



Message from the World President

MAGGIE KOONG



Over the past three years, it was my great honor to serve as the World President of OMEP. During my term, I was fortunate to have work with the most passionate early childhood educators and advocates from around the world and was truly inspired by their enormous contributions to early childhood education. It was an enlightening experience and extremely fulfilling.

OMEP has always been a very important part of my life. I have been involved with OMEP Hong Kong for 23 years; and I have served in the Executive Committee for altogether 11 years, formerly as World Treasurer and now as World President. OMEP is like a dear friend I grew up with. Together, we have gone through a lot of tough times and overcome them. We have shared the joy of working with children all over the world. OMEP has helped open me up to a world of endless wonder and possibilities.

Even though OMEP has been the largest international organization focusing on children between 0 and 8 for many years and has consisted of almost 70 member countries around the world, it did not receive the

recognition it deserved until recent years. Early in my presidency, I pointed out that it was very important to make OMEP visible among the global community. And today, OMEP has achieved Special Consultative status at the Economic and Social Council (ECOSOC) of the United Nations, and is one of the two International Focal Points of the Collective Consultation of NGOs on Education for All (CCNGO/EFA) of UNESCO.

We were the main driving force for the inclusion of early childhood education in Target 4.2 of the Sustainable Development Goals (SDGs). We are often invited to present on the views of the early childhood education sector at important meetings, including at the sixtieth and sixty first sessions of the Commission on the Status of Women (CSW60 and CSW61), OECD Early Childhood Education Action Congress, Consultative Group on Early Childhood Care and Development Partners' Meeting, UNESCO World Teachers' Day Forums, UNHCR Consultations with NGOs, etc. OMEP is one of the three NGOs invited by the UNESCO to serve on the International Advisory Group of the Survey of Teachers

in Pre-primary Education (STEPP). We are also one of UNESCO's key partners that drive the implementation of the Global Action Programme (GAP) on Education for Sustainable Development (ESD). OMEP has become a voice for children that the international community cannot neglect!

Moreover, OMEP has successfully implemented various on-going world and regional projects, including Education for Sustainable Development (ESD), WASH from the Start, American Red Cross-OMEP Early Childhood Emotional Support Initiative, and the most recent Play and Resilience world project.

We have come so far; therefore, it was with a heavy heart for me indeed to announce earlier that I would not be continuing my role as World President after this year. This was truly a very difficult and reluctant decision to make. However, I know OMEP will be in good hands, and



with a great team to serve for the best interest of young children around the globe, I am happy to pass the torch. My successor, Eunhye Park, has been the Vice-President for Asia Pacific for 4 years. She is a seasoned early childhood researcher and pioneer, who has a great vision for the future development of OMEP. I am sure Eunhye will continue the momentum and visibility OMEP has achieved in the past years and bring OMEP to new heights.



I would like to thank all Regional Vice-Presidents — Abimbola Are, Eunhye Park, Judith Wagner, Mercedes Mayol Lassalle and Nektarios Stellakis — and World Treasurer Nirmala Rao, as well as World General Secretary Jessie Wong, for their dedication and support during my term. It was an honor to work with such a collaborative and diligent team. I am also indebted to our representatives at the UN, UNESCO, OAS and other organizations, including Maria Pia Belloni Mignatti, Ulla Grob-Menges, Lisbeth Gouin, Gaby Fujimoto, Michelle Cantat-Merlin, Donna Wright, Amber Ericksson, Eli Bergsvik and many others. Moreover, I appreciate the guidance that I have received from our previous World President, Ingrid Pramling Samuelsson. I have gained so much from the past years as World Treasurer and then as World President, and I will treasure all the memories and friendships I have made.

I will continue to support OMEP to the best of my ability. I will remain in the Executive Committee for one year as the Immediate Past President and work closely with everyone

in the new Executive Committee, including World President Eunhye Park, Deputy World President and Regional Vice President for North America and the Caribbean Judith Wagner, World Treasurer Eli Bergsvik, Regional Vice President for Africa Abimbola Are, Regional Vice President for Asia Pacific Udomluck Kulapichitr, Regional Vice President for Europe Nektarios Stellakis, and Regional Vice President for Latin America Mercedes Mayol Lassalle, to ensure a successful transition. I will also continue to lead the Play and Resilience world project. Moreover, at the time of preparing this Annual Report, I have just been elected to be the International Focal Point of CCNGO Coordination Group for 2017-2019, representing OMEP.

I wish the new World President and the new Executive Committee every success and I look forward to the opportunity of working with you all again in the future.

Last but not least, I wish the very best for OMEP and for the well being of our young children.

Thank you!



Maggie Koong

World President (2014-2016)
OMEP



Play and Resilience 2016

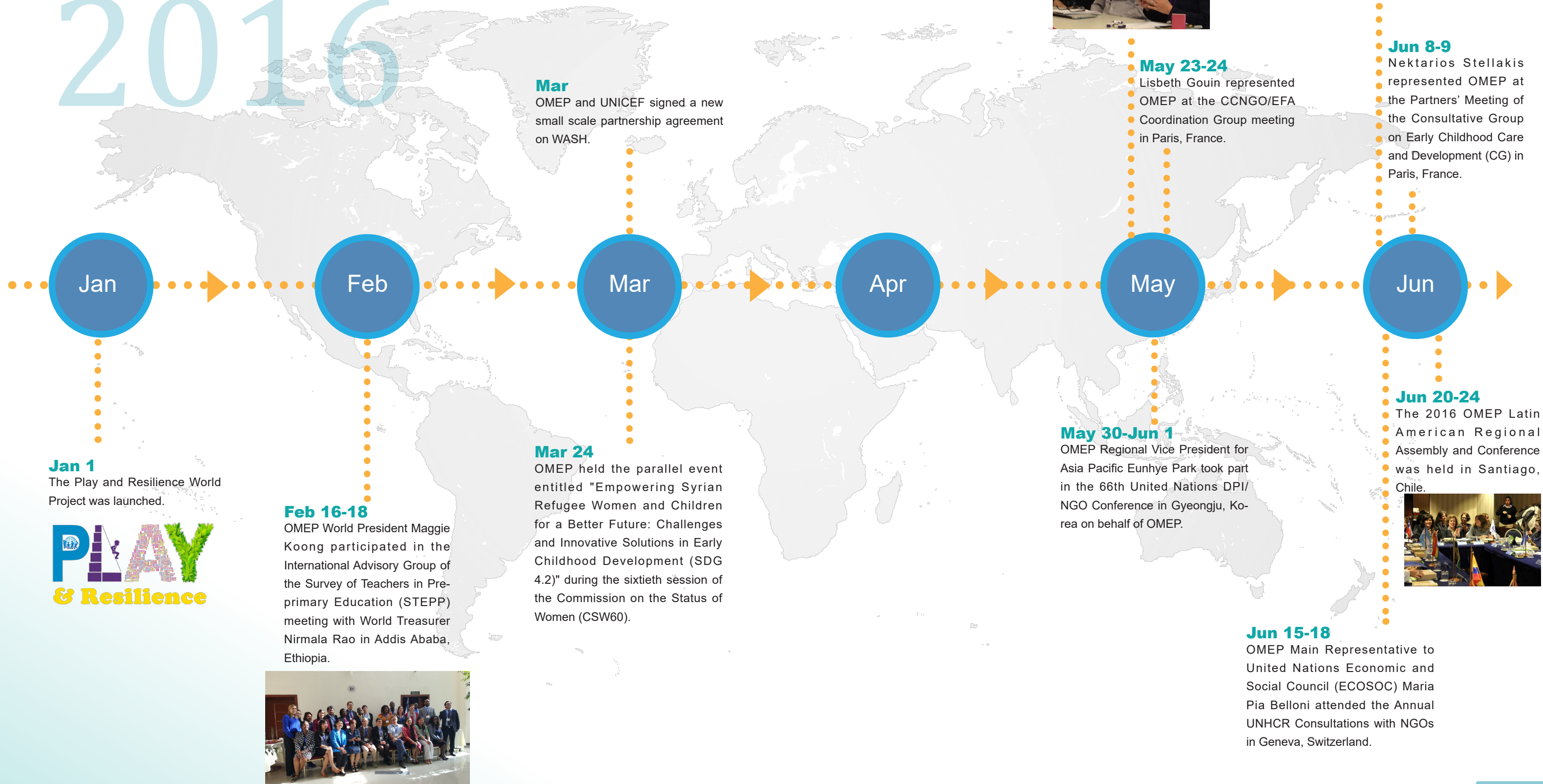
Launched in January 2016, OMEP's Play and Resilience World Project aims to promote young children's resilience and potential to foster a peaceful and sustainable future through play, conducted in a safe, child friendly, and stimulating environment. The first phase, which encouraged applicants to submit their best practices, attracted 36 project teams from 18 countries. Seven projects clearly demonstrated outstanding qualities and potential, so we hosted the first Play and Resilience Symposium at our World Conference 2016 and invited the project teams to give a presentation. The symposium was very well-attended and has generated many ideas about the next step of the Play and Resilience World Project.

On November 9, 2016 during Geneva Peace Week, OMEP hosted a side event entitled "Teaching Peace and Building Resilience in Young Children through Play" at the United Nations Office in Geneva. We were honored to have Dr. Rima Salah, Chair of the Early Childhood Peace Consortium (ECPC) and Former Deputy Executive Director of UNICEF, to discuss with our representatives the early childhood pathways to peace and introduce our Play and Resilience World Project to participants of the Geneva Peace Week.

In the next phase of the Play and Resilience World Project, OMEP will team up with the experts of OMEP-China and UNESCO and focus on two important areas of the world — rural China and Sub Saharan Africa — and determine practical methods to improve teachers' and caregivers' capacity in promoting resilience development in young children through play, sensitive to the local cultural and early childhood contexts.



Timeline 2016



Jul 4-8

The 2016 OMEP World Assembly and Conference was held in Seoul, Korea. Eunhye Park was elected to be the next World President, Eli Bergsvik the next World Treasurer, and Udomluck Kulapichitr the next Regional Vice President for Asia Pacific. Their term started on January 1, 2017.

**Jul 19-21**

Maggie Koong represented OMEP at the Asia Pacific Regional Policy Forum on Early Childhood Education in Putrajaya, Malaysia.



Jul

Aug

Sep

Oct

Nov

Dec

Jul 28

Maggie Koong and Maria Pia advocated strongly for early childhood education at the Meeting with Co-Facilitator of UN Summit for Refugees in New York. Early childhood education was eventually included in article 4.18 of the draft of the outcome paper — “We will support early childhood education for refugee children”.

Oct 5-6

Maggie Koong participated as a roundtable panelist at the UNESCO Bangkok World Teacher's Day Forum in Bangkok, Thailand.

**Nov 9**

OMEP hosted the side event entitled “Teaching Peace and Building Resilience in Young Children through Play” during the Geneva Peace Week.

**Nov 14-18**

Udomluck Kulapichitr took part in the WASH in Schools International Learning Exchange 2016 on behalf of OMEP in Jakarta, Indonesia.

**Dec 12**

Maggie Koong and Representatives of OMEP France participated in UNESCO's Tribute to Gaston Mialaret in Paris, France.

**Nov 26**

Maggie Koong participated as a roundtable panelist at the 26th Conference of Japanese Society in Kobe, Japan.

