



# OMEF's Annual Report

# 2023

OMEF: 75 years of commitment  
and action for the right to education  
from birth.





# OMEP's Annual Report

# 2023

OMEP: 75 years of commitment  
and action for the right to education  
from birth



## Vision

A world in which all young children are respected as citizens from birth, who effectively enjoy all the human rights enshrined in the CRC, developing integrally as healthy and happy people. We understand that education is a right and a tool for the realization of all other rights, and that is why we work and contribute to ensure that States and societies fulfil their commitment to provide equitable, inclusive and quality education to all children in early childhood, from birth to 8 years old. A united OMEP capable of developing an integrated, professional and democratic work, based on our knowledge and experience as teachers, researchers and activists for children.

# Index

Vision	3
Celebrating OMEP's 75th Anniversary: A Legacy of Commitment and Transformation for Early Childhood Education	7
Presentation by the World President, Mercedes Mayol Lassalle	7
About this report	10
<b>1. The area of political advocacy</b>	<b>11</b>
1.1. EXCO's work on political advocacy	11
1.1.1. Political advocacy from the World Presidency	11
1.1.2. Political advocacy from the Regional Vice Presidents	16
1.2. Reports from the representatives in the United Nations system	19
1.2.1. United Nations representatives: New York, United States of America	19
1.2.2. UNESCO Paris representatives	24
1.2.3. CCNGO representation	26
1.3. Political advocacy from the National Committees	28
1.3.1. Monitoring the CRC at the national level	28
1.3.2. Participation in the monitoring of the achievement of SDG 4 and targets 4.2 and 4.7.	29
1.3.3. Initiatives to influence decision-making on ECCE policies	30
1.3.4. Work in programs or projects with institutions like WHO, UNICEF, UNESCO, local, regional or national governments, other NGOs, foundations or educational centers	31
1.3.5. Celebration of World Children's Day (November 20)	32
1.3.6 The impact of political advocacy from the National Committees: Achievements and challenges	32
<b>2. The area of knowledge management</b>	<b>34</b>
2.1. The work of the EXCO in knowledge management	34
2.1.1. Online seminars by OMEP	34
2.1.2. International Journal of Early Childhood (IJEC)	34
2.1.3. OMEP: Theory into Practice	35
2.1.4. Digital library	35
2.1.5. Other activities related to the area of knowledge management	35
2.2. OMEP's publications and projects	35
2.2.1. IJEC	35
2.2.2. OMEP: Theory into Practice - ISSN 2796-7867	41
2.2.3. OMEP Blog: Rights from the Start	42
2.3. Activities related to Knowledge Management from the National Committees	43
2.3.1. Participation in the 2021-2023 OMEP Seminar Series	43
2.3.2. Participation in OMEP's blog "Rights from the Start"	44
2.3.3. Participation in IJEC	44

