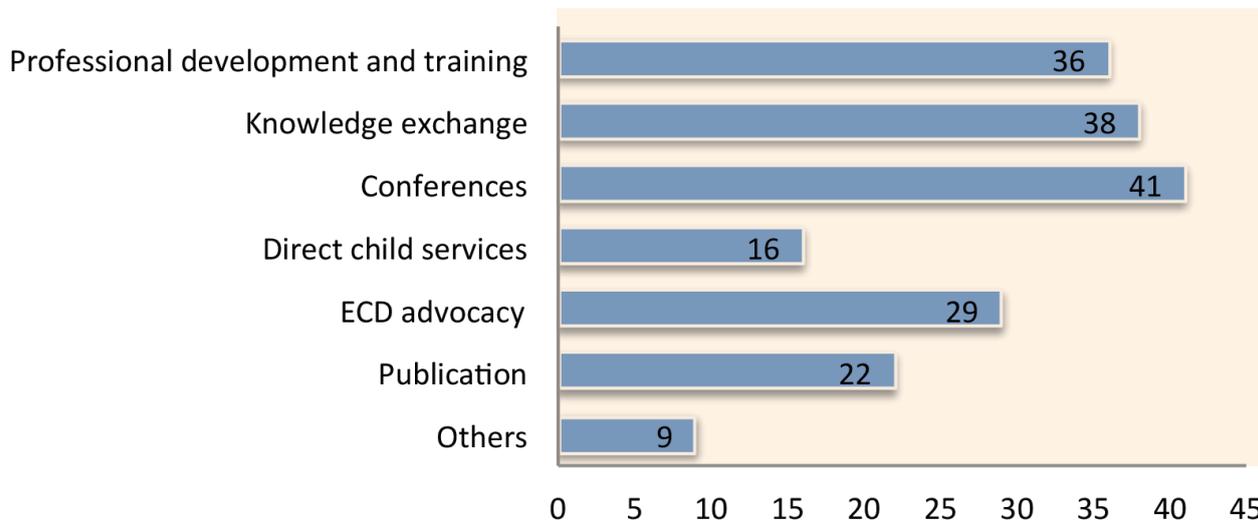
Types of chapters (N=21)



Review of 2015

1 | National Activities

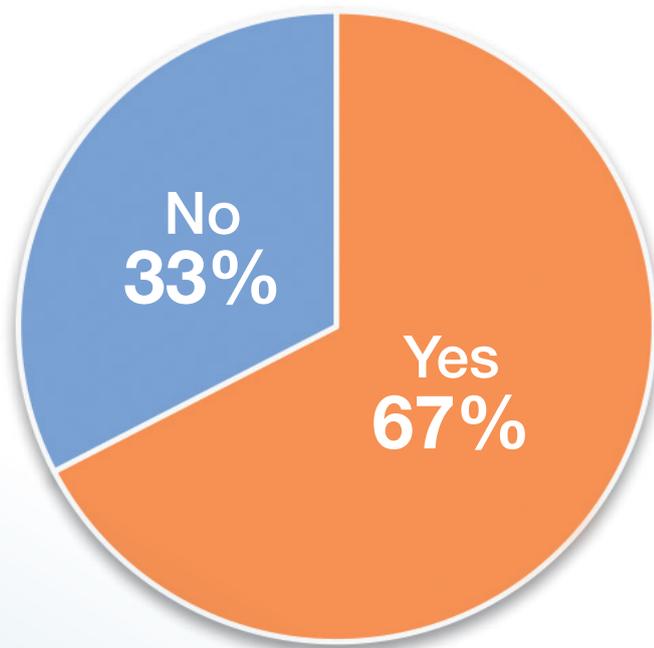
National activities (N=47)



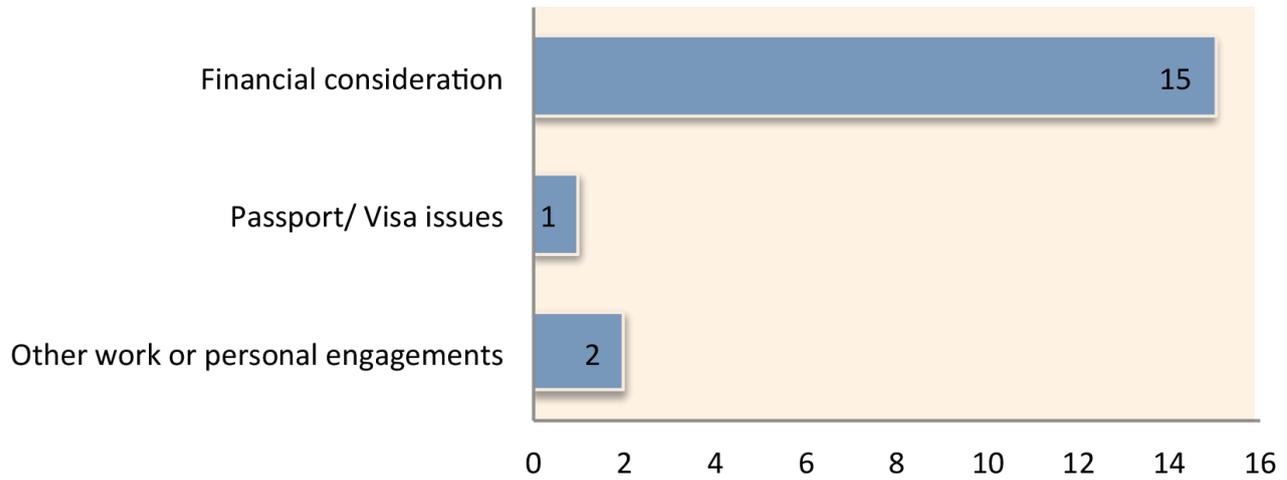
Similar to the previous years, activities of our Committees at a national level in 2015 tended to be more academic/professional training-oriented. About 61% of the Committees reportedly engaged in advocacy for early childhood development. Only about 34% of the responding Committees reported to be involved in direct child services.

2 | International Activities

President or representatives of Committee attended the OMEP World Assembly and Conference 2015 in Washington, D.C. (N=46)

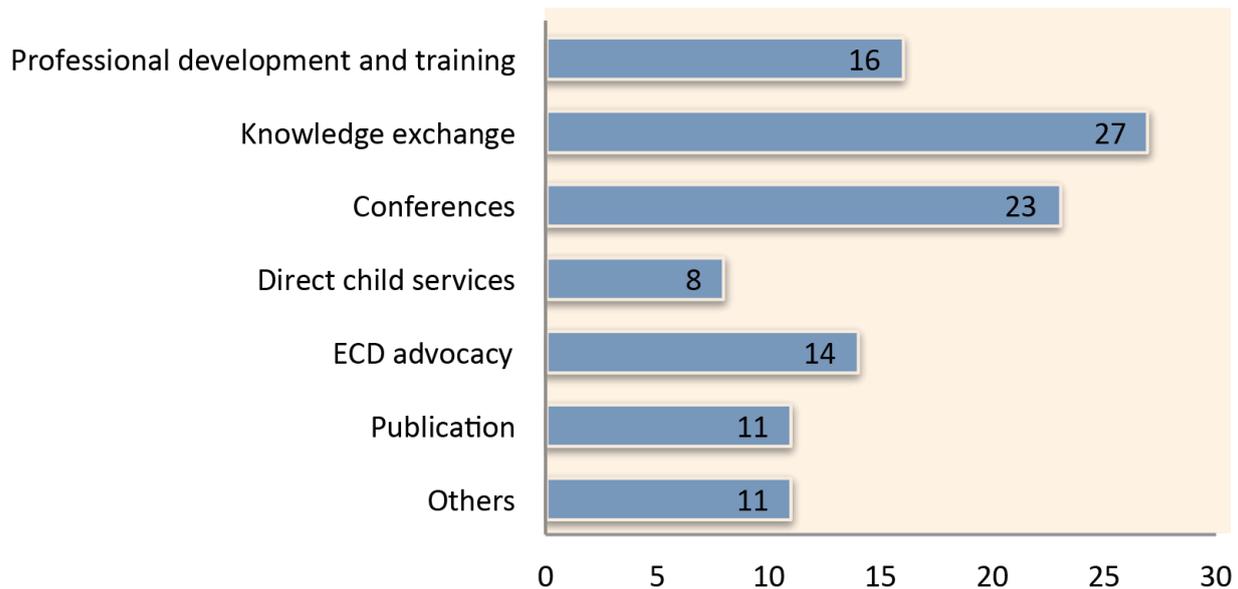


Reason for not attending the World Assembly and Conference 2015 (N=18)

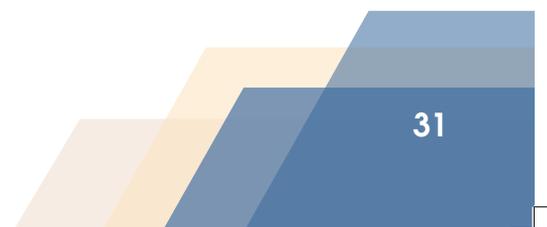


Thirty one Committees reportedly sent altogether 189 representatives to attend the OMEP World Assembly and Conference 2015 in Washington, D.C., USA. Financial consideration was most frequently reported as the reason for not attending the World Assembly and Conference.