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

Europe

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

Asia Pacific

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

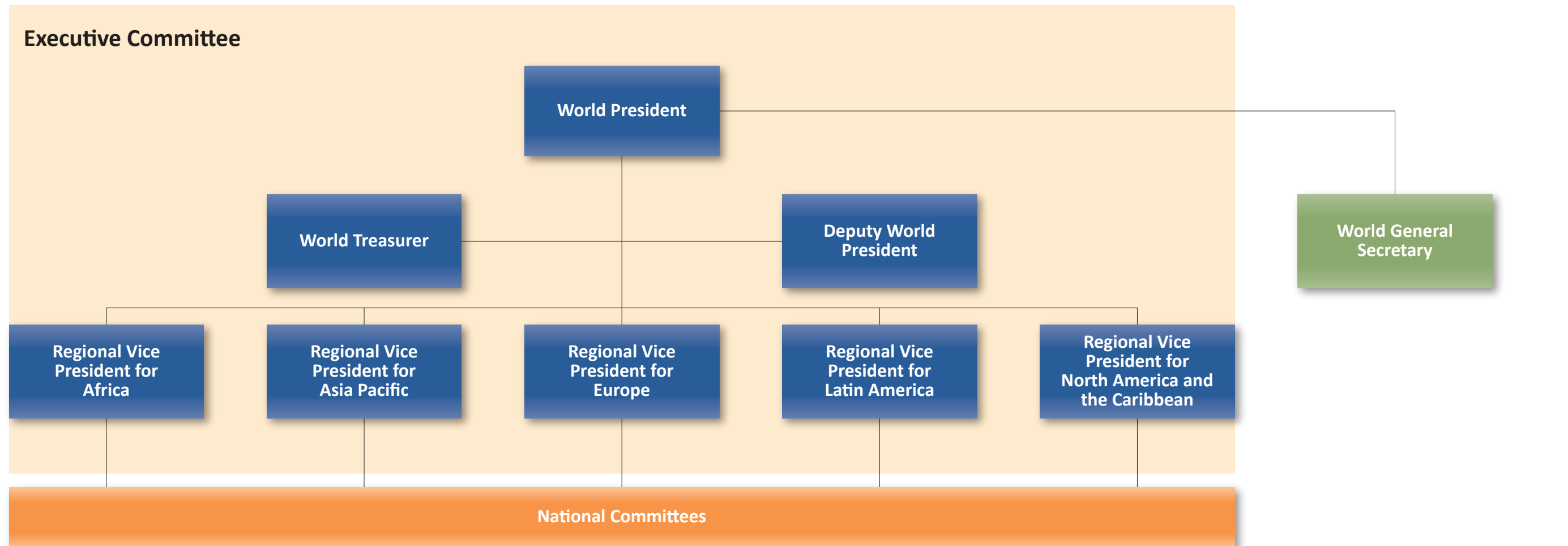
Latin America

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

Africa

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

Executive Committee 2016



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 Broad Oaks 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



Regional Vice President for Europe

Nektarios Stellakis

Assistant Professor, University of Patras, Greece



Regional Vice President for Asia Pacific
World President-elect

Eunhye Park

Professor of Early Childhood Education, Ewha Womans University, Korea



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

World Statistics



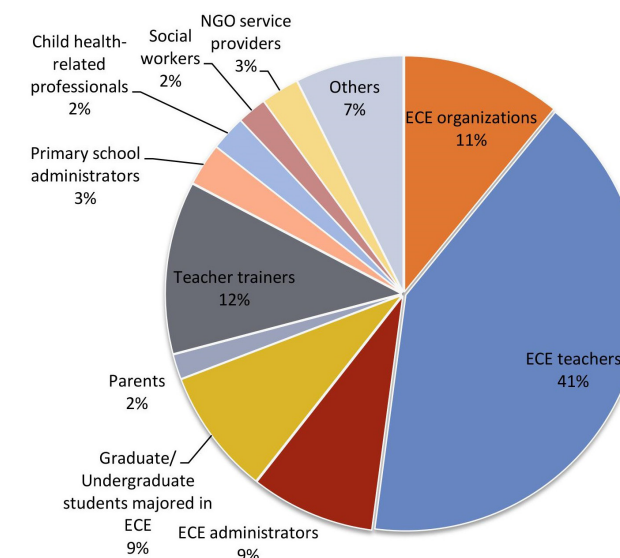
This year, 58 (88%) out of our 66 National and Preparatory Committees submitted their reports of 2016. The Committees were as follows:

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

General Statistics

1 | Membership

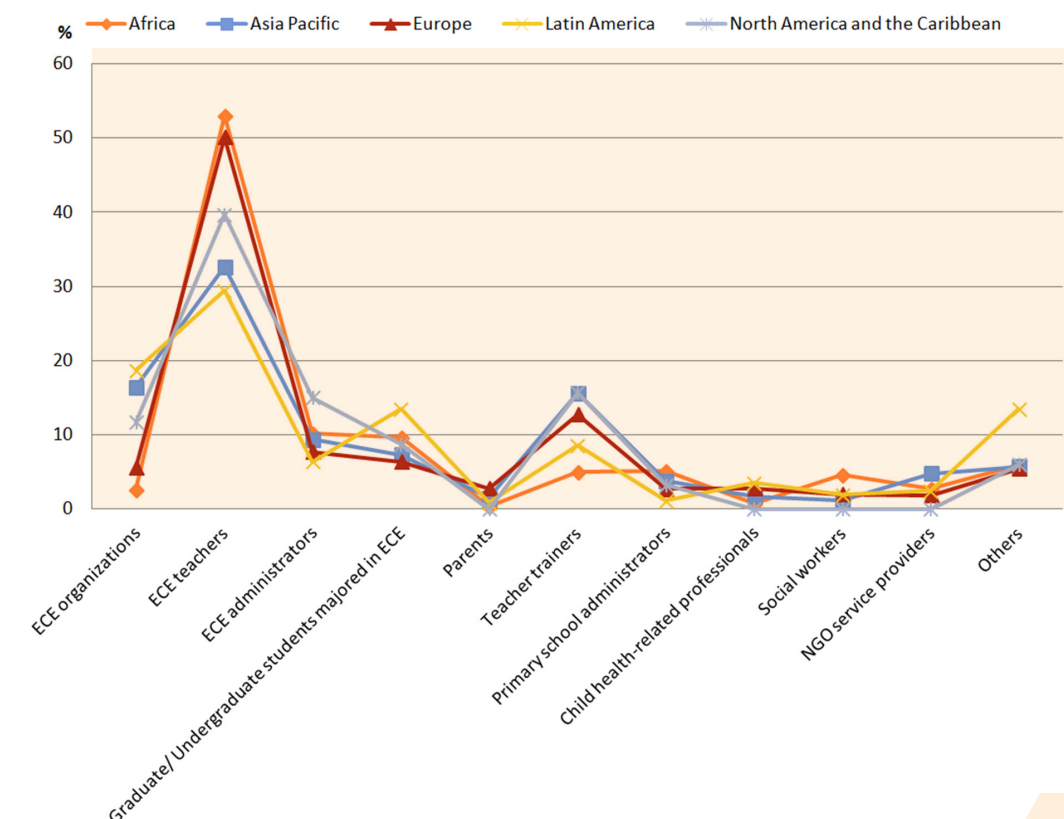
Estimated % of types of members (N=48)



The Committees reported a total of 40,985 members. On average each Committee had 1094 members. China and Cuba were the largest Committees and reported to have 20,000 and 11,500 members, respectively. If they are excluded in the calculation, each Committee on average had 206 members.

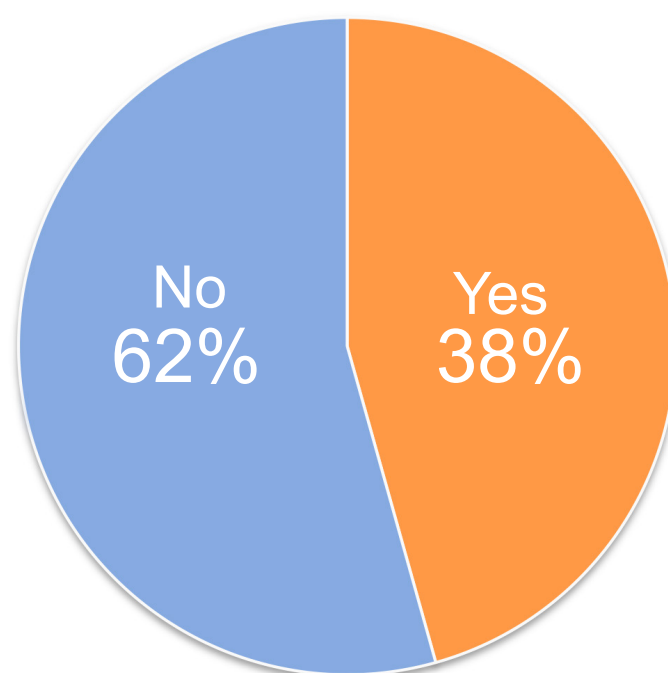
The figure below shows the distribution of types of members in the 5 regions. Early childhood education teachers outnumbered other types of members in all the regions.

Estimated % of types of members (N=48)



2 | Affiliation

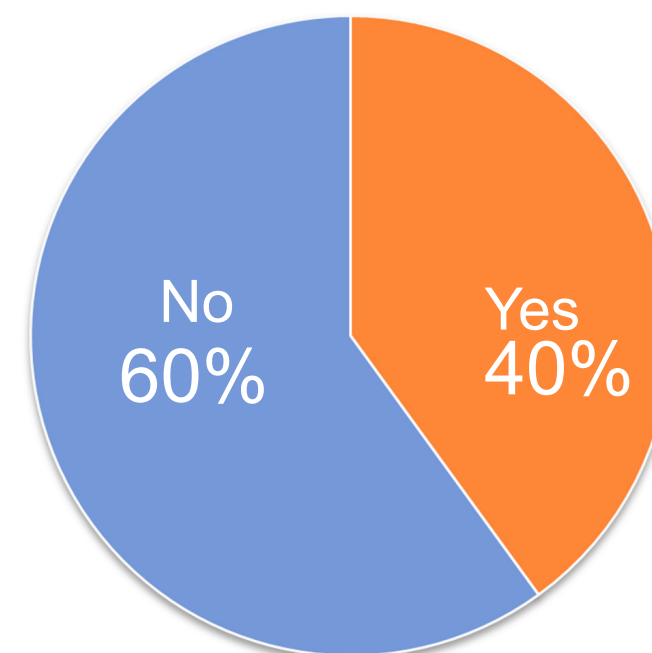
Committee was affiliated with or was a part of another organization (N=55)



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

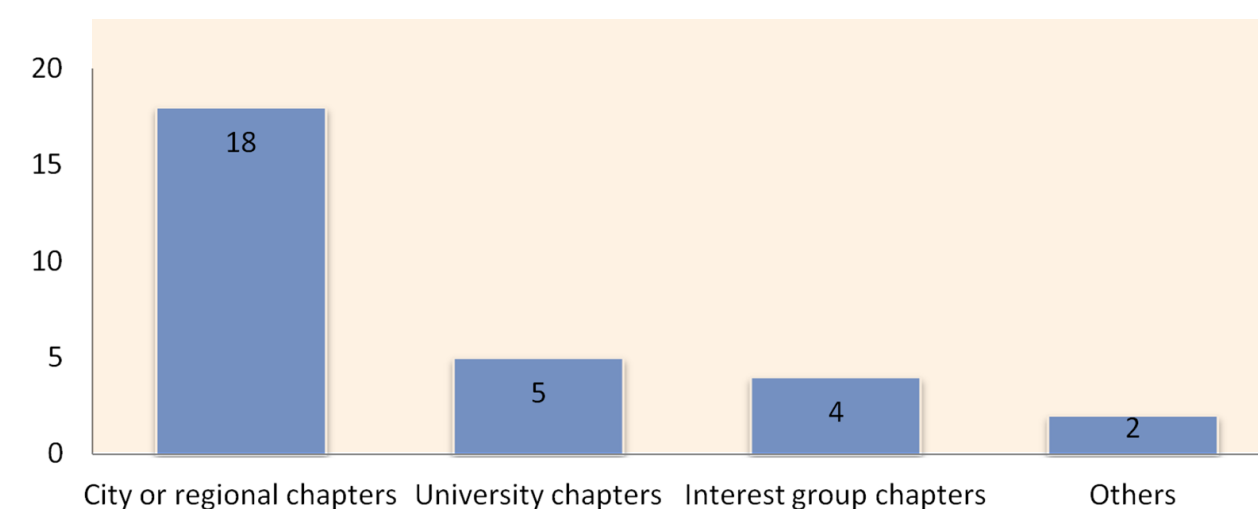
3 | National Chapters

Committee had own chapters (N=55)



In 2016, 22 Committees (40%) reported to have their own chapters, which added up to a total of 188 chapters.