2.3.4. Participation in the online journal OMEP: Theory into Practice	44
2.3.5. Participation in other local, national or international publications	45
2.3.6. Other activities related to knowledge management from the National Committees	49
2.3.7. The impact of actions on knowledge management from the national committees: achievements and challenges	51
<b>3. The area of education</b>	<b>53</b>
3.1. The work of the EXCO in the area of Education	53
3.1.1. The work of the World Presidency in Education	53
3.1.2. The work of the Regional Vice Presidents on Education	54
3.2. World projects	57
3.2.1. OMEP's work on ESD in early childhood in 2023 and ESD Awards in 2024	57
3.2.2. Play and resilience/Toy libraries	59
3.2.3. WASH from the start	61
3.3. The work of the national committees on Education	65
3.3.1. Participation in the world project on ESD: OMEP ESD Rating Scale and OMEP ESD Award 2023	65
3.3.2. Participation in other activities related to ESD	65
3.3.3. Participation in activities related to WASH from the start and the celebration of the World Hand Hygiene Day (October 15)	66
3.3.4. Participation in the Play and resilience/Toy libraries project and celebration of the World Play Day (May 28) and in other activities related to the right to play and ECCE play	67
3.3.5. National seminars and conferences in 2023	68
3.3.6. Celebration of the International Day of Peace (September 21)	73
3.3.7. Celebration of the World Teachers' Day (October 5)	74
3.3.8. Other national celebrations	75
3.3.9. The impact of actions on education from the national committees: achievements and challenges	77
<b>4. The area of organization</b>	<b>79</b>
4.1. The work of the EXCO in the area of organization	79
4.1.1. The actions of the World Presidency in the area of organization	79
4.1.2. The actions of the Regional VPs in the area of Organization	81
4.2. Activities on organization from the national committees	87
4.2.1. Participation in the OMEP Virtual World Assembly and the Regional Assemblies	87
4.2.2. Participation in other national and international activities	87
4.2.3. Assessment of the work plan, communication and meetings with the Regional VPs	88
4.2.4. Assessment of the Strategic Plan: The easiest and most challenging areas to address	89
4.2.5. Sources of funding and resources. Strategies to increase sources of funding and resources. Payment of annual fees.	89
4.2.6. Incorporation of new members and young members	91
4.2.7. Impact of actions in the area of Organization from the National Committees: achievements and challenges	91
<b>5. The area of communication</b>	<b>93</b>
5.1. The work of the EXCO in the area of Communication	93
5.1.1. The actions of the World Presidency in the area of Communication	93
5.1.2. The actions of the Regional VPs in the area of Communication	97
5.2. The actions of the National Committees in the area of Communication	99

5.2.1. Internal and external communication strategies and national communication plans	99
5.2.2. Views on the strategies of the NCs to promote their activities and their participation in the strategies proposed by the EXCO	100
5.2.3. Main strengths and challenges in communication with the EXCO	101
5.2.4. Impact of actions in the area of Organization from the National Committees: achievements and challenges	102
<b>6. World Treasurer's Report 2023</b>	<b>104</b>
6.1. About INCOME 2023	104
6.1.1. Annual Fee	104
6.1.2. Springer Copyright	104
6.1.3. World Conference	105
6.1.4. Regional Conferences	105
6.1.5. Donations/external fundings	105
6.1.6. Other incomes/Bank interests	105
6.1.7. Income for external fundings 2023: PAHO, UNESCO PP	105
6.2. About 2023 EXPENSES	105
6.2.1. Executive Committee Expenses	106
6.2.2. World Secretariat	107
6.2.3. Representations	107
6.2.4. World Assembly Expenses	107
6.2.5. World Projects	107
6.2.6. Occasional Projects	107
6.2.7. Bank charges	107
6.2.8. Loan WAC 2024	108
6.3. Overall status	108
<b>7. Closing remarks</b>	<b>110</b>
<b>ANNEX - What is OMEP?</b>	<b>114</b>

# Celebrating OMEP's 75th Anniversary: A Legacy of Commitment and Transformation for Early Childhood Education

## Presentation by the World President, Mercedes Mayol Lassalle

Throughout 2023, the World Organization for Early Childhood Education (OMEP) celebrated its 75th anniversary, marking more than 7 decades of dedication to the promotion and improvement of the right to early childhood care and education (ECCE) worldwide. Founded in 1948, OMEP has played a central role in the development of legal frameworks, policies and educational practices that ensure that children receive quality education from their early years. This anniversary has provided an opportunity to reflect upon our achievements, challenges overcome and a path towards a future where education is accessible and equitable for all children around the world.

### A SEVEN-DECADE TRIP

Ever since its creation, OMEP has worked tirelessly to advocate for children's human rights, focusing on the right to receive a quality education from the moment of birth. Through the years, the organization has collaborated with governments, educational institutions and non-government organizations to develop and promote policies and programs that benefit children in the first years of their lives. OMEP has played a key role in promoting an inclusive, equitable and quality education, keeping in line with target 4.2 of the United Nations Sustainable Development Goals (SDGs), which aim to guarantee that all children have access to quality early childhood care and education services by 2030.

### SIGNIFICANT ACHIEVEMENTS

OMEP's role has been vital in the defense of children's right at the international level. The UN Convention on the Rights of the Child and the general comments, such as the General Comment No. 7 on the realization of children's rights in early childhood, have been boosted by the organization and provide OMEP fundamental reference frameworks. OMEP has been working to ensure that children's rights be heard and protected, driving policies that improve their comprehensive development, wellbeing and dignity.

