

OMEP 2020

Annual Report

Actions, management and response
to the global pandemic crisis.



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A Message from OMEP's President

The year 2020 was my first year as OMEP's World President. The typical challenges of this role have been greater and more complex due to the COVID-19 pandemic. As philosopher Sousa Santos said, "the cruel pedagogy of the virus" is teaching us a lot about the inequalities in our societies, about climate change, about the uncontrolled exploitation of natural resources, about the decrease in biodiversity, about the weaknesses of our Governments and their health care system, about education, but **it also taught us the importance of not giving up and keep fighting for a world that is just and sustainable for children.**

During 2020, for the first time in this generation, the education and care systems closed in most countries, causing a great impact in the development and wellbeing of children and teenagers. According to UNESCO (2020), *"The current crisis will further perpetuate these different forms of exclusion. With more than 90 per cent of the global student population affected by COVID-19 related school closures, the world is in the throes of the most unprecedented disruption in the history of education. Social and digital divides have put the most disadvantaged at risk of learning losses and dropping out"*¹

Even though it is universally acknowledged that inclusive care and education during early childhood enhances opportunities throughout children's lives, access to inclusive care and education was scarce and unequal around the world before the pandemic. This situation was severely exacerbated due to services shut down caused by health measures, especially for the most disadvantaged communities.

The pandemic forced drastic changes in the lives of children, their families, and also in OMEP's work.

For the first time in the history of our organization, the World Executive Committee (EXCO) had to suspend the World Assembly and Conference that was held for 71 consecutive years, while the National Committees had to postpone their activities and carry them out virtually.

In order to face the unpredictability and uncertainty of this context, it was necessary to use creativity and search for new strategies to keep working towards achieving OMEP's goals and assert our motto: **"Rights from the start."**

The EXCO and the World President focused on two main strategies:

- a Defining a clear **Strategic Plan** to guide the course of action, and
- b Strengthening OMEP's internal and external **communication**

Having a **Strategic Plan** that recovers OMEP's history and projects while enhancing them with new perspectives allowed us to go **"from statements to actions"** just as we promised we would during OMEP's 70th World Assembly in 2018.

Having a **Communication Plan** helped us intensify and diversify our exchanges, strengthen our bonds, know each other better, and boost resources and creative responses to keep working together. That is how we managed to position OMEP in the global political stage as a visible and strong organization and as a specialized voice before governments and organiza-

1 UNESCO. 2020. Global Education Monitoring Report 2020: Inclusion and education: All means all. Paris, UNESCO.

tions. During 2020, **more than half a million people have read our publications.** That is a great achievement, but we want to have a greater impact!

In order to guarantee OMEP's governance, we held the first Virtual World Assembly in the history of the organization. We proved that OMEP is resilient and that it is not willing to go back on its commitment to fight for the recognition of the importance of education and care since birth as a transformative policy for the new generations.

This Annual Report 2020 has two goals:

- a** Creating an **Annual Memory** that collects information about the organization's activities, as stipulated in OMEP's Constitution.
- b** Evaluating and demonstrating OMEP's responsiveness when facing the world crisis caused by the COVID-19 pandemic.

As the following chapters will show, the EXCO, the National Committees and OMEP's representatives in the United Nations system have developed multiple actions and have planned and managed innovative proposals with few economic resources, but with great wisdom, imagination, and effectiveness. It is important to emphasize our commitment with **"the children's cause"** and OMEP's active presence in political forums and before Governments, creating visibility for children's citizenships and for the need to consider their human rights in the Government measures taken to fight the pandemic.

To finish this presentation, I want to thank Eunhye Park, OMEP's former President, the members of the EXCO, the representatives of OMEP before the United Nations and UNESCO, and the National Committees' Presidents for the support, commitment and care they have provided to me during this first year as President.

Likewise, I want to thank the Communication team and the members and partners of the World Secretariat for their dedication, professional qualities and commitment.

Mercedes Mayol Lassalle

**World President
OMEP**

Buenos Aires, June 30, 2021

1. OMEP's Overview

Analysis made by the World Secretariat team

1.1. OMEP: Rights from the start

Since its creation 70 years ago, OMEP has become a world reference when it comes to defending children's human rights from birth to 8 years old, focusing on early childhood care and education (ECCE). OMEP's work, which is present in more than 65 countries, has focused on education as a right and as a tool to acquire other rights: comprehensive development, citizenship, well-being, and dignity for all children in the world.

As OMEP is the oldest and biggest international non-profit organization focused on early childhood, it has Special Consultative Status granted by the UN Economic and Social Council (ECOSOC) and it is part of UNESCO's Collective Consultation of NGOs on Education 2030 (CCNGO/ Education 2030).

All this experience inspires our motto *Rights from the start: early childhood care and education for everyone*, and nourishes our vision to build "a world in which young children are respected as citizens from the moment of their birth, a world in which they enjoy every human right embodied in the CRC, and they develop completely as fulfilled, healthy and happy people."

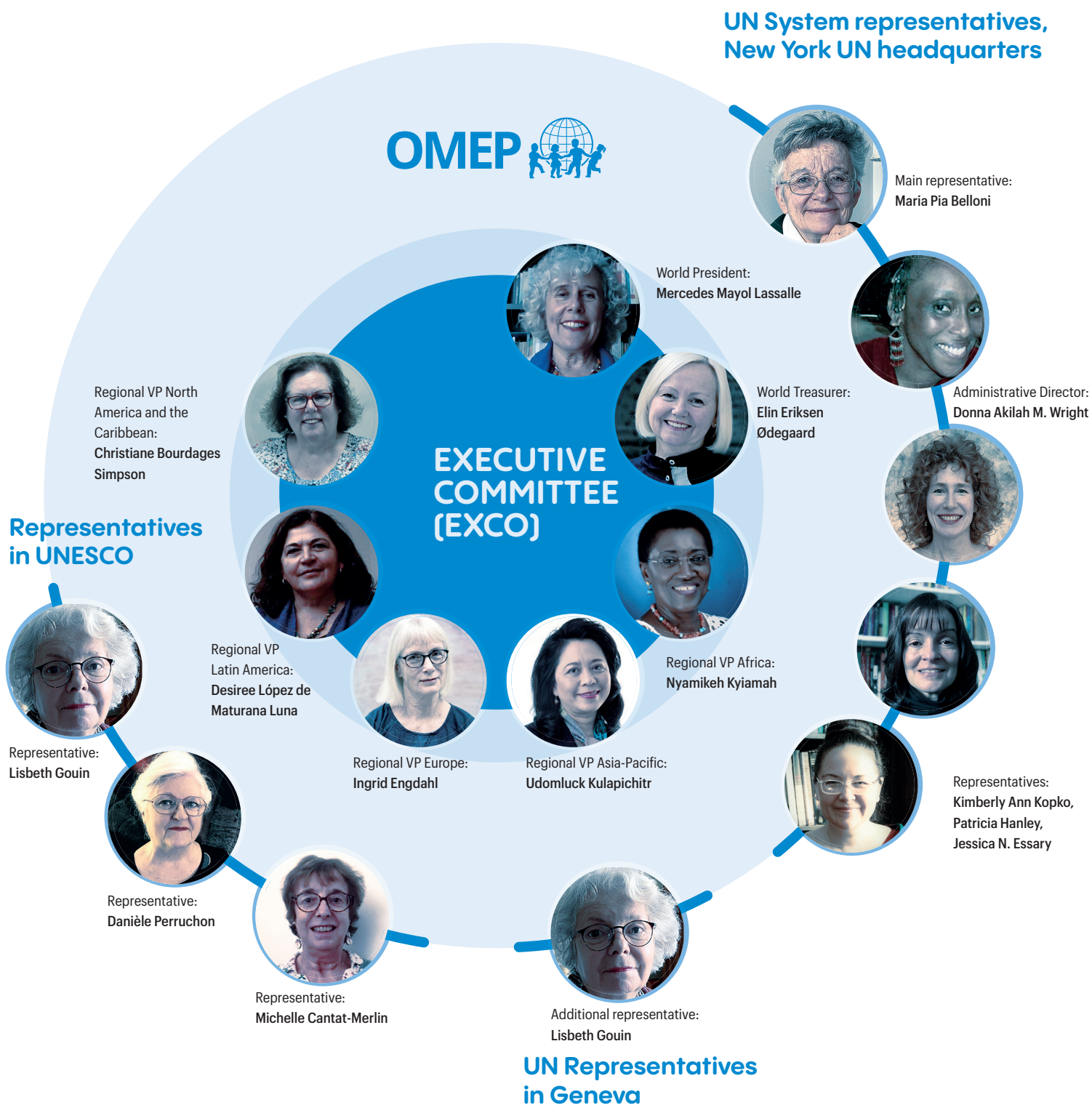
OMEP's goals are:

- to help consolidate universal and integral public policies that ensure an ECCE that is equitable, inclusive, high quality, and properly financed;
- to encourage initiatives and global and national strategies that guarantee full compliance of the human right to education and care with an "educare" perspective;
- to broaden and spread pedagogic knowledge based on research and on developing places to build collective knowledge in order to enrich teaching practices and ensure high quality education;
- to strengthen educators' work and professional comprehensive development through training, constant learning, and participative investigation;
- to acknowledge educators' understanding and experiences by adding their vision to the creation of policies and global strategies related to ECCE;
- to value the protagonism and voices of children by demanding their participation and the fulfillment of the best interests principle of the child, both in creating policies and in education practices;
- to consolidate international cooperation with the system of the United Nation, the governments and the education systems, civil society organizations and universities, creating synergies to work together and achieve the 2030 Agenda goals;
- to strengthen democracy and participation within the organization and help its growth by adding new members, recognizing the journey of its partners and strengthening its institutional culture;
- to capitalize and give visibility to OMEP's successful projects, highlighting the diversity, variety and richness of the National Committees' knowledge, actions, experiences and history.

1.2 The Executive Committee and Representatives in the UNITED NATIONS System

The World Executive Committee (EXCO) consists of the following members: World President, World Treasurer, Regional Vice Presidents of Africa, Asia-Pacific, Europe, Latin America and North America and the Caribbean. The EXCO manages OMEP at a global level, interacting with the National Committees, coordinating and directing the regional actions, and communicating with the OMEP representatives in the United Nations system.

Since its creation in 1948, OMEP was accepted by the UN because its work program matches the goals and aims of the United Nations. The OMEP representatives in the headquarters of the United Nations in New York and Geneva, UNESCO, UNICEF and other international or regional organizations are appointed by the EXCO and their nomination is approved by the World Assembly.



1.3. OMEF National Committees



OMEF is present in 5 regions and 66 countries.

Africa: There are currently 7 National Committees and 1 Preparatory Committee: Burkina Faso, Cameroon, Ghana, Kenya, Liberia, Mauritius, Nigeria and Sierra Leone (Preparatory Committee). 8

Asia-Pacific: There are currently 12 National Committees: Australia, China, China-Hong Kong, Iran, Japan, Myanmar, New Zealand, Small Island Developing States, Pakistan, the Republic of Korea, Singapore and Thailand. 12

Europe: There are currently 27 National Committees and 1 Preparatory Committee: Germany, Bosnia and Herzegovina, Bulgaria, Belgium (Preparatory Committee), Cyprus, Croatia, Denmark, Spain, Finland, France, Greece, Iceland, Israel, Italy, Latvia, Lithuania, Norway, Poland, Portugal, United Kingdom, Czech Republic, Russia, Slovak Republic, Sweden, Switzerland, Turkey, Ukraine. 28

Latin America: There are currently 13 National Committees and 2 Preparatory Committees: Argentina, Bolivia, Brazil, Chile, Colombia, Cuba, Ecuador, El Salvador, Guatemala (Preparatory Committee), Mexico, Panama, Paraguay (Preparatory Committee), Peru, Uruguay and Venezuela. 1

North America and the Caribbean: There are currently 3 National Committees: Canada, Haiti and the United States of America. 3

Annual Reports

Fifty-six (56) National Committees (85% of them) submitted their 2020 annual report.

Legal situation

Out of the 56 National Committees that presented the reports, 44 are legally registered in their countries, 8 are processing their registration and only 4 are not registered yet.

Legal and tax registration of each Committee in its country is a fundamental condition to request support, advice as well as to gain access to institutional sponsorships, agreements with other organizations or government agencies and to be able to manage resources and receive external financing.

OMEF members

Due to the different types of OMEF members (individuals and institutions such as universities, kindergartens, preschools and other organizations) and due to the diversity in the information

provided by the National Committees, it is not possible to establish an exact number of OMEP members and the amounts in each category.

The total number registered by the National Committees is 29,666, members with an overall average of 114 of them per National Committee without counting the 22,026 partners from China. However, many National Committees have institutional members (schools, universities, unions, CSOs); therefore, the real number is much higher.

The structure and scope of our membership is a challenge to OMEP. In order to strengthen each National Committee's sustainability, we must work intensely in generational renovation and in admitting new members to Executive Boards. That is why we need to develop strategies to draw new members and call for the new generations to join the National Committees, and we need to intensify our efforts in order to increase the number of countries that participate, especially in Africa, the Caribbean and Asia-Pacific.

Website and social media

PlInstitutional website: <https://www.OMEPworld.org>

Facebook: <https://www.facebook.com/WorldOMEP>

Instagram: <https://www.instagram.com/worldOMEP/>

Twitter: World OMEP <https://twitter.com/WorldOMEP>

Youtube: OMEPworldtv <https://www.youtube.com/OMEPworldtv>

2. REPORT FROM THE WORLD PRESIDENT

Report written by the World President, Mercedes Mayol Lassalle

The World President's work focused on two primary courses of action:

- Defining a Strategic Plan that was clear and collective.
- Strengthening OMEP's internal and external communication.

The main activities of 2020 in relation to the Strategic Areas included in the plan are described below.

2.1. Political impact

One of the World Presidency's main responsibilities is to represent OMEP in activities that are related to political impact, creating strategies in order to influence the making of public policies to protect the right to education and care in early childhood. Since the Education 2030 Agenda was approved, OMEP is committed to ensure that SDG 4.2 and other goals are fulfilled. In order to achieve this, OMEP participates in global and regional instances to monitor, track and define the strategies.

Two key strategies to carry out this task are **giving visibility** to children's rights and generating **synergies to boost** OMEP's action.

2.1.1. Statements

That is why, the World Presidency, representing OMEP, has issued the following statements:

- CERAC statement on the 2020 global anti-racist uprisings - CERAC
- Declaration on the Commemoration of the 75th Anniversary of the United Nations – with the Society of Psychological Study of Social Issues, SPSSI, an NGO with consultative status in ECOSOC.
- Global Call to Action in response to COVID-19 for children in fragile and conflict affected settings - Peace Consortium for Early Childhood.
- A call for the Member States of the European Union (EU) to relocate the unaccompanied children in the Greek Islands to a safe location as soon as possible - REFUGEE RIGHTS EUROPE

In addition, OMEP has written and disseminated:

- Position Paper: "Early Childhood Care and Education in Times of COVID-19."
- Statement from the OMEP Virtual World Assembly on November 28, 2020. "The role of early childhood education during the pandemic."

2.1.2. Work with the United Nations, UNESCO, and CSOs

In UNESCO, the World President, along with other OMEP representatives, participated in writing the document **“Advancing an innovative and inclusive agenda for early childhood”** and in the meetings and seminars related to it.

The President was invited to participate in the Extraordinary Session of the Global Education Meeting (GEM 2020), organized by UNESCO and co-hosted by the governments of the United Kingdom, Ghana and Norway, and she participated in a variety of activities related to the management and drafting of the final statement.

As an elected member from the CCNGO Coordination Group (Collective Consultation of NGOs Education 2030/UNESCO), the President assisted to a score of virtual reunions, intervened in the drafting of documents and statements, and participated in important initiatives and meetings organized by UNESCO and the United Nations (for more information, see section 5.3).

In the Latin American region, the World President promoted the “Campaign for the Education we need” along with The Latin American Campaign for the Right to Education (CLADE, by its Spanish acronym) and the Global Campaign for Education (GCE).

In Argentina, the World President was invited by the National Government and the SDG Fund from the United Nations to join the Advisory Group for the program “Early childhood and sustainable development, towards a comprehensive care strategy.”

2.2. Education

During 2020, the World President gave 36 conferences (30 in Spanish, 4 in English and 2 in French), in which she proposed to move forward in achieving children’s right to quality education during early childhood along with the creation of public policies related to care and education that are inclusive and equitable. Her activities as a speaker were:

- 13th International Meeting: “Playing, singing, dancing, painting, reading, watching. Transforming cultural experiences.” OMEP Argentina.
- 2nd Workshop: “Rethinking our practices: Between play and languages.” Presentation: “A political outlook with a Human Rights’ perspective.” Red IPARC (Participative Investigation Network Applied to Curriculum Renewal).
- Conference “Preschool and Early Education in the Post Pandemic.” Other Voices in Education (OVE), Panama.
- Conference: “An overview of early childhood care and education in Latin America. Post pandemic challenges” - Autonomous University of Chile.
- Conference: ECCE Moscow, organized by the International Academy of Preschool Education Moscow (IAPE), MGIMO University, the Preschool Education Quality Development Association, and the Commission of the Russian Federation for UNESCO.
- Conference about “The significance of Preschool Education in development.” OMEP Ecuador.
- Conference: “Early childhood care and education. Governments and NGOs’ strategies, policies, and experiences in the region.” Ministry of Social Development of Argentina.
- Discussion “A look at peace from children’s perspective.” OMEP Ecuador.
- Virtual discussion: “Early childhood care and education in Latin America and the Caribbean in times of the pandemic.” CLADE/EDUCO.
- Discussion: Early childhood matters. OMEP Argentina.
- Virtual meeting: Tools to address early childhood in the current context. Navarro Viola Foundation and the Local Innovation Network (RIL), Argentina.
- Government-Childhood-Social Organizations: Public policies plot. Pandemic and post-pandemic. FOC, Argentina.

- IV National Committee Seminar “Sustainable development, early childhood implications and challenges.” OMEP Chile.
- MASTER’S IN CHILDREN’S RIGHTS AND PUBLIC POLICIES. Class: The right to education in early childhood. Latin American overview. University of the Republic. Uruguay.
- Panel about the “Right to Early Childhood Care and Education in LAC in the context of global environmental and social challenges.” CIES 2020, USA.
- Presentation: “Human Right to Education: Horizons and meaning in the post pandemic.” CLADE.
- First International Congress on Education. Tucumán, Argentina.
- ECCE in times of the pandemic. OMEP/Area Direction and Initial Supervisors. Ministry of Education in Río Negro, Argentina.
- ECCE in times of the pandemic OMEP/Area Direction and Initial Supervisors, Buenos Aires City Government. Ministry of Education, Buenos Aires City Government, Argentina.
- Early Education Week - A foresight into early childhood care in times of crisis. OMEP Panama.
- Seminar: COVID-19 syndemic, impact and opportunities to children. Presentation: “Rights from the start: challenges to early childhood care and education.” ALAPE - Latin American Association of Pediatrics.
- V Meeting on Early Education by OMEP Bolivia. OMEP Bolivia.
- VI International Congress, Good Start. Medellín’s City Hall, Colombia.
- Webinar :“Preschool Education: Crisis and Challenges.” Grupo Impulsor Educación, Peru.
- Webinar: “What happens to children’s rights in times of COVID-19?” KIDOS, Bolivia.
- Webinar: “OMEP impact in times of health crisis.” OMEP Mexico.
- Webinar: “Guaranteeing young children’s quality of learning and well-being in the context of COVID-19.” UNESCO Paris.
- Webinar: “Comprehensive Care during Early Childhood. Public University of El Alto (UPEA). Bolivia.
- Webinar: “Going through early childhood in times of the pandemic.” IIN/OEA.
- Webinar: “Laws and programs for the fulfillment of children’s rights.” OMEP Argentina.

In addition, the World President has participated as organizer and speaker in the virtual seminars proposed by OMEP’s Executive Committee (EXCO).

- July 24, 2020. Webinar: “How to deal with COVID-19 in ECCE? Impact of the pandemic on early childhood physical and mental wellbeing” (English).
- October 26, 2020. Webinaire: “La petite enfance en temps du Covid-19: comment les professionnels et les familles ont-ils fait face à cette situation?” (Français).
- September 11, 2020. Seminario web en español: Educación en la Primera Infancia: El rol de los educadores en tiempos de pandemia [Webinar in Spanish: Early childhood education: The role of educators in the context of the pandemic].

Due to the emergence of the COVID-19 pandemic, the World Presidency encouraged sharing the content of the world project “Wash from the start” through communication campaigns. Finally, we worked on broadcasting international celebrations: International Play Day, May 20; International Day of Peace, September 21; World Teachers’ Day, October 5; Global Handwashing Day, October 15; and International Children’s Day, November 20, in order to give visibility to the actions done by the National Committees. In addition, important celebrations for the Education 2030 Agenda were added. This subject will be explained in detail in the Communication section.

2.3. Knowledge Management

Knowledge management includes developing knowledge and abilities inside OMEP to share and apply them among members, world organizations, governments, institutions and communities related to ECCE. To this end, the World Presidency worked to create the research project “ECCE World Mapping”, starting with the sub-project “ECCE Educators in the Latin American Region”, together with the Center for the Implementation of Public Policies Promoting Equity and Growth (CIPPEC, by its Spanish acronym). However, it could not yet be developed due to lack of funding.

Apart from this, a partnership was established with Tecnológico de Antioquia University from Colombia to develop a research project on education and care during the first three years of life. As regards IJEC, OMEP’s international journal, we established meetings with the Editor to agree upon work criteria and changes on the editorial management team.

Finally, the “OMEP: Theory Into Practice” journal published its 3rd edition in Spanish and French and implemented a new management system together with Tecnológico de Antioquia University to be in charge of the assessment of works and editorial coordination.

2.4. Organization

This area includes the strategies to strengthen OMEP’s management in order to establish a plural, open, democratic and participative space.

The efforts of the World President are mainly directed to accomplish this goal. OMEP’s governance is quite complex, since there are 66 National Committees cohabiting the system with different languages, cultures and levels of activity.

As you know, the EXCO is formed by seven colleagues: the President, five Vice Presidents and one World Treasurer. During 2020, Past-President Eunhye Park also offered assistance, given that it was a transition year in the position. The members of the EXCO fulfill their roles as volunteers and need more articulation to conduct effective planning and assure good governance for OMEP. The most effective NGOs usually require a management or operations team.

For this reason, a professional team was formed to fulfill the roles of the World Secretariat regarding business, communication, finance and translation into the three official languages. During 2020, the World Presidency was formed by a small group and consultants for specific tasks.