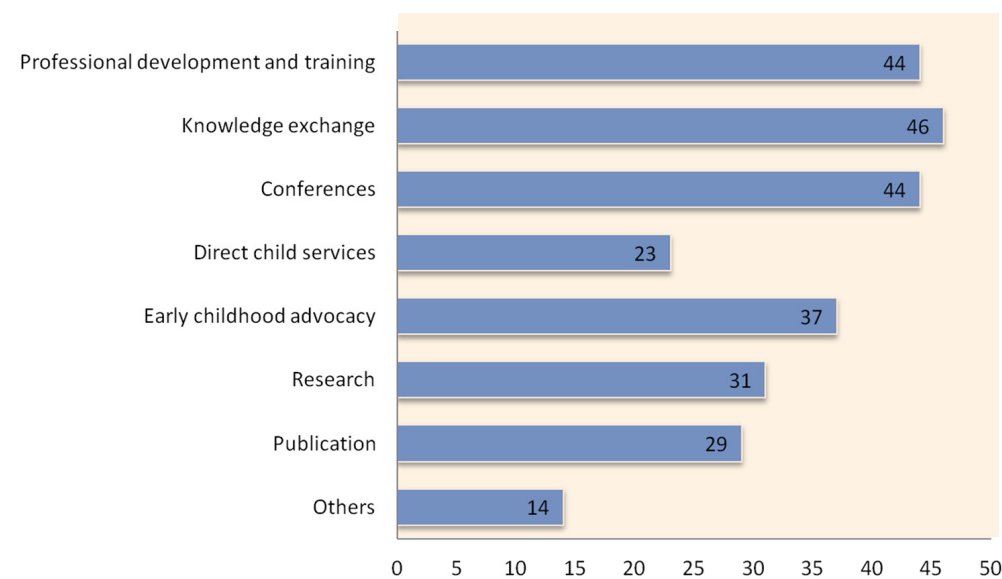
Types of chapters (N=21)



Review of 2016

1 | National Activities

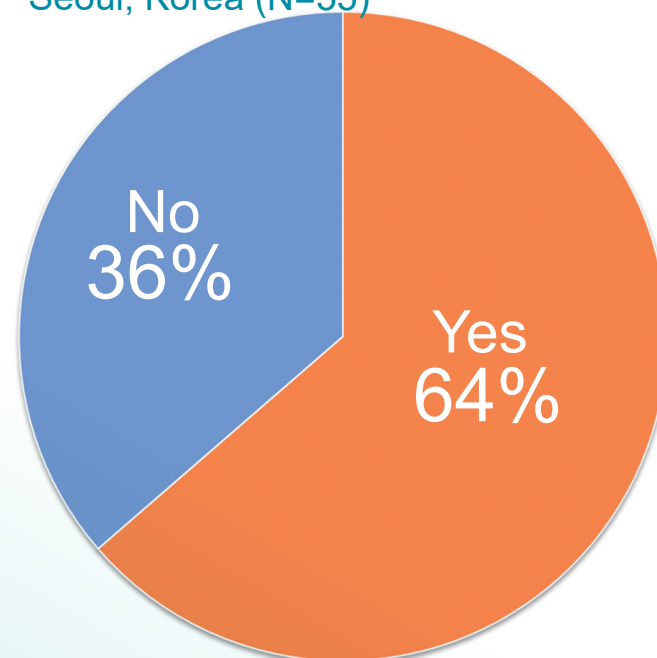
National activities (N=55)



Activities of our Committees at a national level in 2016 tended to be more academic-/ professional development-oriented. About 67% of the Committees reportedly engaged in advocacy for early childhood education and development. Less than half of the responding Committees reported to be involved in direct child services.

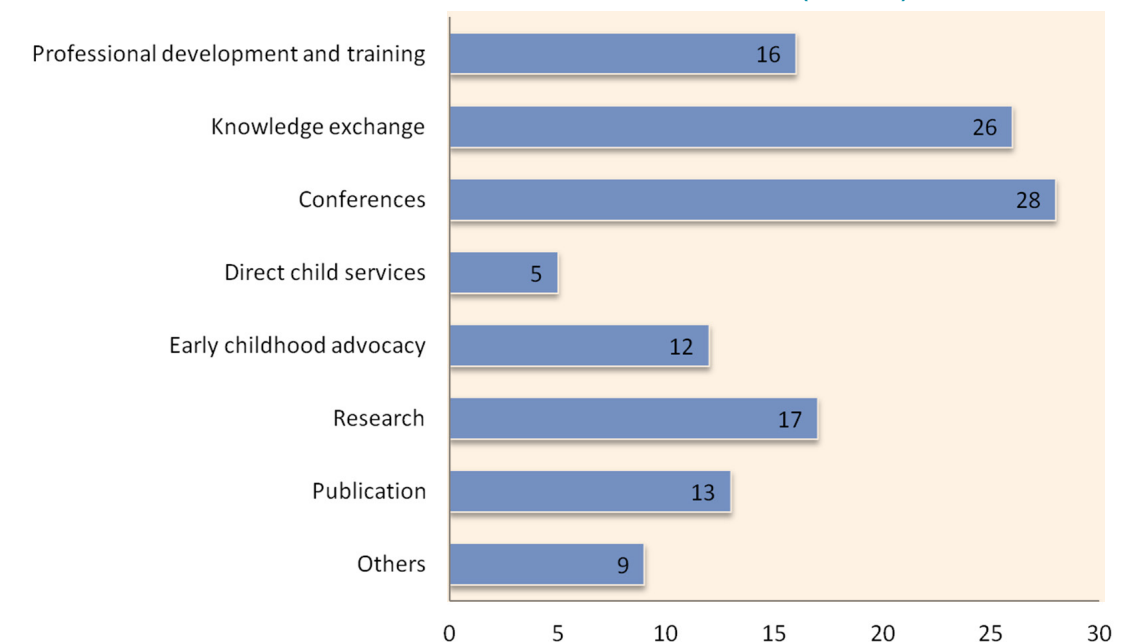
2 | International Activities

President or representatives of Committee attended the OMEP 2016 World Assembly and Conference in Seoul, Korea (N=55)



Thirty five Committees reportedly sent altogether 441 representatives to attend the OMEP 2016 World Assembly and Conference in Seoul, Korea.

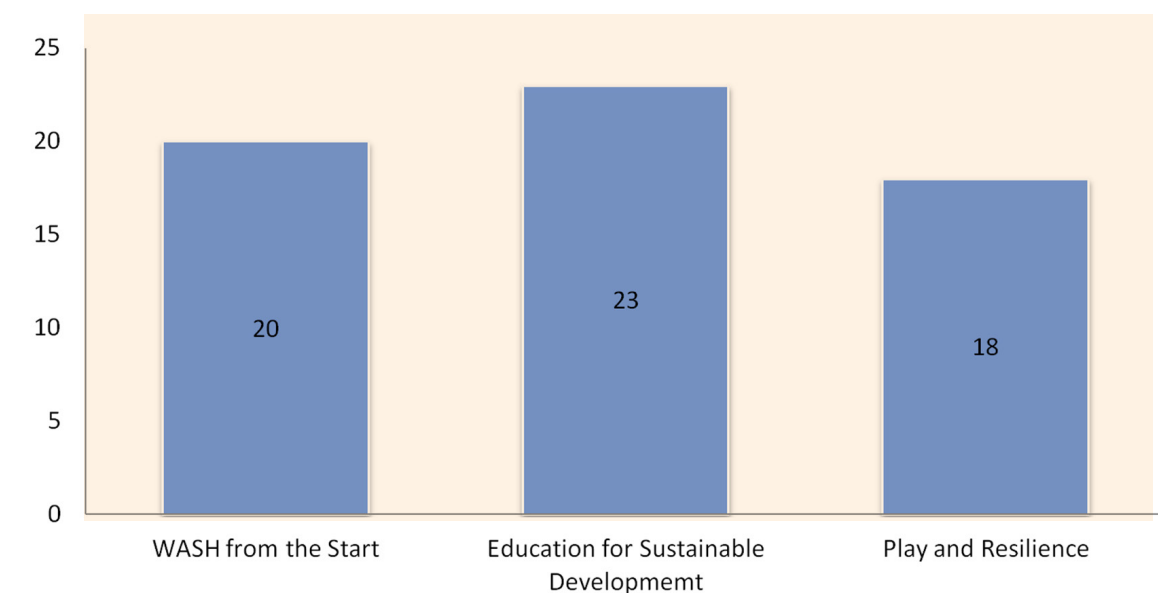
Other international activities (N=55)



Besides attending the OMEP World Assembly and Conference, our National and Preparatory Committees most often engaged in international knowledge exchange and conferences. About 31% of the responding Committees also conducted international early childhood research in 2016.

3 | Participation in OMEP World Projects

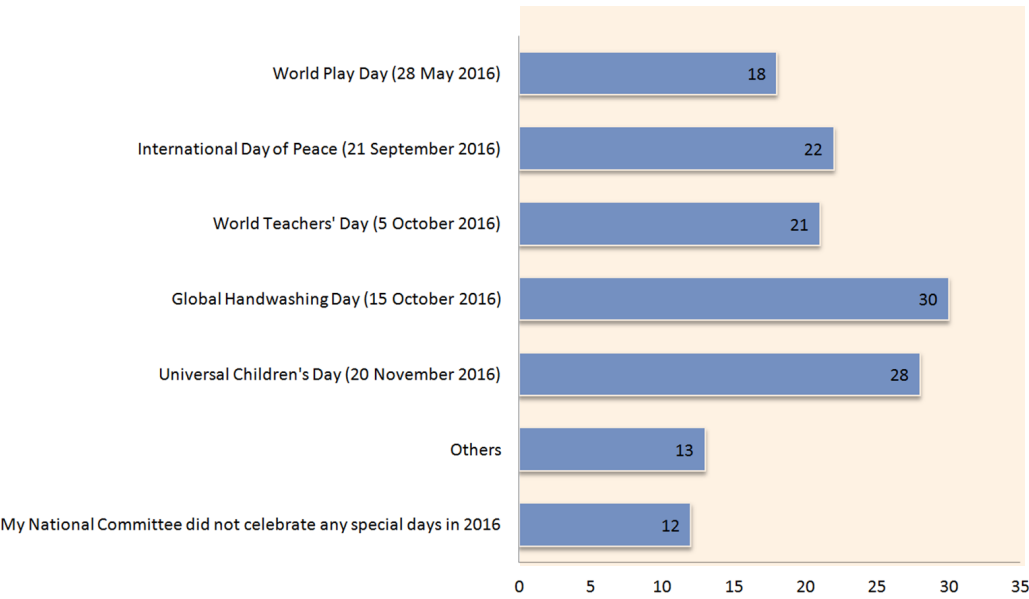
Participation in OMEP World Projects in 2016 (N=35)



Thirty five OMEP Committees reported to have participated in OMEP World Projects in 2016.