One of OMEP's most significant achievements is the contribution to pedagogical research and the development of innovative and humanizing educational practices. Through international conferences, academic publications and research projects, OMEP has shared knowledge and best practices that have informed educational programs and policies around the world. The organization has been among the first to promote Education for Sustainable Development (ESD) in early childhood, highlighting the importance of passing on values and skills that enable children to become responsible citizens who are engaged with sustainability, peace, democracy and human rights.

Moreover, OMEP has emphasized the importance of play for children's learning and development. Recognizing that play is a fundamental tool for cognitive, social and emotional development, a play-based pedagogy has been encouraged. This pedagogical approach views play as one of the most important ways in which children build knowledge and key competencies.

Therefore, OMEP reaffirms that the opportunities for play, as well as the environments that promote play, exploration and childhood expression are the foundations for quality educational proposals that foster personal and social development, and cultural knowledge. Through play, children develop essential skills, such as creativity, problem-solving and collaboration, which are central for their comprehensive development and wellbeing. The importance of play has been supported by numerous research that show that play-based learning is fundamental for the healthy development of children during early childhood.

Another important aspect of OMEP's achievements is the advancement of the right to children's participation. The organization has been working to guarantee that children are not only passive recipients of education, but also active players in their own learning process. Children's leadership and action in their development, learning and culture is key for their overall development. OMEP has supported the development of environments where children can express their opinions, make decisions and participate actively in activities that impact their life and community. This approach understands and values children's capacity to contribute to society and promotes a culture of respect and empowerment from early childhood.

In a world marked by the increase in violence and armed conflict, OMEP has been an advocate for education for peace as a fundamental pillar in children's development since their first years. Education for peace aims to instill values of respect, tolerance and peaceful resolution of conflict, preparing children to become change agents in their communities. OMEP has developed educational resources and programs that defend peace and non-violence, highlighting the importance of a safe and peaceful setting for children's comprehensive development.

OMEP has also addressed the specific needs of children in settings of human mobility, including those in migration, forced displacement and refugee status. Recognizing the unique challenges that these children face, OMEP strives to ensure that they have access to a quality ECCE that respects their rights and needs. The organization has been undergoing major advocacy work in the United Nations to support the inclusion of migrant and refugee children in educational systems, and the provision of safe and welcoming learning environments that enable their integration and development.

The organization keeps advocating for adequate financing for ECCE, emphasizing the need to increase financing to guarantee access to quality education for all children from their first years of life.

OMEP is also committed to promoting gender equality in early childhood education, striving to remove the barriers that stop girls and boys from having access to the same educational opportunities and to end cultural reproductions of gender inequality.

## **THE 2023 REPORT: CHALLENGES AND ANSWERS**

Throughout its history, OMEP has faced numerous challenges, from crises and conflicts to socio-economic inequalities that impact the access and quality of ECCE. However, the organization has overcome them with resilience and flexibility, developing strategies and programs that address these issues effectively.

In 2023, celebrating its 75th anniversary, OMEP not only reflects on its past, but also reviews its current actions and looks towards the future with a renewed commitment to continue its mission.

In a constantly changing world, OMEP understands the importance of adapting and evolving to face new challenges. The organization continues collaborating with a wide network of partners, including UNESCO, the Global Campaign for Education and other worldwide entities, to promote a truly transformative, inclusive and equitable ECCE. To this end, as shown in this 2023 report, OMEP is also committed to promoting education for peace, global citizenship, human rights and sustainable development, in line with the goals and principles established in the



2030 Agenda for sustainable development as well as in the Tashkent Declaration commitments and the Commitments for Action to Transform Early Childhood Care and Education (2022.)

OMEP's 75th anniversary is a significant milestone that celebrates decades of dedication and achievements in the field of the human right to ECCE. While the organization drives forward towards the future, its commitment to supporting a quality, inclusive and equitable education for all children remains unwavering. OMEP continues to be a powerful voice in the defense of children's rights and the promotion of policies and practices and guarantee their comprehensive development and wellbeing. In this anniversary, OMEP reaffirms its mission and vision, working tirelessly to create a world in which all children can have access to a quality preschool education that allows them to reach their fullest potential.