Other international activities (N=38)

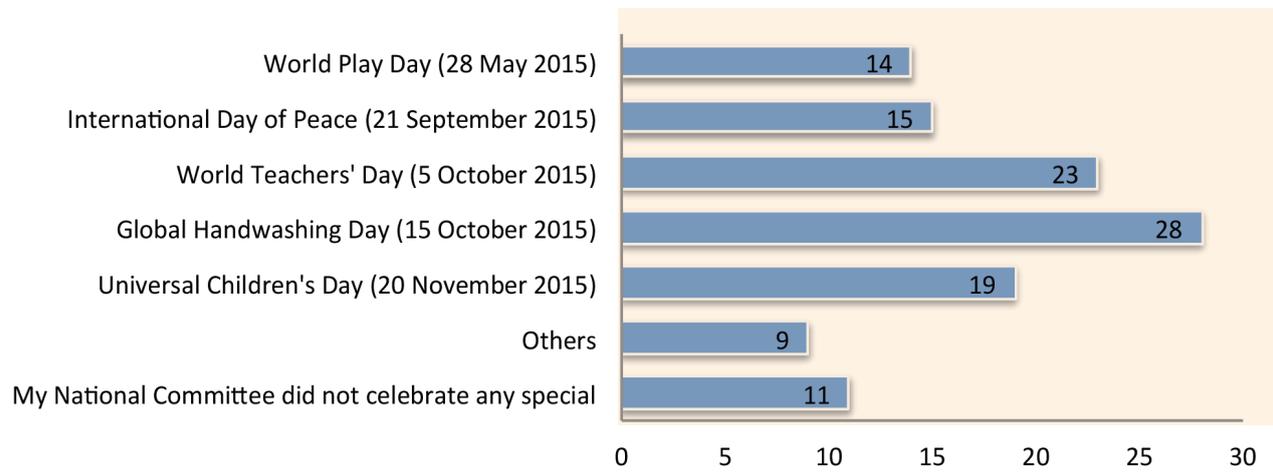


Besides attending the OMEP World Assembly and Conference, our National and Preparatory Committees most often engaged in international knowledge exchange and conferences. About 36.8% of the responding Committees also advocated for early childhood development at the international level in 2015.

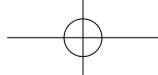


3 | Celebration of Special Days

Special days that were celebrated in 2015 (N=46)



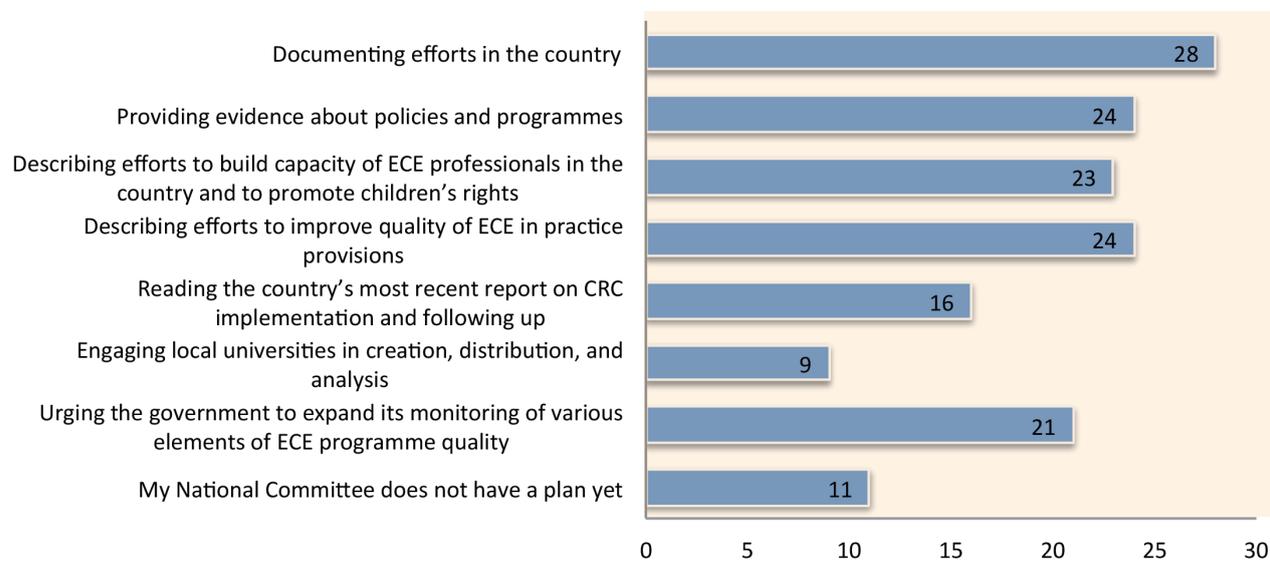
The Global Handwashing Day on 15 October was the most celebrated special day in 2015 by our National and Preparatory Committees, followed by the World Teachers' Day on 5 October.



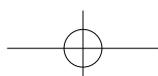
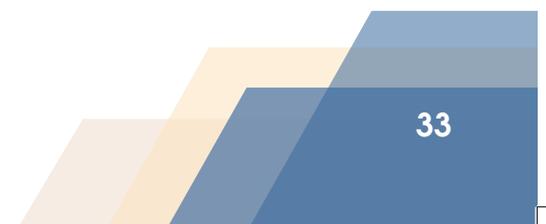
Plan for 2016

1 | Plans for Monitoring the Implementation of the Convention on the Rights of the Child (CRC)

Plans for monitoring the implementation of the CRC (N=45)



In Washington, D.C., the World Assembly agreed to monitor the implementation of the Convention on the Rights of the Child (CRC). Most Committees already had developed monitoring plans, such as documenting efforts in their countries to raise awareness about importance of early childhood education as a child's right, providing evidence about policies and programmes that support children's rights, and describing efforts to improve quality of early childhood education in practice provisions, both public and private. Only 11 (24.4%) of the Committees had not developed a plan.



2 | Most Important Tasks

The most important tasks or priorities of your National Committee for 2016 (N=47)



About 72% of the reporting National and Preparatory Committees expressed that they would like to focus on promoting the Committees and recruiting new members. Also, 70% of the reporting Committees would like to support and promote early childhood development at the national level and work on international knowledge exchange. Other major tasks and priorities included professional development and training, as well as organising and participating in conferences (both 66%).

Declaration of the 67th OMEP World Assembly and Conference THE KEY TO THE WORLD'S FUTURE: EARLY CHILDHOOD EDUCATORS July 2015, Washington, D.C.

Because teachers and caregivers are the primary determinants of the quality of early childhood education, OMEP calls on all national and local governments as well as socially-responsible businesses to work toward a sustainable future by:

- Promoting policies and practices that recognize the contributions of early childhood educators and young children to society, today and into the future.
- Increasing significantly the funding for early childhood education, as well as for pre-service and in-service education for teachers and caregivers.
- Improving the current levels of preparation for early childhood educators and providing continuing professional development throughout the career to enhance their capacity to build learning and teaching relationships with children, valuing their agency and their rights as citizens.
- Incorporating curriculum and pedagogy for Education for Sustainable Development (ESD) in early childhood teacher preparation and daily practices with children, in keeping with the UN Sustainable Development Goals for 2015-2030.
- Providing the best possible remuneration, working conditions, professional resources and administrative leadership for early childhood educators and caregivers.