4 | Celebration of Special Day

Special days that were celebrated in 2016 (N=52)



The Global Handwashing Day on 15 October was the most celebrated special day in 2016 by our National and Preparatory Committees, followed by the Universal Children's Day on 20 November.

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

1 | Global and Thematic Indicators for Sustainable Development Goal 4.2

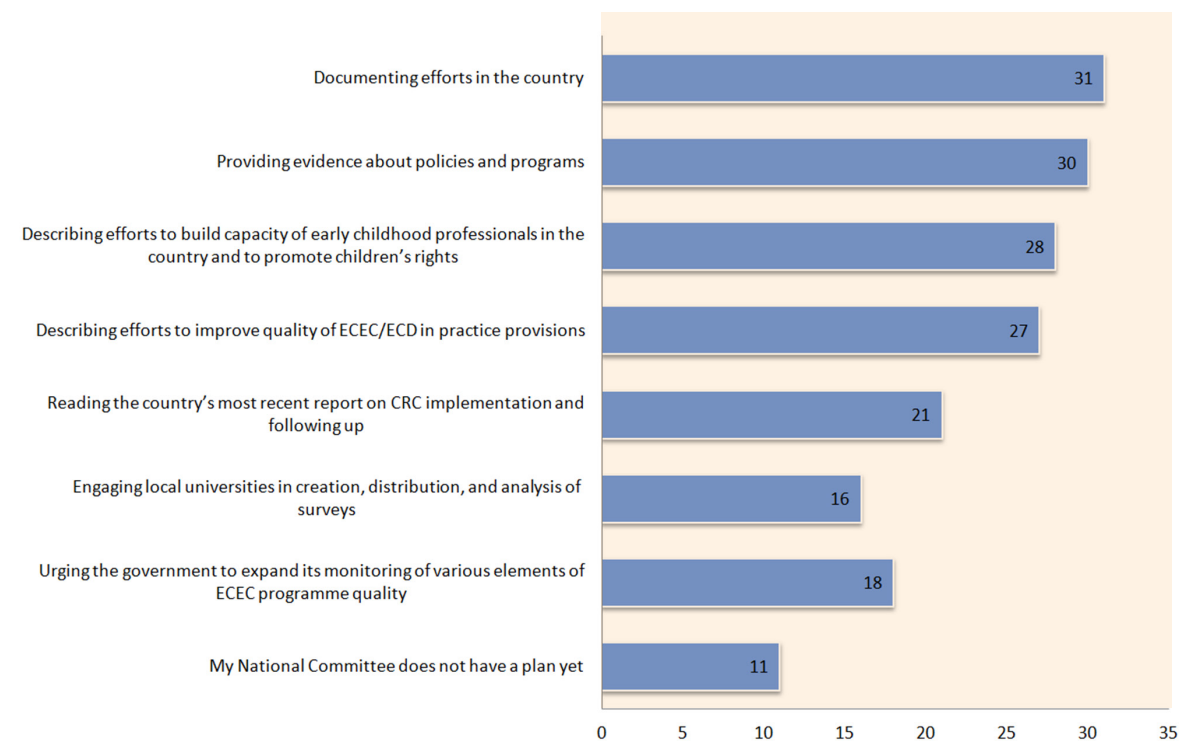
Global and Thematic Indicators for Sustainable Development Goal 4.2

Global and Thematic Indicators		World	Africa	Asia Pacific	Europe	Latin America	North America and the Caribbean
1	% of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being	66.9	45	65.8	81.8	69.7	38.5
2	% of children under 5 years of age experiencing responsive and stimulating parenting	63.5	47	70	72.6	66.5	46
3	Participation rate (%) in organized learning (from 24 months to official primary school entry age)	67	58.8	80.8	75.4	50.6	64.5
4	Gross pre-primary enrolment ratio (%)	76.8	55.2	91.3	88.2	69.4	43.5
5i	Number of years of free pre-primary education guaranteed in legal frameworks	3.3	5.4	1.6	3.2	4.2	2
5ii	Number of years of compulsory pre-primary education guaranteed in legal frameworks	2	4.8	0.8	1.4	2.9	2

Five global and thematic indicators (see the table) have been proposed to track progress on the Sustainable Development Goal 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". On average, our Committees reported that over 60% of children under 5 years of age were developmentally on tract and experiencing responsive and stimulating parenting in their countries. Participating rate in organized learning and gross pre-primary enrolment rate were 67% and 76.8%, respectively. Three years of free pre-primary education and two years of compulsory pre-primary education were guaranteed in their countries' legal frameworks. However, huge variations did exist among regions (see the table).

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

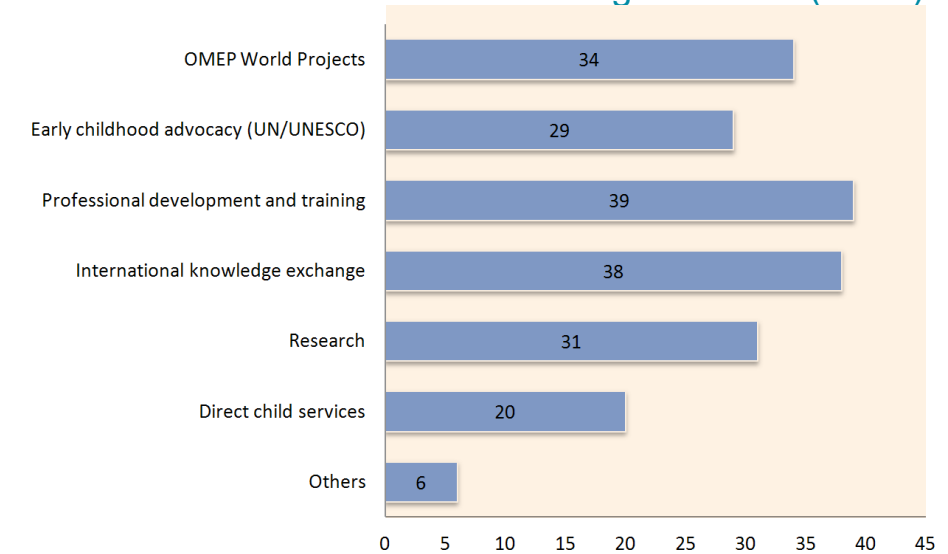
Participation in the monitoring of the implementation of the CRC (N=48)



For OMEP Committees of countries that have ratified the Convention on the Rights of the Child (CRC), most of them had already developed monitoring plans, such as documenting efforts in their countries to raise awareness about importance of early childhood education as a child's right, providing evidence about policies and programs that support children's rights, and describing efforts to improve quality of early childhood education in practice provisions, both public and private. Only 11 (22.9%) of the Committees had not developed a plan.

3 | Contribution to ECEC/ECD at the Global Level

Contribution to ECEC/ECD at the global level (N=53)

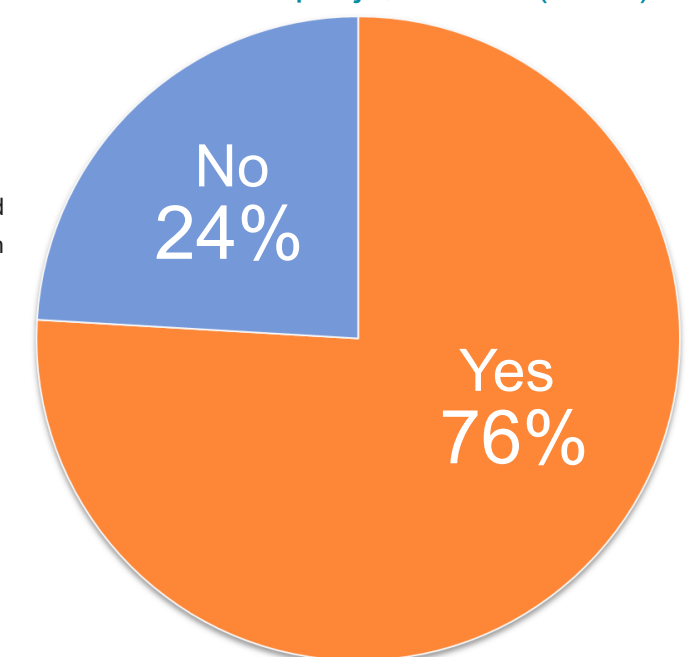


Most Committees reported that they focused on professional development and training and knowledge exchange at the global level.

4 | OMEP 2017 World Assembly and Conference in Opatija, Croatia

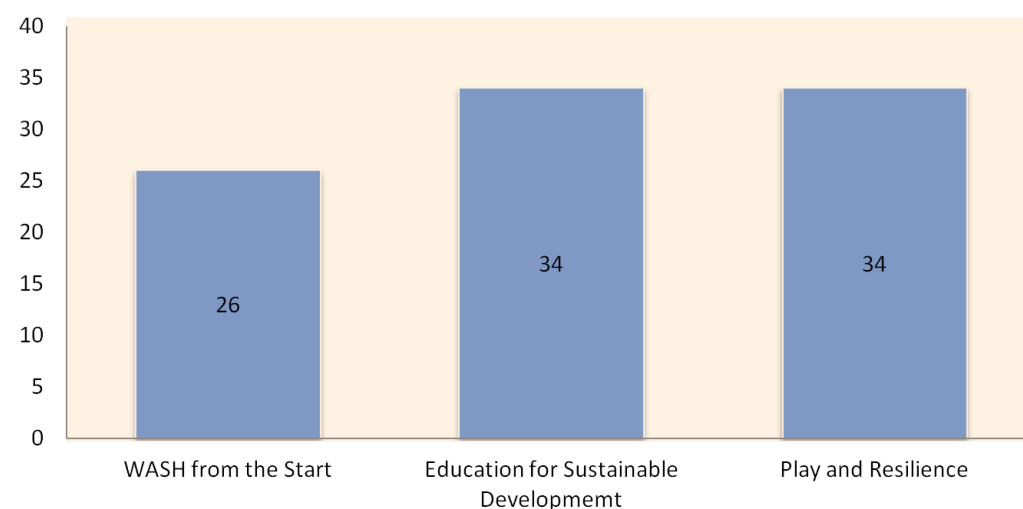
President or representatives of Committee will attend the OMEP 2017 World Assembly and Conference in Opatija, Croatia (N=54)

As many as 41 OMEP Committees planned to attend the OMEP 2017 World Assembly and Conference in Opatija, Croatia.



5 | Participation in OMEP World Projects in 2017

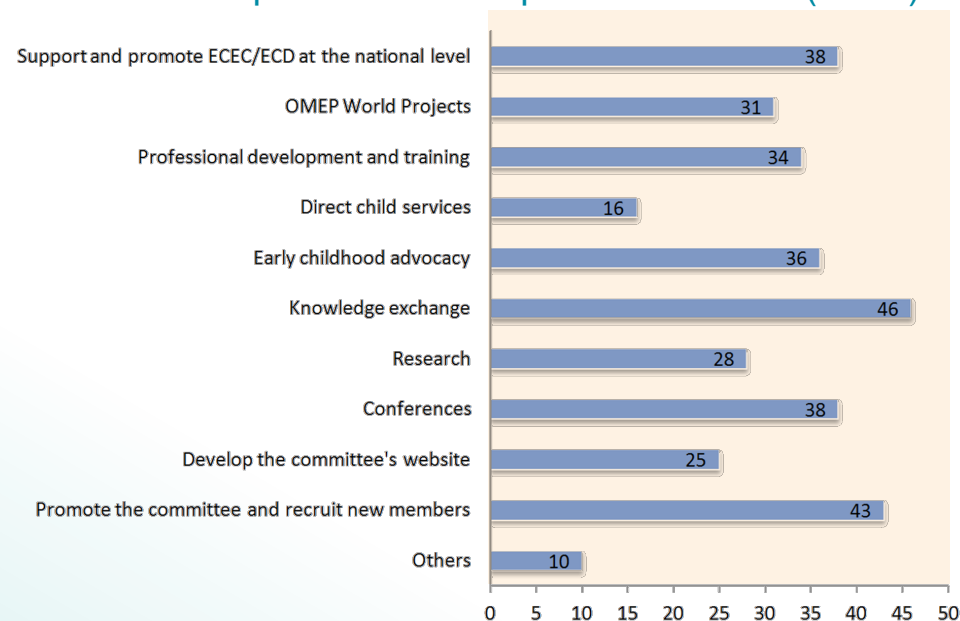
Participation in OMEP World Projects in 2017 (N=46)



More than half of the responding Committees planned to take part in Education for Sustainable Development (ESD) and Play and Resilience projects.