*Mercedes Mayol Lassalle*  
**World President at OMEP**

Buenos Aires, May 1, 2024

## About this report

The 2023 Annual Report combines the input from all the representatives at OMEP and is available in the organization's website: <https://omepworld.org>. To this end, guidance documents were drafted based on the areas of work of OMEP's 2023-2025 Strategic Plan. These guidelines were sent to the members of the EXCO, the representatives in the UN system and the representatives of world projects for them to draft their reports. Using these areas, a report model was developed for the national committees (NCs moving forward), which was completed on the online platform: [www.omepannuallreport.org](http://www.omepannuallreport.org).

The data gathered was compiled in this document, divided into seven chapters and an annex. The first 5 chapters correspond to the strategic areas as stated in the 2023-2025 Plan. The chapters about the strategic areas highlight the key points in each one, they present the reports from EXCO members, UN representatives and world project coordinators, and a general overview of what was reported by the NCs. Apart from this, the sixth chapter focuses on the financial statements and, finally, the last chapter presents a series of conclusions. The annex outlines general information about OMEP.

In order to reflect the experiences and work in each committee, some activities by region are highlighted in the report. It should also be pointed out that, in the cases in which countries only delivered their report via email and did not submit it in the platform designed to gather and analyze the data, the information they provided has been included in this document in part.

### NCS THAT SUBMITTED THEIR REPORT

**AFRICA:** Africa: Burkina Faso, Cameroon. Ghana, Nigeria, Democratic Republic of the Congo, Tanzania.

**ASIA PACIFIC:** Australia, China, Hong Kong-China, Japan, New Zealand, Pakistan, the Republic of Korea, Thailand.

**EUROPE:** Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Finland, France, Germany, Greece, Israel, Italy, North Macedonia, Poland, Portugal, Russia, Slovakia, Slovenia, Sweden, Switzerland, Turkey, Ukraine, the United Kingdom.

**LATIN AMERICA:** Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Ecuador, Mexico, Peru, Uruguay, Venezuela.

**NORTH AMERICA AND THE CARIBBEAN:** Canada, Haiti, the United States of America, Jamaica..

70% of all NCs submitted their 2023 report.

# 1. The area of political advocacy

We understand political advocacy as the processes carried out by OMEP to influence public policies and their implementation, and the decisions regarding resource allocation within political, economic, social and institutional systems, with the purpose of protecting the right of early childhood to care and education.

Since its first steps in 1948, OMEP has held consultative status in the United Nations and UNESCO. In 2014, OMEP reached special consultative status in the United Nations. In order to strengthen OMEP's actions, it is fundamental to continue increasing our visibility and credibility, by working together with organizations in the UN system and with governments in developing public policies that directly and indirectly affect children's lives.

OMEP's actions include lobbying, reaching out to governments, policy makers and relevant stakeholders, as well as conducting activities such as media campaigns, public conferences, research publications, surveys, outreach, among others. Since the approval of the 2030 Education Agenda, OMEP has been committed to defend the achievement of SDG 4.2 by tracking its progress and monitoring its achievements, as well as the investment and expenditure, demanding transparency in governance and budgeting processes.

## 1.1. EXCO's work on political advocacy

### 1.1.1. Political advocacy from the World Presidency

*Reported by the World President at OMEP, Mercedes Mayol Lassalle*

During 2023, the World President (WP, moving forward) focused on the achievement of targets and the flagship initiatives of the Strategic Plan in a context set with great political challenges all around the world. A big part of the advocacy work could be done by developing close relationships with UNESCO, the United Nations, regional organizations and governments, and other organizations like the Global Campaign for Education (GCE) and its regional coalitions.

The ongoing presence of the WP strengthens OMEP's voice and visibility and helps establish these bonds with the civil society, networks, universities and other stakeholders, as well as to influence in the development of legal frameworks, public policies and other strategies to protect and increase the right to early childhood care and education (ECCE.)