Africa

ABIMBOLA ARE Regional Vice President for Africa

1 | Activities of the Regional Vice President in 2015

- Communicated with the Presidents of the OMEP Committees in her Region by e-mails, phone calls, text messages, etc.
- Encouraged and participated in the following OMEP and International Activities:
 - ▶ OMEP Nigeria Oyo State Chapter Children's Day - 25 May 2015
 - ▶ World Play Day - 28 May 2015
 - ▶ The Day of the African Child
 - ▶ Attended and participated in the Washington OMEP World Assembly and Conference - 27 July - 1 August 2015
 - Coordinated a Featured Session with 6 country members in Africa - 31 July, 2015 during the World Conference
 - ▶ World Teachers' Day - 5 October, 2015
 - ▶ International Day of Peace - 21 October 2015
 - ▶ Global Hand Washing Day - 5 October, 2015
 - ▶ OMEP Nigeria National Conference - November 2015
- Social responsibility visit to the former OMEP Vice President for Africa Region - Prof. Ebele J. Maduewesi who was then ailing in her country home in Nweni, Anambra State of Nigeria on 12 November, 2015. She is now late. R.I.P.
- Organized a parent education enlightenment talk on The Rights to Optimal Development, Play and Quality Education of Children - 10 December 2015

2 | National Committee Activity Highlights

- There are 8 National Committees of OMEP in Africa Region while 6 of them submitted their reports of activities that were embarked upon during the year 2015.
- Each executed programmes that were most relevant to their environments. However, activities most common to OMEP objectives highlighted by all the Committees are as follow:
 - ▶ Capacity building of educators of early childhood

teachers, care-givers, schools administrators and school proprietors.

- ▶ Exchange of knowledge among members and stakeholders through organization of conferences, workshops, seminars, enlightenment talks on the work of OMEP, collaborations with their governments in their different countries on issues concerning policies, curriculum and minimum standards, collaborations with child development partners and NGOs.
- ▶ Organizing and celebrating the days set aside for children internationally or locally, e.g.,
 - The Day of the African Child
 - World Play Day - 28 May, 2015
 - International Day of Peace - 21 September, 2015



- World Teachers' Day - 5 October, 2015
- Global Hand Washing Day - 15 October, 2015
- Aside from all the aforementioned, Kenya participated in the Education for Sustainable Development project and Nigeria organized a national conference from 10 - 14 November, 2015.
- Dissemination of information by e-mails, phone calls, publication of newsletters, journals, etc.
- Participation in OMEP and other international conferences and workshops for international knowledge exchange and networking.

3 | Major Strengths of the Region

- Capacity building/empowerment/training of childcare givers and early childhood practitioners
- Public awareness/enlightenment of parents in schools and public places about OMEP
- Dissemination of information on childcare practices, safety, etc.
- Collaborating with governments on issues concerning early childhood, curriculum, practices etc.

4 | Main Rooms for Improvement

- Communication, collaborations and networking
- Early childhood development advocacy

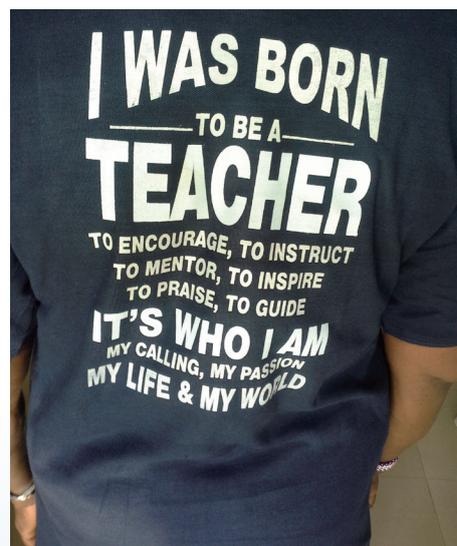
- Publications,
- Sponsorship and most importantly
- Financial constrains

5 | Upcoming Plans, Activities and Goals

- Strengthen knowledge exchange among Committee members in Africa
- Emphasizing good communications
- Encouraging the hosting and organizing of the OMEP African Regional Meeting and Conference
- Encourage participation in the other OMEP Regional and World Assembly and Conferences
- Collective work to improve early childhood development in Africa

6 | Others

- All Committees in Africa in their suggestions are soliciting for collaborations from OMEP World and the other National Committees in the area of funding and technical support among other things to further enhance the work of OMEP in Africa. THANK YOU.



Asia Pacific

EUNHYE PARK

Vice President for Asia Pacific

1 | Activities of the Regional Vice President in 2015

A ESD Rating Scale workshop in Korea, January 2015

- Eunhye Park organized a video production workshop in Seoul, 2015. The Collaborative research partners from 10 countries attended the workshop.

B World Principal's Leadership Institute Conference, Hong Kong, April 2015

- Eunhye Park presented on how to supervise teachers at early childhood education settings.

C World Education Forum in Korea, May 2015

- Eunhye Park, with World President Maggie Koong and Immediate Past President Ingrid Pramling Samuelsson, participated and prepared side events for NGO Forum.

D 67th OMEP World Assembly and International Conference in Washington, July 2015

- Eunhye Park organized and participated in the Asia Pacific Regional Featured Session on "Early Childhood National Curriculum" with 4 other national committees.

E Innovative Pedagogical Approaches, September 2015

- The "Innovative Pedagogical Approaches" was a first joint project of UNESCO, UNICEF, the Asia-Pacific Regional Network for Early Childhood (ARNEC), and OMEP. It helped create strong links between OMEP and ARNEC. Three experts joined the panel on behalf of OMEP, Eunhye Park (Korea), Diti Hill (New Zealand) and Carrie Lau (Hong Kong). Nine innovative approaches and tools used in diverse pre-primary and early childhood care and education settings were selected from Australia, China, India, Japan, Nepal, New Zealand, Pakistan, Solomon Islands and Thailand.

F Asia Pacific Regional Conference in New Zealand, November 2015

- The 2015 Asia Pacific Regional Conference was held in Auckland in November 2015 at a marae with a strong Pacific Island support group looking after us during our stay. OMEP World President, Dr Maggie Koong and 90 delegations across the region attended. The focus of the conference was to debate and discuss the issues for the Asia Pacific region.

2 | National Committee Activity Highlights

Workshops and conference with ECCE teachers and parents continued to be a major area of activity among countries.

- OMEP Australia held a seminar on Children's Rights and Global Citizenship in Western Australia for teachers. It continued to support Crispins Kindergarten in rural Papua New Guinea in the face of extreme poverty and continued advocacy for better quality of ECEC in Australia. The National Committee also advocated in the "A World at School" campaign to urge all world leaders to pledge money to get Syrian refugee children back into school. Members of OMEP Australia also took part in international publications, international ECCE conferences and knowledge exchange.
- OMEP China organized a delegation of Chinese ECD members to participate in the 2015 OMEP Conference in Washington. OMEP China also developed two training programs of which the theme was "Learning Environment and Child Development" in Beijing and Dalian on June 29 – July 10. It hosted an international conference in Nanjing on June 3 – 6. Representatives of OMEP China attended the OMEP Education for Sustainable Development Rating scale workshop held in Seoul in January to exchange research results. The National Committee introduced and disseminated the OMEP news in Chinese journals and magazines.
- OMEP Hong Kong held a seminar on "Prospects for the Special Educational Needs and Support of Preschool Children" on Jan 8. Also a seminar on "the High/ Scope Approach to Active Learning in Early Childhood" was given by Dr. Judith Wagner on April 22. In addition, Hong Kong worked with OMEP Singapore on the Singapore study tour and exchanged views as well as discussed future cooperation opportunities. The president of OMEP Hong Kong, Amelia Lee and World President OMEP, Maggie Koong attended Asia Pacific regional conference in New Zealand.
- OMEP Japan co-organized the 68th International Symposium on ECCE with Japan Society of Research.

Also a conference and a study related to children's rights were actively conducted. The Kodomo Fund Project continued to support the ECEC teachers and children. In addition, OMEP Japan participated in the 68th OMEP World Conference in Washington D.C. and the Asia Pacific Regional Conference in New Zealand. It distributed a translated script of 67th OMEP World Assembly Declaration and information.

- OMEP Korea held various international knowledge exchanges through conferences in 2015. A teacher training on literacy education was held at Ewha Institute of Childhood Education and Care (EICEC) by Dr. Ingrid Pramling Samuelsson. Also international workshop on ESD Rating Scale was also held at EICEC in January. A collaborative research in global ESD-SDEC project team from 10 countries was shared.
- OMEP Myanmar developed and distributed a practical handbook for teachers to provide useful teaching resource in preschools.
- OMEP New Zealand focused on bringing the 5 chapters of OMEP New Zealand closer together. All chapters offered professional development and education throughout each year for teachers and other community members. The National Committee continued to lobby the government through membership of ECCE alliances, as well as continued to contribute to the ESD project

and WASH project in all phases. The 2015 Asia-Pacific Regional Conference was held in Auckland in November at a marae and the focus of the conference was to debate and discuss the issues for the Asia Pacific region. OMEP New Zealand continued to take an active part to span local, national and international boundaries: ESD, WASH, ARNEC. Members of the National Committee actively participated in conferences and publication related to early childhood education.