As regards OMEP’s management worldwide, the World President held 22 individual interviews and meetings with the Regional Vice Presidents and the World Treasurer, 7 meetings with OMEP’s representatives and 6 formal meetings with the EXCO, as well as several exchanges by email, phone and WhatsApp.

Ten Virtual Cafés were also held (two for each region) with the goal of knowing the situation in each country and supporting the work done in OMEP. Many issues related to organization were discussed with Presidents and members of the National Committees.

The World President participated in the Virtual Regional Assemblies and hosted the first Virtual World Assembly in the history of OMEP.

2.5. Communication

Communication is a process that affects every part of the Strategic Plan and allows us to build understanding, commitment, leadership and influence. During 2020, an internal and external communication plan was developed by the World President and a specialized team.

As a starting point, in January 2020, a diagnosis of OMEP’s internal and external communication was made to design a new strategy. Some of the elements analyzed included the communication between EXCO and National Committee members as well as books, pamphlets, images, communication and action campaigns, social networks and the website.

The results show that:

- Communication had never been a priority in OMEP’s agenda.

- There was not a standardized graphic brand identity (logo).
- The communication strategies had not been guided by specialized professionals.
- The dissemination or production of original content had not been a priority.
- The website showed accessibility and security issues, it was not adapted for mobile devices and it was not highly ranked in the search engines on the Internet.

COMMUNICATION PLAN

It was designed to achieve the following goals: improve the brand's image, give visibility to the international reach of the organization and strengthen OMEP's internal communication. Based on this, two strategic lines were developed:

A. ACTIONS FOR INTERNAL COMMUNICATION IN 2020

- 14 newsletters were sent via email to the National Committees, EXCO members and representatives.
- 80 emails were sent to the National Committees regarding calls for world projects, both original and external, news from the representatives at the UN and UNESCO, news about UNESCO and other world organizations, partners' campaigns for the right to education, among others.
- 10 Virtual Regional Cafés were held via Zoom.
- 6 EXCO meetings and 18 individual meetings were held with EXCO members, as well as other communication via email or WhatsApp.

B. ACTIONS FOR EXTERNAL COMMUNICATION

OMEP BLOG: RIGHTS FROM THE START

This initiative by the World Presidency was launched in September 2020 in the three official languages. Its goal is to establish a corpus of content to strengthen actions and have influence in the political and academic fields in favor of young children's right to education around the world. To this end, the space in the website was redesigned and a translation team was formed to meet the need to share the articles in the three official languages respecting the quality of the original piece. The editorial team was in charge of inviting authors, revising the articles received and selecting children's productions to illustrate each article.

Results from September to December 2020: One-time visitors: 2,588. Daily visits: 23. Pages visited: 3,889. Subscribers: 178.

ARTICLES PUBLISHED IN 2020:

- Why an OMEP Blog? - *Mercedes Mayol Lassalle*
- Towards a Democratic Early Childhood Education for All - *Peter Moss*
- Confinement - *Mari Carmen Díez Navarro*
- Guaranteeing Early Childhood Education and Care: An Unpostponable Commitment - *Elizabeth Ivaldi*
- Why is Education for Sustainable Development Important for Early Childhood Education? - *Ingrid Pramling Samuelsson*
- Early childhood and education during the pandemic - *Víctor Giorgi*
- Humanize from the Immediacy of the Bodies. Childhood and Education, a Challenge and Opportunity for Social Transformation - *Alejandra Castiglioni*
- An Ongoing Path towards Musical Education: Creative Pedagogy - *François Delalande*
- The Right to be an Active Participant in Early Childhood Education - *Glynne Mackey*
- The Toy Library - *Lilian Oloo*
- Pedagogy of the Puppet: Animation Theatre as a Significant Tool for Early Childhood Education - *Matteo Corbucci*

- The Year 2020, COVID-19 and the Human Rights Vaccine - *Mercedes Mayol Lassalle*

COMMUNICATION CAMPAIGNS

Different campaigns were developed with original content on the identity of early childhood education, public policy and other key issues, such as the campaign “quotes and reflections on education” by renowned actors from different areas of knowledge, like Paulo Freire, María Montessori, Albert Einstein, Alva Myrdal, Gabriela Mistral, Johann Heinrich Pestalozzi, Friedrich Fröbel, Agazzi sisters, Michel de Montaigne, Malala Yousafzai, John Dewey, Francesco Tonucci and Janusz Korczak.

CELEBRATION OF INTERNATIONAL DAYS

Campaigns were held via posts, videos and the dissemination of actions by different National Committees to celebrate the international days in OMEP and the UN.

VOICES OF OMEP STRATEGY

A series of short videos were developed with OMEP specialists from different countries on diverse topics: Maria Vassiliadou, Elizabeth Ivaldi, Lisbeth Gouin, Danièle Perruchon, Serap Erdogan, Gabriela Fairstein, Alejandra Castiglioni, Ofelia Revenco, Donna Akilah, Lilian Oloo.

OMEP'S WEBSITE

During the first months of 2021, the World Secretariat and Communication teams focused on updating the news and posts on OMEP's website, which is hosted in the Republic of Korea.

By mid year, the development of the first stage of the new website started, in order to obtain an accessible and safe platform programmed in English to be able to manage and update it in the three languages more easily.

SOCIAL NETWORKS

In every organization, social networks are a key strategy to communicate effectively. OMEP had an outdated Facebook page with very few followers. There were also several YouTube channels with similar names. This is why a new YouTube channel was created, the Facebook page was updated and Instagram and Twitter accounts were made.

The results of our efforts have been impressive:

535,431 people saw our posts. **Increase of 1,056%**
 25,496 people were involved in our posts. **Increase of 762%**
 2,597 new fans and subscribers. **Increase of 619%**
 24,776 people watched our videos (at least 30 seconds). **Increase of 4,115%**

There is still room for improvement, which is why, to boost and strengthen OMEP's strategies and give visibility to our important efforts, we have developed these recommendations for the National Committees:

- **Strengthen OMEP's social networks:**
 - » FACEBOOK: <https://www.facebook.com/WorldOMEP>
 - » INSTAGRAM: <https://www.instagram.com/worldOMEP/>
 - » TWITTER: <https://twitter.com/WorldOMEP>
 - » YOUTUBE <https://www.youtube.com/OMEPworldtv>
- **Share:** Each National Committee is asked to have one person in charge of boosting the dissemination of our events by sharing content on our social networks.

- **Like and comment:** Apart from commenting on our posts, it is also important to like them so the content is seen as relevant and shown to more people.
- **Broaden OMEP's network:** We recommended sharing posts on the social networks of each region and committee, but it is also important to do the same in the personal accounts, in groups related to early childhood education and in Universities with which we have a relationship. The links to the posts can also be shared by each region and committee via WhatsApp.
- **Invite to subscribe:** Recommend articles from the blog. Encourage people to engage with OMEP's blog and YouTube channel and subscribe to them. Encourage people to use our conferences as reference material as well.
- **Commit to being present and participating:** When OMEP organizes events, the EXCO members, representatives and National Committees are the first ones who should confirm their presence. Individual participation creates affiliation and helps to strengthen and broaden professional as well as personal relationships. Streaming events are highly valued by the algorithms of online engines.
- **Give value to OMEP's production:** We recommend doing and sharing webinars and other content for the channel to grow and for OMEP's ideas to gain visibility. It is also important to share the articles from the blog in academic circles, as well as the articles from our world journals: IJEC and OMEP: Theory into Practice.

3. OMEP's response to the pandemic: analysis of the actions done by the National Committees

Analysis done by the World President and World Secretariat team

Considering the unprecedented experience of the COVID-19 pandemic that started in 2020, one of the top priorities for this Report was to make a focused analysis of OMEP's response capacity to face this world crisis.

The whole Organization: EXCO, the representatives before the UN system and the National Committees developed various innovative actions and proposals with little economic resources but with great wisdom, imagination and efficiency.

To gather information on the activity in the National Committees, a survey was done, which collected quantitative and qualitative data on the initiatives carried out. The analysis of the results was structured based on the areas of OMEP's Strategic Plan.

3.1. Political impact

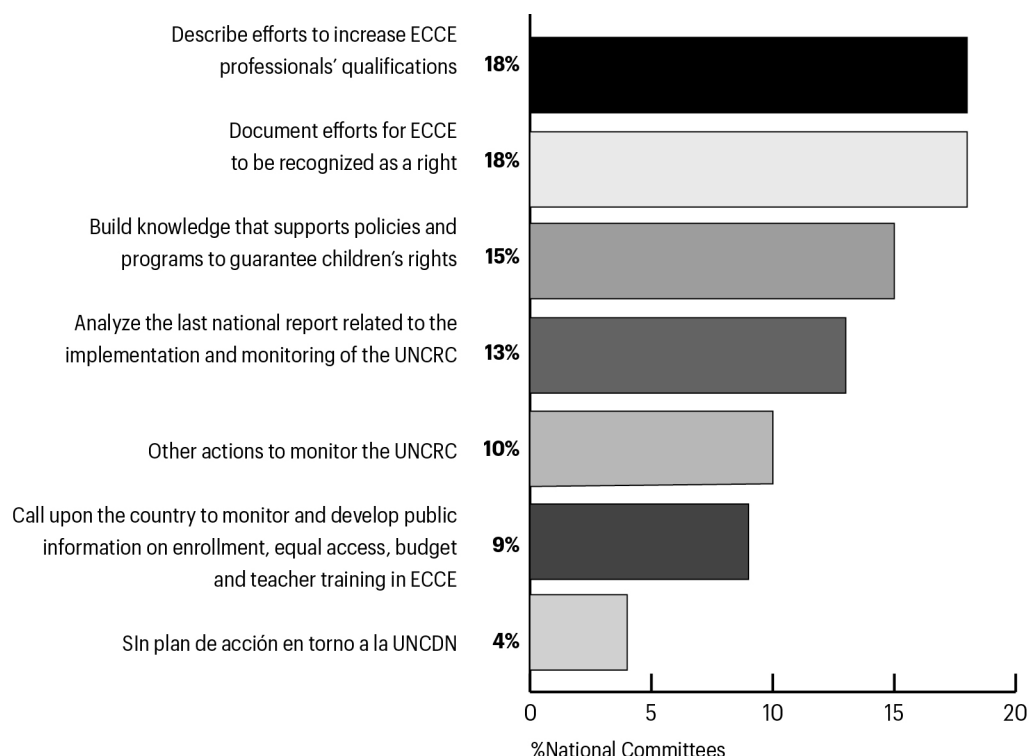
In each country, OMEP's National Committees developed various actions and initiatives in order to have influence on the processes of public policy creation and guarantee the right to education and care in early childhood during the pandemic.

3.1.1. Actions done by the National Committees for the promotion and implementation of the Convention on the Rights of the Child

The first group of actions by the National Committees to have political impact was directed to contributing to the promotion and implementation of the Convention on the Rights of the Child (UNCRC). Among these actions, the following efforts specially stood out: giving visibility to ECCE as a right, shedding light on tools to increase ECCE professionals' qualifications and building knowledge that supports policies and programs oriented at guaranteeing children's rights. National Committees have also assessed together the national reports related to the implementation and monitoring of the UNCRC and have called upon their national governments to improve the monitoring systems for the UNCRC and to develop public information on it.

As regards the National Committees, 18% supported and gave visibility to the national efforts to increase ECCE professionals' qualifications; another 18% documented the efforts in their country to promote the recognition of ECCE as a right; 15% built knowledge that supports policies and programs oriented at guaranteeing children's rights; 13% analyzed the last national reports related to the implementation and monitoring of the UNCRC in their countries; 10% also carried out other kind of actions (See Chart 1. Actions done by the National Committees for the promotion and implementation of the UNCRC); and only 4% of the National Committees have expressed the lack of an action plan in relation to the strengthening of the UNCRC in their countries.

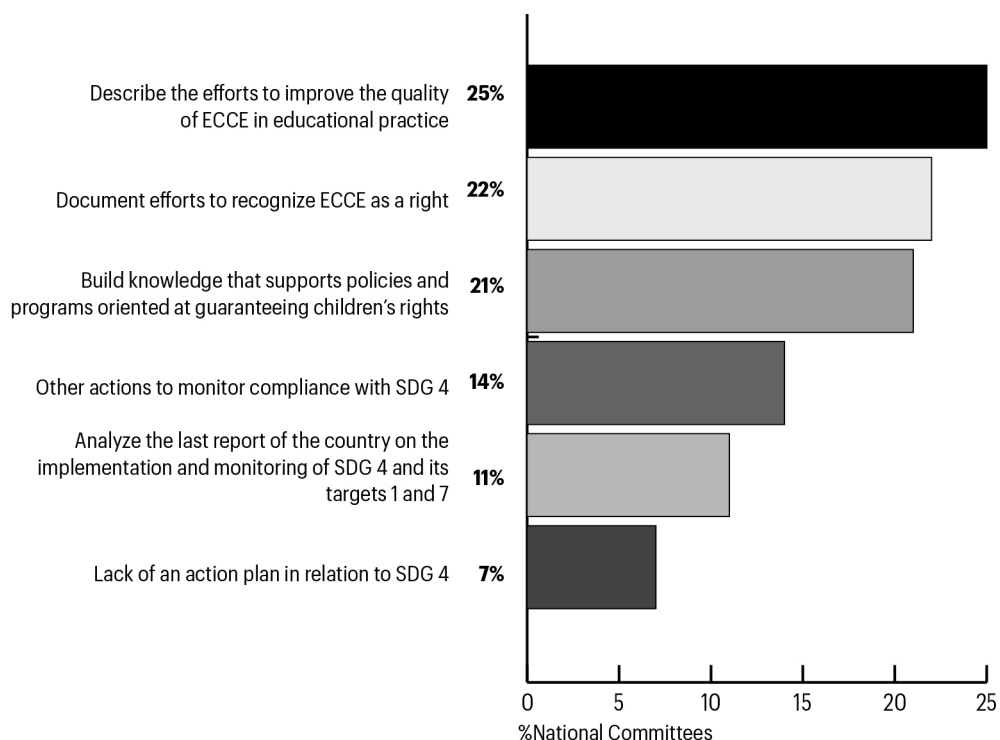
Chart 1. Actions done by the National Committees for the promotion and implementation of the UNCRC



3.1.2. Actions done by the National Committees for SDG 4 and its targets

The second group of actions for political impact by the National Committees were oriented at the contribution to achieve SDG 4 and its targets. to this end, 25% of the National Committees described the efforts to improve the quality of ECCE in educational practice; 22% documented the national efforts to recognize ECCE as a right; 21% built knowledge that supports policies and programs oriented at guaranteeing and promoting children's rights; 11% analyzed the last reports related to the implementation and monitoring of SDG 4 in their countries; and only 7% expressed the lack of an action plan in relation to the strengthening of SDG 4 and its respective targets.

Chart 2. Actions done by the National Committees for SDG 4 and its targets



Moreover, 14% of the National Committees also carried out other kinds of actions, such as: meetings with local authorities, actions with various actors from the third sector and training development. On the table Other actions of the NCs for the implementation of the UNCRC and the achievement of SDG 4, you can see some of the most important actions in this sense.

Table 1. Other actions of the NCs for the implementation of the UNCRC and the achievement of SDG 4

OTHER ACTIONS OF THE NCS FOR THE IMPLEMENTATION OF THE UNCRC AND THE ACHIEVEMENT OF SDG 4

Among other actions, OMEP Germany and AGJ drafted the following position document on the ecological rights of the child: "How dare you? The responsibility of child and youth welfare for the implementation of children's environmental rights."

OMEP Brazil promotes and offers tutoring on the implementation of the Law on the Legal Framework for Early Childhood.

OMEP Cameroon promoted the International Convention on the Rights of the Child (UNCRC) by disseminating OMEP's message and bringing awareness to the communities to guarantee the protection of the rights of the child. In Nkoldoé and Bogo, we intervened when children's rights were in danger. Likewise, when faced with the violation of the rights of the child in the anglophone crisis and the crisis faced by the Islamic sect Boko Haram, we asked for respect for the rights of the child and the end of hostility and unjustified murders. We also asked for the respect of children's right to education.

OMEP Cuba acted as a consultant for the National Administration of Early Childhood Education of the Ministry of Education (MINED) regarding the take on rights present in the educational curriculum and the actions done at the educational level with teachers and families. This Committee has always worked alongside MINED, UNICEF and other organizations to write national and international reports that show educational policies and good early childhood practices in Cuba, as referents in the region.

OMEP Nigeria participates in governmental programs and raises awareness on ECCE as a right through online platforms, training programs, jingles and banners.

OMEP Portugal, together with Higher Education School João de Deus, promotes the importance of understanding ECCE as a right, as well as the targets for sustainable development, among students of higher education programs.

OMEP Russia launched a new portal for project "Quality management center for early childhood education", whose goal is to improve the quality of early childhood by disseminating professional knowledge on the wellbeing of children through various position papers on different topics.

OMEP Sweden worked on promoting ERASMUS transition programs from preschool to school.

OMEP USA was present in ongoing meetings with NGO Committees and UN events, organized a local campaign to promote the CRC jersey slogan, participated in the UNESCO panel on the future of education with the NGO Committee on migration and was chosen to serve in the Nominations Committee for the main group of the NGO of the UN.

3.1.3. Initiatives to influence ECCE policies in the context of the pandemic

The third group of actions for political impact by the National Committees were oriented at developing initiatives to influence ECCE policies in the context of the pandemic. Regarding the National Committees, 18% held or participated in conferences and seminars (virtual or on-site) to discuss advocacy actions for children's rights; 15% developed awareness actions regarding COVID-19. 10% of the actions were aimed at writing declarations, positions papers or manifests to governments; another 10% of the actions were directed at initiatives within the "WASH from the start" program, creating material for parents, guardians and children; 10% were oriented at producing recommendations for the care of children at home and the prevention of a violent upbringing. 9% of the National Committees participated as advisor organizations in these matters in local, national or regional government decision tables. 8% of the actions were focused on the participation of members of the National Committees in the elaboration of health protocols for the reopening of ECCE institutions. Another 8% of the National Committees developed learning-from-home programs. Finally, 6% released press communications and opinion articles.

Chart 3. Initiatives by the National Committees to influence ECCE policies in the context of the pandemic.

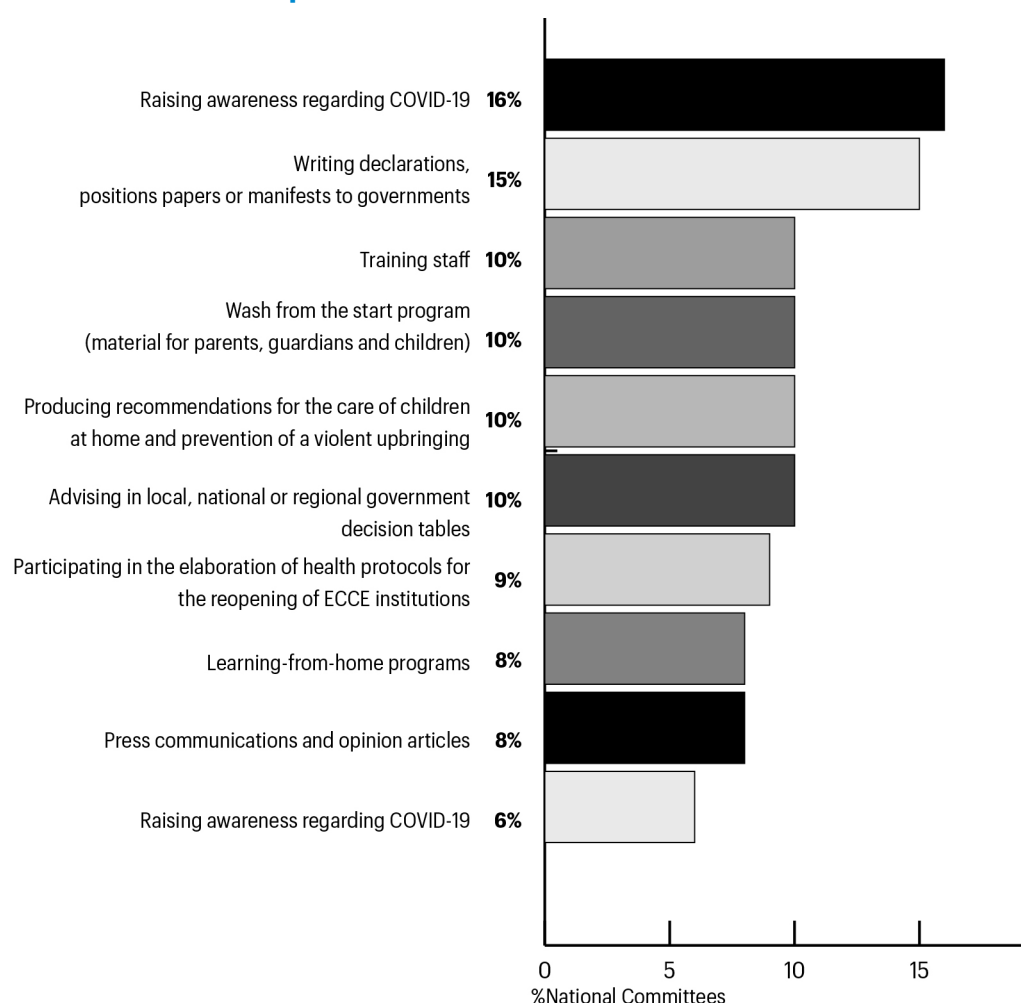


Table 2. Some important initiatives during the COVID-19 pandemic

IMPORTANT INITIATIVES DURING THE COVID-19 PANDEMIC

Manual on comprehensive care from birth until the age of 3, by the OMEP Venezuela Committee. This manual was developed by a team at OMEP Venezuela handed to the National Early Childhood Administration.

Petition by the OMEP Slovakia Committee to the authorities for ECCE to be guaranteed in the context of the COVID-19 pandemic.

Poem in Guaraní "Ajepohéi". A poem to learn through play, by the OMEP Paraguay Committee in collaboration with Children Believe. In order to give value to Guaraní as a native language from the ECCE institutions, the poem "Ajepohéi" raises awareness on the steps to wash our hands correctly through a game. The pictures were made by boys and girls from 6 to 8 years old.

3.1.4. World Commemorations

Among the different actions organized by the National Committees is the celebration of the World Commemorations approved by OMEP's World Assembly. The following chart details how many Committees were able to develop activities towards the most symbolic dates, related to early childhood and OMEP's goals.