Next, the WP presents a summary of the most important activities related to the flagship initiatives and the targets of the Strategic Plan:

#### **NEW LEGAL FRAMEWORK ON THE RIGHT TO EARLY CHILDHOOD EDUCATION**

During all of 2023, the WP developed activities with the work group formed by the Human Rights Watch (HRW), the Right-to-Education Initiative (RTE), CLADE, Save the children, the Global Campaign for Education, Plan-International, the Global Initiative for Economic, Social and Cultural Rights (Gi-Escr), the Malala Fund, Avaaz, Child Rights Connect and other organizations to advance the enshrinement of an international and binding legal instrument to guarantee a free preschool education and the acceptance of a joint declaration by the member states of the United Nations Human Rights Council in Geneva. This in an intergovernmental body within the United Nations system made up of 47 States responsible for the promotion and protection of all human rights around the globe.

The working meetings continued as well with the Global Advocacy team on ECCE to develop new documents and advocacy actions on this theme. The members of this work group are: OMEP, the Latin American Campaign for the Right to Education (CLADE, for its Spanish acronym), the Right to Education Initiative (RTE), Human Rights Watch (HRW), Oxford Human Rights Hub (Oxford University), the UN Special Rapporteur on the right to education (UHCHR) and UNESCO.

The WP participated in the following events

MONTH	EVENT
MAY	Webinar Strengthening the Right to Education under International Law. A New Global Initiative. Speakers: Bede Sheppard   Mercedes Mayol Lassalle   Jo Becker. Organized by the Global Campaign for Education (GCE) and Human Rights Watch (HRW)
JUNE	Letters sent to the governments serving actively on the 2024-2026 Human Rights Council to get support for a new Optional Protocol to the Convention on the Rights of the Child.
JULY. ONLINE	UNESCO - Closed-doors workshop Clarifying the legal framework of ECCE rights: Key components and obligations
DECEMBER. UNESCO HEADQUARTERS, PARIS, FRANCE	Formal Dialogue on the Initiative on the evolving right to education

## DECADE FOR EARLY CHILDHOOD CARE AND EDUCATION

In 2023, contacts were renewed with the Directorate General in the Inter-American Children's Institute (IIN.) The Institute is a specialized organization of the Organization of American States (OAS), which contributes to articulating public policy on childhood in the Americas, promoting the relationship between the State and civil society, and developing critical thinking to face the challenges that affect children and teenagers in the American continent. From October 23 to 27, 2023, IIN/OAS held the 97th **Regular Meeting of the IIN - OAS Directing Council** in the city of Kingston, Jamaica. In this meeting, the WP presented the initiative of the Decade for Early Childhood Care and Education. The proposal was well received and actions will be intensified for it to be adopted in the OAS.

In the first week of November, the WP participated in the **42nd Session of the UNESCO General Conference** in Paris, where she presented a declaration promoting the adoption of a United Nations Decade for Early Childhood Care and Education, to foster and protect human rights from birth, holding governments accountable especially for the most vulnerable children, ensuring that they can develop to their fullest potential through a quality, equitable, inclusive and free education around the world.

## COMMITMENTS RELATED TO TASHKENT

During the whole year, the WP worked to advance the Tashkent agenda of commitments, focusing on the 4 areas stated in the Tashkent Declaration and Commitments to Action for Transforming Early Childhood Care and Education.

- Equitable and inclusive quality ECCE services for all
- ECCE personnel
- Innovations for advancing transformation
- Policy, governance and finance

Regarding the ECCE personnel, the WP, together with researchers from the University of the City of Dublin: Matthias Urban, Carolina Semmoloni and Colette Moore participated in a re-

search, requested by Education International (EI) to review the ILO Policy Guidelines on the Promotion of Decent Work for ECE Personnel published in 2024.

Regarding privatizations, governance and finance, the WP continued participating in the Privatisation in Education and Human Rights Consortium (PEHRC) and the GCE actions. In collaboration with this organization, the Global Action Week for Education (GAWE2023) was held, focused on educational financing, with different webinars and advocacy activities.

In November, the WP was invited by UNESCO to participate in the webinar “Tashkent+1: Celebrating Progress and Reaffirming Commitments to ECCE”, where she presented the 76th OMEP World Assembly and Conference 2024, as one of the most relevant activities to be developed in Asia Pacific.