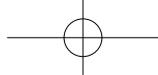
- Pacific Island Nations was still forming the activities which were accomplished under Pacific Regional Council for Early Childhood Care and Education's (PRC4ECCE) umbrella.
- Pakistan held training, workshops and seminars to promote ECE, ECEC, ESD, Children's rights to play and WASH in school in order to enhance professionalism in the ECEC.

3 | Major Strengths of the Region

A Active participation in OMEP World Assemblies and Conferences

- Many countries from the region actively participated in the OMEP World Assemblies and Conferences.
- Two countries hosted OMEP World Assemblies and Conferences. OMEP Hong Kong hosted the 63th World Assembly and Conference in 2011. OMEP China hosted





the 65th World Assembly and Conference in 2013.

- OMEP Korea will host the 68th World Assembly and Conference in 2016.

B Bringing Young Leaders to OMEP

- A number of presidents of OMEP Asia Pacific National Committees have been changed in recent years. We observed a very nice and smooth transition in generations.

C Active participations in World Projects

- Many National Committees have actively participated in World projects such as ESD, WASH from the Start and Play and Resilience.

- D** Strong relationships between regional organizations, such as ARNEC, UNESCO and UNICEF

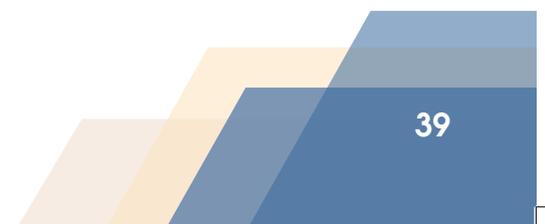
4 | Main Rooms for Improvement

- Advocacy practices in the region have been quite limited. Children's voice needs to be further strengthened.
- Language barriers seem to prevent some National Committees in generating and disseminating knowledge.
- Difficulties in economic conditions and/or failures of changing leadership.

5 | Upcoming Plans, Activities and Goals

Each country continued its work from 2015.

- Promote the committee by various ways (e.g. Developing a website or recruiting new members):
 - ▶ China, Hong Kong, Japan, New Zealand, Pacific Island Nations
- Arrange and organize workshops, seminars, symposia and international knowledge exchanges for various research projects, including ESD, Play and Resilience, WASH from the Start, and celebrate special days:
 - ▶ Australia, China, Hong Kong, Japan, Korea, New Zealand, Pacific Island Nations, Pakistan
- Encourage professional development and training for teachers:
 - ▶ Australia, China, Japan, New Zealand, Pakistan



Europe

NEKTARIOS STELLAKIS Regional Vice President for Europe

1 | Regional Website

<http://www.euromep.org/>

2 | Activities of the Regional Vice President in 2015

- Participation in Eurochild General Assembly
- Participation in Kindergarten's Day in Poland
- European Regional Meeting and Conference in Moscow
- Participation in Galway School's "Child Rights in Practice and Research" organized in Ireland by UNESCO, UNICEF, Eurochild and Council of Europe

3 | National Committee Activity Highlights

- Study visit of Polish Committee to Greece
- Organization of European Regional Conference 2015 by Russian OMEP Committee

4 | Major Strengths of the Region

- Active National Committees with various activities

- "Water Ecoculture" European Project came to its end
- OMEP Erasmus Project "Developing Teacher Competences for the Future" involving Norway, UK, Poland, Croatia and Greece

5 | Main Rooms for Improvement

- Members' active participation and expansion of our membership especially to youth, students and early childhood educators

6 | Upcoming Plans, Activities and Goals

- European OMEP Projects:
- research projects for academia
- pedagogical projects for early childhood educators

7 | Others

- Moscow Appeal 2015 – "Reach out to the Refugees and Their Children"



Latin America

MERCEDES MAYOL LASSALLE Regional Vice President for Latin America

1 | Regional Website

<http://www.omeplatinoamerica.org>

2 | Activities of the Regional Vice President in 2015

2015 was a very positive year for OMEP work at the regional level. The work consolidated based on mutual knowledge and better communication. From 2014 onwards, the following improvements have resulted:

- Strengthening of OMEP Committees at the regional level and making OMEP to be recognized as an academic and advocacy group that focuses on education and care in the early childhood
- Twelve committees are actively working at present - Argentina, Bolivia, Brazil, Colombia, Cuba, Chile, Ecuador, El Salvador, Mexico, Panama, Peru and Uruguay. At the 2015 World Assembly held in Washington, the membership of Honduras, Nicaragua, Paraguay and Venezuela was disregarded because they had not submitted reports or fees.
- On the other hand, strategies are being developed to recruit new Committees in other countries. We have been in contact with colleagues in Costa Rica, Honduras, Surinam and Venezuela.
- From my perspective, it is pivotal to know in detail the



conditions of operation of each Committee, try to support its renewal and democratization, and provide guidelines to improve its administrative and legal management and its economic status. I have paid specific attention to the materialization of annual meetings and changes within the national executive committees.

- In order to concert criteria and provide a common ethical approach to our action, a Code of Ethics was adopted at the Assembly of Medellin (May 2015).
With all the committees, we are working on the improvement of communication, so that all the members will respond on a timely and formal manner. In this respect, progress has been achieved in the exchange with all Committees.

I participated in the events below:

- 27 May. Pre-Forum "Identity of Preschool Education", Faculty of Education, Ibero-American University, Bogota, Colombia.
- 28 May. Visiting and meeting with authorities of University of La Sabana. Bogota, Colombia.
- 30 April – 2 May. 18th International Preschool Education Congress, "Acting towards the Reposition of Skills in Early Childhood", Neiva, Colombia.
- 18 – 23 May. 6th OMEP Latin American Assembly and 15th International Forum on Preschool Education and 6th OMEP Latin American Congress, "Identity of Preschool Education: Curriculum and Socio-Educative Practices", Medellin, Colombia.
- 22 & 23 June. Technical Meeting on UNESCO Regional Strategy for Teachers in Latin America and the Caribbean. Sao Paulo, Brazil.
- 14 July. One-day Meeting on Early Childhood and Preschool Education arranged by the Ministry of Education, Chubut. Esquel, Chubut, Argentina.
- 28 & 29 August. Seminar: Public Policies around Preschool Education "Colombian Institute of Neurosciences - Diploma "Rethinking Early Childhood Education in 21st Century", Bogota, Colombia.
- 17 – 19 September. 1st Ibero-American Congress on Early Childhood and 4th WAIMH Regional Congress,

“Childhoods today: Responsibilities, Risk and Challenges. Clinics, Research and Public Policies during the Early Childhood”, Buenos Aires, Argentina.

- 8 October. One-day Meeting: Debates on Early Childhood Education and Teachers Development in Latin America. Some keys. Arranged by the National University of the Litoral. Santa Fe, Argentina.
- 29 & 30 October. One-day Meetings on Early Childhood Education and Local Governments. Arranged by the Government of Santa Fe city. Santa Fe, Argentina.
- 12 & 13 November. 2nd International Seminar: Sharing Successful Experiences: Teachers for Teachers. Arranged for Andrés Bello University, Viña del Mar, Chile.
- 18, 19 y 20 de noviembre – 3rd International Meeting of Early Childhood Education of OMEP Ecuador: "The Integral Early Childhood Education, a pending challenge for Sustainability", Portoviejo, Manabi, Ecuador.
- 4 December. 3rd Early Childhood Education Degree Meeting: “Political and Pedagogical Legacy of Hebe San Martín. Play and Expressive Languages: Its Value in Early Childhood Education”. National University of Moreno. Department of Human and Social Studies. Moreno, Province of Buenos Aires, Argentina.
- 21 December. Closure of the Development Path: Strengthening of management "Early Childhood Program" OMEP/ FNV, La Matanza, Province of Buenos Aires, Argentina.

Also, the progress of world projects has been monitored. The quality of works was very good (the region won two travel awards in 2015) but the participation levels of the countries were not systematic. The works should be more widely shared and the actions should be articulated among the Committees, which should be working as a network. We have discussed the construction of a collaborative virtual platform.

We have managed to improve the visibility of actions by utilizing leading technologies and social mass media. The Latin American website was launched in March: <http://www.omeplatinoamerica.org>; Facebook: /OMEPAmericaLatina (Scope 5275 and Followers: 1580) and Twitter @OMEPLATAM.

OMEP's relevance both as a regional and world organization has been strengthened. For the first time in many years, 22 delegates from Latin America (Argentina, Brazil, Chile, Colombia, Ecuador, Mexico, Panama, Peru and Uruguay) took part in an OMEP World Assembly, held in 2015 in

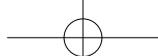
Washington D.C.. Over 50 participants from Latin America also presented at the conference.