6 | Most Important Tasks

The most important tasks or priorities in 2017 (N=54)



About 72% of the responding National and Preparatory Committees expressed that they would like to focus on knowledge exchange activities, promoting the Committees and recruiting new members. Also, 70% of the responding Committees would like to support and promote ECEC/ECD at the national level and organize and participate in conferences.

Africa

ABIMBOLA ARE

Regional Vice President for Africa

1 | Activities of the Regional Vice President in 2016

- I communicated with the Presidents of the OMEP Committees in my region by e-mails, phone calls, text messages, etc.
- I also encouraged and participated in the following OMEP and international activities:
 - ▶ Attended and participated in the OMEP European Conference – May 5-7, 2016
 - ▶ OMEP Nigeria Oyo State Chapter Children's Day – May 25, 2016
 - ▶ World Play Day - May 28, 2016
 - ▶ The Day of the African Child – June 16, 2016
 - ▶ Attended and participated in the 68th OMEP World Assembly and International Conference held in Seoul, Korea – July 4-8, 2016
 - ▶ World Teachers' Day – October 5, 2016
 - ▶ Global Hand Washing Day – October 15, 2016
 - ▶ International Day of Peace – October 21, 2016
 - ▶ 27th OMEP Nigeria National Conference – November 1-4, 2016

2 | National Committee Activity Highlights

- OMEP Africa Region has 8 National Committees and all of them submitted their reports of activities that were embarked upon during the year 2016.
- Each executed programs were most relevant to their environments. However, activities most common to OMEP objectives highlighted by all the Committees are as follows:
 - ▶ Capacity building of early childhood teachers, caregivers, 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 – June 16, 2016
 - World Play Day – May 28, 2016
 - International Day of Peace – September 21, 2016
 - World Teachers' Day – October 5, 2016
 - Global Hand Washing Day – October 15, 2016
- Three National Committees namely Ghana, Kenya and Nigeria were represented at the 2016 OMEP World Assembly in Korea. Also the above named countries had their National Committee elections on April 1, 2016, November 17, 2016 and November 4, 2016, respectively.
- Aside the general activities organized by all the Committees, Kenya collaborated with TIPPY Tap Kenya in the making of Tippy Taps and distributed them to over 18 preschools in Dagorretti, Nairobi. Also Kenya participated in Education for Sustainable Development (ESD) World Project and won the Travel Award for the third time, and was the only winner from Africa. I hereby seize this opportunity to congratulate OMEP Kenya and encourage other National Committees to follow suit.
- Liberia Committee organized a 7-day seminar and trained 75 pre-school teachers on the national early childhood development curriculum.
- Nigeria Committee organized and held her 27th Annual National Conference on November 1-4, 2016. Over 250 teachers, school owners, caregivers, government and child-oriented NGOs participated.



- OMEP Nigeria also visited the Internally Displaced Persons (IDPs) camp in Dauda shelter, Benue State of Nigeria and donated relief materials.

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
- Financial limitations

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 Meetings and Conference

- Stressing the importance of participation in the other OMEP Regional and World Assemblies and Conferences
- Collective work to improve early childhood development in Africa
- Soliciting for government understanding and encouraging the importance of government supports for the success of OMEP activities in Africa

THANK YOU

Asia Pacific

EUNHYE PARK

Regional Vice President for Asia Pacific

1 | Activities of the Regional Vice President in 2016

A The 68th OMEP World Assembly and International Conference in Seoul, July 2016

- Eunhye Park organized and hosted the 68th OMEP World Assembly and Conference in Seoul with OMEP Korea.
- Eunhye Park organized and participated in Asia Pacific Regional Featured Session on "Curriculum of Early Childhood Teacher Education in Asia Pacific" with 8 other OMEP National Committees.
- Regional Vice President-elect Udomluck Kulapichitr attended the WASH in Schools International Learning Exchange 2016 conference on November 14-18 2016 in Jakarta, Indonesia.

B Innovative pedagogical approaches

- The 1st phase of "Innovative Pedagogical Approaches in Early Childhood Care and Education (ECCE) in the Asia-Pacific region", a joint initiative of UNESCO Bangkok and the Asia-Pacific Regional Network for Early Childhood (ARNEC), in collaboration with UNICEF and OMEP, has completed. The project products are available for download:

► The resource pack:

<http://www.arnec.net/wp-content/uploads/2016/10/RESOURCE-PACK-FINAL-LO-300916.pdf>

► The videos:

<http://www.arnec.net/ecd-arnec-resources/noteworthy-practices-innovations/>

► PowerPoint presentation by UNESCO presented at the World Teachers' Day:

<http://www.arnec.net/wp-content/uploads/2016/11/Innovative-Pedagogical-Approaches-in-ECCE-WTD-2016-003.pdf>

- The 2nd phase of the project has started.

C Early Childhood Education (ECE) Resource Bank website development

- Eunhye Park has participated in developing a website for Global Action Programme (GAP) on Education for



Sustainable Development (ESD). Various documents related to GAP are available at:
<http://www.eceresourcebank.org>

2 | National Committee Activity Highlights

A Workshops and conferences continued to be a major area of national activities among countries in 2016:

- Australia held seminars on various topics such as "child rights", "OMEP's Play and Resilience World Project", "developing young children's story writing" and "children's vision".
- China held an annual conference in Nanjing and around 3,000 delegates participated.
- Korea hosted the 68th OMEP World Assembly and International Conference in Seoul, July 4-8, 2016 and around 670 people from 43 countries participated in the conference.
- Myanmar organized and hosted a conference on Sustainable Development in Education for early childhood professionals in Myanmar on Dec 13, 2016. About 142 early childhood professionals from various sectors actively participated.
- Pakistan also held numerous conferences and seminars in Karachi, Pakistan.
- Singapore held various meetings and workshops for knowledge exchange in child-related issues such as bullying-causes, counselling and preschool teacher professional development.
- Thailand held a number of seminars on various topics of early childhood education and care such as language

teaching and learning, curriculum and standards, quality assurance, etc.

B Advocacy efforts to promote ECCE at the national level continued:

- Australia and New Zealand established a joint collaboration to alert the prime ministers of both countries to address the plight of asylum seekers and refugees in Australian detention centers.
- New Zealand worked on sending surveys and letters of concerns to the government on various government policies related to young children.
- Hong Kong, Korea and Thailand actively participated in the development of National Strategic Plan in each country.

3 | Major Strengths of the Region

A Active participation in OMEP World Assemblies and Conferences

- Three countries have hosted OMEP World Assemblies and Conferences since 2011.
 - ▶ Hong Kong hosted the 63th World Assembly and Conference in 2011.
 - ▶ China hosted the 65th OMEP World Assembly and Conference in 2013.
 - ▶ Korea hosted the 68th OMEP World Assembly and Conference in 2016.
- B** Strong relationships among regional organizations, such as ARNEC, UNESCO and UNICEF
- ▶ The 2nd phase of the joint project “Innovative Pedagogical Approach” will be started by ARNEC.
 - ▶ China established a collaborative relationship with UNESCO Regional Office for Southern Africa to carry out the 2nd phase of Play and Resilience project.
 - ▶ New Zealand continued to participate in UNESCO/ESD by completing UNSECO/ESD survey on OMEP Aotearoa’s contributions to ESD.

C Active participations in World Projects

- Many National Committees actively participated in World Projects such as ESD (Korea, Japan, Myanmar, New Zealand, Singapore, Thailand), WASH from the Start (Japan, New Zealand, Thailand) and Play and

Resilience(Australia, China, New Zealand) in 2016.

4 | Main Rooms for Improvement

- Promote OMEP in each country. Strengthening and maintaining supports for inactive National Committees in the region is needed.
- Advocacy practices in the region have been quite limited. Implementation of Sustainable Development Goals (SDGs) at each national level need to be further strengthened.
- Difficulties in economic conditions and/or failures of changing leadership.

5 | Upcoming Plans, Activities and Goals

- Asia Pacific Regional Conference will be held in Hong Kong on May 18-20, 2017. The conference theme is “Enhancing the Quality of Early Childhood Education: Policies, Pedagogies and Parent Engagement”.
- Build and strengthen early childhood advocacy:
 - ▶ Australia, China, New Zealand, Pacific Island, Thailand
- Organize and held workshops, seminars and international knowledge exchanges for various research projects including ESD, Play and Resilience, WASH from the Start and celebration of special days:
 - ▶ China, Hong Kong, Japan, Korea, Myanmar, New Zealand, Pakistan, Singapore, Thailand
- Promote professional development and training:
 - ▶ Australia, China, Hong Kong, Japan, Myanmar, New Zealand, Singapore, Thailand

Europe

NEKTARIOS STELLAKIS

Regional Vice President for Europe

1 | Regional Website

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

2 | Activities of the Regional Vice President in 2016

- Participation in Kindergarten's Day in Poland
- Participation in Geneva Peace Week OMEP side event "Teaching Peace and Building Resilience in Young Children through Play"
- Participation in International Step by Step Association's (ISSA's) conference in Vilnius, Lithuania



3 | National Committee Activity Highlights

- Organization of European Regional Conference 2016 by OMEP-UK National Committee
- Erasmus+ Project: Developing Teachers' Competences for the Future: Norway, Croatia, UK, Poland and Greece

4 | Major Strengths of the Region

- In a time of very strong challenges, our members in the region have been trying to keep the dialogue on children's right to early childhood education going and they have brought up new issues, like sustainability, equity, social justice, democracy and children's voice.

5 | Main Rooms for Improvement

- We should pay any effort to strengthen our voice, to build synergies in various levels, in our societies, our countries and at the international level. We should be

in dialogue with academia, civil society, and parents' organizations in order to advocate for a comprehensive, inclusive and fair system.

- We should strengthen cooperation among our members.
- We have to develop programs especially for children who live in vulnerable situations or have experience trauma.

6 | Upcoming Plans, Activities and Goals

- 70th anniversary of OMEP (1948 Prague) is a great opportunity to renew our vision and raise public awareness on the importance of early childhood education and care for a sustainable future.

7 | Others

- Sustainable Development Goals (SDGs) and 2030 Agenda as well as the European Union (EU) should stand a starting point for National Committees to raise their voice and argue for all these values OMEP is arguing in the last 70 years. National Committees should play an active role for the realization of SDGs in their countries and in the region.