In December, the WP also participated in the session “National-Level Evidence on Fiscal Justice: Upholding the Right to Education and Addressing the Detriments of Privatisation”, held by the Taskforce on Tax Justice and Education from PEHRC.

**MONITORING THE RIGHT TO ECCE AND SDG 4**

In January, the Special Rapporteur on the right to education of the United Nations Human Rights Office of the High Commissioner, Farida Shaheed held a meeting with the WP in the consultation process for her report “The right to education, advances and challenges” (June 2023) directed at the Human Rights Council.

The WP participated in the webinar “National SDG4 Benchmarks: A Formative Tool for Progress Towards 2030”, organized by the Global Education Monitoring (GEM) and the Global Campaign for Education (GCE.) The UNESCO Institute for Statistics (UIS) and the Global Education Monitoring Report (GEM) have been working with countries to establish national benchmarks for SDG 4 from 2025 to 2030 across 7 indicators. The national SDG 4 benchmark tool is also used to set national goals and monitor the commitments taken in the Transforming Education Summit (TES), which lies at the core of its accountability mechanism.

In January, together with the GEM Report team, the WP participated in a communication strategy for the International Day of Education ([link to video available in Spanish](#)), raising awareness on the report “SDG4 scorecard progress report on national benchmarks: focus on early childhood”. Link to the report: <https://unesdoc.unesco.org/ark:/48223/pf0000384295>. This report also contributes to one of the main goals of the national SDG 4 comparative evaluation process, which is to link progress to specific national policies. The reference indicator for early childhood is the participation rate in organized learning one year before primary school. Progress made in different countries is evaluated in relation to the policies related to legislation on free and obligatory preschool education, the regulation of private education and public spending on education.

In May, the WP was invited by OREALC/UNESCO to participate in the SDG 4 Regional Steering Committee meeting for the period 2022-2025 to report on the regional monitoring of the action frameworks of the 2nd World Conference on Early Childhood Care and Education, held in Tashkent in 2022 (WCECCE2022), regarding the milestones of the Regional Steering Committee’s work plan.

**OTHER ACTIVITIES RELATED TO POLITICAL ADVOCACY**

MONTH	ACTIVITY
2023	The WP coordinated the development of the Provincial Public Policy Strategy for Early Childhood bill. It is a framework for a comprehensive management of public policies for early childhood in the province of Mendoza, Argentina, in the context of an agreement between OMEP and Mendoza’s government.