Building a common work perspective at the regional level to meet the purposes below:

- At the Latin American Meeting held in May 2015, we agreed on the need to open “a regional debate”, allowing a better management of the Committees’ perspectives and the construction of a common view guiding the work, motivating and producing synergies.
- In addition, the “Declaration of Medellin for the Right to Education in Early Childhood, Dedicated to All the Latin American Children”, which will guide the work and commitment to the defense of the child right and the promotion of public policies focused on the right of every child to care, education and play, was developed and adopted.
- In order to promote knowledge, reflection and criticism as well as improve inclusion, accessibility and education quality of the institutions and programs oriented to the early childhood, a regional research entitled “State-of-the-Art” was being developed. It aimed at consolidating a database to allow us to reference the works and projects developed by Committees in Latin America and in turn, understand, visibilize and position the knowledge generated in our region. It also enabled the circulation of theoretical positions and/or reflections, our identity and our culture, both in Latin America and the other regions where OMEP has presence.
- In addition, we have worked hard to influence on the definition and construction of policies for the effective protection and promotion of the rights of children in Latin America. We generated documents, statements and actions to deal with the issues affecting different areas of early childhood, especially education. Our collaborations with local and national governments, social organizations, foundations, educational institutions, universities and the private sector, as well as other strategic agents, have been strengthened.

3 | National Committee Activity Highlights

- **Argentina**
 - ▶ 2015 ESD Award
 - ▶ Released public statement to object the Bill on Federal Policy for Care in Early Childhood.
 - ▶ Participated in the “Good Causes” program – an award



granted by Foundation La Nación, the most important newspaper at the country level. The Committee partnered with IPA and Andando Group to create the “Your Presence Counts” campaign.

- ▶ Assessed the Early Childhood Education Municipal System (SMEI, in Spanish) as a public policy for the early childhood.
- ▶ 8th Early Childhood Education Gathering, “Reading and Writing in Early Childhood - Debates and Proposals” (8 & 9 May 2015). It was attended by 800 teachers and experts from Argentina, Uruguay, Brazil, Chile, Colombia, Ecuador, Mexico and Peru.
- ▶ “Care and Education” program, in partnership with Navarro Viola Foundation, within the framework of its “Early Childhood” program for the “Strengthening of Community-Based Nursery Schools Management in Matanza”, Province of Buenos Aires.
- **Bolivia**
 - ▶ Committee was being restructured and new national executives were elected.
 - ▶ Organized the 1st National Preschool Education Gathering in Bolivia.
- **Brazil**
 - ▶ 12th OMEP/BR/MS International Conference, “Education for a principle of life: looks and touches” (6 & 7 February).
 - ▶ 26th OMEP/BR/MS State Gathering – Preschool Education and Early-Primary Education, “Creating and recreating – Perceptions and actions” (4, 5 & 6 June).
 - ▶ 5th National Preschool Education Seminar, “Brazil and its peculiarities: Path and contribution to preschool education” (24 & 25 September).
- **Colombia**
 - ▶ Pre-forum Mediation, “Giving identity to early childhood education” (April).
 - ▶ OMEP Latin American Assembly and Congress, held in the city of Medellín-Antioquia (18 – 23 May 2015).
 - ▶ Followed up on the Convention on the Rights of the Child (CRC): Participated in the “3-Grade-preschool, a right for all children in Colombia” public hearing and was in dialog with the academia, professionals, social organizations and future early childhood professionals.
- **Cuba**
 - ▶ Was organizing the 12th International Preschool and Initial Education Meeting to be held in July 2016. The meeting was promoted, sponsored and managed by

CELEP, of which the Committee was a member of its Coordination Group,

- ▶ Promoted, arranged and implemented courses given by experts of OMEP Cuba committee and the Preschool Education Session of Cuban Teachers Association (APC, in Spanish) on cultural diversity and Cuban early childhood development and education.
- ▶ Developed conditions for the implementation of OMEP work in provinces.
- **Chile**
 - ▶ National seminar “Scenarios for professional practices of preschool teachers and their implications: Continuous professional development and national teacher policy” (23 October).
 - ▶ National one-day meeting: “Progress for the quality of preschool education: Curricula matter”. Jointly organized by the Ministry of Education and OMEP Chile National Committee (24 July 2015).
 - ▶ Meetings, exhibitions and talks, arranged by the sub-committee of Valparaíso region and sub-committee of Bio-Bio region.
- **Ecuador**
 - ▶ 3rd International Preschool Education Gathering, with participants and speakers from Chile, Argentina, Peru, Colombia and Cuba.
 - ▶ Celebrated the Global Hand Washing Day.
 - ▶ Published the Report on the 3rd International Meeting on Early Childhood Education with ISBN.
- **El Salvador**
 - ▶ Three workshops for preschool and initial education teachers.
 - ▶ Visited the “Tin Marín” Child Museum to celebrate the Child’s Day with children.
- **Mexico**
 - ▶ Directly worked with children in poverty in Jaral toy library (Querétaro) and Tronconal (Veracruz).
 - ▶ Workshops: “Let’s play with music”, “Science in a healthy class”, and “Coexistence & harassment in school”.
 - ▶ WASH from the Start project: elaboration of diptyches, banners and mantas. Consistent activities at the nursery schools with parents and children, and elaboration of material.
- **Panama**
 - ▶ Three lines of research: “Teachers’ profile in preschool education”, “Relevance of hand washing”, and

“Development of logical, linguistic and mathematical thinking among 4-5 year-olds”.

- Peru

- ▶ Incorporated the WASH from the Start project as a permanent policy endorsed by the Ministry of Education.

- Uruguay

- ▶ Involved in the development and launch of the Curriculum Framework for the Uruguayan AEPI (Care and Education to Early Childhood), from birth to 6 years old.
- ▶ Collaborated with the Preschool and Primary Education Council, and established networks with the Faculty of Psychology.
- ▶ The Committee’s President, María Elizabeth Ivaldi, participated as a speaker at the Congress in Medellin (Colombia) and Monterrey (Mexico) and as Advisor on behalf of OMEP Latin American region in Bogota (Colombia).
- ▶ Developed communication networks (web page, diffusion).
- ▶ 2015 ESD Award.

- Fundings have been received from organizations that share our goals, such as Arcor Foundation and Navarro Viola Foundation.

5 | Upcoming Plans, Activities and Goals

- Consolidate the work with political incidence as members of CLADE (Latin American Campaign for the Right to Education).
- Start activities committed in the collaboration agreement with the Ibero-American Institute of the Boy, Girl and Adolescent, IIN, OAS. Strengthen care-education debate.
- Continue the work on the State-of-the-Art research by developing a collection of Latin American research works, publications, articles and books.
- Start a communication and academic platform with Microsoft.
- Promote OMEP in each country. Start a new Preparatory Committee in Venezuela.
- Organize the Latin American Assembly and Congress in Chile (June 2016) with the Junta Nacional de Jardines Infantiles (JUNJI or National Preschool Association).

4 | Major Strengths of the Region

- One of the major regional strengths is its capacity of mobilizing the implementation of academic events, such as the 6th OMEP Latin American Assembly and 15th International Preschool Education Forum, as well as the 6th OMEP Latin American Congress “Identity of Preschool Education: Curriculum and Socio-educative Practices” (18-23 May 2015) in Medellin, Colombia. The latter event was attended by the presidents and delegates of 10 out of the 12 National Committees in the region and 2,000 teachers.
- Another one is the increasing excitement and commitment of our Committees to the political struggle for child rights and to the construction of visibility, incidence and advocacy strategies.
- The visibility of OMEP is increasing and its capacity of reference and expertise in terms of care and education to early childhood (AEPI, in Spanish) is strengthening.