Latin America

MERCEDES MAYOL LASSALLE
Regional Vice President for Latin America

1 | Regional Website

- <http://www.omeplatinoamerica.org>
- Facebook: OMEP Latinoamerica
- Twitter: @OMEPLatam

2 | Activities of the Regional Vice President in 2016

The Regional Vice President worked on a broad range of tasks within the region:

- Policy advocacy: she participated in meetings with deputies, senators, ministers of education, human rights and health and officials of different ranks, as well as professional associations and guilds of 7 countries of the region, to promote the awareness of the struggles for the human rights of early childhood.
- Construction scientific, pedagogical and political reference: the Vice President collaborated with UNESCO (Regional Office of Education in Santiago, IIEP/Buenos Aires and the Liaison Committee with NGOs); the IIN / OAS (cooperation agreement); OEI, the Clade and social media.
- A regional research on "State of the Art" on early childhood care and education (ECCE) was being developed and 20 lectures on ECCE were delivered.
- Development of action plans for children and teachers: The Vice President designed, coordinated and directed



the project "Evaluation of the Early Childhood Education System" and participated in the construction of the Curriculum Framework for Early Childhood for the City of Santa Fe. She also coordinated the project to strengthen the management of Community Gardens of La Matanza, in association with the Navarro Viola Foundation.

- Institutional sustainability of OMEP: the Vice President did the following: visited and had meeting 7 National Committees, hosted the Latin American Assembly in collaboration with the JUNJI National Board of Kindergartens of Chile, participated in the World Assembly in Korea, developed and communicated through the new website, Facebook and Twitter.

3 | National Committee Activity Highlights

- **Argentina**
 - ▶ 2 chapters
 - ▶ 9th International Meeting on Early Childhood Education "El cuerpo y el juego" (The body and play) (1300 participants)
 - ▶ "OMEP cerca tuyo" (OMEP close to you) program (2000 educators)
 - ▶ Networked and supported public campaigns
 - ▶ "Cuidar y Educar" (Care and Education) program, a collaboration with Fundación Navarro Viola
 - ▶ Declaration for the right to education and play (2500 copies)
 - ▶ OMEP-Argentina had 2800 followers on Facebook and 5000 friends. There were also 20,000 subscribers for its weekly newsletters.
- **Bolivia**
 - ▶ First National Meeting of Preschool Education of OMEP Bolivia
 - ▶ Integration into the AINI network of Bolivia
 - ▶ Political impact: meetings with the Ministry of Education and the Ministry of Health
 - ▶ Attracted new members
- **Brazil**
 - ▶ 35 chapters
 - ▶ Assembly and International Conference of OMEP/BR
 - ▶ Participated in the National Early Childhood Network

and in regional networks

- ▶ Joint work with universities and Ministries of Education
- ▶ Conference on public policies for early childhood education in São Paulo
- **Colombia**
 - ▶ 3 chapters
 - ▶ 3 research projects on early childhood
 - ▶ Research session for young members
 - ▶ Followed-up on the Convention on the Rights of the Child (CRC) by participating in public hearings and Commissions for Early Childhood Education Policies
 - ▶ National Board of Private Education with the Ministry of Education
 - ▶ Networks and joint actions with NGOs and foundations
- **Cuba**
 - ▶ 16 chapters and 11,500 members
 - ▶ Collaborated with CELEP (Centro de Referencia Latinoamericana para Educación Preescolar), Ministry of Education and the Association of Educators of Cuba
 - ▶ Co-organized the XII International Meeting on Early Childhood and Preschool Education
 - ▶ Promoted, organized and delivered courses
- **Chile**
 - ▶ 5 chapters
 - ▶ Organized the OMEP Latin American Assembly and VII Latin American Congress, in partnership with the National Board of Kindergartens, JUNJI
 - ▶ Supported the government in updating the Curricular Bases and Framework for Good Teaching and participated in national dialogues for preschool education reform
- **Ecuador**
 - ▶ Agreements with universities
 - ▶ 4th International Meeting of Early Childhood Education with the support of the Ministry of Education, OEI, UNICEF and UNESCO
- **El Salvador**
 - ▶ One of the winners of the Play and Resilience Travel Award
 - ▶ Collaborated with other organization to defend the

rights for children

- ▶ Seminars and teacher training workshops
- **Mexico**
 - ▶ 8 chapters and 1 preparatory
 - ▶ Partnerships with other regional and global organizations to hold training events and workshops
 - ▶ Directly worked with children living in poverty, at Jaral playgrounds in Querétaro and Tronconal in Veracruz
- **Panama**
 - ▶ Extended from the WASH from the Start project, OMEP Panama developed the "Healthy Environments" project with United Way and implemented it in 43 educational centers
- **Peru**
 - ▶ Research on initial education in Peru
 - ▶ Advocacy
- **Uruguay**
 - ▶ Meetings and conferences with universities, NGOs and the State
 - ▶ International Meeting "Educación y cuidados: Viejos debates en nuevos tiempos"
 - ▶ Edited the book "La educación inicial en Uruguay"
 - ▶ One of the winners of the Education for Sustainable Development (ESD) Award
 - ▶ Took part in the development of Curricular Framework for ECCE from birth to 6 years in Uruguay
 - ▶ Developed communication networks (web page, broadcast)
- **Venezuela**
 - ▶ Professional training: Design of Post-graduate training in early childhood education
 - ▶ Academic meetings with other organizations, in collaboration with the Ministry of Education
 - ▶ Community and family program in 6 locations with high social vulnerability
 - ▶ Publications and social networks; participation in the portal "Otras voces en educación"

4 | Major Strengths of the Region

- Growth of the political impact of the OMEP in the region with participation in the Summits of Ministers



of Education, meetings and interviews with officials of States, and chambers of deputies and senators

- Strong and permanent collaborations among all committees
- Strengthened role of OMEP as a consultant in the defense of the rights to ECCE in the region
- Establishment and strengthening of alliances with UNESCO, CLADE, IIN/OAS (agreements and joint work projects)
- Establishment and strengthening of alliances with universities, foundations and civil society organizations
- Regional Research Project "State of the Art of Education and Integral Care in Latin America"
- Published two books
- Consolidation of the annual Regional Assemblies and Conferences
- Development and strengthening of the website and social networks of the region
- Visibility and positioning of OMEP: more regional partners and chapters
- Work of the Committees:

- ▶ 100% are actively working to defend the right to ECCE in their advocacy agenda
- ▶ 100% carry out training and qualification processes for teachers and educators
- ▶ 100% conduct activities and projects within the framework of the ratification and realization of the CRC
- ▶ 100% are referents and government consultants on ECCE topics
- ▶ 80% of the committees have websites and presence in social networks
- ▶ 54% reported their participation in the Play and Resilience World Project, although we know that everyone works on projects in this area
- ▶ 49% reported their participation in the WASH from the Start project, although we know that all committees carried out similar projects
- ▶ 46% report their participation in the Education for Sustainable Development World Project, although we know that everyone works on projects with this area

5 | Main Rooms for Improvement

- Advocacy work: To ensure OMEP's position in regional debates and policy-making
- Construction scientific, pedagogical and political reference: To advance the systematization and dissemination of knowledge built in Latin America and publish reference documents for pedagogical policy
- The action projects: to re-signify and extend the actions that Committees are currently carrying out in the framework of the World Projects
- Institutional sustainability of the OMEP: to continue to encourage the renewal of memberships of Committees, linking young partners and building partnerships for funding sources
- Communication, collaboration and networking

6 | Upcoming Plans, Activities and Goals

- To design joint and articulated regional proposals and projects, based on strategic planning and the "Regional Debate"
- To publish documents with the position of OMEP in the region
- To consolidate the advocacy work on local and regional networks

North America and the Caribbean

JUDITH WAGNER

Regional Vice President for North America and the Caribbean

1 | Activities of the Regional Vice President in 2016

- Conducted regional meeting during World Assembly in Seoul
- Distributed meeting notes and sent follow-up emails to promote progress on regional goals and activities
- Served as liaison between the World Executive Committee and the Planning Committee for our first regional conference held in Atlanta, Georgia in February 2017
- Wrote the Vice President's Column for OMEP-USA and OMEP-Canada's newsletter
- Supported membership recruitments by the national committees, especially with regard to engaging students and young professionals
- Worked with OMEP-Haiti on plans for its national committee to play a larger role in World OMEP moving forward, with support from OMEP-Canada and OMEP-USA



2 | National Committee Activity Highlights

- Conferences and other professional programs
 - ▶ OMEP-Canada:
 - Organized a conference on cultural diversity
 - Organized a conference in Montréal for 125 early educators on cultural diversity in the context of increases in migration into Canada

—Retired professors from many universities and members of OMEP-Canada held a reflection day on “schoolification” of preschool children. This resulted in a published article on the subject.

▶ OMEP-Haiti:

- Organized training workshop on classroom management
- Participated in a virtual cultural exchange on Education for Sustainable Development (ESD) with a kindergarten in South Korea
- Following Hurricane Matthew in October, many members went to help in the most affected zone.
- With the support of UNICEF, Ghyslaine Rochelin will publish a children's book *Arielle et le cocotier* about the wind of a cyclone.
- OMEP international collected US\$5,000 for repairs at 30 schools damaged by Hurricane Matthew.

▶ OMEP-USA:

- Organized the first regional conference
- With leadership from OMEP-Whittier College, raised funds to assist Haiti rebuild schools damaged in Hurricane Matthew

- All three countries focused on increasing membership and activity levels among members.

3 | Major Strengths of the Region

- Our region is fortunate to have dedicated members who have been part of their national committees for many, many years.
- Our region includes two geographically large, wealthy countries, with many types of programs and services for young children. This means that we have the potential to attract new members from large pools of early childhood professionals.
- One of our national committees (OMEP-USA) has taken initiative in recent years to host the World Assembly and Conference (Washington, DC, 2015) and our first regional conference (Atlanta, Georgia, 2017). This means that our region currently has considerable expertise for hosting future meetings and events.
- Our three national committees are committed to working



more closely together.

4 | Main Rooms for Improvement

- All three of our national committees need to recruit new members, especially young early childhood professionals, and to initiate leadership development plans.

5 | Upcoming Plans, Activities and Goals

- OMEP-Canada:
 - ▶ Planning a conference to be held in November 2017 in Sherbrooke on the subject of identity of professionals working with young children
 - ▶ Developing a project for further work with aboriginal communities: Exploration and Analysis of the Needs of the Community
 - ▶ Reflecting on the concept of sustainable development in early childhood education in order to support future activities
- OMEP-Haiti:
 - ▶ Because of many obstacles, such as Hurricane Matthew which destroyed many school facilities, OMEP-Haiti has had to reduce their activities.
- OMEP-USA:
 - ▶ Hosting the first regional conference in Atlanta in February 2017
- All:
 - ▶ Selecting our nominee or Regional Vice President by

consensus among the three National Committees

- ▶ Implementing a transition plan for the new Vice President, to be elected in June 2017 at the World Assembly in Croatia

United Nations

MARIA PIA BELLONI

OMEP Main Representative to ECOSOC

JUDITH WAGNER

OMEP Representative to ECOSOC

1 | OMEP 2016 Representatives to United Nations Headquarters in New York

OMEP has Special Consultative Status with the UN. Each year OMEP is entitled to designate representatives to the UN. OMEP's 2016 designees to the UN 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:

- Gigliana Melzi
- Gaby Fujimoto
- Donna-Akilah Wright

Department of Public Information (DPI) Representatives

- Maggie Koong, World President
- Ingrid Pramling Samuelsson
- Brenda Anita Boyd-Bell

Youth Representatives:

- Amber Eriksson
- Si Chen

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

2 | New York Team Goals for 2016 and Progress toward Achieving Them

- Strengthen the New York Team by engaging more local (and nearby) members of OMEP in the work (e.g., attending committee meetings and other events that do not require ground passes), with a focus on increasing participation by young adults and early career professionals.