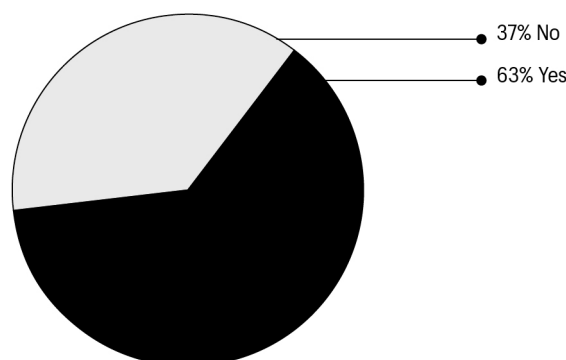
Table 3. Number of National Committees that celebrated OMEP's important dates

21	WORLD PLAY DAY	MAY 28
22	WORLD PEACE DAY	SEPTEMBER 21
24	WORLD TEACHER'S DAY	OCTOBER 5
26	WORLD HAND-WASH DAY	OCTOBER 15
30	WORLD CHILDREN'S DAY	NOVEMBER 20
11	OTHER IMPORTANT DATES	

3.2. Education

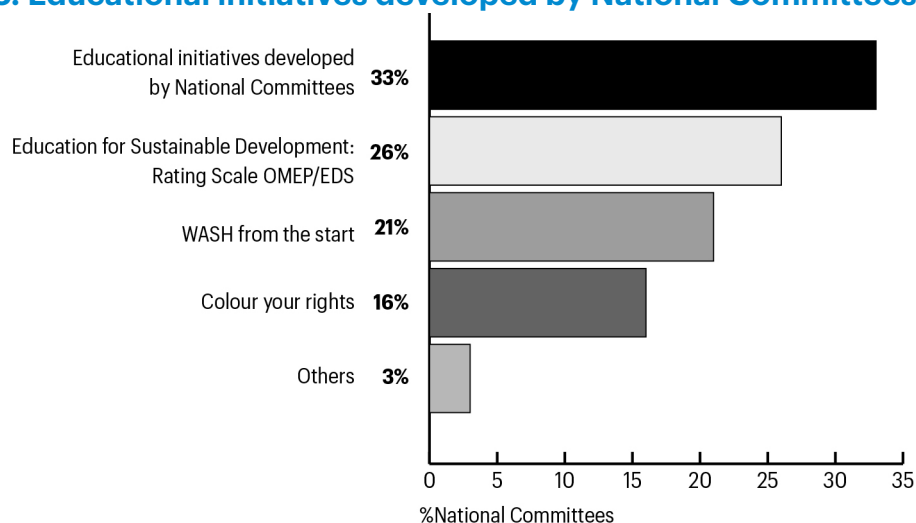
The National Committees organized different activities related to education through the development and gathering of experiences and projects related to ESD, toy libraries, play and resilience and the program "WASH from the start", among others. In relation to this, 63% of the National Committees confirmed having carried out activities and projects in this area.

Chart 4. Percentage of National Committees that developed activities related to ESD



Among the main educational activities developed by OMEP in 2020, 33% of the National Committees worked on ESD Rating Scale, 26% worked on activities related to the project WASH from the start, 21% worked on "Colour your rights", and 16% organized activities related to "Play and Resilience" or Toy Libraries.

Chart 5. Educational initiatives developed by National Committees



Furthermore, 3% of the National Committees reported that they also worked on other educational initiatives, some of them are detailed in the following chart.

Table 4. Some emblematic educational initiatives of the National Committees

SOME EMBLEMATIC INITIATIVES OF THE NATIONAL COMMITTEES

OMEP Bulgaria participated in 22 international projects including Erasmus +, Twinning, Green Heart, International Ecological Project - part: Blue Bulgarian Flag Movement, OMEP, and 26 national projects developed by kindergartens, who are collective members of OMEP.

OMEP Kenya organized educational projects on which children developed their own learning and play materials with household waste. Children made play material such as hou-

ses and clocks from wasted materials to learn different things; they also created Christmas cards made of used paper, participated in easy farming activities and practised hand washing techniques, vitally important to raise awareness of preventive measures in the context of the pandemic.

OMEPE Peru developed virtual meetings and created repositories with free educational resources about the next topics: "Children's environment in the COVID-19 process", "Talking about numbers with children", "What changed in Early Education?", "New times, care and teachings" and "New bridges, new paths for preschool education."

OMEPE Portugal developed the project "A Rodar E8G" (facebook.com/arodar.OMEPE) in 2020, with 409 participants in the activities and actions of the project. This number reflects the children and their parents' participation in the dynamics and academic progress. The team developed an intervention strategy based on the knowledge of the community, where the majority comes from Gypsy descent, acting to improve the value of their culture and their community values.

OMEPE Venezuela carried out the project "Community Conuquitos" of the Early Education and Simoncitos centers, in the Preschool Early Education stage. The project consisted of different activities for the production of small plots of land and food harvesting for the environment's preservation and care, incorporating seeds and seeding units for pedagogical activities, assessment and enjoyment of nature.

Moreover, the National Committees gathered the needs for ECCE in their respective countries and moved forward in the development of a number of suggestions and contributions that can be useful for the field of education in today's COVID-19 pandemic. Among these suggestions we find:

- Provide more support to teachers in the use of technological tools and virtual communication.
- Create specific guidelines for a safe return and less infections in the ECCE centres, since many teachers are demanding stronger support from the authorities.
- Advance in the gathering of objective information about infections in ECCE centers and the effects of the COVID-19 pandemic and lockdown measures in early childhood.
- Continue disseminating world projects related to ESD.
- Develop materials, workshops, meetings, and dialogues to raise awareness on the difficulties children of migrant families suffer, making educational and public policy suggestions for these communities.
- Develop regional professional update programs, where each country can participate with a relevant topic on their own context related to ECCE. The main goal would be contributing to improve the professionalisation of OMEPE members and establish, taking into account the diversity of each country, which are the essential ideas for an educative project.
- Launch the initiative "From declarations to actions", addressing world projects to foster the cross-sector approach on childhood problematics and to increase each country's budget on this matter.
- Create a common repository for educational and play resources for the celebration of OMEPE's important dates, so that they are available for every member and National Committees.
- Contribute to the improvement of the combined and online learning strategies and abilities for participants and members of the community of OMEPE, children, care providers and teachers.

- Take initiatives related to the development and fostering of sport activities in early childhood..

3.3. Knowledge Management

In the activities realized throughout the year 2020, OMEP's National Committees took initiatives associated with the review, creation and spreading of knowledge launched by OMEP, positioning itself as a scientific, pedagogical and ECCE specialized model. In addition, pedagogical, scientific, consulting and technical assistance initiatives were taken forward for governments and international organizations, together with the dissemination and publication of knowledge in media and social networks.

24% of the National Committees held exchanges with other Committees and organizations towards the development and dissemination of knowledge. 17% of the Committees developed research activities. Another 17% of the Committees took part in webinars about COVID 19. 14% of the Committees participated in projects and initiatives related to ESD. 11% of the Committees participated in the initiative "Rights from the start" in OMEP's blog. In addition, 7% of the Committees made publications in IJEC, 6% made publications in "Theory in Practice" and 5% were part of the series "OMEP's voices".

Chart 6. Knowledge management actions developed by National Committees



In relation to knowledge management, the National Committees have also developed a number of recommendations detailed above:

- Carrying forward certified courses regarding ECCE.
- Keeping a calendar with monthly activities regarding knowledge management to be able to participate or disseminate with time and ensure the participation of a greater number of members.
- Promote the development of knowledge from members of the National Committees.
- Develop research that can contribute to the update of results from works previously done by OMEP (as Beatriz Zapata and her team's work).

- Launch a document repository with knowledge that OMEP has developed throughout its history to make it available for the rest of the world.
- Create an "Infancy or Early childhood Observatory", aimed at developing and disseminating knowledge.
- Taking into account the diversity of profiles of the members of OMEP which post their own publications, it is proposed to allow more flexibility in the guidelines of the journal "Theory in Practice" and include a greater variety of sections or types of publications (for instance, essays, narratives, emerging lessons, among others).
- Plan activity agendas by region aimed at optimizing efforts and strengthening OMEP's National Committees in an orderly manner.
- Start to address issues of welfare and emotions, not only for children and students, but also for teachers and caregivers, since, given the current situation, ECCE professionals work under high levels of stress.
- Create an online universal library, with a portal for teachers where they learn and share their experiences. It would be exciting to have workshops or regular presentations within OMEP's community to have open discussions about the countries' topics, ideas, studies and demands. Moreover, a well organized material database could be created to help work on the main topics of ECCE for each country.
- Create an online repository with the activities developed by National Committees in this area of the strategic plan –and others– so that the rest of the Committees can be informed. The best projects or good practices carried out by the National Committees can be shared with other Committees to expand on them. News about Committees can be useful as examples.
- Enhance the exchanges among the different Committees and members appealing, for instance, to 1) stimulate further dialogue among members through interactive communication using SNS and 2) the publication of informative papers about ECCE in each country.
- Further encourage the World OMEP website, since it is a confluence instance which encourages the participation of all its members in the activities and serves as an ideal space to share areas of interest and practice in ECCE.

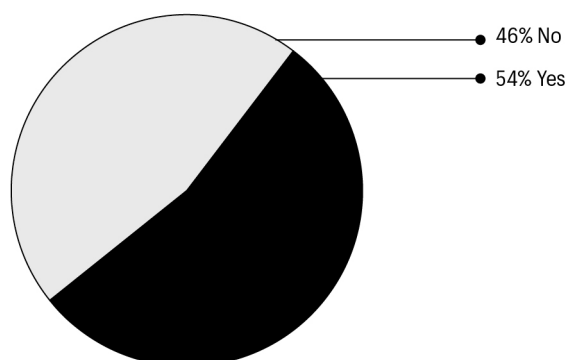
3.4. Organization

In every organization, it is paramount to consider the development of strategies that strengthen the internal organizational management regarding: procedures for administrative management of Committees, Vice Presidencies and Presidencies; strengthening practices for the regional Vice Presidencies and the National Committees; and training in seeking funds and organization management. Hence, in this section some of the main topics associated with OMEP's internal management aimed at identifying potential challenges, opportunities and suggestions for the future in this area.

The year 2020 has been particularly special due to the lockdown measures derived from the COVID-19 pandemic. This world situation changed the dynamics of the activities and events of the National Committees, and their capacity to leverage funds.

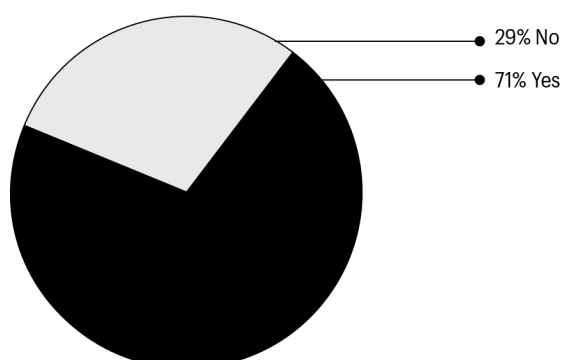
In relation to the funding of the National Committees, 52.7% of them recognized that their sources of funding and resources were affected by the pandemic. Among the reasons that caused this, we find a decrease in revenue on the part of the partners (which complicates the payment of their annual fee) and the impossibility to conduct in-person activities and training that were, traditionally, ideal instances to raise funds for some Committees.

Chart 7. Percentage of National Committees that saw their revenues drop during 2020



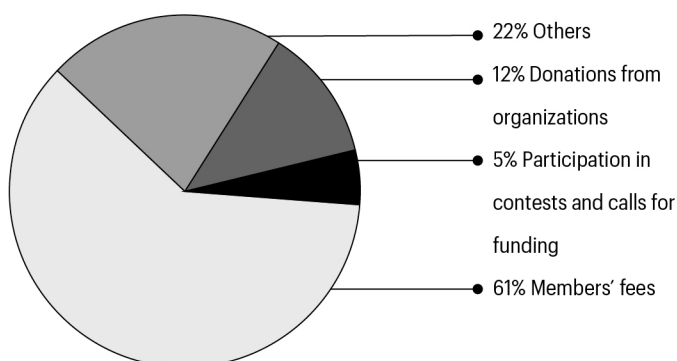
In relation to this generalized drop in their revenues, 29% of the National Committees informed they have not yet paid OMEP's annual fee for 2020. However, in this difficult situation, we highlight the solidarity shown among the different National Committees. In some cases, different Committees helped other fellow nations pay the annual fee.

Chart 8. Percentage of National Committees that paid OMEP's annual fee for 2020



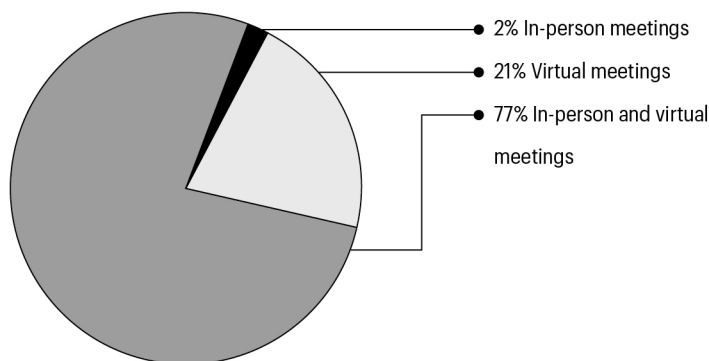
In relation to this, the main funding sources of the National Committees were their member's fees. In addition to these fees, the Committees stated as other sources of funding the donations from organizations, the participation in calls and contests for funding, among others.

Chart 9. Main sources of funding of the National Committees during 2020



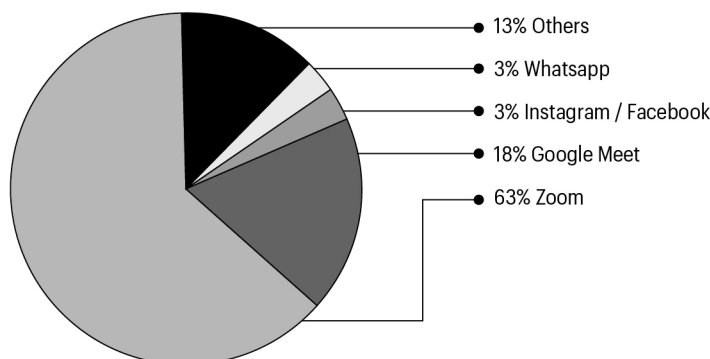
The different measures adopted by governments due to the current COVID-19 pandemic made the National Committees, Regional Vice Presidencies and the EXCO implement new channels of communication during 2020. Regarding this, the National Committees reported that the main channels from which they conducted their internal meetings during 2020 were: virtual and in-person meetings (77.2%), virtual meetings (21.1%) and in-person meetings (1.8%).

Chart 10. Main channels for meetings of the National Committees during 2020



Among the main digital channels used to hold meetings during 2020, these were used: Zoom (62.9%), Google Meet (18.6%), Instagram/Facebook (2.9%), Whatsapp (2.9%) and others (12.9%).

Chart 11. Main digital communication channels used by the National Committees in meetings during 2020



As regards accountability and transparency, the National Committees have informed the scheduled dates for their next elections and renewals of position. For the year 2021 and 2022, these are the scheduled national elections:

COUNTRY	DATE	COUNTRY	DATE	COUNTRY	DATE
NORWAY	15/4/2021	LATVIA	19/10/2021	ARGENTINA	24/4/2022
SWEDEN	26/2/2021	CZECH REPUBLIC	20/10/2021	KENYA	30/4/2022
TURKEY	27/3/2021	URUGUAY	1/11/2021	BOSNIA AND HERZEGOVINA	5/5/2022
BOLIVIA	31/3/2021	BELGIUM	2/11/2021	CROATIA	19/5/2022
GERMANY	1/4/2021	PORTUGAL	30/11/2021	EL SALVADOR	15/6/2022

COUNTRY	DATE	COUNTRY	DATE	COUNTRY	DATE
SINGAPORE	12/04/21	SIERRA LEONE	30/11/2021	LITHUANIA	15/9/2022
SLOVAKIA	30/4/2021	CYPRUS	15/12/2021	POLAND	8/10/2022
HAITI	1/5/2021	AUSTRALIA	15/12/2021	PERU	19/10/2022
CUBA	2/7/2021	PARAGUAY	20/12/2021	NIGERIA	19/10/2022
BURKINA FASO	31/7/2021	KOREA	31/12/2021	CANADA	20/11/2022
CHILE	30/8/2021	ECUADOR	20/2/2022	UKRAINE	19/12/2022
UNITED KINGDOM	16/10/2021	COLOMBIA	30/3/2022	JAPAN	20/12/2022

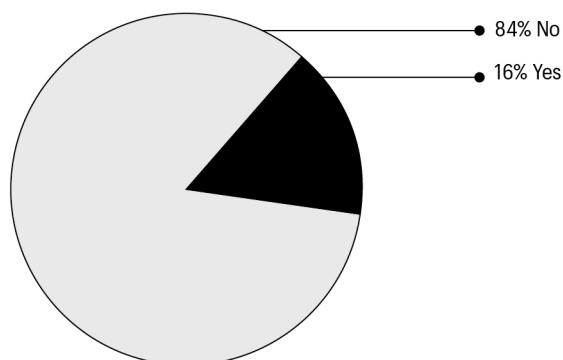
Note: Dates are as follows: date/month/year.

3.5. Communication

As an organization, it is paramount to reflect on the communication strategies, since it is an aspect that affects every activity. Therefore, we will describe below OMEP's current situation on external communication, taking into account the pedagogical aspect (training and awareness) and the external and internal dialogical aspect.

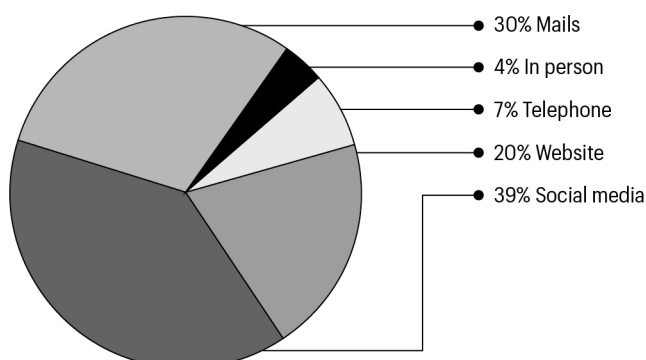
In relation to the planning of the communication, only 16% of the National Committees reported to have a communication plan, while 84% does not have one yet.

Chart 12. Percentage of National Committees that have a communication plan



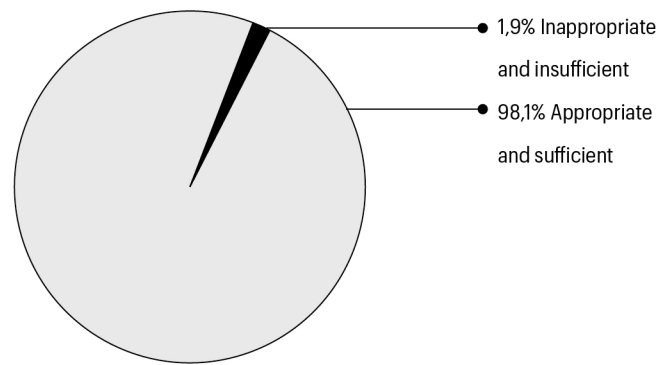
Among the main communication strategies used by the National Committees during 2020 we find: contact via social media, (38,6%), email (29,5%), website (20,5%), telephone (6,8%) and in person (4,5%).

Chart 13. Main communication strategies used by the National Committees during 2020



Contact between National Committees and the EXCO is one of the key aspects to analyze regarding organizational communication. Regarding this, 98% of the National Committees stated that the channels and the dynamics of the meetings used by the World Presidency during the pandemic (webinars, cafes and other meetings) were appropriate and sufficient.

Chart 14. National Committees view on the quality of communication by the World Presidency.



4. Regional Vice Presidencies reports: Actions and strategies developed in 2020

4.1. África

Report written by the Regional Vice President for Africa: Nyamikeh Kyiamah



4.1.1 Activities of the Regional Vice President in 2020

- Communication through the WhatsApp Group of the members in the Region proved to be an even more useful tool, because of the pandemic, helped us to communicate much faster and share ideas. Communication with Committees through emails, text messages, phone calls, continued. This encouraged more participation in OMEP activities, especially virtual ones.
- As usual National committees were encouraged to participate in OMEP National and Regional conferences, and international activities as far as is possible - webinars, virtual meetings via Zoom, and virtual Cafes etc.:
- Organized Zoom Regional Meetings to discuss what is happening and share ideas on the management of the COVID-19 situation.
- Participated and encouraged OMEP Africa members to participate in UNESCO Webinar – “Ensuring Quality of Learning and Well-being of Young Children in the context of COVID-19”. – <https://youtu.be/1d-H82WPgWU>
- Participated in the World OMEP Webinar – “How to Deal with COVID_19 in ECEC?”
- Impact of the Pandemic on Early Well-Being and Mental Well-Being”.
- Participated in a Virtual Meeting – “Teaching and Learning in the Digital Age – A Discussion with Children’s Media and Technology Creators, Researchers and Educators” -
- Collaborated with UNESCO on survey – Early Childhood Education (ECE) Personnel Survey related to COVID-19 in Sub-Saharan Africa.

4.1.2 National Committee Activity Highlights

OMEP Africa Region has seven (7) National Committees and one (1) Preparatory Committee. Reports of activities undertaken in 2020 were received from six (5 +1) of these committees, 5 National Committees – Burkina Faso, Cameroon, Ghana, Kenya, and Nigeria: 1 Preparatory

Committee – Sierra Leone . The Pandemic limited the activities that could be undertaken, funding was also tight as funding normally comes from membership fees or donor funding. Both sources were very minimal during this period due to the covid pandemic. Nevertheless, as usual, each executed programmes most relevant to their environment. Meetings were conducted either face-to face or virtual (Zoom, Whatsapp, and where possible Organizing and Celebrating OMEP Special days).

Almost all Committees celebrated at least World Play day and/or Global Handwashing Day. In addition, the English-speaking countries also celebrated World Read Aloud Day – 1st Wednesday of February each year – 3rd February 2021. Nigeria celebrated Blue Day. Individual Schools celebrated these dates within their own respective schools. No country celebrated International Peace Day.

Virtual OMEP World Conference held on 28 November.: Five(5) National Committees, namely, Cameroon, Ghana, Kenya, Liberia and Nigeria, and the Preparatory Committee Sierra Leone, were represented.

II) OMEP Burkina Faso - Committee took part in various initiatives, among which are as follows:

- Participation in local, national or regional government decision-making as an advisory body on the subject participation of members of the National Committee in the development of protocols related to the reopening of EPPE institutions Awareness of COVID-19.
- Had Face-to-face meetings to discuss Distance education, Protection of children in the context of COVID-19.
- Was able to engage in knowledge-sharing activities, Political influence activities.