North America and the Caribbean

JUDITH WAGNER

Regional Vice President for North America and the Caribbean

1 | Activities of the Regional Vice President in 2015

- Planned and implemented annual regional meeting
- Served as liaison between World Executive Committee and the 2015 World Assembly and Conference Host Committee in USA
- Contributed articles and information to national newsletters and websites
- Promoted national committee participation in World OMEP initiatives, such as (1) celebration of special days (Global Handwashing Day, International Day of Peace, Universal Children's Day), (2) Education for Sustainable Development (ESD) award competition, (3) ESD report to the Global Action Plan Committee, and (4) Play and Resilience project
- Supported country efforts to increase membership and active articulation by members
- Provided information and resources to members interested in starting collegiate chapters and other groups
- Supervised development of activity instructions and

materials for OMEP collaborative project with the Red Cross of New York to provide socio-emotional support for young children in emergency shelters

- Supported the US committee's efforts to host its first national conference in February 2017

2 | National Committee Activity Highlights

- CANADA: (1) Activism to support policies and activities that benefit young children, their families, teachers and caregivers, and educational institutions; (2) focused on needs of aboriginal peoples; and (3) established an aboriginal game library
- HAITI: (1) Since the outbreak of Cholera in 2012, OMEP has focused on awareness about hand washing through daily radio broadcasts spots and reminders to teachers; (2) hosted a two-day conference on Ministry of Education's new ECE curriculum; (3) hosted a conference on Children with Learning Disabilities : How to work with them in the classroom; and (4) developed an initiative to increase membership
- USA: (1) Hosted the 2015 World Assembly and Conference in Washington, D.C.; (2) began planning for first national conference to be held in Atlanta in February 2017.



NOTE: Further details appear in the National President's Report from each of these countries

3 | Major Strengths of the Region

- Commitment and loyalty of long-time members
- Generally cohesive philosophy of early childhood development and education
- Enthusiasm and active participation by small, but growing numbers of younger members, including members of college/university chapters

4 | Main Rooms for Improvement

- All three national committees must focus on increasing membership, as well as the level of active involvement among members.
- All three committees need to increase their revenues in order to support worthy projects and member participation in meetings and events.

5 | Upcoming Plans, Activities and Goals

- USA committee will host a national conference in February 2017 and is encouraging members of other national committees, especially those in our region, to attend.

6 | Others

- In spite of its challenges and lack of finances, members in Haiti continue to work diligently to promote the wellbeing, rights, and education of its youngest children and to provide professional development opportunities for teachers, caregivers and parents. World OMEP and the two other national committees in our region need to seek and/or provide financial support to committees in the developing world, including the national committee in Haiti.

United Nations

MARIA PIA BELLONI
OMEP Main Representative to ECOSOC
JUDITH WAGNER
OMEP Representative to ECOSOC

1 | OMEP Representatives to United Nations Headquarters in New York

OMEP has Special Consultative Status with the UN. Therefore, OMEP is entitled to designate representatives to the UN. OMEP's 2015 designees to the United Nations New York headquarters were

Economic and Social Council (ECOSOC) Representatives

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

Alternate Representatives:

- Gaby Fujimoto
- Grace Jepkemboi
- Donna Wright

Department of Public Information (DPI) Representatives

- Maggie Koong
- Ingrid Pramling Samuelsson
- Jean Simpson

Youth Representatives:

- Amber Eriksson
- Adrija Roychowdhry

The New York Team includes these designees and other OMEP members who attend meetings and events at the UN on behalf of OMEP.

2 | Highlights of Accomplishments in 2015

The New York team's ambitious agenda for 2015 appears in OMEP's 2014 Annual Report. Maria Pia Belloni Mignatti represented OMEP at the UN on a near-daily basis. Highlights of OMEP's work at the UN during 2015 appear below:

- A** With the goal of influencing decision-makers to include early childhood development, care and education as an unambiguous priority, we increased our participation and leadership in high level meetings and events, such as
- Intergovernmental and Interagency negotiations on

the goals and targets for the 2015-2030 Sustainable Development Goals (SDGs):

- ▶ Interactive dialogue with Major Group and other stakeholders in the post-2015 process
- ▶ Post-2015 Intergovernmental Negotiation Session: Accountability for the Post-2015 and Financing for Development Agendas
- ▶ Interactive hearings with representatives of non-governmental organizations, civil society, major groups and private sector on the Post-2015 development agenda
- Expert Group meetings on the Post-2015 era
 - ▶ Implications for the Global Research Agenda on Population and Development: A New Population and Development Research Agenda for the Post-2015 Era
 - ▶ Leaving No One Behind: The Importance of Civil Society Engagement in Follow-up and Review of the Post-2015 Agenda
 - ▶ Beyond 2015: Civil Society Views to the Final Draft of the Outcome Document for the UN Summit to Adopt the Post-2015 Development Agenda
- Migration and Development civil society Network (MADE)
 - ▶ Feedback on proposed indicators for migration-related targets
- High Level Meetings:
 - ▶ Children and Sustainable Goals
 - ▶ Giving Every Child a Chance
- UN Development Groups:
 - ▶ From Global Conversation to global agenda
 - ▶ Making the SDGs work

B OMEP organized and gave presentations in two Side Events:

- The Children's Rights to Education in Refugee Camps: Za'atari (Jordan), Dadaab, Kakuma (Kenya), Side event, NGO Committee on the Status of Women, International Church Center, February 19, 2015
 - Giving Childhood Back to Children in Refugee Camps, 53rd Session of the Commission of Social Development, UN HQ, February 4, 2015
- C** OMEP's UN representatives contributed to numerous policy documents and recommendations by various groups, organizations and agencies, including the

Consultative Group on Early Childhood Development and Education (CG), Save the Children, and UNICEF's ECD unit.

D OMEP participated actively in UN NGO committees, especially the Committee on Migration, its Subcommittee on Migrant and Refugee Children's Issues, and the Education Committee. In some cases, OMEP is the only strong voice on these committees for Early Childhood development, care, and education.

E OMEP's UN representatives participated in a wide variety of meetings and events at the UN and UNICEF and increased its leadership in NGO Committee on Migration, and in NGO Committee on Education. Maria Pia Belloni Mignatti chaired the Committee on Migration's the sub-committee on Migrant and Refugee Children's Issues. She and other members of the team:

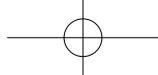
- promoted advocacy and political action for the protection of migrant/refugee children's right to education, in particular to Early Childhood Education and Care, stressing the urgency for a paradigm shift to a child-

centered approach in the migration policy;

- participated in child advocacy at UN Permanent Missions of Member States;
- established connections with Fordham University, Columbia University, New York University, and Whittier College, discussing the solutions to alleviate the trauma of youngest refugee children;
- built close and productive relationships with the UNHCR, Liaison Office in New York, and UNICEF;
- developed formal and informal relationships with other NGOs;
- drafted a survey to gather information for a survey exploring the challenges of the refugee women and children in Lebanon, Jordan, Turkey, Syria, Italy and Sweden; and
- educated interns on the critical role of Early Childhood Development in a migration context.

F OMEP representatives provided leadership for and made significant contributions to the following position papers and publications:





- Refugee Children: Active Agents of Change for the Post-2015 Agenda, 2015 ECOSOC High-Level Segment (6-10 July UN 2015)
 - Giving Childhood Back to Children in Refugee Camps, Committee on Migration (February 2015)
 - Unaccompanied Children at Borders, Committee on Migration (March 2015)
 - Strengthening Cooperation on Migration and Refugee Movements in the Perspective of the New Development Agenda, Committee on Migration
 - Providing Education and Care for Syria's Littlest Refugees, UNHCR-NGO Annual Consultation, Geneva (1-3 July 2015)
- G** OMEP's UN representatives provided leadership for the development of two pilot projects:
- Early Childhood Development Initiatives for Refugee Children (in progress), OMEP and NGO Committee on Migration
 - Early Childhood Emotional Support Kit, Pilot project, 2015-2016 American Red Cross (ARC) and World Organization for Early Childhood Education (OMEPE) [Note: With leadership from OMEP UN representatives, members of the OMEP-Whittier College collegiate chapter drafted the activity instructions and prepared the materials for the kits used in the pilot project.]
- H** OMEP representatives strengthened our organizations relationships with the UN High Commission on Refugees, UNICEF and UNESCO as well as with the Red Cross, Save the Children, and the Consultative Group on Early Childhood Development and Education (CG) by
- participating in preparation of materials and reports for the UNESCO Flagship Global Action Plan: Education for Sustainable Development project;
 - expanding WASH from the START;
 - contributing to policy documents and recommendations
- I** UN representatives continued to work closely with UNICEF's WASH unit to promote the WASH from the START initiative that originated in 2010. A small scale funding agreement between OMEP and UNICEF is forthcoming to create an early childhood version of Raising Even More Clean Hands.
- J** Resource Development: Maria Pia Belloni gathered an extensive bibliography documenting the need for protection of migrant/refugee children's right to education,

in particular early childhood education and care (ECEC).

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

L Connections with Institutions of Higher Education: The New York Team strengthened connections with Fordham University, Columbia University, New York University, and Whittier College.