<b>FEBRUARY</b>	Side event in the 61st United Nations Session of the Commission for Social Development (CSocD61). Participation in the side event: “Don’t steal my childhood: child labor and children in migration,” held by OMEP with the support of the Embassy of Costa Rica and different NGOs.
<b>FEBRUARY</b>	Webinar: “National SDG4 Benchmarks: A Formative Tool for Progress Towards 2030”. The webinar was organized in collaboration with the Global Education Monitoring (GEM) and the Global Campaign for Education (GCE.)
<b>MARCH</b>	Dialogue on ECCE with the advocate for children’s rights in Argentina. The WP was invited as an expert.
<b>MARCH</b>	3rd International Human Rights Forum. Participation in the panel of knowledge and experiences with the presentation: “Guaranteeing rights from the preschool education practice and perspective”, and in the panel on public policies with the presentation: “The human right to education under threat: challenges to public policies in the Latin American region.”
<b>JUNE</b>	Invest in Childcare Invest in Childcare stakeholder update meeting
<b>JUNE</b>	Global Campaign for Education (GCE) webinar Technology in education: Opportunities or risks? A critical debate towards the launching of the 2023 Global Monitoring Report
<b>JUNE</b>	Conference in the 1st Regional and Provincial Meeting for Early Childhood “Public Policies from a Local Perspective”, organized by UNICEF Argentina, the government of the province of Entre Ríos and the Inter-Ministerial Office for Early Childhood in Concepción del Uruguay.
<b>JULY</b>	The WP participated in the global launch of the GEM Report “Technology in education: A tool on whose terms?” held by UNESCO with the Ministry of Education and Culture (MEC) in Uruguay and the Ceibal Foundation. The aim of this report is to raise awareness on the importance of addressing this urgent theme regarding early childhood. Montevideo, Uruguay The global launch event gathered ministers of education and ministers of information and communication technology, international and regional organization representatives, donors, parents, teachers, students and civil society and private sector representatives. In this context, OMEP, together with the GEM Report/ UNESCO, the Global Campaign for Education (GCE) and the Inter-American Children’s Institute (IIN/OAS), held a side event: “Education and technology in early childhood: urgent discussions”, coordinated by the WP, who was also a speaker.
<b>AUGUST</b>	The WP participated as an expert in the discussion “Early childhood: challenges and proposals to advance on strengthening the spaces for care and education,” in the context of an initiative from UNICEF Argentina and CIPECC, which had the aim of gathering experts from Argentina to participate in events focused on improving living conditions for children and teenagers.
<b>OCTOBER</b>	The WP participated in a central conference in the Annual Early Childhood Care Education and Parenting Regional Forum, organized by the Association of Southeast Asian Nations (ASEAN) and held in a hybrid format in Bali.
<b>OCTOBER</b>	The WP participated in the Regional Forum on Education Policy. Digital technologies to transform the education in Latin America and the Caribbean, organized by the IIEP UNESCO Office for Latin America and the Caribbean in collaboration with OREALC/UNESCO Santiago, IBE UNESCO, the UNESCO GEM Report and the Future of Learning and Innovation Team from the UNESCO Sector of Education.
<b>OCTOBER</b>	Participation as an expert in the experts workshop “Towards equality in Latin America and the Caribbean: Accountability of the challenges and opportunities for developing the new generations of children in the post-pandemic context,” organized by the Economic Commission for Latin America and the Caribbean (ECLAC) and the United Nations International Children’s Emergency Fund (UNICEF.)
<b>DECEMBER</b>	The WP was present in the webinar “Keys for monitoring quality education in educational systems.” Organized by UNESCO Santiago and IIEP UNESCO in the context of the Data Experts Community for Educational Planning.

## INTERNATIONAL COOPERATION WITH OTHER CIVIL SOCIETY ORGANIZATIONS

In order to boost synergies to collaborate with the achievement of the 2030 Agenda and the advancements of the Tashkent Declaration commitments, the WP worked hard with other NGOs. On January 1, 2023, the WP started her role as member of the Global Campaign for Education Board, representing international NGOs, of which OMEP has been an active partner since 2021. Among the activities, the WP participated in the Global Action Week for Education #GAWE2023 under the theme “Decolonising Education Financing.” The GAWE2023 was held between May 29 and June 2, 2023, and derived in the Call to Action on Financing for the TES (Transforming Education Summit) agreed to in the Chiefs of State Summit held in September, 2022. The WP also participated in two Board meetings, one in person held in Johannesburg in June and another online one in December. The joint work with the GCE is intense and this solidary network has given great strength and visibility to OMEP. Our common aim and the four goals of the movement have the intention of jointly promoting the necessary change in decision-making, policies and educational budgets in all levels. Their goal is to reaffirm and increase the influence of the global movement for education in order to:

- Boost our influence through advocacy and campaigns
- Diversify and increase the number of members and networks, and improve our reputation
- Broaden our collective influence capacity
- Reinforce our sustainability and accountability
- With the **Right to Education Initiative (RTE)**, the WP is part of a work group focused on various tasks:
  - » Research on the privatization of early childhood education
  - » Promote a New Legal Framework on the Right to Early Childhood Education
  - » Support countries with report presentation to the Committee on the Rights of the Child

Apart from this, the WP is also a fellow in the **Privatization in Education and Human Rights Consortium (PEHRC)**, which gathers prestigious NGOs and colleagues from around the world. This involves participating in many activities led by the group and with other organizations, such as the Committee on the Rights of the Child, and governments. The PEHRC supports the recognition of the *Abidjan Principles* on the right to education and encouraging States to act against commercializing education.