II) OMEP Cameroon Committee took part in various initiatives, among which are as follows:

- Had Face to face and virtual meetings on :The Covid-19 crisis and the protection of teachers and students; OMEP's support for communities in the target areas; Education and containment; and Negotiation partnership with UNESCO on its applications.
- Promoted the International Convention on the Rights of the Child (CIDE) by getting OMEP's message across and raising awareness among target communities about safeguarding children's rights. So, in Nkoldoé and Bogo, intervened when children's rights were in danger. In the same way, in the face of violations of children's rights in the Anglophone crisis and the violation of the Islamic sect Boko Haram, called for respect for children's rights and for the cessation of unjustified hostility and assassination. Also called for respect for the right to education for children.
- Sensitized the community on COVID-19, where they are undergoing some projects in and Distributed Masks.

III) OMEP Ghana Committee took part in various initiatives, among which are as follows:

- Conducted meetings Face-to-Face and/or virtual via Zoom, Main topics - Was on the Welfare of children during this time. Wellbeing of early childhood practitioners. How to help children remotely.
- OMEP Ghana President panelist on Surviving the COVID-19 Series: - What Schools should know about COVID-19 before they reopen fully. -Which COVID -19 safety protocols should schools have in place for their students.

<https://www.facebook.com/theisraelaryea/videos/1189230554795991>

- OMEP Ghana as a member of the National Council for Private Early Childhood Growth and Development:
 - » Facilitated the collection of relief (Food) items from the Gender Ministry for distribution to 150 vulnerable teachers during the lockdown.
 - » Participated in a Two -Day Stakeholders ECD Conference on – “Continuous Learning and Reopening of Early Childhood Centers and Care Programs: - What will it take in Ghana?” - Key outcome for the conference was - To create a policy brief to inform

national and sub-national planning and implementation on i) prevention on COVID-19; ii) continuous learning strategies; and iii) reopening of schools.

IV) OMEP Kenya Committee took part in various initiatives, among which are as follows:

- Conducted meetings Face-to-Face or virtual(Zoom), Main topics - Safety and Psychosocial Support in the pandemic era.
- Participation of members in the elaboration of protocols related to the reopening of ECCE institutions.
- Conducting or participating in conferences and seminars (virtual/face-to-face) to discuss actions in defense of children's rights.
- Wash from the start program (material for fathers, mothers, guardians and children) COVID - 19 awareness-raising.
- Recommendations on childcare in the home and prevention of violence in parenting.
- Signing and distributing petitions relating to ECCE in the pandemic.
- Participation in "OMEP Voices" Participation in the OMEP Blog "Rights from the Start" : Right to Play , Toy Library Concept.

V) OMEP Nigeria Committee took part in various initiatives, among which are as follows:

- Conducted meetings virtual via Zoom, with continuous information through WhatsApp, both at National and State levels. Less face-to-face meetings and reduced activities. More virtual meetings. Main topics were to enlighten the practitioners, parents and children about COVID through jingles, story line, training .
- Provision of palliatives to vulnerable children, training of practitioners, parents & children on safety protocols.
- Secretary was one of the administrators for the Anglophone Africa Solidarity Network UNESCO NGO Partners.
- Secretary developed the "Activity Based "Low Cost, No Cost project which is in line with ESD . Training programmes were organised on the project.
- OMEP Nigeria Accredited Facebook page to educate on safety, COVID 19 etc.
- OMEP Nigeria Advertised WASH with banners to create the importance of handwashing, especially in the COVID era.

VI) OMEP Sierra Leone Committee took part in various initiatives, among which are as follows:

- Had Virtual meetings via Zoom and WhatsApp conference calls.
- Information from webinars and exchanges with other groups was disseminated to schools for implementation.
- Sensitization of parents on dangers of and prevention of Coronavirus and education programmes organized for the children on radio based on their curriculum.

4.1.3 Major strengths of the Region:

Capacity building/training of Early childhood educators and Caregivers; Public awareness /enlightenment of parents in schools and public places on the objectives of OMEP; Collaborating with Governments at different levels on issues concerning Early Childhood Education and Care.

4.1.4. Main rooms for improvement:

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

4.1.6. The Strategic Plan and its development in Africa during 2020

Analysis written by the World Secretariat team

POLITICAL IMPACT

The following are some actions of political impact developed by the African National Committees in order to strengthen the promotion of a quality ECCE for all children in each country:

- 5 initiatives documenting efforts for ECCE to be considered a right.
- 3 knowledge building initiatives supporting programs and politics oriented towards guaranteeing children's rights.
- 4 initiatives describing the efforts to improve ECCE quality in clauses about educational practices and ECCE professional capabilities.
- 2 national report analyses about the implementation and monitoring of the UNCRC and SDG 4 and its targets.

In addition, due to the current pandemic situation, the National Committees developed different initiatives in order to contribute to the continuity of the ECCE, guaranteeing children's rights. In this line we can mention, for instance, the declarations and position papers developed by the Kenyan and Nigerian Committees, each of them aimed at their national governments. These Committees have also issued a press release and opinion pieces in the media. Moreover, 3 National Committees worked on recommendations for child care at home and for preventing violence in the upbringing of the children. At the same time, 4 National Committees started awareness campaigns about COVID-19. The National Committees of Nigeria, Kenya and Burkina Faso participated in the drafting of the protocols for the reopening of the ECCE institutions. Regarding other political impact actions, the Nigerian Committee observes and gives visibility to the vulnerability situation and the violation of children's rights in the anglophone crisis. The advance of the Islamic sect Boko Haram in the territory and other associated conflicts threaten children's rights due to hostility, violence and murder. In this context, the Committee is working together with the authorities and highlights the need for more respect towards children and their right to education.

EDUCATION

50% of the African Committees developed ESD initiatives. On this matter, the Committee of Kenya developed a project to raise awareness among children on the importance of recycling. In this initiative, children developed their own learning and playing materials from household waste.

The National Committees of Nigeria, Kenya and Cameroon developed different action plans for the project "Wash from the start". In this line, the Committee of Cameroon carried out different awareness activities in 10 schools located at the central and coastal areas of the country. Children were constantly encouraged to wash their hands on a regular basis and to comply with the WHO and Health Department COVID-19 protocols.

The Committees of Nigeria and Kenya developed different initiatives for the project "Play and Resilience".

KNOWLEDGE MANAGEMENT

The African Committees also developed actions and knowledge management collective fields to address and strengthen ECCE. Among the distinguished actions in this matter we find participation in webinars about COVID-19, coordination between Committees and other organizations and publication in different platforms committed to early childhood.

The Committee of Nigeria developed activities oriented to research and participated in different webinars about COVID-19 and development of ESD, among others. In addition, it was part

of “OMEP Voices” and OMEP’s Blog “Rights from the start”. The Committee of Sierra Leone disseminated different contents related to this matter in schools and educative centers in order for them to implement. Meanwhile, the Committee of Kenya was part of “OMEP Voices” and of OMEP’s Blog.

DISTINGUISHED COUNTRIES IN THE AFRICAN REGION:

Cameroon: Cameroon’s National Committee worked on addressing the COVID-19 crisis and protecting students and teachers, and also on OMEP’s support towards communities in issues related to confinement and education. This Committee has been developing initiatives together with UNESCO.

Kenya: Kenya’s National Committee promoted: 1) active participation of teachers in the inclusion of SDG in the syllabus, 2) participation of parents and 3) the National Committees’ cooperation with UNICEF and UNESCO for promoting rights and the SDGs.

Nigeria: Nigeria’s National Committee maintained constant exchanges with other organizations and other Committees in OMEP. In relation to this, the Committee Secretary was one of the managers of the Anglophone Africa Solidarity Network UNESCO NGO partners.

4.2. Asia-Pacific

Report written by the Regional Vice President for Asia Pacific: Udomluck Kulapichitr



4.2.1. Activities of the Regional Vice President in 2020

Due to the COVID-19 pandemic, which resulted in a national lockdown in AP for several months in 2019, as a AP vice president, I have conducted these following activities via virtual social media platforms:

- A virtual meeting among regional members about country reporting, ECEC situations during COVID-19 pandemic, regional collaboration, world and regional event rescheduling on 10 November, 2020.
- Staff training and capacity building activities on the topic of “Practice for ECEC settings in prevention of the COVID-19 outbreak”
- Knowledge sharing activities: Dissemination on activities for young children during COVID-19 lockdown
- Article published on COVID-19 in OMEP Journal with other 4 countries (Australia, China, Japan, Korea and Thailand)

4.2.2. National Committee Activity Highlights

Australia: OMEP Australia presented on the UNCRC at a national committee and conducted a project celebrating the UNCRC. They also provided feedback to the National Children’s Commissioner on Australia’s progress on children’s rights. They presented a webinar on ECEC, all members of the Executive are actively engaged in research - including in the areas of child’s rights. They also wrote to State and Federal Ministers of Education in support of EC educators.

China: OMEP China will organize an Asia Pacific Regional Conference on April 18-20, 2021. The Conference Theme is Children Well – being, Asia-Pacific Goodness. The venue will be Hangzhou. They strengthened early childhood advocacy and organized 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. They also promoted professional development and training.

Hong Kong: OMEP Hong Kong compiled and published Chinese books that summarize the teaching plans developed by the participants who promoted and adopted Chinese culture in their teaching and learning. They distributed the hard copies of the book to university and public libraries and many interested kindergartens. They focused on areas including “digital divide”, “society’s perception of kindergarten educators”, “parent education”, “resource allocation”, and “unification of early childhood services”.

Japan: OMEP Japan has started several surveys on CRC initiatives in municipalities, and the current conditions of teacher training curricula based on CRC. They shared the peace message on the website of World OMEP and Mie Oba's peace crane project on Facebook, Instagram and YouTube of World OMEP on International Day of Peace 2020. They have been trying to stimulate cooperation with UNESCO, UNICEF, Save the Children Japan, ESD Center, and IPA Japan, and also to promote the appeal of CRC and ESD to governments and municipalities. OMEP-Japan newsletters have been published twice a year.

Pakistan: OMEP Pakistan promoted ECD, ECCD, established OMEP School & Teacher Training Center. OMEP Pakistan committee carried out actions to monitor compliance with the fulfillment of SDG 4 and its targets 4.1 and 4.7. COVID - 19 awareness-raising was an initiative that was taken to influence decision-making on ECCE policies in the context of the pandemic. OMEP Pakistan committee celebrated on 14th August, 2020 as their National Day.

Korea: OMEP Korea has distributed WASH related information to the association of public/ private kindergarten to enhance hygiene to cope with Covid-19. They have participated in various webinars held by world OMEP including the one on the COVID-19. Also, an immediate past OMEP World president, Dr. Eunhye Park participated on a research with several other OMEP committees on the ECEC during COVID-19 which has been published in IJEC. The members of Korea committee have actively participated in various activities, such as attending conferences, participating in research on developing teacher education materials, etc. regarding ECEC during the pandemic situation in Korea.

New Zealand: OMEP New Zealand are currently working with the Ministry of Education and the Government's Office of the Children's Commissioner to republish Each and Every Child/He Taonga Tonu He Tamariki, a UNICEF publication on rights for children, unique to Aotearoa NZ, and first published in 2011. They celebrated WASH from the Start via Facebook and leaflets; ESD Rating Scale - participation from various ECE settings; Play and Resilience - ongoing project with IPA; 6 pieces of children's art were sent to Cyprus. Their members attended the Early Education Federation meetings via zoom; also the Child Wellbeing Network meetings via zoom; OMEP New Zealand have several reps on Tick for Kids zoom meetings; a group of members are developing research around the use of the rating scale

Singapore: OMEP Singapore organized a meeting discussing on the topic about teaching children respect and accept ethnicity, communication among members, and challenges and good practices at schools during the pandemics. OMEP Singapore committee attended an OMEP Webinars on Covid-19 and ECEC. They developed bridging control to digital platforms that related to the strategic area of knowledge management by the OMEP World Executive Committee.

Thailand: OMEP Thailand developed Preventive Measures for COVID-19 in Early Childhood Settings, Public Health System Management Against COVID-19 Pandemic, Developmentally Appropriate Practice for Young Children During COVID-19 Pandemic. Their special national event was Thai National Children's Day (January 12, 2020). They had publications on health and sanitation for early childhood settings, joined OMEP rating scale ESD project, disseminated the publications on health and sanitation in several workshops for ECEE teachers and also translated OMEP rating scale ESD into Thai Language.

4.2.3. Major Strengths of the Region

a Active participation and host in OMEP World and Regional Assemblies and Conferences. Three countries have hosted OMEP World Assemblies and Conferences since 2011.

- » Hong Kong hosted the 63rd OMEP World Assembly and Conference in 2011.
- » China hosted the 65th OMEP World Assembly and Conference in 2013.
- » Korea hosted the 68th OMEP World Assembly and Conference in 2016.

Active Participation in the 70th OMEP World Assembly and international Conference in Prague, Czech Republic, 25th – 29th June, 2018

Active Participation in the 71st OMEP World Assembly and international Conference in Panama City, Panama, 22-26 July, 2019

Three countries hosted OMEP Regional Assemblies and Conferences in 2015, 2017 and 2019

- » New Zealand hosted the Regional Assembly and Conference in 2015.
- » Hong Kong hosted the Regional Assembly and Conference in 2017.
- » Japan will host the Regional Assembly and Conference in 2019.

b Strong relationships among regional organizations, such as ARNEC, UNESCO, and UNICE

c Active participation in World Projects

Many National Committees actively participated in World Projects such as ESD and WASH from the Start and Play and Resilience. All members will also plan to participate in the next OMEP World Assembly and Conference in Athens, Greece.

4.2.4. Main Rooms for Improvement

As Asia Pacific is a very big and diverse region, in order to regularly keep in touch among members, on-line communications can be used in addition to other platforms. Research and other collaborative projects or activities among AP members such as this following; scholar exchange program, student exchange program, ideas exchanges, MOU between universities and organizations, teacher training quality assurance, universal testing of young children, evaluation of institutions, quality of teacher education programme, promoting OMEP in each country, strengthening and maintaining supports for inactive national committees in the region, implementing of Sustainable Development Goals (SDGs) at each country's national level, can be initiated.

Moreover, as COVID-19 has had an impact on AP members' priority on managing work situation and way of life in the New Normal, therefore digital technology that is suitable for early childhood education is a critical issue for further discussion.

4.2.5. The Strategic Plan and its development in Asia-Pacific during 2020

Analysis written by the World Secretariat team

POLITICAL IMPACT

The following are some actions of political impact developed by the Asia-Pacific National Committees in order to strengthen the promotion of a quality ECCE for all children in each country4 initiatives documenting efforts for ECCE to be recognized as a right.

- 5 initiatives building knowledge that supports policies and programs focused on guaranteeing children's rights.
- 5 initiatives describing efforts to improve the ECCE's quality in clauses regarding educational practices. The Chinese Committee's initiative should be noted, since it is carrying out a study to evaluate the ECCE's quality countrywide, and it has already gathered data from 5 Chinese regions.
- 5 initiatives to build skills in ECCE professionals.
- 6 analysis of national reports on the implementation and monitoring of the UNCRC and the SDG 4 and its targets. In relation to this, the Australian Committee made a presentation on the UNCRC in a national meeting and it regularly provides comments to the National Children's Commissioner about Australia's progress regarding children's rights.
- 4 statements urging the governments to monitor and produce public information about enrollment, equitable access, budget and teacher professionalization in the ECCE.

Moreover, during the pandemic, the National Committees of the region have developed different initiatives in order to boost the continuity of the work related to ECCE and guarantee children's rights. Among these actions, the following achievements can be highlighted:

- 4 Committees participated in conferences and seminars (virtual and in-person) to discuss actions in defense of children's rights.
- 4 Committees undertook COVID-19 awareness-raising initiatives.
- 3 Committees developed statements, position papers and manifestos addressed to governments, along with press releases and opinion pieces on the subject in the media.
- 4 Committees carried out staff training actions.
- 4 Committees actively participated in advisory tasks at local, national and regional government decision-making boards. In relation to this, the New Zealand Committee's work is noteworthy, since it developed the monitoring of the government Early Learning Action Plan to verify its progress. Moreover, the Japanese Committee has begun several polls on ECCE initiatives in districts and the current conditions of teacher training syllabi.

Additionally, in order to support families in the imposed-restrictions context due to the pandemic, the Chinese Committee made recommendations regarding child care at home and violence prevention in the upbringing of children, and also launched "Programs to learn at home." For their part, the Thai Committee actively participated in the making of protocols linked to the reopening of ECCE institutions.

EDUCATION

Almost 50% of the Committees could carry out Education for Sustainable Development initiatives during 2020. The Korean Committee organized a seminar for early childhood teachers on ESD. The Japanese Committee gathered information about ESD practices in ECCE facilities. The Chinese Committee provided quality educational resources to help promote awareness about nature and animal protection among children.

The "Wash from the start" initiatives were carried out by the Thailand, Japan, New Zealand and Pakistan National Committees. In addition, Pakistan, China and New Zealand developed "Games and Resilience" actions. Regarding the project "Colour your Rights", actions were developed by the New Zealand, Pakistan and Japan Committees; the last one invited different associated ECCE centers to join the initiative.

KNOWLEDGE MANAGEMENT

The National Committees of the region carried out several actions linked to knowledge management in educational practices for early childhood. In line with this, they made exchanges with other organizations and other OMEP committees.

The Committees from Korea, New Zealand, Japan, China, Australia, Thailand and Pakistan developed research-oriented activities. In Australia's case, for example, the Committee is working on two projects about children's opinion on COVID and childhood human rights. On their part, the Pakistani Committee worked on a research with other OMEP Committees about Early Childhood Education and COVID-19 that has been published in IJEC.

The main publications and sites where the Committees of the region share their works and researches are "Voices of OMEP", the OMEP Blog "Rights from the Start", IJEC and "OMEP: Theory into Practice."

With respect to meetings and exchange seminars, the National Committees have participated in several web seminars conducted by the EXCO, even regarding COVID-19.

ASIA PACIFIC HIGHLIGHTS

China: The National Committee developed the “Play with fun: Helping our children fight coronavirus” manual, which included electronic educational resources for OMEP Italy (17 play activities, 12 short stories and 6 child acting videos). It also developed educational resources for Chinese impoverished and rural areas (279 rhymes, 52 short stories, 29 educational activities and 161 play activities), which also had the purpose of helping children to learn how to protect nature, animals and the environment.

Japan: The National Committee attended the Annual Meeting of the National Federation of UNESCO Associations in Japan and the Japanese National Commission for UNESCO. They encouraged cooperation with UNESCO, UNICEF, Save the Children Japan, the ESD Center and IPA Japan.

New Zealand: The National Committee is working alongside the Ministry of Education and the government’s Office of the Children’s Commissioner to launch the second edition of “Every and Every Child/ He Taonga Tonu He Tamariki”, a UNICEF publication about children’s rights, and exclusive to Aotearoa NZ.

4.3. Europe

Report written by the Regional Vice President for Europe: Ingrid Engdahl



4.3.1 Activities of the Regional Vice President in 2020

This year has been dominated in so many ways by the Covid-19 pandemic. Young children and their families have suffered tremendous changes in their daily lives. Preschools and schools have been closed for shorter or longer periods, and even for young children communications have partly been carried out with digital and social means. The OMEP National committees in Europe have changed from live to online communication, reaching out to members with webinars, online conferences, and through Facebook and other social media. Frankly, in many countries this change has led to more people becoming involved in OMEP initiated activities, and many committees plan to continue with online programmes to complement live events also in the future.

In 2020 I sent out six European OMEP newsletters, which are appreciated and make OMEP representatives come together. A new form of meetings, the OMEP Virtual Cafés was introduced by the World President, and we have arranged four cafés during 2020. This form of meetings has been appreciated and contributed to an increased sense of belonging and an awareness of OMEP. The Cafés also served as preparation for the OMEP European Regional Meeting, on September 30, which was successfully carried out as a virtual assembly, facilitated by Zoom. The OMEP World Assembly and Conference 2020 was planned to be in Athens in July 2020. Together with the Greek president and committee, I have worked hard to realise the planning and to review the around 400 abstracts that were submitted. However, due to the pandemic, the OMEP Executive Committee decided in March 2020 to postpone the WAC one year, to July 2021.

Before the pandemic stopped all traveling, in January, I had the pleasure to visit some countries by invitation. International conference in Warsaw arranged by OMEP Poland on the rights of the child, together with representatives from OMEP Ukraine, ESD seminar in Poznan, Meeting with OMEP representatives in Berlin to discuss OMEP Germany, Meeting with the Preparatory committee of OMEP Belgium in Antwerpen, ESD seminar with ECE students and a meeting with OMEP Denmark in Copenhagen to discuss the situation there. In 2020 I have also been present at OMEP Annual meetings in France, Sweden, and the United Kingdom, having the possibility to talk about the OMEP Strategic plan and our OMEP projects. At the end of the year, I gave a keynote address at the 10th International Early Childhood Care and Education conference in Moscow on children's rights, play and teaching for sustainability, with examples from the re-

vised Swedish ECE curriculum. OMEP Russia also arranged appreciated seminars on ESD and other projects during the conference..

4.3.2. National Committee Activity Highlights

The European committees have all had to change their program and activities due to the Covid-19 pandemic. Committees in Cyprus, Finland, Russia, Turkey, and Ukraine report strategic online actions targeting both OMEP members, teachers, and children and their families. OMEP France carried out a questionnaire around Covid, OMEP Bulgaria increased their activities for children living in remote areas, and OMEP Lithuania upgraded their activities and moved them online. Other committees have had to postpone their planned activities, e.g., linked to the ESD Rating Scale project. Additionally, there has been a decrease in memberships this year, with consequences for the budget.

The European committees actively celebrate special international days, where the days for play, peace, handwashing, and children's rights are the most common. OMEP Italy is using these significant dates to design the identity of the new Italian Committee and to make contacts on those issues with other institutions and civil society around a system of values that promote and characterize OMEP Italy. OMEP Russia has for years put special efforts around the Handwashing day, and in 2020 this grew into a celebration where 8 357 children celebrated the importance of handwashing. OMEP Bulgaria, Latvia and Slovakia celebrate all five days. To pay more attention to the important content embedded in the international days, OMEP Sweden plans a 2022 OMEP Calendar for preschools.

OMEP Norway, Portugal and UK have started with OMEP Awards in different areas (play and sustainability) which attracts interest way beyond the OMEP members.

4.3.3. Major strengths of the region

Even in 2020 when the pandemic dominates our lives, it is encouraging to see that so many OMEP National committees are involved in projects and arranges seminars and conferences. Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Russia, Sweden, Turkey and UK continue working with the ESD Rating Scale project, more committees, as France, Poland and Slovakia work with ESD in other forms. OMEP in Bulgaria, Cyprus, France, Poland, Slovakia, and Sweden are actively participating in the Colour your rights project and this year activities within Wash from the start are highlighted and go well in line with all contra pandemic initiatives.