3 | Appointment of OMEP's 2016 UN Representatives to United Nations Headquarters in New York

2016 ECOSOC Representatives

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

Alternate Representatives:

- Gaby Fujimoto
- Donna Wright

2016 DPI Representatives

- Maggie Koong
- Ingrid Pramling Samuelsson
- Brenda Anita Boyd-Bell

Youth Representatives:

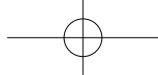
- Amber Eriksson
- Si Chen

2016 UN Representatives in Geneva

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

4 | New York Team Goals for 2016

- Most important goal: Strengthen the New York Team by engaging more local (and nearby) members of OMEP in the work. This includes appointment of UN representatives to New York Headquarters who can attend meetings and events, participate in the preparation and implementation of various projects and events, and promote increasing participation by young adults and early career professionals.
- Complete Responsibilities and Expectations document to assist with recruitment, orientation, and monitoring UN representatives.



- Improve documentation of UN representatives' activities.
- Ensure that representatives for the following year are appointed in a timely fashion.
- Increase communication and coordination between World ExCO, OMEP's UN representatives, and other members of the New York Team.
- Contribute regular updates on the New York team's work to the World OMEP website.
- Complete the WASH from the START small scale funded project with UNICEF.
- Complete a proposal to the United Nations High Commission on Refugees for a pilot project to provide socio-emotional support to young children in refugee camps.

The United Nations Office at Geneva (UNOG)
ULLA GROB-MENGENS
 OMEP Representative to UNOG

The 12th Session of the Joint International Labour Organization (ILO)/UNESCO Committee of Experts on the Application of the Recommendations Concerning Teaching Personnel (CEART), Paris, 20-24 April 2015

Having had the chance to participate in the information session, which took place during the 2-day meeting of the joint ILO/UNESCO Committee of Experts on the Application of the Recommendations Concerning Teaching Personnel (CEART) last April in Paris, I was pleased to hear that ILO and UNESCO now take notice of the working conditions of pre-school teachers and educators.

This information session as such gave members of CEART some small updates on the work done by ILO, the UNESCO's work on "Education for All", and reports from Africa etc. Overall, all experts stated a sort of backlash in the improvement of teachers' position in general. In particular, the increasing employment of contract teachers seemed to worry them.

As an OMEP delegate, I took the chance to talk about the professional development of pre-school teachers and educators. In the 90s, OMEP was surely the first international organisation that tried to ensure an overview of the different studies and trainings worldwide. Although we believe that our youngest children deserve the education given by only the best and most qualified teachers, after all these years, we are still confronted with the idea that working with young children does not need a special training. In the discussion that followed, some CEART members saw the fact that early childhood education and care trainings and studies becoming more and more academic with a critical eye. However, I was not against any bachelor's or master's degree programmes in early childhood education. Rather, I was contemplating whether certain skills and requirements (e.g. in music and art, working with children practically during the training) were actually emphasised in such programmes.

UNESCO

LISBETH GOUIN **OMEP Representative to UNESCO**

Under the directives given in the beginning of 2013 by the UNESCO NGO Committee, 373 NGO partners and 24 foundations organized events to promote UNESCO priorities and were in charge of organizing 4 global NGO events in partnership with the UNESCO, as well as celebrated various international days.

I present here the major contributions and involvements of the OMEP at the UNESCO in 2015, represented by Michelle Cantat-Merlin and Lisbeth Gouin.

1 | Commitments and Contributions of OMEP

A Follow-up on the Forum of Yofamoussoukro “Water Access for Everyone in Africa: A Fundamental Human Right; Women and Young persons at the Heart of This Objective” in Côte d'Ivoire in 2014.

- Two educational and training projects dealing were planned in order to create a respectful environment for children and their families:
 - ▶ training of hydrologists for maintaining the water network from the source to the tap (call for project concerning all African countries);
 - ▶ raising public awareness on the use of clean water to promote hygiene (e.g., washing hands) and health in Côte d'Ivoire by means of media support: television, mobile phones, wandering theaters, etc. OMEP Côte d'Ivoire was invited by an NGO to work with the local population, including women, young persons, children, village heads and others. Also, an educational program has existed to promote the importance of water on social, economical, health and environmental levels.
- These 2 ambitious projects were about to be realized in partnership with the UNESCO sectors and the governments of the concerned countries.

B Forum: Women and Poverty, 29 - 30 June at the UNESCO Paris

- We witness a feminisation of poverty: 70% of those in poverty in the world are women. In some regions, armed conflicts and natural catastrophes worsen the situation

especially for the most vulnerable.

- The right to education of many girls, especially those secondary school-aged, have been taken away due to tradition, religion, domestic tasks, early marriage and birth, security, lack of water, and absence of toilets for girls. Education is also often not of quality because teachers have not received adequate training, widespread gender stereotypes and the books used.
 - Guided by the principle that educating girls and women can help break the cycle of poverty, the UNESCO launched the world partnership for the education of girls and women in 2011 to encourage gender equality, social justice, economic development and sustainable peace.
 - The panel on education of girls as a key to the fight against poverty was supervised by OMEP representative Lisbeth Gouin. It conveyed the view of the UNESCO and presented the formal and informal learning process of the teenagers and women. It also discussed about ways to fight against social taboos to enable girls and women to pursue a scientific career, roles of fathers in education and obstacles faced by many women and girls such like early marriage.
 - Céline Cantat, member of OMEP France, talked about the situation of women in the refugee camps in Lebanon, Middle East, based on testimonies collected during her stay in the country in 2013 and 2014. She emphasised the obstacles and difficulties encountered by Syrian women in Lebanon, especially the ones living alone in exile. She also presented the different initiatives put into place by women to deal with their new situation and ensure access to education for their children.
- C** COP21 and the Climate Change
- A study has been set up by the NGO Committee, partner of the UNESCO, to prepare this global event that has gathered all the States and the institutional organisations of the UN. We actively participated in the study, which focused on five areas (human security, biodiversity, energy transmission, jurisdiction and new international regulations, and social responsibility). It also launched a consultation to prepare for an NGO statement for COP21. On 6 October 2015, all NGOs and experts gathered

together to prepare for the final version of the statement. Danièle Perruchon represented OMEP on that day. The final statement is online at <http://www.ngo-unesco.net>.

D Preparation of the World Education Forum 2015 in Incheon, Republic of Korea

- The objective of this Forum is to define a new vision of education for the next fifteen years. Representatives of 160 countries, including secretaries of states, heads, ministers and representatives of the civil societies, gathered together for this event. OMEP was involved both in the preparation of the event and during the event, with the presence of our World President Maggie Koong, Former President Ingrid Pramling and President of the OMEP Korea Eunhye PARK.

- The Incheon Declaration advocated for an inclusive, fair and quality education throughout life for all, and encourages the set up of at least one year of quality and free early childhood education. A framework for action is being developed by the education department of the UNESCO and by the Collective Consultation of NGOs on Education for All (CCNGO/EFA) Coordination Group. Ingrid Pramling represented OMEP at CCNGO/EFA Coordination Group, and Lisbeth Gouin and Michelle Cantat-Merlin had the honor to represent OMEP during a meeting in Paris.

E. World Teachers Day at the UNESCO in Paris on 5 October 2015 with the Presence of Maggie Koong

- Our World President, Maggie Koong, took part in the celebration of the World Teachers Day with a brilliant presentation on play in every shape and form, insisting in particular on the essential role of play in resilient development.
- She presented a petition to Mr. Qian Tang, Assistant Director-General for Education at the UNESCO, for launching of a Decade for Early Childhood Care and Development. So far we have received positive response from Mr. TANG, who has suggested us to forward the proposal to the UN.
- The committee members of OMEP France were very honoured to see Maggie Koong at the UNESCO-Paris tribune. The OMEP France members regreted that Maggie could not spend a few more days in Paris to visit preschools and the capital.

F “Rapprochement of Cultures: One Humanity beyond Diversity”, Fifth International Forum of NGOs in Official Partnership with UNESCO, on 27-28 July 2015 in Beijing, China

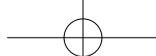


- The Forum was held about the same dates as the 67th OMEP World Conference in Washington, D.C., therefore we could not physically participated in the Forum. We, however, were part of the steering committee and contributed to the preparation of the conceptual notes and the Forum itself.

2 | Participation in Actions, Events, Conferences, Forums and Days

- The 4th Forum of Learning throughout Life: A Shared Commitment. A Challenge – UNESCO Paris
- Europe and North America Regional Ministerial Conference on Education Post-2015 – UNESCO Paris
- International Women's Day: Re-thinking Women's Empowerment and Gender Equality in 2015 and beyond
- How can education effectively promote respect for diversity and tolerance? – UNESCO Paris
- Mobilization For Heritage: Iraq, Syria and other conflict-stricken countries
- Youth and the Internet : Fighting radicalization and extremism
- International Literacy Day
- The 38th UNESCO General Conference on from 3 - 18 November
- Visit of the OMEP delegation at the UNESCO
 - ▶ 15 April : Gabriella Etchebehere Arenas – Uruguay
 - ▶ 7 May: Family Dugay – Canada.