- ▶ Progress: We held two meetings of the New York Team in 2016.
- ▶ Recruited new members: Ana Cana (Columbia University); Sowmya Singh Thakur-Kshtriya (Columbia University); Charlotte Mildenerger (Evangelical Lutheran Church in America?); Chelsea Cornwell (University of Connecticut); Kaitlin I Drape (New York University); Leslie Black Currie (New York University); Lu Dai (New York University); Rashmi Jaipal (NGO Committee on Migration), Saundra Norton (Sarah Lawrence University), and Rima Salah, Chair, Early Childhood Peace Consortium.

- Complete Responsibilities and Expectations document to assist with recruitment, orientation, and monitoring UN representatives.
 - ▶ Completed: The document was completed and approved by the World Executive Committee.
 - ▶ It has been used in orientation meetings for new representatives and team members.
- Improve documentation of UN representatives' activities.
 - ▶ Progress: We created a monthly activity reporting form for all UN representatives and NY team members. It has been used with limited success.
- Ensure that representatives for the following year are appointed in a timely fashion.
 - ▶ Completed: The 2017 representatives were appointed in a timely fashion and received authorizations for ground passes in January 2017.
- Increase communication and coordination between World ExCo, OMEP's UN representatives, and other members of the New York Team.
 - ▶ Progress: Numerous emails were sent to members of World ExCo to update them on OMEP's work at the UN. We created a list serve for UN representatives and the New York Team to promote information sharing and communication.
- Contribute regular updates on the New York Team's work to the World OMEP website.
 - ▶ Progress: We continue to work on this.
- Complete the WASH from the Start small-scale funded project with UNICEF.



- ▶ Progress: The timeline for the project was extended until June 30, 2017.
- 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.
 - ▶ Progress: The Committee on Migration and OMEP participated in the development of a pilot project proposal entitled "Health, Education and Protection Parenting Project (HELP-R)". Funding request is being reviewed.
- Strengthening connections with Institutions of Higher Education (IHE).
 - ▶ Progress: The New York Team strengthened connections with Fordham University, Columbia University, New York University, Sarah Lawrence University and Whittier College.
- Ongoing goal: Increase OMEP's visibility and credibility as a leading voice for children.
 - ▶ Maria Pia Belloni, our Main Representative, represented OMEP and the world's youngest children at the UN on a near-daily basis.
 - ▶ Organized and presented in several UN Side Events and other meetings.
 - ▶ Participated in NGO committees, including
 - Committee on Migration and its Subcommittee on Migrant and Refugee Children's Issues
 - Committee on Education, Learning and Literacy
 - Committee for the Elimination of Racism, Aphrobia and Colorism
- ▶ Strengthened collaborations with the UN High Commission on Refugees and UNICEF's WASH in Schools unit.
- ▶ Collaborated with other organizations, including the Red Cross, Federation of American Women's Clubs Overseas (FAWCO), UNANIMA International, Poverty Elimination and Community Education (PEACE) Foundation, Society for the Psychological Study of Social Issues (SPSSI), Psychology Coalition at the United Nations (PCUM), Armenian Relief Society (ARF), NGO Committee on the Status of Women, International Organization for Migration (IOM), UN-Women, Save the Children, Dianova International, Arab American Family Support Center, New York, Fordham University, Columbia University, New York University, New York Institute of Technology, Early Childhood Peace Consortium, and International Peace Institute.
- ▶ Participated in the development of numerous publications and position papers.

- ▶ OMEP became a founding member of the NGO Committee for the Elimination of Racism, Aphrobia and Colorism. Donna-Akilah Wright is OMEP's representative to the committee.
- ▶ Donna Wright was elected treasurer of the NGO Committee on Education, Learning and Literacy.
- ▶ Frequently used OMEP's 2015 Declaration "Urgent Call to Address the Rights and Needs of the Youngest Displaced, Migrant, Refugee, and Asylum-seeking Children".
- ▶ Projects and other activities:
 - Early Childhood Emotional Support Kit, Pilot project, American Red Cross (ARC) and OMEP (ongoing)
 - Health, Education and Protection Parenting Project (HELP-R) with Arab Resource Collective, Beirut, Lebanon
 - WASH from the Start
 - Mentoring Interns: In 2016 we had several interns from NYU, Columbia, and Fordham working on the sub-committee on migrant and refugee children. Their focus was the protection of migrant and refugee children and their right to early childhood development and education.

3 | 2017 Representatives to United Nations Headquarters in New York

ECOSOC

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

Alternate Representatives:

- Donna-Akilah Wright
- Sandra Norton
- Brenda Anita Boyd-Bell

DPI

- Eunhye Park, World President
- Maggie Koong
- Ingrid Pramling Samuelsson

Youth Representatives:

- Amber Eriksson
- Ana María Cañas

Temporary Representative:

- Kaitlin Drape

4 | New York Team Goals for 2017

- Continue to strengthen OMEP's visibility and credibility as a leading voice for the world's youngest children.
- Continue to strengthen the New York Team, with improved documentation of their activities.
- Co-sponsor at least one side event.
- 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.
- Continue working with other OMEP members around the world, NGOs, universities and individuals to:
 - ▶ Ensure that children are well represented in implementation of the Sustainable Development Goals
 - ▶ Research the effects of poverty on migrant and refugee children
 - ▶ Develop specific indicators to guide appropriate interventions to build resilience and improve outcomes for migrant and refugee children, especially through ECD and ECE
 - ▶ Advocate for national level "whole child" strategies in both education policy and emergency response.
- Select and orient the 2018 representatives in a timely fashion with a view toward continuity.

The full report on OMEP's 2016 work at the UN appears on the World OMEP website.



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

Report of the 4th Meeting of the Inter-Agency and Expert Group on the Sustainable Development Goal Indicators (Plenary Session), held on 17-18 November 2016 in Geneva

It was a purely technical meeting informing the participants of the ongoing procedures. There were hardly any discussions about the content of indicators or number of indicators to be used. Among the goals specially mentioned, neither goal 4 nor 4.2 (which has only two indicators on the list) were mentioned. Interventions of stakeholders (NGOs) were prepared in writing and read to the plenary.

Comment: In support of Regional Vice President for Latin America Mercedes Mayol Lassalle's opinion (email 12/21/2016) on coordination and briefing of delegates and representatives attending these UN meetings, I would say that, if OMEP wants to make an intervention, it has to be prepared beforehand and therefore there should be a kind of information exchange between the Executive Committee and those attending meetings only once in a while.

UNESCO

MICHELLE CANTAT-MERLIN
LISBETH GOUIN
DANIÈLE PERRUCHON
 OMEP Representatives to UNESCO

On September 25, 2015, country representatives gathered at the United Nations to adopt a set of Sustainable Development Goals, which aim to eradicate poverty, protect the planet and ensure prosperity for all. Each objective of SDGs has specific targets in the next 15 years.

Our participation in the work of NGOs / UNESCO does not allow us to always be involved in the work on early childhood education directly, but we participated whenever it was about education and we affirmed that education begins at an early age.

1 | Forums

- A** In this difficult time of global crisis, the Sixth International Forum of NGOs in official partnership with UNESCO was held in Querétaro, Mexico on 3 and 4 November 2016. The topic of the Forum was "From promoting to building peace with NGOs". It was a major event of 2016.
- According to the United Nations' definition (1998, resolution A/52/13), the Culture of Peace is a set of values, attitudes and behaviors that reject violence and prevent conflicts by tackling their root by dialogue and negotiation between individuals, groups and states.
- Goal 16 of the 2030 Agenda for Sustainable Development fits rather well in this spirit: "Promote peaceful and inclusive societies for sustainable development." To be sustainable, peace must be built on the mutual understanding of people and the intellectual solidarity of humanity. But it also proves that every human being carries within him/her infinite tolerance and dignity resources that he/her can choose to fulfill this ideal.
- Education is the keystone of peace building. It was therefore important that OMEP is present at this Forum

with 3 important themes:

- ▶ Education: A Path for Lasting Peace
- ▶ The Engagement of Youth for Peace
- ▶ Culture and Sport: Tools for Peace

- We felt it was important to promote the work of our OMEP Latin American representatives at this Forum. Thus Mercedes Mayol Lassalle, Regional Vice President for Latin America, was a major advocate in early childhood education and development. The president of the Mexican Committee María Aidé Davila Olvera and a dozen of our Mexican colleagues attended the Forum, as well as Martha LLHANOS, Ambassador of Peace of Peru.
- B** The Global Ocean Forum/ COP22 was held in autumn 2016 in Morocco. We participated in the preparatory discussion on issues on oceans, climate change and its impact, major issues for the future of eco-citizen children of the world.
- C** Follow-up on the 2014 Forum in Yamoussoukro (Côte d'Ivoire) on access to water for all in Africa
 - The Forum had set the goal to facilitate access to water for all in Africa, in particular to enable women to play a new role in this process. An appeal was made to the states with the aim of forming hydrologist technicians who would later become local trainers for NGOs in Francophone Africa and work on local projects. Eight NGO partners, including OMEP, mobilized their own initiatives to give practical effect to the Forum. Over the years 2015-2016, more than 50 projects and potential technicians were identified and selected by the working group in French-speaking Africa.
 - For 2017, projects of 3 countries have been selected: Madagascar, the Democratic Republic of Congo and Côte d'Ivoire. They have been presented to UNESCO's 2016 Participation Program, which has provided a funding of about €50,000 for the 3 pilot NGOs in these countries. Fourteen trainees were selected to undergo a three-week training program developed at the request of NGOs with the International Institute for Water and Environmental Engineering at the 2IE Center in Ouagadougou, Burkina Faso. The first session of the



training program will take place from February 13 to March 3, 2017.

- The 2018 program is being prepared. One of the ongoing projects in 6 countries will be selected. OMEP, a partner of this program from the beginning, must be a financial guarantor for Burkina Faso.
- D** Other forum under construction: Education and Young Migrants
 - We have invested in the preparatory work for this future forum, scheduled for 2018, which will concern the population of young adolescent migrants isolated throughout the world, at a break in family, mother tongue, countries and customs, studies... Preys to situations of wandering, loneliness, suffering, extreme violence... Situations of conflicts, economic crises, displacement due to global warming ... What to become? What are the equivalent evidences found in studies? What resilience can they develop in 10 years? What human beings will they become? What citizens of the world will they be?

2 | World Days

- The International Day of Peace on September 21 remained as one of our main objectives.
- International Women's Day on March 8: we paid tribute to the thousands of girls and women victims, kidnapped, raped, locked up, abused... Education remains the best weapon to fight.

- World Teachers' Day on October 5, 2016: "Valuing Teachers, Improving their Status": the world needs almost 69 million new teachers to achieve the objectives of the SDG4. To improve teacher status and the criteria of selection of teachers, the national investment on education must be at least 6% of GDP or 20% of the budget. Teachers are the strength of the educational system. Teachers are the key to the success of the 2030 goals.
- World Philosophy Day on November 16-18, 2016: OMEP was well-represented by a Canadian delegation and by OMEP-France members. From an early age, strengthening the questioning to form a critical mind and to facilitate access to knowledge must be a guiding thread of education and contributes to the construction of the sustainable foundation of peace.
- Tribute to Gaston Mialaret at the UNESCO: Maggie Koong, World President, came especially from Hong Kong on December 12, 2016 to attend the event entitled "Towards quality education for all: The role of research", which was tribute to late Professor Gaston Mialaret, who passed away on 30 January 2016. Professor Mialaret was the World President of OMEP from 1968 to 1974, the founder of educational sciences, the Director of the International Bureau of Education in Geneva, and OMEP representative to UNESCO. Maggie then presented the current role of OMEP (see the article on the World

OMEP website). Two professors from the University of Montreal, the members of OMEP Canada who were on a study tour in France and 6 members of OMEP-France also participated in this tribute. During her visit, Maggie also met representatives of other NGOs that worked with OMEP on the "Access to water for all in Africa" hydrologists training project.