OMEP France continues doing valuable contributions as representatives at UNESCO in Paris. A couple of Erasmus projects engage and strengthen liaisons between committees, e.g., Poland and Ukraine, Croatia, Greece, Norway, Poland and UK, Croatia, Iceland, Ireland, and Sweden. Publications from these projects are made both in the OMEP journals and elsewhere. More publications during 2020 come from Greece, Ireland, Poland, Slovakia, Russia, Turkey, and Ukraine.

4.3.4. Main rooms for improvement

The Covid-19 pandemic has forced the National Committees of OMEP to change their means of communication and their meetings into digital and virtual forms. Noteworthy, these changes are much appreciated by members and collaborative partners in the region as they have enabled more people to participate and to a lower cost. Drawing on the experiences, OMEP could benefit by a planned series of webinars, virtual cafés, and online conferences. In the virtual world, we may meet without having to spend time and money on traveling. In this way, we could together address the important issue of recruiting more members to OMEP, and engage

in more joint projects, possibly with sponsors, which also could facilitate the financial situation of OMEP.

4.3.5 The Strategic Plan and its development in Europe during 2020

Analysis written by the World Secretariat team

POLITICAL IMPACT

These are some of the actions for political impact developed by the Europe National Committees in order to strengthen the promotion of a quality ECCE for all children in each country:

- 15 initiatives documenting efforts for ECCE to be recognized as a right.
- 14 initiatives building knowledge that supports policies and programs focused on guaranteeing children's rights.
- 11 initiatives describing efforts to improve ECCE's quality in clauses regarding educational practices.
- 16 initiatives to build skills in ECCE professionals.
- 17 analysis of national reports on implementation and monitoring of the UNCRC and the SDG 4 and its targets.
- 4 statements urging the governments to monitor and produce public information about enrollment, equitable access, budget and teacher professionalization in the ECCE.

Moreover, in the context of the pandemic, the European National Committees have developed different initiatives with the purpose of guaranteeing the continuity of ECCE's tasks and the respect for children's rights. Among these actions, the following achievements can be highlighted:

- 13 Committees participated in conferences and seminars (virtual and in-person) to debate actions in defense of children's rights.
- 12 Committees undertook COVID-19 awareness-raising initiatives.
- 7 Committees developed statements, position papers and manifestos addressed to the governments.
- 12 Committees carried out staff training actions.
- 8 Committees developed actions within the "Wash From the Start" Program (material for parents, guardians and children).
- 5 Committees drew up recommendations on child care at home and violence prevention in the upbringing of children.
- 6 Committees actively participated in advisory tasks at local, national or regional government decision-making boards.
- 3 Committees participated in the making of protocols linked to the reopening of ECCE institutions.
- 9 Committees worked in the development of "Programs to learn at home."
- 6 Committees published press releases and opinion pieces in the media.

EDUCATION

65% of the European Committees carried out Education for Sustainable Development initiatives. In line with this, the Bulgarian Committee participated in 22 international projects included in Erasmus, Twinning, Green Heart and International Ecological Project, and in 26 national projects developed by OMEP member kindergartens. Cyprus developed creative activities with recycling materials in kindergartens and the "Forest Pedagogy in Kindergarten" seminar, which included theoretical information and practice activities for kindergarten teachers. France, on its part, carried out the "Colour Your Rights" project in several kindergartens in order to raise awareness about children's rights and their relation to the environment. Other countries that

carried out initiatives as part of “Colour Your Rights” are Spain, Czech Republic, Sweden, Bulgaria, Poland, Ukraine, Cyprus and Slovakia. The “Wash from the Start” initiatives were conducted by Spain, Poland, Croatia and Slovakia. Furthermore, Turkey and Spain developed “Games and Resilience” actions.

KNOWLEDGE MANAGEMENT

The European Committees actively participated in the development of actions and collective sectors of knowledge production to strengthen and approach the ECCE.

Among these actions, there was attendance and participation in meetings, seminars and conferences. Some worth mentioning are: the presentation of an OMEP scientific paper¹ at the Lisbon European Seminar of the ESEJD scientific journal; the participation in the Inforum’s VII International Scientific and Practical Congress²; the scientific-practical seminar “Domestic Violence during the Pandemic: Characteristics and Response;” the meeting on “Integration of Friederich Froebel’s Pedagogical Theory: from Classics to Innovation. Methodical aspects in the training of early childhood education specialists: educational and methodical manual”; the online meeting “Presentation of the STREAM alternative project”: education for preschool children (Vinnitsia National Technical University); the educational meeting “Waldorf’s pedagogy captivates and inspires kindergarten teachers”; the X International Scientific and Practical Conference “Young Children Education”; The ESD Webinars, among others. On their part, Portugal’s National Committee, along with Brazil’s National Committee in an intercontinental action, conducted a conference on reading methodology for children.

In addition, there are several European Committees that are undertaking actions focused on research about ECCE, such as Croatia, Italy, Bulgaria, Bosnia and Herzegovina and Sweden. The National Committees are publishing on some journals and sites, such as: IJEC, OMEP Voices, Theory into Practice and the OMEP Blog. Among the published works by the European Committees is the Greek Committee’s work, which has published projects in the electronic journal Scientific OMEP Greece “Investigating the child’s world” and the paper shared through its website: “Problem solving and programming with Bee-bot and drawing: Educational material for the development of mathematical and computational thinking in kindergarten”³. At the same time, the UK’s National Committee has conducted the release of the OMEP project’s book in Croatia, Greece, Norway and Poland.

1 Paper available at: http://www.joaodedeus.pt/documentacao/revistacientifica/ED_7.pdf

2 More information available at: <https://www.inforum.in.ua/conferences/>

3 Available at: <https://www.OMEP.gr/e-books-eyliko.html>

EUROPE HIGHLIGHTS

Germany: The National Committee, along with The Child and Youth Welfare Association (AGJ), produced a position paper on environmental children's rights so as to raise awareness about the impact of climate change on all people, specially those who inhabit the Global South and children and youths from all around the world.

Portugal: The National Committee along with the Higher Education School João de Deus fosters, among higher education students, knowledge about how paramount it is to raise awareness on ECCE as a right and the targets for a sustainable development.

The United Kingdom: Conducted the Early Childhood Education for Sustainable Citizenship Award.

Russia: The National Committee launched a new platform for the "Quality Management Center for Early Childhood Education" project, which offers webinars, slideshows and other materials particularly addressed to early childhood educators so as to improve the quality of the undertaken processes at preschool organizations. This project counts with the support of the Presidential Scholarship Fund.

Sweden: The National Committee is working on the Erasmus program for transitions between preschool and school.

Turkey: The National Committee has published the fourth volume (issues 1 and 2) of the Journal of Early Childhood Studies and a special issue of the Journal of Early Childhood Research from the VI International Congress on Early Childhood Education. Moreover, it developed the "Colorful World of OMEP" project in order to foster respect for differences in children, which has also been shared by the UK's National Committee.

Ukraine: The National Committee, along with NGOs such as UNESCO and the UN, carried out the "Children's Rights through Art" project, in celebration of the 30th Anniversary of the Convention on the Rights of the Child.

4.4. Latin America

Report written by the Regional Vice President for Latin America: Desirée López de Maturana Luna.



4.4.1 Activities of the Regional Vice President in 2020

Latin America is known for its beautiful geography and a complex and rich cultural diversity. This abundance is in stark contrast with the vast social and economic inequality that its inhabitants experience in the urban and especially in the rural regions. Among other situations, the unscrupulous mining and raw material exports have caused impoverishment and a growing environmental decline in our region, which in turn has accumulated economic wealth in a small percentage of inhabitants. Moreover, as of March 2020, the pandemic caused by the spread of the COVID-19 virus and the health measures taken, such as quarantines to prevent the spread, have shown this harsh reality. The health measures that were taken due to the pandemic demanded a strong social protection system that most countries in the region did not have. There were only a few exceptions where in-person classes at schools and kindergartens could be kept, such as Uruguay and Cuba.

The living conditions of families got even worse due to the loss of insecure jobs, the closing of educational establishments, the high rates of COVID-19 cases due to overcrowding, among others. Domestic violence also increased, with children being the most affected. Since approximately 46% of Latin American households are single-parent and women are the only ones in charge of raising their children, social and economic inequality has increased, which has strongly affected both women and children.

All of the aspects mentioned above refer to the commitment proposed by OMEP and its completely ethical, political and social role. That is why the national and regional actions, tasks and commitments, besides contributing to the World Strategic Plan's goals and guidelines, were focused on the context of the pandemic.

4.4.2. OMEP Latin America 2020

OMEP Latin America is constituted by 14 National Committees, whose creation dates go from 1957 (the oldest) to 2018 (the newest). Because of this, only 50% of the National Committees have a legal record while the rest are processing the paperwork. All Committees are usually funded by the fees the associates pay. However, this situation has been affected by the current socio economic problems. The Committees that make up OMEP Latin America belong to: Argentina, Brazil, Peru, Chile, Colombia, Venezuela, Paraguay, Ecuador, El Salvador, Panama, Cuba and Mexico.

Physical distancing and not being able to hold meetings caused different and new ways of social gathering in order to continue with the intended purposes. The commitment and the will to work for the vulnerable children has boosted the creative, solidary and interdisciplinary nature and the use of any technological means available to do it. This is how OMEP worked during 2020.

4.4.3. 2020 Assemblies: intertwining utopias and possible worlds (eutopias)

The new VP has taken up her role in this historic moment of pandemic and social demands. Fortunately, the previous work of coordination and management at OMEP in this region allowed for approaching these complexities in a better manner. Nevertheless, it was paramount to focus the main work on concentrating and reflecting on the deep meaning of the organization to keep strengthening that spirit, the Ethos.

The XI Latin American Assembly and Conference of OMEP that was set for April 2020 was organized along with Colombia's Committee and the San Buenaventura University of Bogota. The proposed topic of the conference was "Social Participation and Citizenship in Education and Care in Early Childhood." In the face of the imminent spreading of the virus, the pandemic being declared, the quarantine and the closure of the borders, it was impossible for this meeting to be held. Therefore, a new scenario was created. 3 virtual assemblies were planned and conducted in the following dates:

I VIRTUAL ASSEMBLY SESSION: APRIL 20

Purposes:

- » To get to know the new VP's work proposal.
- » To get to know the state of the National Committees' situation in relation to the strategic key points for the region agreed upon in 2017.
- » To get to know the 2019 management report of the OMEP's past Regional VP and elected World President, Mercedes Mayol Lassalle.

II VIRTUAL ASSEMBLY SESSION: JUNE 19

This session is focused on the systemic nature of global organization that states the sustainable development plan in order to enunciate the specialized competences and comprehend the complex realities. In line with this, the purposes were:

- » To take up again the path of the 4 key points, the building of political, pedagogic and academic reference, the political impact, projects and research and the strengthening of the OMEP.
- » To analyze and build tasks and commitments around the key points, taking into account the democratic, participatory and organizational work and the responsibility of leading processes in the context of human rights for children.
- » To mobilize OMEP's work as a shared aspiration that demands for us to be social leaders, which implies actions that contribute to creating and driving urgent transformation processes.

The work was done by dividing the Committees in 4 work groups; one per key point. The contribution was enormous and an important written record was created with each step of the conducted analysis and proposals.

III VIRTUAL ASSEMBLY SESSION: OCTOBER 9

In the last assembly, the tasks to be tackled for each key point during 2021 were agreed upon through a democratic vote. 4 important commitments were established:

- » To strengthen and integrate regional and national alliances.

- » To create an OMEP Latin America observatory to structure the cultural, educational and identity information related to early childhood.
- » To hold conferences and/or seminars with renowned entities and people due to their contribution to early childhood education in the region.
- » To update social media activity in order to create the much needed synergy to favor the right to early childhood education.

Another purpose was to get to know the guidelines and instructions in the World Strategic Plan for the period of time, with the World President's participation.

4.4.4. Relevant Aspects of Work in the Region:

During 2020, almost 100% of the activities were carried out remotely (Zoom, YouTube, Instagram) and all of them focused on the pandemic situation and its repercussions on children and their families. Among these actions we can mention:

- The committed and articulated work of various Committees, which translates into the generation and active participation in diverse actions on education for sustainable development and human rights in early childhood education and care. All the Committees, without exception, contributed in some way with these topics. In this sense, we can report on workshops, seminars, webinars, interviews, participation on radio and television programs and in those programmed by OMEP worldwide. The topics focused on ICT management in education, education and child care, children's nutrition and literature, artistic expression, activities for the use of children's free time, and the ethical and political analysis of the decisions of the States in relation to the safe return to the classroom.
- Various platforms were created to disseminate activities (Facebook, Instagram, YouTube, among others).
- Alliances with national, regional and global organizations were strengthened, including CLADE, CADE, UNICEF, UNESCO, Governmental agencies of the countries and other NGOs.
- Dissemination at governmental and academic levels of the document "Education in Complex Times and Times of Opportunities: The Need for an Integrated and Humanizing Systemic Vision".
- The strengthening of bonds with other entities to develop training, participation in forums, dissemination campaigns on the right to education in times of pandemic; the visibility of early childhood and the political and social analysis of the situation that affects them, to address strategically, channeling the diverse ideas, actions and energies, to respond also to the purpose of fighting against the indignity of poverty. Work has been done to position ourselves in the face of circumstances that impact our children, accompanying the educational communities; publications and alliances with different specialists, through interdisciplinary and intersectoral work, especially in actions related to the closure of establishments.
- Active participation in Socialization of the EDS scale with pedagogical teams of Educative centers involved in the validation of the instrument.

In general, the work was intense, although there are urgent aspects to improve and that are a part of the 2021 agenda, among them:

- Improve communication and dissemination of OMEP's work at national and regional levels.
- Tighten bonds and place OMEP in the activities and agendas of international organizations related to early childhood and particularly with OMEP, such as UNESCO and UNICEF.

- The activities developed by OMEP at national and regional levels aim at providing information and dissemination of ECCE, but not at generating resources and expanding the membership.
- Develop research and improve scientific production. There is a variety of research and publications that need to be collected and translated in order to contribute to this objective of the Organization.
- Activate a greater and better participation of some Committees that have been lagging behind or have fallen out of the regional and global network.

4.4.5. The Strategic Plan and its Development in Latin America during 2020

Analysis prepared by the World Secretariat team

POLITICAL IMPACT

These are some actions of political impact developed by Latin American Committees in order to strengthen a quality ECCE for all children of each country:

- 10 initiatives documenting efforts to make the ECCE a right.
- 5 knowledge building initiatives in support of policies and programs aimed at guaranteeing children's rights.
- 9 initiatives describing efforts to improve the quality of ECCE in educational practices clauses.
- 7 initiatives to build the ability of ECCE professionals.
- 4 analysis of national reports on implementation and monitoring of the UNCRC and SDG 4, and its targets.
- 8 statements urging the States to monitor and generate public information about enrollment, equitable access, budget, and professionalization of ECCE teachers. The Brazilian Committee, for example, carried out tutorials on the implementation of the Law on the Legal Framework for Early Childhood.

Latin American Committees also developed actions to guarantee the continuity of ECCE work and the fulfillment of children's rights in the COVID-19 pandemic context. Among these actions, the followed achievements can be taken into account:

- 10 Committees participated in conferences and seminars (virtual and in-person) to debate actions in defense of children's rights. In the case of the Venezuelan Committee, for example, it participated in and promoted 14 meetings during 2020.
- 7 Committees undertook COVID-19 awareness-raising initiatives.
- 7 Committees developed statements, position papers and manifestos addressed to governments.
- 7 Committees carried out staff training and ability building actions. Within these initiatives, the Venezuelan Committee opened a space for daily and permanent training for 33 graduate students who were assigned as tutors of each of the country's States, with the intention of having at least one specialist per subnational State in order to obtain a general diagnosis of the general situation of the country. This space was developed through WhatsApp, as it was the app that everyone could access. From this space, other groups were generated by states that replicated this training, shared specific orientations and addressed particularities.
- 6 Committees developed actions within the "Wash from the Start" program (material for parents, guardians and children).
- 9 Committees drew up recommendations about child care at home and prevention of violence in parenting.

- 7 Committees actively participated in advisory tasks at local, national or regional governmental decision-making boards. The Panama Committee is supporting the National Administration with studies on children's learning sponsored by the United Fund.
- 7 Committees participated in the development of protocols related to the reopening of ECCE institutions.
- 5 Latin American Committees worked on the development of "Programs to learn at home".
- 5 Committees generated press statements and opinion pieces in the media.

In line with those actions of political impact, the work of the Cuban Committee can be highlighted, which is made up of specialists who advise the National Office of Early Childhood of the Ministry of Education on the inclusion of a rights-based approach in actions aimed at early childhood, teachers and families in the area of ECCE. Moreover, this Committee, like others, work jointly with UNICEF and other organizations in the preparation of national and international reports that showcase Cuban educational policies and good practices in early childhood as benchmarks for the region.

For its part, the Bolivian Committee is part of a group organized by the Bolivian Campaign for the Right to Education (BCRE) that works to make it visible and monitor compliance with the SDGs. With this organization, this Committee carries out training and dissemination activities through workshops, webinars, interviews, radio and television programs.

In the case of the Chilean Committee, it worked on the dissemination at governmental and academic levels of the document "Education in Complex Times and Times of Opportunities: The Need for an Integrated and Humanizing Systemic Vision" (a collective work of several OMEP members).

EDUCATION

71% of the Latin American Committees carried out Educational initiatives for sustainable development. In fact, several Committees are developing their own projects to raise awareness among children on the importance of caring for the environment, including the Uruguayan, Cuban and Venezuelan Committees.

The "Wash from the Start" initiatives were carried out by 6 National Committees: Argentina, Paraguay, Ecuador, Venezuela, Uruguay and Mexico. In line with this, the Ecuadorian Committee emphasized "the importance of teaching health habits to children in order to prevent diseases, a responsibility of governments, NGOs, communities and families". The following Latin American Committees joined the "Games and Resilience" actions: Bolivia, Paraguay, Venezuela and Mexico. The Argentine and Paraguayan Committees carried out initiatives related to the "Colour your Rights" project.

KNOWLEDGE MANAGEMENT

In the knowledge management initiatives, Latin American Committees have striven for producing and disseminating useful knowledge to strengthen and address ECCE. On this point, 11 of 14 Latin American Committees pointed out that they are working in coordination with other National Committees and other actors in knowledge management initiatives.

The National Committees have held and participated in various meetings, seminars and congresses, such as the webinar on COVID-19 held in 2020. Moreover, the Chilean Committee was part of the "IV Seminar on Sustainable Development, Implications and Challenges for Early Childhood: The Exercise of Citizenship and Sustainability in the Current Context". The Colombian Committee organized the discussion "Experiences that Redefine Early Childhood Education in Times of Confinement: The Voices of Children, Parents, Heads and Educators", while the Argentine Committee held the 13th International Early Childhood Education Meeting "Playing, Singing, Dancing, Painting, Reading, Looking. Transforming Cultural Experiences".

In addition, seven Latin American Committees undertook research-oriented actions on ECCE (Colombia, Cuba, Panama, Chile, Argentina, Venezuela and Brazil). The results of the work they are doing are mainly disseminated in the following OMEP publications: Rights from the Beginning, Voices of OMEP, Theory into Practice. The Cuban committee, for instance, published two articles in these sites: one in the Theory and Practice magazine (“Audiovisual and Environmental Education. A proposal for Family”) and the other in OMEP’s blog (“Thinking How to Involve Families in Their Children’s Education”). With regards to its research work, the Cuban Committee pointed out some obstacles it has encountered when maintaining some of its research activities due to the country’s connectivity issues. These issues limit, to a certain extent, the attendance of members at congresses or meetings via telecommunications. The Chilean Committee participated in the work “Education for the Sustainable Development in Early Childhood”. Revision of Research Experiences on Teaching Practices”, published in Theory into Practice.

HIGHLIGHTS OF LATIN AMERICA

Argentina-Uruguay-Paraguay-Chile-Brazil: In these countries, the “My Backyard is the World” award was carried out, organized by the aforementioned National Committees and the Latin American regional Vice Presidency of OMEP in conjunction with the Arcor Group in Uruguay and Paraguay, the Arcor Foundation in Argentina and Chile and the Arcor Institute in Brazil. This program seeks to give visibility to projects of institutions dedicated to Early Childhood Care and Education, which are creative and innovative and whose good practices contribute to the installation and/or improvement of Education for Sustainable Development (ESD) for Early Childhood; thus supporting the efforts and achievements of those teaching teams that develop ESD projects aimed at improving the quality of education and sharing the initiatives and knowledge built among teachers, communities, and educational systems⁴.

Cuba: The Cuban Committee carried out “Educate your Children” program together with UNICEF, the virtual meeting OMEP-CLADE, a UNESCO’s webinar “Advancing the Early Childhood Agenda: Innovative and Inclusive Dialogue”, and seminars on “Experiences of Good Educational Practices in Latin America”.

Ecuador: The National Committee took part in the UNICEF/UN Emergency Education Cluster.

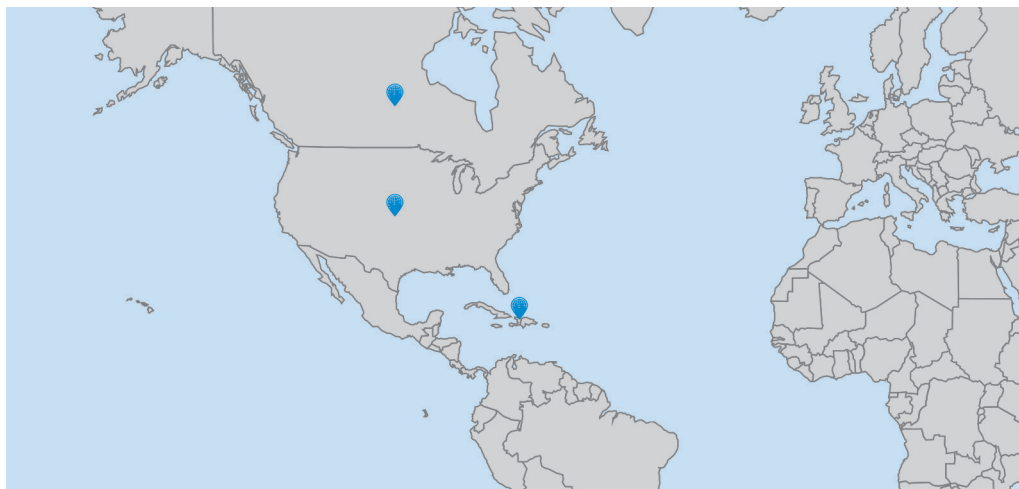
Mexico: The National Committee developed a conference about the ways of learning in children from 0 to 3 years old and the role of educators in times of pandemic. Moreover, they have developed technical meetings together with UNESCO and the ECCE 2020 international conference.