All the documents cited are available by emailing lisbeth.gouin@wanadoo.fr.



The Collective Consultation of NGOs on Education for All (CCNGO/EFA)

Coordination Group

INGRID PRAMLING SAMUELSSON

Since last year, we have worked hard for developing an action plan for the implementation of the Sustainable Development Goal (SDG) 4 that is about education. Most of the work has taken place via emails and Skype. In the past months, we have seen a number of initiatives in response to the launch of the Education 2030 Framework for Action (FFA). There have been, for example, regional consultations in Asia, Africa and the Arab region, and some recent announcements on work such as the setting up of the Global Alliance on Learning (although not much was actually communicated with the CCNGO). We have also come to know that, most unfortunately, UNESCO and UNICEF did not take into account the EFA Steering Committee's decision, which was made in October, that early grade assessment should NOT be included as a global indicator. In fact, both agencies wrote to those in charge of indicator development in New York to support the inclusion of early grade assessment. On the other hand, OMEP did not participate in the regional consultations due to budgetary constraints.

The EFA Steering Committee would meet in Paris on 25-26 May 2016 to discuss about the architecture of the new Education 2030 FFA. Camilla Corso and Maria Kahn were chosen to represent the CCNGO/EFA Coordination Group. To prepare for this, the CCNGO/EFA Coordination Group would have a meeting on 23-24 May 2016. Lisbeth Gouin of OMEP France would also participate in the meeting.

We have been talking to form an Education and Academia Stakeholder Group to help integrate the follow up mechanisms of the entire Sustainable Development Agenda at the United Nations (UN). Non-governmental organisations and institutions have long been referred to as "Major Groups and Other Stakeholders" in the development of the Sustainable Development Agenda. Just recently, the idea of the Education and Academia Stakeholder Group was mentioned in a UN resolution. We are working to make this group a reality. The initiative has been submitted to the High Level Political Forum (HLPF), the central UN platform for the follow-up and review of the 2030 Agenda for Sustainable Development.

The Global Action Programme

INGRID PRAMLING SAMUELSSON

Ingrid Pramling Samuelsson and John Siraj-Blatchford represented OMEP at the Conference on the Decade of Sustainable Development in November 2014 in Nagoya, Japan. At this conference the UNESCO's Global Action Programme (GAP) was launched. OMEP was later selected as one of the partner organizations for GAP Network 3, Building Capacities of Educators and Trainers.

OMEP's ESD Working Group was formed in Washington, D.C. and met twice during the 2015 World Conference. The following persons joined the Working Group on the basis of their interests and past experiences in ESD: Ingrid Pramling Samuelsson, Glynne Mackey, Selma Simonstein, Eunhye Park, Ingrid Engdahl, and Judith Wagner, with Maggie Koong as an Ex Officio member. The Working Group hopes that someone from Africa will soon join.

At these inaugural meetings, the Working Group created a plan for OMEP's contributions to GAP Network 3. The plan included strategies for gathering, categorizing, and disseminating resources for the UNESCO ESD Resource Bank. The Working Group's focus was to bring attention to early childhood ESD in the Resource Bank because most of the content has been on secondary education.

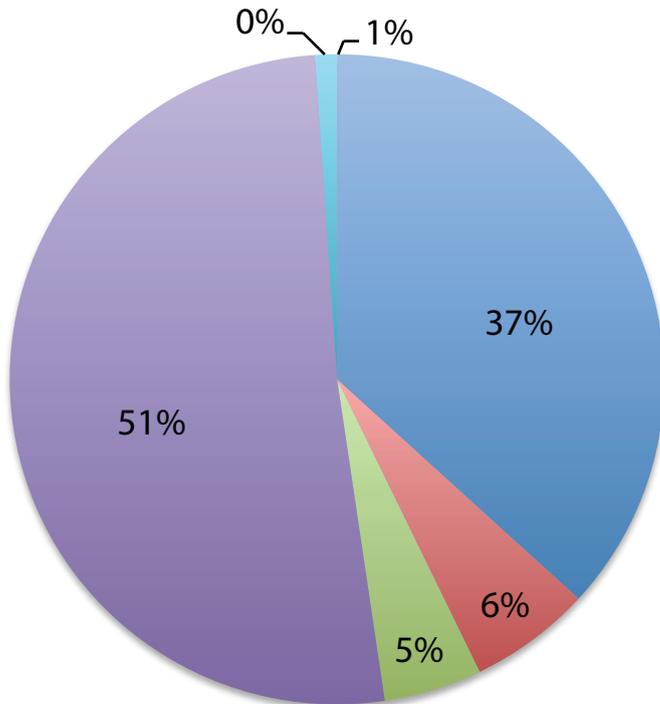
During the following months, the Working Group communicated frequently via e-mail and Skype. Ingrid Pramling Samuelsson also participated in several telephone meetings with the UNESCO Network 3, coordinated by (SWEDES): <http://swedesd.uu.se>.

We prepared letters for national committee presidents and regional vice presidents requesting that they submit brief reports on early childhood ESD work from their countries.

The Working Group also prepared an application for the 2015 Okayama ESD Award; but, unfortunately, OMEP was not one of the three selected.

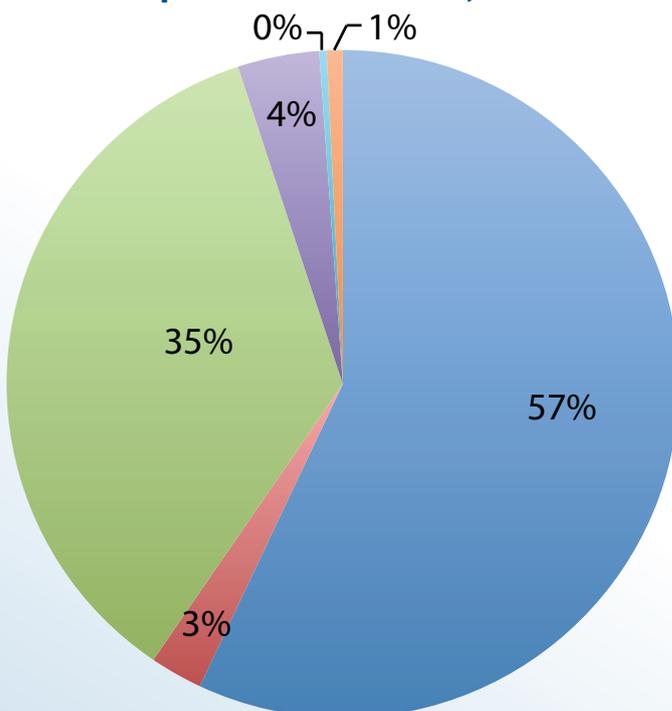
Financial Highlights

Income: US\$80,489.68

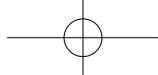


- Membership Fees
- Income from World Conference
- Springer Copyright
- Donation from the World President Maggie Koong
- Income from Latin American Conference
- Bank Interests

Expenditure: US\$31,582.77



- Customary Payment for the World President
- ExCom Expenses - VP Office Expenses
- ExCom Expenses - VP Travel Expenses
- Travel Expenses for Representatives
- NGO Dues - Eurochild
- Bank Charges



Draft Account for 2015

	2015
Income	USD
Membership Fees	\$ 29,615.43
Income from World Conference	\$ 4,855.00
Springer Copyright	\$ 3,893.06
Donation from the World President Maggie Koong	\$ 41,252.80
Income from Latin American Conference	\$ 872.00
Bank Interests	\$ 1.39
Total Income	\$ 80,489.68
Expenditure	
Customary Payment for the World President	\$ 18,000.00
Executive Committee Expenses (excluding the World President)	
VP Office Expenses	\$ 800.00
VP Travel Expenses	\$ 11,188.30
	\$ 11,988.30
Travel Expenses for Representatives to go to Regional Conferences	\$ 1,240.00
NGO Dues	
Eurochild	\$ 111.00
	\$ 111.00
Bank Charges	\$ 243.47
Total Expenses	\$ 31,582.77
Surplus	\$ 48,906.91

		USD
Balance of 2014	(a)	\$ 83,922.96
Total Income of 2015	(b)	\$ 80,489.68
Total Expenditure of 2015	(c)	\$ 31,582.77
Draft Balance of 2015	(a) + (b) - (c)	\$ 132,829.87

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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