3 | Participation in Meetings, Seminars, Days Dedicated to the Functioning of the Institution

- CCNGO/EFA: Collective Consultation of NGOs on Education for All: Ingrid Pramling was elected as the representative of OMEP and participated in online work and meetings. The Paris team supplements her in her absence.
- Participated in the days of "Financing for SDG4 - Education 2030"
- International Conference of NGOs: The International Conference of NGOs is held every two years to review, establish a new committee, and plan for the next two years. This year it was held between December 12 and 14, 2016 under the theme "The challenge of the digital revolution for NGOs". OMEP had the honor of hosting the roundtable "Does e-learning address the challenges of education systems around the world?"
- Committee on Non-Governmental Partners: reflection by member states, the NGO/UNESCO Liaison Committee and the Executive Board of the Committee on Non-Governmental Partners on new information and exchange arrangements in order to enhance interaction between member states, the Secretariat and NGOs.

The Collective Consultation of NGOs on Education for All (CCNGO/EFA) Coordination Group INGRID PRAMLING SAMUELSSON

This group focuses primarily on Quality Education for All as represented in Sustainable Development Goal (SDG) 4.2. Since the UN finalized the SDGs in September 2016, the group's main task has been to develop strategies for influencing the civil society to promote high quality early education for all. Members of the CCNGO have participated in conferences in various regions of the world.

During its 2016 meeting in Paris, the following objectives were achieved:

- Shared and discussed national policies in relation to SDG4:Education, as well as planned national strategies for their implementation;
- Identified common areas and themes of particular relevance to the region;
- Discussed the implementation of the SDG4:Education in terms of legislation, policies, finance, governance, etc.;
- Discussed the implications of the new education agenda for international cooperation and aid;
- Discussed the proposed global and thematic indicators for SDG4;
- Discussed appropriate regional collaboration, coordination, partnership, monitoring and follow-up for SDG4:Education; and
- Developed an outcome document.

OMEP's main responsibilities as a member of CCNGO were to advocate for SDG 4 and to ensure that early childhood is included as an important component of all educational discussions, plans, and policies.

The Global Action Programme INGRID PRAMLING SAMUELSSON JUDITH WAGNER INGRID ENGDAHL EUNHYE PARK GLYNNE MACKEY SELMA SIMONSTEIN

In the autumn of 2016 Ingrid Engdahl and Ingrid Pramling Samuelsson attended a Global Action Programme (GAP) conference in Visby, Sweden, where they presented a poster. The conference focused on teacher education and Education for Sustainable Development (ESD).

The recommendations and action plans endorsed in the conference included:

- To increase ministerial and national, community, and regional/provincial involvement;
- To promote ESD within and across institutions of higher education (IHEs), including faculties of education;
- To engage pre-service and in-service teachers in ESD work;
- To seek funding and other resources for ESD work;
- To strengthen existing partnerships and create new ones;
- To promote scientific research on ESD; and
- To develop information technology relating to ESD.

For more information, see:

http://swedesd.uu.se/digitalAssets/606/c_606368-I_1-k_btgvvisby2016report.pdf

We also distributed a Call for Applications for OMEP's 2017 ESD Award. After careful review, we selected the following winners:

- *Embedding ESD within the Context of Policy and Practice within the in Early Childhood Education in England – Developing an Early Childhood ESD Pedagogical Framework*
Diane Boyd (United Kingdom)
- *Upgrading Capacity of Preschool Children, Early Childhood Teachers and Educators in Myanmar on Education for Sustainable Development by Understanding of the OMEP ERS-SDEC Myanmar*
Nwe Nwe Aung (Myanmar)
- *How to Begin Change - Campaign for ESD in Early Education in Poland - The Beginning*
Ewa Lewandowska (Poland)
- *Municipal Schools of the Local Government of the City of Santa Fe: A Policy for Sustainable Development Focused on Early Childhood*
Erica Figueroa and Ana Cáneva (Argentina)
- *I Am Responsible for the Transformation of Healthy Educational Spaces for the Community: "Las abejitas de Santa Barbara"*
Older Bustos Vera (Chile)

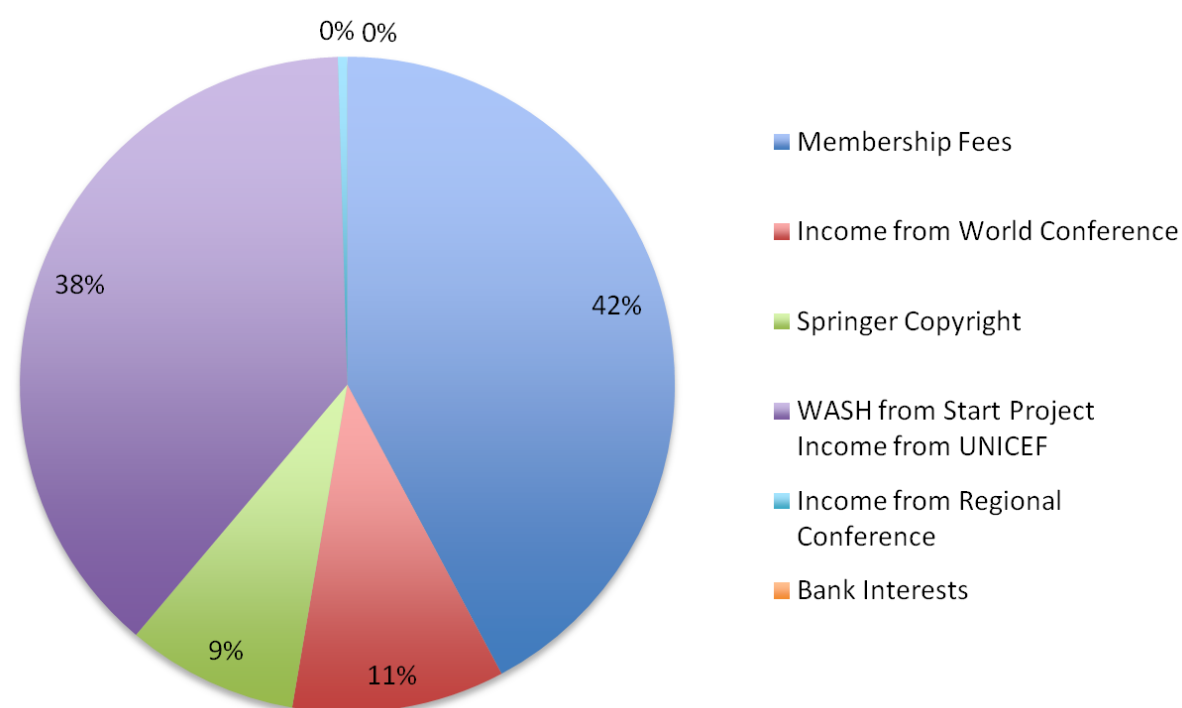
We launched the Early Childhood Resource Bank (<http://www.eceresourcebank.org>) on UNESCO's GAP server. We have incorporated teaching pack materials from many countries into UNESCO's Early Childhood Resource Bank.

We want to express sincere gratitude to the Vice Chancellor of Gothenburg University for supporting OMEP's ESD Leadership Team and funding the Resource Bank project.

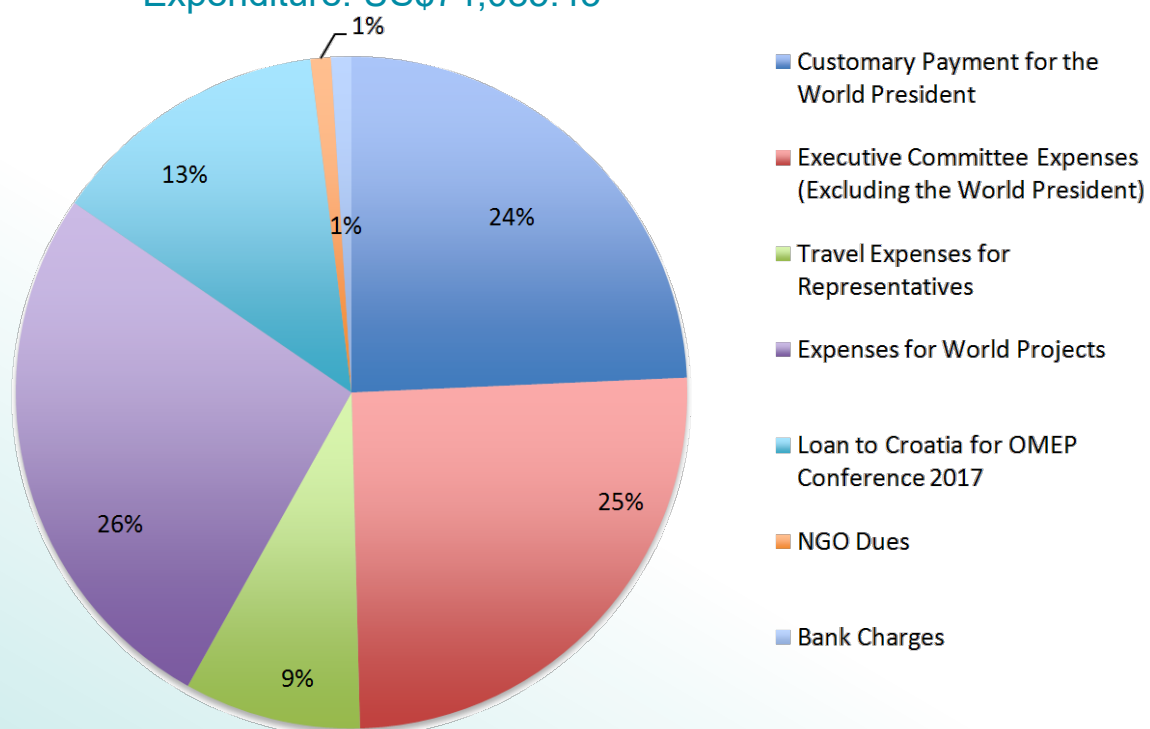


Financial Highlights

Income: US\$51,945.55



Expenditure: US\$74,085.43



Draft Account for 2016

	2016
Income	USD
Membership Fees	\$ 21,919.05
Income from World Conference	\$ 5,455.00
Springer Copyright	\$ 4,400.08
WASH from Start Project Income from UNICEF	\$ 19,930.00
Income from Regional Conference	\$ 240.00
Bank Interests	\$ 1.42
Total Income	\$ 51,945.55
Expenditure	
Customary Payment for the World President	\$ 18,000.00
Executive Committee Expenses (Excluding the World President)	\$ 17,748.25
VP Office Expenses	\$ 6,791.54
VP Travel Expenses	\$ 11,956.71
Travel Expenses for Representatives	\$ 6,304.88
Expenses for World Projects	\$ 19,580.56
Play and Resilience Project Expenses	\$ 12,160.56
ESD Project Expenses	\$ 5,110.00
WASH from the Start Project Expenses	\$ 2,310.00
Loan to Croatia for OMEP Conference 2017	\$ 10,000.00
NGO Dues	\$ 723.75
Bank Charges	\$ 727.99
Total Expenses	\$ 74,085.43
Deficit	\$ (22,139.88)

		USD
Balance of 2015	(a)	\$ 132,829.87
Total Income of 2016	(b)	\$ 51,945.55
Total Expenditure of 2016	(c)	\$ 74,085.43
Draft Balance of 2016	(a) + (b) - (c)	\$ 110,689.99

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.

EDIT

Jessie Wong
OMEP World General Secretary
(2014-2016)

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