Venezuela: The National Committee promotes coordination with key international organizations such as UNICEF, UNESCO, among others. It provides the State Program “Every family is a school”, which consists of a multiplatform alternative education and remote learning modality based at home and in the territory during preventive school closures.

4 Further information at: <https://www.OMEP.org.ar/single-post/mi-patio-es-el-mundo-ganadores-2020>

4.5. North America and the Caribbean

Report written by the Regional Vice President for North America and the Caribbean: Christiane Bourdages Simpson.



The three national committees that make up North America and the Caribbean region, Haiti, the United States and Canada, represent a considerable population in a vast area. However, while the committees are well established, each national committee faces different and similar challenges. For all of them, it is a restructuring that, for a variety of reasons, requires a slowing down of our activities. For some, it's about welcoming new people to the board and developing a strategic plan. For others, it is to revisit our means and modalities of communication, to re-view the functioning in relation with our statutes and regulations.

Recruitment is also a major issue that leads us to be creative in order to deploy strategies to make our respective organizations known and to attract new members who will make OMEP visible and promote its mission. Finally, the socio-economic and political situation combined with the pandemic put a stop to the activities of a committee.

4.5.1. Canada

For Canada, this implies new advisors, particularly at the treasury level. The appropriation of the various files as well as the implementation of a large project of archiving our documents of the last 20 years occupied the members of the board of directors these last months. Although we are a large country, we can only count 61 individual members. Our challenge is recruitment. The president has been the vice-president of North America and the Caribbean for several years due to a lack of succession. However, the next generation has stepped forward and is looking forward to renewal in 2022.

Our main project is the writing of a research article by some of our members on the professional identity of the preschool teacher. This article will be published in French and eventually translated. In addition, planning a webinar or roundtable event is underway as announced at the virtual annual meeting in November 2020. We could also join some universities or associations with which we could develop a partnership for the organization of a virtual conference. Canada participated in the Virtual World Assembly.

4.5.2. Haiti

If you are following the news, you know that the pandemic invited itself in a country where the political, social and economic context was already chaotic. In addition to this, the President and her members had difficulty communicating with each other due to power outages and bad

Internet connections. The confinement and closure of schools from March to August 2020 has created serious financial difficulties for all members being deprived of income. The committee is completely decapitalized, they must start all over again, organize fundraisers and submit grant applications. The organization has 34 barely active members.

The president participated in various Zoom meetings with the Réseau pou Timoun Piti (EC-DAN Haiti). This section aims to deepen the actions and initiatives carried out to influence the formulation of public policies aimed at protecting the right to education and early childhood protection. It has also participated in meetings organized by the Ministry of Education to work on solutions to the problem of school closures. Despite all this, the president Dominique Hudicourt and I try to keep in touch, to keep the links through social media. OMEP-Haïti participated in the Virtual World Assembly.

4.5.3. United States

OMEP-USA is also undergoing an important rebuilding of the national committee considering the renewal of the members of the board of directors. There is a new president, Ebony Cray, and a new board of directors. Supported by a past president, the committee is taking ownership of the issues as well as the bylaws. The development of the strategic plan requires time to identify and prioritize work items. Education for sustainable development is one of the activities to be put forward. A reflection has also been initiated on recruitment and communication methods. OMEP-USA participated in the Virtual World Assembly.

Finally, the three committees agreed to collaborate together on a common project that has yet to be defined. One thing is certain, despite all these obstacles, I am convinced that this step back will allow us to take steps forward and come back stronger, with mobilized and energized members ready to propose innovative projects around the rights and needs of children.

4.5.4. The Strategic Plan and its Development in North America and The Caribbean during 2020

Analysis prepared by the World Secretariat Team

POLITICAL IMPACT

Among the actions of political impact developed by the National Committees of North America and the Caribbean is the development of knowledge-building initiatives in support of policies and programs aimed at guaranteeing children's rights by Canada, which also developed efforts to improve the quality of ECCE in clauses about educational practices. For its part, the US carried out the analysis of national reports about the implementation and monitoring of the UNCRC and the SDG 4 and its targets. This National Committee also issued statements urging the national government to monitor and generate public information about enrollment, equitable access, budget, and teacher professionalization in ECCE. At the same time, the Haitian committee has developed actions to participate in local, national or regional government decision-making as an advisory body on the subject; advice for the development of protocols related to the reopening of ECCE institutions; and it has been participating in congresses and seminars (virtual or in-person) to develop actions for the defense of children's rights and greater awareness of COVID-19.

EDUCATION

Two of the three Committees in the region pointed out that they carried out Education for Sustainable Development initiatives. Moreover, the USA Committee carried out actions within the

framework of “Wash from the Start” and “Colour your Rights” projects, in which the Canadian Committee also participated.

KNOWLEDGE MANAGEMENT

The USA Committee emphasized that it is working to develop exchanges with other organizations and other OMEP National Committees in order to promote the construction of useful knowledge for the ECCE and its development.

HIGHLIGHTS OF NORTH AMERICA AND THE CARIBBEAN

Canada: It carried out a webinar about schools in times of COVID-19.

The United States of America: Together with Canada, it participated in the Dolls Project, through which each country sent a doll representing them. Moreover, this Committee participated in an Art exhibition sponsored in Cyprus, for which children’s drawings were sent to share.

Haiti: The Haitian Committee remains vigilant and produces press reports when the children’s rights are openly violated or to respond to actions or information harmful to young children.

5. Reports of the Representatives in the United Nations System

5.1 United Nations New York

Report prepared by the Administrative Director: Donna Akilah M. Wright

5.1.1. Introduction

The World Organization for Early Childhood Education (OMEP) is the oldest international organization dedicated to advocacy and promoting health, development, rights, and quality education, especially the early education of the world's children born to 8 years old and the wellness of their families. OMEP's geographical coverage spans more than 60 countries through its chapters in Africa, Asia-Pacific, Europe, Latin America, North America and the Caribbean.

OMEP's representatives to the United Nations are:

- President/Chief Executive Officer
 - » **Mercedes Mayol Lassalle**
- Main UN Representative
 - » **Maria Pia Belloni**
- Chief Administrative Officer
 - » **Donna Akilah M. Wright**
- Representatives
 - » **Kimberly Ann Kopko, Patricia Hanley, Jessica N. Essary**

5.1.2. Aims and Purpose

OMEP's purpose is to promote global initiatives and strategies that ensure the human right to equitable, inclusive, and high-quality early education and care, influencing public policies and resources allocation decisions within political, economic, social and institutional systems. Its members achieve this goal through advocacy work and the dissemination of research based pedagogical knowledge and best practices in caring for young children and supporting their families through its international, national and local networks. The dialogue promotes the creation of intellectual spaces to construct knowledge across borders and contribute to the discussion of public policies, strategies, and funding that ensure high quality education and care for the youngest and most vulnerable children. OMEP's aim is to continue its international cooperation with organizations of the United Nations system, States and their educational systems, civil society organizations and universities, in order to collaborate in the achievement of the United Nations 2030 Agenda and the United Nations Convention of the Rights of the Child (UNCRC).

5.1.3. Significant Organizational Changes

In January 2020, new members were appointed to the World Executive Committee who were elected at the World Assembly held in July 2019 in Panama City. Likewise, changes have been made in the team of representatives before the United Nations System. In 2020, a Strategic Plan was adopted that will be developed until 2023. Likewise, the President of OMEP assumed

her position in the Coordinating Group of UNESCO's Collective Consultation of Non-Governmental Organizations Education 2030.

5.1.4. OMEP'S Contribution to the Work of the United Nations

OMEP representatives advance the achievement of the development agenda of the Economic and Social Council (ECOSOC) and the United Nations at large. The primary emphasis was effectively organizing activities that support United Nations Sustainable Development Goals (SDG) 3 (Good Health and Well-being), Sustainable Development Goal (SDG) 4 (Quality Education), and United Nations global principles. The following is a list of the areas of participation organized from the most to the least important.

- Participated in the organization of global initiatives in cooperation with United Nations bodies
- Organized virtual meetings with United Nations Permanent Missions to support global initiatives
- Organized side events during the Commission on Social Development and the Commission on the Status of Women to support the education and care of vulnerable, young migrant children
- Advocacy ending in signature to outcome documents in support of Sustainable Development Goals
- Collaborated with United Nations Committees and Non-Governmental Organizations to support global principles and initiatives
- Participated in leadership roles in United Nations Committees

PARTICIPATED IN THE ORGANIZATION OF GLOBAL INITIATIVES IN COOPERATION WITH UNITED NATIONS BODIES

Three operational projects were initiated around Sustainable Development Goal 3.

- First initiative: **June 2020 Participation in the drafting of the "Global Call to action in response to COVID -19 for children in fragile and conflict affected settings"**, Early Childhood Peace Consortium (of which OMEP is a member)- Section on Children on the Move. The global call was initiated to alert Early Childhood professionals and practitioners of the need to protect young children from further developmental mitigation, due to the additional advent of COVID 19 on fragile settings void of social cohesion.
- Second initiative: **September 2020 Brighter Futures: An Early Childhood Development (ECD) Initiative to Promote Social Cohesion and Development.** It was an outgrowth of leadership roles on the Committee on Migration: Sub-committee on Migrant Children. This initiative engaged national and local Early Childhood Development leaders in ongoing constructive dialogue to promote peace through raising awareness of the need for culturally-sensitive approaches to children and families. Therefore, integrated strategies were suggested and shared in locally existing sector specific services.
- Third initiative: **December 2020 Level Speakers & Event Details for Together to #END violence Solutions -Summit Series.** It was a call to action for a global campaign to catalyze political and financial commitments to end violence against children.

ORGANIZED SIDE EVENTS TO SUPPORT EDUCATION AND CARE OF VULNERABLE YOUNG MIGRANT CHILDREN AND THEIR FAMILIES

OMEP took part in intergovernmental meetings facilitating ECOSOC's work and the United Nations at large resulting in the organization of side events for the Committee on Migration supporting SDG 4 and the accepted concept paper for an additional side event for the Commission on the Status of Women supporting SDG 3.

- 58th session of the Commission for Social Development (CSocD58) 2020: *Children's Homeless: not only a matter of having a street address, but of building a more cohesive and inclusive society: the critical role of Early Childhood Development* February 17, 2020 - UNHQ Conference
- 65th Session of the Commission on the Status of Women (CSW65): Participation in the drafting the concept note and the organization of the side event *Migrant and Refugee Women and Girls in the Global Compacts and the Beijing Platform for Action*, co-sponsor by VIVAT and the NGO Committee on Migration

SIGNATURE ON OUTCOME DOCUMENTS IN SUPPORT OF SUSTAINABLE DEVELOPMENT GOALS

Signatures were appended to seven outcome documents promoting awareness and greater visibility of common issues in the United Nations bodies and Non-Government Organizations. They were:

- Joint messages on the impact of the Pact on Migration and Asylum on children sponsored by PICUM, Child Circle and Missing Children Europe;
- Statement, Beyond the Rhetoric of 'Leaving No One Behind', in Commemoration of the 75th Anniversary of the United Nations, UN Headquarters, New York;
- Document "Urgent Call to Action: European Union Member States Should Commit to the Emergency. Relocation of Unaccompanied Children from the Greek Islands";
- Advocacy letter to support the ratification of ILO Convention 190 (elimination of violence and harassment in the world of work), in collaboration with the Non-Governmental Committee on Financing for Development;
- Statement on NGO Access to and at the UN in the Time of COVID-19 Pandemic, with the Organization in Consultative Relationship with the UN;
- Statement on the International Day to Protect Education from Attack. Participation at the High-Level Virtual Event to Mark the International Day to Protect Education from Attack;
- In collaboration with NGO Committee on the Elimination of Racism, Afrophobia, and Colorism endorsement of the statement against the George Floyd attack

COLLABORATED WITH UNITED NATIONS COMMITTEES AND NON-GOVERNMENTAL ORGANIZATIONS TO SUPPORT GLOBAL PRINCIPLES AND INITIATIVES.

Collaboration among United Nations Non-Governmental Organizations is essential to the work of the United Nations. Our representatives are on many United Nations committees and work across the committees in which they primarily serve and others in order to maintain a cohesive approach to OMEP advocacy for young children and their families. From September-May the following were the ongoing collaborations:

- Collaboration with the Non-Governmental Committee on the Family;
- Collaboration with the United Nations Committee to Stop Trafficking in Person;
- Collaboration with the American Psychological Association at the United Nations;
- Representative Attended monthly meetings with UNICEF
- Collaboration with the Civil Society Action Committee, supporting the protection of migrant children's rights.
- Participation at Early Childhood Development Association of Malta (ECDAM) initiative "Advancing the Early Childhood Agenda: Inclusive Innovative Dialogue towards a Global Partnership Strategy";
- United Nations Educational Scientific and Cultural Organization (UNESCO) - "Futures of Education"; Organization of a focus group and preparation of a report stressing the

urgent need for the inclusion of Early Childhood Development/Early Childhood Education and Care (ECD/ECED) initiatives in a migration context

- Participation in Solutions Summit Series to inspire the end of violence against children community and catalyzed for the political and financial commitments needed to end violence against children by 2030
- Collaboration with CoNGO , Conference of Non-Governmental Organizations

PARTICIPATED IN LEADERSHIP ROLES AND IN ACTIVITIES OF UNITED NATIONS COMMITTEES IN SUPPORT OF SUSTAINABLE DEVELOPMENT GOALS

The primary leadership roles were the organization of the activity of the Subcommittee on Children in Migration of the NGO Committee on Migration. The main focus of initiatives was the implementation of Early Childhood Development/Early Childhood Education and Care (ECD/ECEC) programs in a migration context. Additionally, a leadership role was assumed on the Committee for the Elimination of Racism Afrophobia and Colorism (CERAC) to reinvigorate its activities.;

- Collaboration with the subcommittees of the NGO Committee on Migration: Migrants in Vulnerable Situations/Mixed Migration; Xenophobia and Social Inclusion; Climate -Induced Displacement;
- Nominating Committee for Committee for the Elimination of Racism Afrophobia and Colorism.

5.2 UNESCO Paris

Report prepared by OMEP representatives at UNESCO: Lisbeth Gouin, Danièle Perruchon, Michelle Cantat-Merlin

5.2.1. Presentation

This year 2020, marked by COVID-19 pandemic, shows the way our planet is in danger and the urgency of changing our behaviour. UNESCO continued to live intensely and maintained the long-distance bond with NGO partners. We quickly adapted to a new way of representing OMEP.

If the first 2 months of the year allowed us to attend a few in-person meetings, since March 2020, we have participated in hundreds of meetings via Zoom, Microsoft Teams, Skype, Facebook pages, YouTube... We do not always have access to words, but we did our duty to mark OMEP's presence in the "chat" whenever possible!

In this way we were able to carry the request of our World President to transmit the voice of OMEP, such an important voice to make visible the forgotten early childhood during this global catastrophe.

As in previous years, we have marked our presence and our commitment in institutional meetings, major world congresses and reflection sessions that are not necessarily related directly to early childhood.

Institutional meetings such as the Non-Governmental Partners Committee, the International Conference of NGOs, the election of a new Liaison Committee were held virtually on the subject of the consequences of the pandemic.

Website of the NGO Liaison Committee of UNESCO: <http://www.ngo-unesco.net>

5.2.2 2020 International Days Celebrations

INTERNATIONAL MOTHER TONGUE DAY, LANGUAGE WITHOUT BORDERS - FEBRUARY 21

The recognition of and respect for linguistic and cultural diversity contribute to strengthening the unity and cohesion of societies. They are the foundation for a more lasting peace within and between societies. **40% of children worldwide do not learn in their mother tongue.**

INTERNATIONAL DAY OF WOMEN AND GIRLS IN SCIENCE - MARCH 8

A message from Audrey Azoulay, Director-General of UNESCO: "In order to face the immense challenges of the 21st Century, from climate change to technological disruption, we need science and all the necessary energies; and that is why the world cannot deprive itself of the potential, intelligence and creativity of thousands of women who are victims of persistent inequalities or prejudices. On the International Day of Women and Girls in Science, UNESCO calls on the international community, states and individuals to take action so that equality in science, as in other fields, becomes a reality. Humanity has much to gain and so does science."

INTERNATIONAL LITERACY DAY - SEPTEMBER 8

A message from Audrey Azoulay, Director-General of UNESCO: "Even though we need to reinvent a world of hope, the issue of literacy is more important than ever. For that reason, on this International Day, I invite all of those who are interested in education to redouble their investments and set their resources in motion to unleash the potential of each and every one in the service of a shared world." **66% of governments spend less than 4% of their budget in education and 2 out of 3 women in the world are illiterate.**

INTERNATIONAL DAY OF PEACE - SEPTEMBER 21

OMEPEP participates together with the International Movement of Educators for Peace in the organization of the 2020 Peace Festival, which was postponed to 2021. This festival will be an anthology of songs for peace. More than 75 international and intergenerational choirs have committed to participate, to celebrate the day of Peace locally and to share the videos that we will broadcast at a Peace Festival planned in Tolosa, Spain. This project was supported by UNESCO's Liaison Committee of NGO partners in 2020.

WORLD TEACHER'S DAY: "TEACHERS: LEADERS IN TIMES OF CRISIS AND SHAKERS OF THE FUTURE" - OCTOBER 5

The teaching profession has been in the spotlight around the world, weighing up the progress and drawing attention to the voice of teachers who are striving to achieve the global goal of education: leaving no one behind. The COVID-19 pandemic has dramatically increased the challenges around the world and has spurred teacher's creativity.

WORLD PHILOSOPHY DAY - NOVEMBER 18

The importance of philosophy in times of crisis. How to think differently about COVID-19 pandemic, fear and health in order to face the multiple crises we are going through.

"Health crisis calls into question many aspects of our societies. In this context, philosophy helps us to take the necessary distance to move forward better, stimulating critical reflection about problems that are already present but which the pandemic has brought to its climax."

5.2.3 Global Education Meeting

In October, UNESCO organized a Global Education Meeting in which world leaders and partners pledge to protect education financing, defend learning against the devastating effects of

the pandemic for the purpose of avoiding a “generational catastrophe” and build more resilient and inclusive educational systems.

<https://fr.unesco.org/news/education-post-covid19-session-extraordinaire-reunion-mondiale-le-education-2020-gem>

Keep schools open and support teachers.

Avoid dropping out of school and losing learning.

- 24 millions of children and young people are at risk of dropping out of school.
- Digital transformation and the future of education:
- Half of the world’s population does not have an internet connection.
- or one-third of the world’s school population (almost 500 million students).

UNESCO and its partners are leading a campaign to ensure that all girls can learn while schools are closed and return to classes safely when schools reopen.

Statement of the 2020 World Education meeting:

https://unesdoc.unesco.org/ark:/48223/pf0000374704_eng

5.2.4. The future of education

<https://fr.unesco.org/futuresofeducation/>

Global initiative launched in October 2019 to reimagine how knowledge and education can contribute to the future of humanity and the global common good towards 2050 and beyond. Four main topics were discussed: Culture and Environment - Responsible Citizenship (to foster a generation that is at peace with themselves and with the Earth) – Rethinking formal and informal learning systems – Science, Technology and Innovation.

We participated in several webinars for OMEP, we answered questions about initial ideas and strategies collectively and individually, and we led a debate with OMEP-France.

A report on the futures of education will be published, which will be presented at the 41st UNESCO General Conference, in November 2021.

5.2.5. Work group “Strengthening partnerships between NGOs and UNESCO” under the sponsorship of the NGO-UNESCO Liaison Committee

NGOs in official partnership with UNESCO have chosen to work and participate in the strengthening of the bond between UNESCO and civil society, launching initiatives with the support of the Liaison Committee and in line with UNESCO’s priorities.

http://www.ngo-unesco.net/fr/?page_id=1871

- Strengthening the dialogue between NGOs and UNESCO member states.
- Guidelines to organize NGO Forums in official partnership with UNESCO.

The texts, validated during CIGA in December 2020, are available under request in French and English.

5.2.6. UNESCO ESD

Series of workshops organized by UNESCO about “The transformative power of Education for Sustainable Development (ESD) for the world beyond COVID-19”, in preparation for the UNESCO World Conference on ESD taking place on May 17-19, 2021, in Berlin, Germany. The COVID-19 pandemic has challenged the foundations of our societies and our lifestyles. This turmoil also represents a historical opportunity to redefine our societies, to “build back better” (according to Stefania Giannini, Assistant Director-General for Education at UNESCO) and to transform education to face the climate emergency and the COVID-19 crisis through Education for Sustainable Development (ESD) and the 2030 Agenda.

Global citizenship: global citizenship to foster inclusion and diversity.

5.2.7. The work group, which OMEP is part of, has postponed the 2020 Forum

UNESCO's work on education for global citizenship is governed by the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms. Global citizenship is part of SDG 4, which deals with education: target 4.7 of the 2030 Agenda for Sustainable Development urges countries to ensure by 2030 "that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development."

5.2.8. Report on NGO Solidarity Project Facing COVID-19

Faced by an unprecedented humanitarian crisis that is at the same time an economic, health, social and cultural crisis, since the beginning of the pandemic, in March 2020, 8 NGOs in official partnership with UNESCO (Make Mothers Matter, Movimiento Internacional ATD Cuarto Mundo, Business and Professional Women International, Association Montessori Internationale, International Catholic Cooperation Centre for UNESCO, World Organization for Early Childhood Education, SouthAsia Foundation, International Fellowship of Reconciliation) decided to work together, through their local associations, in action of solidarity to give voice to those most vulnerable and to gain knowledge about the current situation on the ground.

Three keywords sustained the project: solidarity, complementarity and mutualization.

Solidarity: We are part of very diverse NGOs, and so our areas of work are education, early childhood, youth, women and the fight against poverty. We have always worked with respect towards the other, and with comprehension. Therefore, we have named our project "NGO Solidarity Project Facing COVID-19".

Complementarity: Our areas of work overlap constantly. It is hard to speak of education without bringing up the topics of extreme poverty or early childhood; similarly, how can we speak of women and girls without speaking of the youth?

Likewise, our debates often involve the complementarity between culture, science and communications.

Mutualization: All the feedback we have received led us to share our conclusions to support our actions.

Creating Facebook pages in all the continents and online exchanges quickly brought **interconnection between local associations and feedback of reliable information to international NGOs.**

The African, Latin American and European Committees have become involved in the project, and for that we thank them.

What major challenges do local populations face?

To what extent is civil society mobilized?

Which concrete consequences of the crisis should be considered when defining future post-COVID priorities?

To read and download the project:

<https://www.reseausolidariteong.com/>

5.3. CCNGO

Report written by representative and World President Mercedes Mayol Lassalle

5.3.1. CCNGO Composition

Since January 1, 2020, the OMEP World President is an elected member of the Collective Consultation of NGOs on Education 2030 Coordination Group/UNESCO (CCNGO – Ed 2030) for the period of two years. The team organizes coordination, communications and cooperation for the CCNGO-Ed 2030, along with the UNESCO Secretariat. The Coordination Group has 9 members. The international focal points are: the World Organization for Early Childhood Education (OMEP), represented by President Mercedes Mayol Lassalle; and the Global Campaign for Education, represented by president Refat Sabbah. Membership in regional focal points includes: the Campaign for Popular Education (CAMPE), represented by Executive Director Rasheda K. Choudhury; and the Côte d'Ivoire Network for the Promotion of Education for All, represented by Executive Secretary Kouame Paulin Junior. Regional focal points are: Africa Network Campaign on Education for All (ANCEFA), represented by President Samuel Ndembele; the Teacher Creativity Center (TCC), represented by program director Hala Gubbaj; the Institute for International Cooperation of the German Adult Education Association (DVV International), represented by Director Christoph Jost; the the Asia South Pacific Association for Basic and Adult Education (ASPBAE), represented by Secretary General María Lourdes Almaza Khan; the Latin American Campaign for the Right to Education (CLADE), represented by its member of the Colombian Coalition Bianca Cecilia Gomez. Furthermore, the NGO-UNESCO Liaison Committee is represented by President Marie-Claude Machon-Honoré. For more information see: <https://en.unesco.org/news/civil-society-social-and-political-action-prioritize-education-political-agendas>

5.3.2. Main activities and products

During 2020, around 20 virtual meetings were held in order to further advance UNESCO's work, through UNESCO Paris' Microsoft Teams platform.

As a member of the Coordination Group, the OMEP representative participated in:

- **Futures of education**, UNESCO: participated in the annual debate and drafting of related documents.
- Article **"How to Leave No One Behind as out of school becomes the norm – thoughts from Civil Society"** <https://en.unesco.org/news/how-leave-no-one-behind-out-school-becomes-norm-thoughts-civil-society>
- Survey and CCNGO webinar: **The SDG-Education 2030 Agenda: States and civil society responses to protect the right to education in times of the COVID-19 pandemic.**
- **2020 GEM Global Education Meeting**, conducted annually by UNESCO. Participated in the process of preparation of organization and drafting the final declaration.
- **HLPF – High Level Political Forum 2020**: collaborated in the declaration and participated in parallel events.
- **6th TCG Technical Cooperation Group Global Virtual Meeting** organized by UNESCO Institute for Statistics.
- **UNESCO's Medium-Term Strategy for 2022-2029, Programme and Budget for 2022-2025**. Debates about preliminary proposals.

- **UNESCO's Medium-Term Strategy for 2022-2029, Programme and Budget for 2022-2025** (Estrategia de mediano plazo de la UNESCO para 2022-2029) Programa y presupuesto para 2022-2025 (41 C/5). Debates sobre las propuestas preliminares.

5.4. UN Geneva

Report written by representative Lisbeth Gouin

PEACE WEEK AT UN GENEVA

On November 2-6, 2020, online meetings with prior enrollment were held.

I participated in the opening and closing meetings, and in other 6 sessions as a guest. All the meetings were held in English. The only way to speak was to write a message in the chat, which I have done systematically to inform of OMEP's presence.

I had chosen sessions where the debates were led by young people, in order to observe their position and their point of view with regard to peace, education and early childhood.

NOTES ON GENERAL OBSERVATIONS:

- Respect for human rights is fundamental.
- Multilingualism is a source of confidence and allows for dialogue and conciliation.
- Respect for cultural diversity makes international understanding possible.
- Multilateralism between states, institutions and NGOs is necessary and a vehicle for peace.
- Local and global solidarity, as well as mutualization, are important assets in the peace-building process.
- Women are fundamental in peace-building.
- Integration of stakeholders and communities into discussions, negotiations and mediations is essential for decision-making.
- Environment creates a safe and inclusive climate for learning.
- Knowledge exchange will multiply (e.g.: open science).
- Active participation of children and young people in their education should be encouraged (for instance, active pedagogy).
- Formal education is not enough; importance of informal education inside the family, NGOs, institutions...
- Educators and teachers are the leaders of facilitators – they should be seen as such.
- Training in ethics is fundamental in teacher training.
- Young people are a vehicle for intergenerational change.

PERSONAL OBSERVATIONS

- Early childhood was barely mentioned.
- Education for all should be inclusive, sustainable, and it should integrate gender equity and equality – SDG Agenda 2030.
- The notion of common good should be intensified (for instance: water conflict).
- Living together: educators can create learning environments that are safe, inclusive, and empowering that promote social cohesion.
- Climate and ecology are the main priorities for young people.
- Citizens should have access to truthful information, in order to be able to make decisions and act on it. Knowledge and free critical thinking are necessary.
- Global citizenship requires deep local roots in order to visualize a non-fictional place.
- Resilience in situations of crisis and conflict is necessary to build a world of peace step by step.

5.5 OEA

Report written by representative and World President Mercedes Mayol Lassalle

OMEP upholds its cooperation agreement with the Inter-American Children's Institute (IIN/OAS), established in 2016.

In April, the OMEP World President participated as a speaker in a webinar coordinated by IIN, **"Early childhood in pandemic times. What can adults do to reduce the effects of isolation and confinement in children's psychosocial development?"**

Likewise, OMEP supports project **"EDUCACIÓN Y DERECHOS EN POST PANDEMIA"** (Education and rights in a post-pandemic world), which has the participation of: global initiative of ex-members of CRC-UN Latin American chapter; CIPRODENI – Institutional Coordination for the Promotion of Children's Rights; UNIPE – National Pedagogical University; REDUCAR - network of Latin American pedagogical universities; CIPI – Independent Council of Childhood Protection; Inter-American Children's Institute (IIN/OAS); Inter-American Commission on Human Rights (IACHR).

In November 2020, the planning process for the Regional Seminar "Education and care in early childhood: challenges in Public Policies" began, organized by: World Organization for Early Childhood Education (OMEP), Latin American Campaign for the Right to Education (CLADE) and the Latin American Council of Social Sciences (CLACSO), in partnership with the Inter-American Children's Institute (IIN/OAS) and Educo (Education and Cooperation).

6. OMEP World Projects 2020

6.1 Education for Sustainable Development – ESD

Report prepared by the OMEP work team for Sustainable Education

Ingrid Pramling Samuelsson

Ingrid Engdahl

Glynne Mackey

Eunhye Park

Selma Simonstein

Adrijana Višnjić-Jevtić

Petra Vystrčilová

Judith Wagner

6.1.1. Agenda 2030

OMEP has been a selected partner in UNESCO for many years, participating actively in the UN Decade for ESD 2005-2014, in developing the UN Sustainable Development Goals in 2015 and in the Global Action Programme (GAP) network 3 on teacher education and professional development during 2015-2019. Since 2020, OMEP contributes to the Education 2030 Agenda.

OMEP works in cooperation with other NGOs from all over the world, but often OMEP is the only organization that continuously brings up young children from Birth to 8 years. Unfortunately, most organizations are focusing on school children, and most often on the upper secondary students. The work takes place within each organization and the sharing take place in webinars organized by UNESCO headquarters. It is seldom or never related to ECEC. That is why OMEP really can make a difference. OMEP has for instance advocated, with some success, for ESD to be fully integrated into early childhood teacher education curricula.

Starting from January 2020, UNESCO promotes Agenda 2030 through Education for Sustainable Development: Towards achieving the Sustainable Development Goals (ESD for 2030) and a new Roadmap for Implementing the Global Action Programme on Education for Sustainable Development.

In the autumn this year, UNESCO has launched an initiative Strategic Partnership for ECEC, where OMEP plays an active role. During a series of webinars, Princess Laurentien deplored the fact that ECCE has always been a blind spot pre-COVID and that the pandemic has made it even more obvious how vulnerable young children are. The urgent need to have a discussion at a strategic level was emphasized so that ECCE is no longer considered a mere educational issue and put on the side-lines of discussions concerning economic recovery. Education in general, and especially ECCE, should be put at the core of discussions in multilateral fora. Because the best investment for societies is to invest early in the citizens of tomorrow, a paradigm shift on the importance of ECCE must occur.

The initiative brings together more than 140 partner institutions, representing national authorities, ECCE practitioners, and partners, who during the coming 6 months are to discuss challenges and concrete actions for ensuring quality education, child development and wellbeing for young children during and in the aftermath of the COVID-19 pandemic. Mercedes Mayol Lassalle, Ingrid Engdahl, Lisbeth Gouin, Danièle Perruchon and Ingrid Pramling Samuelsson contribute with knowledge and texts, promoting the role of education in the early years and advocating for a UN Decade on Early Childhood Education and Care.

Each year, all UNESCO partner organizations meet for a conference or workshop. However, the 2020 conference was postponed because of the pandemic. OMEP is accepted for a presentation in Berlin May 17-19, 2021. OMEP yearly adds to UNESCO Education 2030 by reporting on the organization's activities around the world in the annual GAP Partner network 3 questionnaire. OMEP is doing its best to make the voice of young children heard through presentations, publications, and our UNESCO Early Childhood Resource Bank (<http://www.eceresourcebank.org>) where we frequently add information about new projects and ESD activities.

6.1.2. OMEP ESD Awards 2020-2021

OMEP's strategy to involve early childhood educators in ESD through the OMEP ESD travel award competition has been successful, with many applications and increasingly high-quality projects throughout the twelve years of the competition. Because of the pandemic, and as the OMEP World Conference was postponed, OMEP invited the ESD Award winners of 2020 to present their projects during a webinar, and two of the winners accepted.

DATE	SPEAKER	TITLE
12 OCTOBER	LARISA SHEVCHENKO MARIA GERASINA OMEP RUSSIA	ECOLOGICAL QUEST-FESTIVAL: "CHILDREN ON GUARD OF THE EARTH"
12 NOVEMBER	ROBINSON GARRIDO CHILE	"TO THE ENCOUNTER WITH OUR ANCESTORS": INTERCULTURALITY AND SUSTAINABLE EDUCATION IN KINDERGARTENS IN THE CITY OF LA LIGUA

In September 2020, the Call for Applications for OMEP's 12th award for ESD projects for 2020-2021, and for the third time, for OMEP Student ESD Award was distributed. Unfortunately, because of the Corona pandemic, also this year the above-named group could not meet in person in Gothenburg. We decided to make the evaluation of the ESD award applications via Skype. In 2021, we can see a decline in the number of applications, which we have interpreted as a result of the Covid pandemic. The applications also showed this connection as most of them addressed content linked to education and technology for sustainable development. There were 5 applications for the ESD Award, and 2 applications for the Student ESD Award. The 5 applications covered three regions: 1 from Africa, 2 from Asia Pacific and 2 from Europe, and the 2 student applications were both from Europe, both from Croatia. The application from Kenya, however, was not made on the distributed form, and it also lacked certification and signature by the Kenyan OMEP president. Together the applications involved 1 199 children, 104 early childhood education teachers, 26 teacher students, as well as 310 families, local partners, and communities. The applications were interesting, fruitful and it becomes obvious that ESD and the child's participation and voice are solidly founded within the OMEP projects.

THE 3RD OMEP ESD STUDENT AWARD 2021

- Anja Kočiš, Faculty of Teacher Education, University of Zagreb, Croatia. Finaktivci
- Lucija Cimić, Petra Dumbović, Lucija Skuliber, Katarina Jelinek, Ivančica Žarković and Josipa Kodrić, Faculty of Teacher Education, University of Zagreb, Croatia. Recycle a toy, promote sustainability

THE 12TH OMEP ESD AWARD 2021

- Hideki Oka, Shinobu Kindergarten, and colleagues, Japan. Work on sustainable online cross-cultural exchange that nurture the global sensitivity of young children

- Sofia Zätterström and colleagues, Hoppetossa preschools and edChild, Stockholm, Sweden. edChild - Sharing educational activities within sustainable development through a global community of early childhood educators
- Şebnem Feriver and colleagues, Middle East Technical University, Turkey. Children as System Thinkers: Exploring Water with Education for Sustainable Development

Due to covid-19, the OMEP World conference 2021 has been postponed. This year the certificates will be sent to the awardees, and therefore, we will arrange ESD webinars also in 2021, where the award winners may present their projects.

6.1.3. OMEP ESD Rating Scale project

In 2019, the World Assembly and the Executive Committee decided to launch a new part of the OMEP ESD project. The overall purpose of the project is to re-orient and transform education in early childhood settings towards a culture of sustainability. The aim is to introduce and implement the OMEP ESD Rating scale (2019, 2 ed.). The project will bring teams of early childhood professionals together and provide a common language for discussion and development of the quality of the education and may also serve as a tool for monitoring change. The project leaders are Ingrid Engdahl, Sweden, VP of OMEP for Europe, Milada Rabušicová, Czech Republic, Natalia Ryzhova, Russia and Adrijana Višnjić-Jevtić, Croatia.

There are 19 participating countries in the project: Australia, Bosnia-Herzegovina, Bulgaria, Cameroon, Chile, Croatia, Czech Republic, El Salvador, Japan, New Zealand, Nigeria, Pakistan, Peru, Russia, Sweden, Thailand, Turkey, United Kingdom and Uruguay. Due to the pandemic, many ECE settings have been closed and there have been problems in implementing the ESD Rating Scale project. However, it is still ongoing, and will be presented at the OMEP World Assembly.

Again, we want to express sincere gratitude to the Vice Chancellor of the University of Gothenburg who financed the ESD leadership committee meetings.

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

6.2 Colour your rights

Report written by Maria Vasiliadou

OMEP WORLD'S CREATIVE ART Project "COLOUR YOUR RIGHTS": Commemoration of the 30th Anniversary of the "Convention on the Rights of the Child"

The creative art project "Colour your rights" was proposed by the National Committee of Cyprus and approved in the World Assembly of OMEP in Panama in 2019. It is an artistic project and was devised to commemorate the 30th anniversary of the Convention on the Rights of the Child. The aim is to give a voice to children around the world themselves and offer them the opportunity to illustrate the rights that they consider most important and to be able to express their feelings, their understanding and their thoughts about their rights through art. In this way, an attempt is also made to make the beneficiaries themselves aware that they have rights and that they can demand that these have to be respected throughout the world and in any circumstance.

The first step in the creative process would be the choice of the subject, that is, of the right that the child wants to illustrate. This ensures that the little artists become familiar with the Convention and that they know their rights. As educators we know that preschool children express themselves more easily and freely through artistic creation using the materials and techniques with which they feel most comfortable. In this sense, it has been decided not to set any limits or recommendations. The only rule that must be respected is the format and the support material of the creative work.

In addition, it has been decided to separate the participants into two age ranges, the first for children from one to six years old and the second from six to eight in order to be more objective at the time of presentation of the project works.

Like so many events, the project has been affected by the pandemic and the deadlines had to be changed to give all countries the same opportunities to participate.

THE DIFFERENT PHASES OF “COLOUR YOUR RIGHTS” ARE:

PHASE 1

The presidents disseminate the information and encourage the educators / children to participate. Each National Committee will receive the artworks in digital format and will elect a project leader. Each OMEP committee can **select 10 works of art.**

The selected works of art are sent to the coordinator of the World Project, Maria Vassiliadou, at the latest **on June 30, 2021.**

PHASE 2

1 Sending a letter of intent from the National Committees advising their willingness to participate before **June 10, 2021**, by mail.

2 Sending to OMEP Cyprus, between 2 and 4 original works of the children by post before **July 23, 2021.**

FINAL PHASE

The dissemination of this project will take place at the end of 2021 with an exhibition in Cyprus of the original works selected in the project and then through a virtual exhibition of the works on the occasion of the OMEP 2022 World Assembly and Congress in Athens. The final objective is the publication of a book (printed or digital) with the artistic creations of the “Colour your rights” project. This book will be distributed among the OMEP National Committees that have participated and will serve to illustrate the artistic creativity and expressive diversity of children around the world.

6.3 IJEC – International Journal of Early Childhood

Report written by IJEC Editor-in-Chief Donna Berthelsen, d.berthlesen@qut.edu.au

Queensland University of Technology. Australia

- **Editorial Management Team**
 - » Donna Berthelsen - Australia
 - » Maryanne Theobald - Australia
 - » Nicole Hayes - Australia
- **Associate Editors**
 - » Eva Ärlemalm-Hagsér - Sweden.
 - » Linda Harrison - Australia
 - » E. Jayne White - Australia
- **Language Editors**
 - » Madeleine Baillargeon, Canada (French)
 - » Eliana Verónica Romo, Chile (Spanish)
- **Editorial Board**
 - » Amanda Bateman - United Kingdom.

- » Claudio Baraldi – Italy
- » Alfredo Bautista - Hong Kong
- » Bronwyn Fees - United States
- » Libby Lee-Hammond - Australia.
- » Siren Lim - Singapore
- » Jane Page - Australia
- » Eunhye Park - Korea
- » Frances Press - United Kingdom Anna-Maija Puroila - Finland
- » Jenny Ritchie - New Zealand
- » Corine Rivalland - Australia
- » Adrijana Višnjić Jevtić - Croatia Susan Wright - Australia

6.3.1. IJEC scope and focus

IJEC publishes articles on a wide range of topics related to early childhood education and care. Articles published are expected to have an applied and empirical focus. Research implications for policy and practice should be identified and ideas should be able to be applied across diverse national contexts. IJEC publishes articles with qualitative and quantitative research methodologies and draws on knowledge from different disciplines across the social sciences. IJEC is published three times per year. In 2020, the number of articles published and dates of publication are indicated in the table below.

VOLUME / ISSUE	PUBLICATION DATE	ARTICLES PER ISSUE	PAGES PER ISSUE
VOLUME 52 / ISSUE 1	APRIL 2020	6	118
VOLUME 52 / ISSUE 2	AUGUST 2020	8	129
VOLUME 52 / ISSUE 3	DECEMBER 2020	6	114
TOTAL		20	361

6.3.2. OMEP-related publications in 2020

2020 (VOL 52, 2) POLICY FORUM	THE CORONAVIRUS PANDEMIC AND LESSONS LEARNED IN PRESCHOOLS IN NORWAY, SWEDEN AND THE UNITED STATES: OMEP POLICY FORUM INGRID PRAMLING SAMUELSSON, JUDITH WAGNER, ELIN ERIKSEN ØDEGAARD
2020 (VOL 52, 2) BULLETIN BOARD	OMEP POSITION PAPER: EARLY CHILDHOOD EDUCATION AND CARE IN THE TIME OF COVID-19 OMEP EXECUTIVE COMMITTEE, WORLD ORGANISATION FOR EARLY CHILDHOOD EDUCATION
2020 (VOL 52, 3) POLICY FORUM	RESPONSES TO CORONAVIRUS PANDEMIC IN EARLY CHILDHOOD SERVICES ACROSS FIVE COUNTRIES IN THE ASIA-PACIFIC REGION: OMEP POLICY FORUM EUNHYE PARK, HELEN LOGAN, LI ZHANG, NOBUKO KAMIGAICHI, UDOMLUCK KULAPICHITR

6.3.3. Comment from outgoing IJEC Editor

I step down from role as IJEC Editor in the immediate future. I wish to thank OMEP for the opportunities afforded to me in this role. I also wish the incoming Editor every success in the role of IJEC editor.

It has been a challenging seven years as Editor, personally and professionally. The role of editor has far fewer degrees of freedom than people imagine and significant amounts of work need to be completed on a constant schedule. Judgments made by editors are important to authors

and decisions made must have ethical and credible bases. It is challenging to maintain the highest possible standards and consistent processes of evaluation, while also trying to work collaboratively with authors and obtain the best results for publication.

Early childhood education and children's early development are of the highest importance and excellence in research in this field is a work in progress. Significant and continued attention to initial research training and writing for publication is still required to meet quality standards. While this report is focused on IJEC performance across 2020, much of an Editor's work cannot just be measured in one-year metrics.

Donna Berthelsen, 15 May 2021.

6.3.4. Manuscript Submissions

There were significant increases in the number of manuscripts submitted to many academic journals, including for IJEC across 2020. Because of COVID and its global impact, the number of submissions to IJEC were almost double the number submitted in 2019. This situation posed significant challenges.

Research on COVID's impact on education and professional practice, as well on children and families, was an important focus in many manuscripts submitted to IJEC. Teachers and other professionals were seeking solutions to address emergent problems, including the use of technology for online learning; and issues related to children's learning at home, as a result of COVID's impact on early childhood and school programs.

The table below summarizes activity for manuscript submissions for IJEC from 2015 to 2020. The current acceptance rate is in line with typical annual acceptance rates for mid-level education journals (i.e., 15 - 30% acceptance rate). For prestige education journals with high impact factors, acceptance rates may be less than 10%.

PRESENTATIONS	2015	2016	2017	2018	2019	2020
TOTAL MANUSCRIPTS SUBMITTED	80	97	93	95	111	203
TOTAL ACCEPTANCES *	18	19	24	22	10	26
TOTAL REJECTIONS AND TRANSFERS **	56	66	55	57	54	121

* Acceptances includes articles to be published in 2021; ** Rejections include manuscripts rejected at various stages: reject before review; reject after external review; or reject after revision. Total rejections may include submissions from the previous year that were not finalised in the year of submission. Transfers refers to submissions that were not 'in scope' for publication in IJEC, for example, not focused on 'early childhood years' (children aged birth to 8 years) or specialized and technical topics, which may be transferred to another Springer journal.

6.3.5. Assessment criteria to evaluate manuscripts

- **Relevance of topic for the IJEC international readership:** A manuscript must be of general interest to an early childhood education professional audience and also for readers across different national contexts.
- **Theoretical significance:** Research published in IJEC should make a difference in the way early childhood teachers and educators understand important issues that can inform further research, policy and practice.
- **Methodological and analytical rigor:** Manuscripts must clearly describe the research design and ensure that ethics processes in the research are outlined. Information on methodology should include recruitment of participants, data collection and procedures, and approaches to the data analysis. Transparency in reporting is essential to enable others to evaluate the research processes and the trustworthiness of the findings. Transparency is also importance so that others can replicate the replicate

research in other contexts as a means to build new knowledge across international contexts.

- **Quality in report of the research findings and discussion of those findings:** Research findings must be clearly reported in clear and specific language. Contributions to new knowledge for the early childhood field should be identified and implications for theory, policy, or practice outlined.

Support given to authors: If the editorial team can see potential in the research and data collected. Editors, will work with the author(s) on editing, restructuring, and supporting the development of the content of article for publication. However, this is extremely time-consuming and there are limited resources available to do this, unless the manuscript has strong potential.

6.3.6. National Contexts of Published Papers in 2020

Manuscript submissions were received from 59 countries across 2020.

National context identified in following table is the country for the corresponding author. However, many articles have multiple authors who may come from countries different from that of the corresponding author.

Since 2009, significantly higher numbers of submissions are received each year from United States, Sweden, and Australia.

SUBMISSIONS AND ACCEPTANCES

Note: Country indicated is the country nominated by person making the initial submission, usually the corresponding author; and who may not be the first named author on the published article.

COUNTRY	TOTAL NUMBER OF ARTICLES ACCEPTED IN 2020 (PUBLISHED IN 2020 OR 2021)
UNITED STATES	4 (OUT OF 39 SUBMITTED)
SWEDEN	5 (OUT OF 9 SUBMITTED)
AUSTRALIA	2 (OUT OF 12 SUBMITTED)
FINLAND	2 (OUT OF 5 SUBMITTED)
NORWAY	1 (OUT OF 6 SUBMITTED)
JAPAN	1 (OUT OF 1 FEATURED)
GERMANY	1 (OUT OF 2 SUBMITTED)
CROATIA	1 (OUT OF 1 FEATURED)
NETHERLANDS	1 (OUT OF 1 FEATURED)
KOREA	1 (OUT OF 1 FEATURED)
HONG KONG	1 (OUT OF 3 SUBMITTED)
ICELAND	1 (OUT OF 3 SUBMITTED)
BANGLADESH	1 (OUT OF 1 FEATURED)
SAUDI ARABIA	1 (OUT OF 3 SUBMITTED)
JORDAN	1 (OUT OF 6 SUBMITTED)

Other manuscripts were received in 2020 from the following countries.

Albania (1), Belgium (1), Botswana (2), Brazil (1), Bulgaria (1), Canada (8), Chile (3), China (1), Columbia (2), Denmark (1), Egypt (1), Ethiopia (1), France (1), Ghana (1), India (1), Indonesia (5), Iran (4), Ireland (5), Israel (5), Japan (1), Jordan (6), Kenya (1),

Lebanon (1), Macao (1), Malaysia (2), Morocco (1), Nigeria (1), Pakistan (1), Philippines (3), Poland (1), Portugal (3); Russian Federation (2), Saudi Arabia (3), Singapore (2), South Africa (4), Spain (7), Switzerland (1), Taiwan (1), Tanzania (1), Trinidad & Tobago (1), Turkey (21), Uganda (1), United Emirates (2), United Kingdom (3).

6.3.7 Performance indicators for IJEC for 2020

SPEED OF PROCESSING

94: No of days from submission to first decision

159: No of days from submission to acceptance

Minimizing turnaround time is important to authors, especially from initial manuscript submission to the first decision on possible publication. An important goal for journals is to maintain reasonable turnaround rates.

USAGE: NUMBER OF ARTICLES DOWNLOADED FROM WEBSITE

158.732: Number downloaded in 2020

67,236: Number downloaded in 2019

A measure of circulation and usage is number of published articles downloaded each year.

IMPACT

IJEC is a Q2 journal for research in Education and also for Educational and Developmental Psychology.

Note: These are 2019 Impact factors as these statistics for 2020 are not available until June 2021.

- 1.14: CiteScore
- 0.68: SJR
- 18: H index

Measures provided by Scopus.

- **CiteScore:** Count of the number of citations received for all articles in 2019, articles published in the previous three years; divides the number of citations by the number of articles published in the journal in the previous three years. A 3-year publication window is considered long enough to capture citation peak for most articles across the majority of disciplines.
- **SCImago Journal Rank (SJR).** Uses the number of citations received by articles published in the journal and weights the number of citations by importance or prestige of journals from where citations were derived.
- **H index:** A measure of impact that does not take account of differing citation practices across fields, unlike the weighted SJR rank. It is used to compare journals within a field.

ALTMETRICS AND ARTICLES PUBLISHED IN IJEC

Increasingly, online attention that individual articles in journals receive is considered in journal performance. Social media, mainstream news media, and also citations are the sources that contribute to an altmetric score.

In 2020 /2021, two IJEC articles have received significant attention.

1 Pramling Samuelsson, I., Wagner, J.T. & Eriksen Ødegaard, E. The Coronavirus Pandemic and Lessons Learned in Preschools in Norway, Sweden and the United States: OMEF Policy Forum. IJEC 52, 129– 144 (2020). <https://doi.org/10.1007/s13158-020-00267-3>

» **Altmetric score of 33** (social media and other media interest). This article is at the 92nd percentile of 294,376 tracked articles of a similar age across all journals and

is ranked 1st of 6 tracked articles of a similar age in *International Journal of Early Childhood*.

2 Kim, J. Learning and Teaching Online During Covid-19: Experiences of Student Teachers in an Early Childhood Education Practicum. *IJEC* 52, 145–158 (2020). <https://doi.org/10.1007/s13158-020-00272-6>

» **Altmetric score of 10** (social media and other media interest). This article is ranked at the 78th percentile of 301,667 tracked articles of a similar age in all journals. It has been accessed online on 101,000 occasions and already has 23 citations

IJEC ARTICLES MOST FREQUENTLY DOWNLOADED IN 2020

In 2020, there were significant increases in the number of articles across disciplines submitted to scientific and academic journals. Many researchers were working from home and writing up research papers; as well, individuals were using online sources and resources to identify ways to address educational issues and significantly higher number of downloaded articles were recorded, especially when open access to many articles was available.

The following is a list of most frequently downloaded articles, at May 2021.

TITLE	AUTHOR	VOLUME (ISSUE)	NO. TIMES DOWNLOADED
LEARNING AND TEACHING ONLINE DURING COVID-19: EXPERIENCES OF STUDENT TEACHERS IN AN EARLY CHILDHOOD EDUCATION PRACTICUM	JINYOUNG KIM (UNITED STATES)	52 (2) AUGUST 2020	101,000
THE CORONAVIRUS PANDEMIC AND LESSONS LEARNED IN PRESCHOOLS IN NORWAY, SWEDEN AND THE UNITED STATES: OMEP POLICY FORUM	INGRID PRAMLING SAMUELSSON (SWEDEN), JUDITH T. WAGNER (UNITED STATES), ELIN ERIKSEN ØDEGAARD (NORWAY)	52 (2) AUGUST 2020	13,000
MONTESORI, WALDORF, AND REGGIO EMILIA: A COMPARATIVE ANALYSIS OF ALTERNATIVE MODELS OF EARLY CHILDHOOD EDUCATION	HAIFA ALJABREEN (SAUDI ARABIA)	52(3) DECEMBER 2020	7,461
LEARNING ABOUT SCIENCE IN PRESCHOOL: PLAY-BASED ACTIVITIES TO SUPPORT CHILDREN'S UNDERSTANDING OF CHEMISTRY CONCEPTS	KARINA ADBO & CLARA VIDAL CARULLA (SWEDEN)	52(1) APRIL 2020	6,091
OMEP POSITION PAPER: EARLY CHILDHOOD EDUCATION AND CARE IN THE TIME OF COVID-19	OMEP EXCO	52(2) AUGUST 2020	2,174
RESPONSES TO CORONAVIRUS PANDEMIC IN EARLY CHILDHOOD SERVICES ACROSS FIVE COUNTRIES IN THE ASIA-PACIFIC REGION: OMEP POLICY FORUM	EUNHYE PARK (KOREA), HELEN LOGAN (AUSTRALIA), LI ZHANG (CHINA), NOBUKO KAMIGAICHI (JAPAN), UDOMLUCK KULAPICHIT (THAILAND)	52(3) DECEMBER 2020	1641
PREPARING PRESERVICE TEACHERS FOR TECHNOLOGY AND DIGITAL MEDIA INTEGRATION: IMPLICATIONS FOR EARLY CHILDHOOD TEACHER EDUCATION PROGRAMS	ALI M. ALELAIMAT, FATHI M. IHMEIDEH; MUSTAFA F. ALKHAWALDEH (JORDAN)	52(3) DECEMBER 2020	1305
PRESCHOOL TEACHERS' PERSPECTIVES ABOUT THE ENGAGEMENT OF IMMIGRANT AND NON-IMMIGRANT PARENTS IN THEIR CHILDREN'S EARLY EDUCATION	CSABA KURUCZ, SIMONE LEHRL, YVONNE ANDERS (GERMANY)	52(2) AUGUST 2020	1126

6.4 OMEP: Theory into Practice

Report written by the World Secretariat team

The journal was launched in June 2017, when the OMEF Executive Committee decided to create a new journal to be published online, with the aim of sharing educational practices regarding early childhood, through a flexible, responsive, available and free proposal. The first two editions were published in English, and by 2020 the EXCO decided to prepare a third edition in Spanish and French, which are also official languages of the organization.

Our online journal aims to play a special role in pedagogical and didactic knowledge building in early childhood education. Most journals use evaluation systems that discourage teachers and new researchers from publishing, with excessive requirements and exclusionary approaches.

OMEF: THEORY INTO PRACTICE

- Has a rigorous Peer Review evaluation system focused on supporting the empowerment and professional development of educators through the joint construction of an epistemology of the practice.
- Aspires to become a tool to share the knowledge of OMEF colleagues as a community of practice committed to early childhood education and care.
- The fact that it is virtual allows readers to contact people from different areas. This multicultural and geographically diverse view clearly enriches the proposal with a variety of professional and human perspectives.

ABOUT THE THIRD ISSUE 2020:

This issue features articles that cover diverse topics related to Early childhood Education and Care, written by researchers, specialists and teachers from different countries:

- **Las puertas de mi clase** (The doors of my class). Mari Carmen Díez Navarro. Escuela Infantil Aire Libre de Alicante, Spain.
- **Evaluación de procesos interactivos en Centros de Primera Infancia uruguayos: propuesta para evaluar su calidad** (Interactive processes evaluation in Early Childhood Centers in Uruguay: a proposal of quality evaluation). Fernando Salinas-Quiróz, Universidad Pedagógica Nacional, México; Verónica Cambón y Paola Silva, Universidad de la República, Uruguay.
- **Quête - Festival écologique Les enfants pour la protection de la Terre!** (Environmental festival Children for the protection of the Earth!). Maria Gerasina. OMEF Russia.
- **El desarrollo de habilidades científicas en el marco de la Educación para el Desarrollo Sostenible (EDS)** (Developing scientific abilities in context of Education for Sustainable Development). Beatriz Elena Zapata Ospina. Tecnológico de Antioquia. Medellín, Colombia
- **Reinventamos nuestro patio** (Reinventing our playground). Mariela Patricia Allois y María Celeste Brem. Villa Elisa, Entre Ríos, Argentina.
- **Educación para el Desarrollo Sostenible en la Primera infancia: revisión de experiencias de investigación sobre prácticas de enseñanza** (Education for Sustainable Development in Early Childhood: review of research experiences on teaching practices). Marlene Fermín-González, Universidad Finis Terrae, y Selma Simonstein, OMEF Chile.
- **Audiovisuales y educación ambiental. Una propuesta para la familia** (Audiovisual material and environmental education. A proposal for families). Odet Noa-Comans, Dayamy Lauzán-Eiras, Hilda Pérez-Forest. OMEF Cuba.
- **L'Éducation à la Paix dans la Petite Enfance** (Education for peace in Early Childhood). Mie Oba. Fukuyama City University. OMEF Japan.
- **Prácticas que nos cambian sin darnos cuenta** (Practices that unknowingly change us). Cristina Rodríguez. Buenos Aires, Argentina.
- **Acompañar lúdicamente el desarrollo emocional infantil. Reflexiones Éticas y Estéticas para las Infancias en un Mundo Complejo** (Aiding childhood emotional

development through play. Ethical and aesthetical reflections for children in a complex world). Juan Augusto Laplacette. Universidad de Buenos Aires, Argentina. Sociedad Argentina de Primera Infancia.

Furthermore, in section **“OMEP Voices and trajectories”**, we feature a word by Honorary Member Dorothy Eiddona Selleck, from OMEP UK, with her article: **Memories of a bilingual and multicultural teacher.**

To conclude, OMEP published the article **Guidelines for future authors**, which establishes the conditions under which articles should be presented for future issues.

Invitation:

In order for the journal to be successful, participation and discussions between OMEP colleagues is necessary, sharing knowledge and suggesting important topics to address in the future. For that reason, we encourage active participation.

To read the journal:

English: <https://omepworld.org/omep-theory-in-practice-tip/>

7. OMEF 2020 Financial Statements

Report drafted by World Treasurer - Elin Eriksen Ødegaard

7.1 Incomes

OMEF's main source of genuine revenue is annual fees. In the 2020 Proposed Budget, it was predicted that if all countries met the annual payment, OMEF could raise about **USD26,000 annually**.

During 2020, the Virtual Assembly approved the reduction in the annual fee for Germany, Japan and the USA from USD 2500 (group V) to USD 800 (group IV). In addition, **42%** of committees (27 committees) have not complied with the annual payment. Therefore, incomes have dropped to **USD 16890.14**. This amount was collected through two payment channels: bank transfers and PayPal. The income from the bank and PayPal are reflected in the respective item. Another source of income for OMEF has been the World Conferences, but as is publicly known, the 2020 World Conference has been postponed. This item recorded the payment owed of **USD 1,522.76** by the 2019 World Conference of Panama.

Regarding the royalties paid by Springer during 2020, **USD 3886.01** has been received which is lower than budgeted.

Today, OMEF has no projects in place with any organization worldwide, so no income has been recorded.

INCOMES	AMOUNT USD
MEMBERSHIP FEES- BANK	USD 11,343.29
MEMBERSHIP FEES- PAYPAL	USD 5,546.85
SPRINGER COPYRIGHT	USD 3,886.01
WORLD CONFERENCE	USD -
REGIONAL CONFERENCE	USD -
WORLD CONFERENCE 2019 PANAMA PAYMENT	USD 1,522.76
DONATIONS	USD -
OTHER BANK INCOME/INTEREST	USD -
TOTAL INCOME	USD 22,298.91

7.2 Expenses

According to the proposal approved at the 2020 Virtual Assembly, the following expenditures were made:

1 Regular payment for the World President (RPWP): During 2020 with this item, expenses related to the development of the communication plan, flagship initiatives and professional team of the Secretariat were paid, for a total of USD 7544.85

2 Expenses of Representatives/NU Equipment: Due to the closure of face-to-face activities, for now, it has not been necessary to pay any expenses.

3 Office expenses: Includes expenses related to translations, office supplies, internet connection, document editions, etc. USD 6880.20 was paid.

4 EDS Awards: Since the call and choice of the 5 winners by 2020 has already ended, the funds will be reserved for delivery during the next World Conference USD 5000,00.

5 EXCO travel expenses: No expenses were made for this item

6 World Secretary AM/Conference: Air tickets have already been purchased during January 2020 and have been transferred by 2022. Total expense is USD 1928.00

7 Memberships: OMEP maintains partnerships with other regional organizations (Eurochild / ARNEC / CLADE) and supports UNESCO and UNICEF NGO committees through annual contributions. 2019 membership due and 2020 CLADE membership paid for USD 400.00. Payments are due from various memberships that will be paid during 2021.

8 Projects: No specific projects were carried out, nor expenses paid.

9 Journal "OMEP: Theory in Practice": Expenses related to the design and edition of number 3 were paid, for a total of US USD 263.16

10 Website: The expense includes website hosting in Korea and new system updates for 2020. USD 3,573.04

11 Operational costs of webinars: Zoom platform subscription. In the webinar operating costs item, payments were made with the World Treasurer's credit card that were not reimbursed during 2020. USD 449,70 will be reimbursed in the 2021 Budget.

12 Agio/Bank Expenses: The OMEP World account, DNB - DEN NORSKE BANK, pays a tax for each USD dollar transferred out of account, according to the amount of the transfer. For 2020 this rent (tax) is **USD 90**. This amount was paid through the OMEP Norway bank account, because the OMEP World Account in dollars is a sub-account of OMEP Norway in NOK. International bank transfers can be done by an international devise account. We have named the sub-account OMEP World. Such a valuta account must be attached to an organization, officially registered by Norwegian 'Brønnøysund registrene', a public register of Norwegian originations and businesses for Tax purposes, as a requirement of the Norwegian bank and tax regulations. In 2021, we will charge the OMEP World expenses USD 90 and will transfer them back to the OMEP Norway account.

EXPENSES	AMOUNT USD
CUSTOMARY PAYMENT FOR THE WORLD PRESIDENT	USD 7,544.85
EXPENSES FOR REPRESENTATIVES/UN TEAM	USD -
OFFICE EXPENSES	USD 6,880.20
EDS AWARDS*	USD -
TRAVEL EXPENSES EXCO	USD -
WORLD SECRETARY WA/ CONFERENCE	USD 1,928.00
MEMBERSHIP UNESCO/EUROCHILD /ARNEC /CLADE	USD 400.00
PROJECTS	USD -
EDITING JOURNAL OMEP: TIP	USD 263.16
WEBPAGE -WEBINAR OPERATING COSTS	USD 3,573.04
AGIO/BANK CHARGES	USD -
TOTAL EXPENSES	USD 20,589.25

7.3 OTHER FINANCING / Donations:

a By 2020, former President Eunhye Park has donated the edition and printing of the 2019 Annual Report.

b b- The World President obtained funding from two foundations in Argentina to support the Communication Plan, developing a new website and blog. The administration and payment of **USD 3300.00** was made through OMEF Argentina.

OTHER FUNDING/DONATIONS	AMOUNT USD
EDITING AND PRINTING ANNUAL REPORT	USD -
TECHNICAL SUPPORT NEW HOMEPAGE AND BLOG	USD 3,300.00

7.4 Notes

Note 1: In Expenses 2020 \$ 5,000 must be set aside for the EDS award, which is owed but not paid.

Note 2: In the webinar operating costs item, payments were made with the World Treasurer's credit card that were not reimbursed during 2020. In the 2021 Budget, USD 449,70 will be reimbursed

Note 3: In 2021, we will charge the OMEF World expenses USD 90 and will transfer them back to the OMEF Norway account.

Therefore the real Expenses for 2020 were **USD 26,128.95**

REAL EXPENSES 2020	CANTIDAD USD
TOTAL EXPENSES	USD 20,589.25
ESD AWARDS	USD 5,000.00
BANK EXPENSES	USD 90.00
OPERATIONAL COSTS OF WEBINARS	USD 449.70
TOTAL EXPENSES	USD 26,128.95

7.5 Final Comments

I joined the Treasury in January 2020 and since day one it has been a privilege to be part of OMEF in the new role of World Treasurer. Commitment to the important work has been a foundation of the Treasury's culture for several years before me and continues to guide the work of OMEF financial reporting and further planning. During the year of exceptional circumstances globally, we needed to rethink the activities of OMEF, which of course affected OMEF's economy. As stated above, it is obvious that we, in 2020, did not get an account in balance. Our income is much less than the money spent, in spite of the circumstances of no travel costs. The lesser income is due to the reasons of lack of National Committee fees, lesser royalty income from Springer, no project income. This is a serious situation that we need to change in 2021. Over the course of the 2020 year, we have focused on three areas of organizational development from the perspective of the Treasurer's report:

- 1 Strengthening policy influence,
- 2 global outreach through the web and social media,
- 3 longtime planning to secure and strengthen the financial situation.

We have implemented changes designed to strengthen our governance, risk management, security, and response to world challenges due to the Pandemic. The long-time goal for the

OMEF Treasury is to support the ambitions of the World Assembly and OMEF President, so that we have the systems and the finances to support us to succeed.

Through this first year, the Treasury has worked in close collaboration with EXCO and the World President and her team.

We have set up a system of bank accounts in Norway, through OMEF Norway's official status as a public registered NGO. This system is in accordance with legal money transfer. Since the World Treasures is a researcher and not skilled in international money matters, she is advised by skilled personnel at Western Norway University of Applied Sciences on reporting and international security.

We have set up an alternative system to the traditional bank system, the PayPal account. This made it possible for more committees to transfer the annual fee.

We have reorganized the items of the budget, according to the historical budget items. This makes it possible to do historical comparisons and discover development and changes in income and transfers.

We have rationalized the annual fee. Instead of following OECDs system of gross national product, that did not fit the reality of the economic situation in all the National committees, we developed a streamlined system of five categories considering both the country's general medium incomes and the local member situation.

We have invested in digital infrastructure and media communication. OMEF could not meet in real time at conferences and other events and lost income, so we needed to work along digital strategies. This has costs like: time for skilled personnel, video-recordings, translation costs, costs for the use of digital platforms, to meet OMEF's needs for effective meetings, webinars, etc.

I wish to acknowledge the National Committees for the good spirit and efforts to pay the annual fee, in spite of the huge challenges in all countries, and with a special recognition to those committees who have faced extraordinary challenges in 2020. I will also thank Tone Reistad, at Western Norway University of Applied Sciences, for serving as economic advisor for the treasurer report. I am also grateful to Ingrid Engdahl, Regional Vice President of OMEF Europe, who worked with me to develop a system and a proposal to the EXCO on historical items for the budget and the new categories of the annual fee. An extra thanks goes to the World President and her excellent team, whom I have collaborated with and who has guided me through unknown landscapes.

2021 will prove to open for new possibilities, yet still a challenging time. 2021 will be an important year for OMEF as we continue to deal with the uncertainty of Covid-19 and the impact on future events. All National Committees are affected in spirit and financially, therefore we need to work on new courage, new initiatives and sustaining a culture of sober use of money and recognizing local cultures. As World Treasurer I urgently advise all National Committees to continue to be flexible regarding future event planning and sustain a responsible and much stronger economic situation in their national committees, so that all can pay the annual fee and raise money for OMEF's activities in each of the countries as well as on the global policy arena. OMEF, both nationally, regionally, and globally is more important than ever before. Each national is called upon to take action to find solutions to strengthen finances.

On this basis, the World Treasury advice the following roadmap for 2021:

- 1** Adjust to the global situation and use this space in time to think through and act in the interconnection of advocacy for children and their situation and fundraising.
- 2** A priority of all National Committees is fundraising. We call upon imagination, innovations, applications for world projects, etc.
- 3** Good ideas are shared in the organizations to inspire and learn from each other.
- 4** Approval, in the Virtual World Assembly 2020, of a 15% rate to cover bank taxes on transfers. (We recall that this is not an increase. It is the implementation of the adjustment

approved in the World Assembly 2019, where it was approved that the Committees will pay the annual fee plus bank charges).

5 If borders are opened and travel becomes possible again during 2021, refunds for tickets and accommodation, paid for by OMEF, will be made under austerity conditions, consistent with OMEF's goals and strong ambitions.

We are grateful to the Presidents of each OMEP National Committee, the EXCO members, the representatives in the United Nations system and UNESCO and the coordinators of the World Projects for their reports, which are the fundamental base of this document.

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