## DECLARATIONS IN FAVOR OF POLITICAL ADVOCACY

Representing OMEP, the WP has supported the following declarations

MONTH	DECLARATION
FEBRUARY	Global Joint Statement on Supporting Children and Their Families During the Ongoing Crises in Syria and Türkiye. Link: <a href="https://ecdan.org/global-joint-statement-on-supporting-children-and-their-families-during-the-ongoing-crises-in-syria-and-turkiye/">https://ecdan.org/global-joint-statement-on-supporting-children-and-their-families-during-the-ongoing-crises-in-syria-and-turkiye/</a>
FEBRUARY	61st session of the Commission for Social Development - CSocD61 Parallel Session. Oral Statement.
MARCH	Civil Declaration for the 30th Anniversary of the International Year for the Family. Link: <a href="https://familyperspective.org/2023/02/23/civil-society-declaration-30th-anniversary-of-the-international-year-of-the-family/">https://familyperspective.org/2023/02/23/civil-society-declaration-30th-anniversary-of-the-international-year-of-the-family/</a>
APRIL	56th session of the Commission on Population and Development. Oral Statement



JUNE	53rd Session of the Human Rights Council. Joint NGO Letter: Joint Statement on the Right to Education. Item 3: Interactive Dialogue with the Special Rapporteur on the right to education. Joint Statement on children's education. Presentation of the Report of the Special Rapporteur on the right to education, Farida Shaheed Securing the right to education: advances and critical challenges. Link: <a href="https://www.right-to-education.org/sites/right-to-education.org/files/resourceattachments/UNSR_Report_Advances%20and%20challenges_A_HRC_53_27_EN_.pdf">https://www.right-to-education.org/sites/right-to-education.org/files/resourceattachments/UNSR_Report_Advances%20and%20challenges_A_HRC_53_27_EN_.pdf</a>
SEPTEMBER	NGO Committee on Migration's appeal to stop stealing children's lives. Link: <a href="https://mcusercontent.com/8093208e6abb2fb927fe1267f/files/18abd7f1-fb08-dc62-d0a7-061a568e1fca/NGO_CoM_CSocD61_Appeal_short_version.pdf">https://mcusercontent.com/8093208e6abb2fb927fe1267f/files/18abd7f1-fb08-dc62-d0a7-061a568e1fca/NGO_CoM_CSocD61_Appeal_short_version.pdf</a>
SEPTEMBER	UK's development finance harming society and the environment: civil society organisations respond to critical report by UK Parliamentary International Development Committee. Link: <a href="https://www.educationbeforeprofit.org/uks-development-finance-harming-society-and-the-environment-civil-society-organisations-respond-to-critical-report-by-uk-parliamentary-international-development-committee/">https://www.educationbeforeprofit.org/uks-development-finance-harming-society-and-the-environment-civil-society-organisations-respond-to-critical-report-by-uk-parliamentary-international-development-committee/</a>
OCTOBER	Joint statement in Response to Reports of a Child Sexual Abuse Cover Up at the World Bank. Link: <a href="https://www.educationbeforeprofit.org/joint-statement-demanding-accountability-joint-statement-in-response-to-reports-of-a-child-sexual-abuse-cover-up-at-the-world-bank/">https://www.educationbeforeprofit.org/joint-statement-demanding-accountability-joint-statement-in-response-to-reports-of-a-child-sexual-abuse-cover-up-at-the-world-bank/</a>
NOVEMBER	ECPC Call-to-Action for Justice, Peace, and the Protection of All Children Affected by the War in Israel and Palestine. Link: <a href="https://indd.adobe.com/view/6d13e180-78dd-4439-a6ab-ef1b64459c15">https://indd.adobe.com/view/6d13e180-78dd-4439-a6ab-ef1b64459c15</a>

### 1.1.2. Political advocacy from the Regional Vice Presidents

#### AFRICA

*Reported by Nyamikeh Kyiamah*

##### RELATIONSHIP WITH OTHER NGOS AND UNIVERSITIES

On June 12, 2023, the Vice President met via Zoom with a team from the Roger Federer Foundation in South Africa on Defense Orientation. She discussed with them how OMEP carries out its work of political advocacy.

##### MEETINGS AND DISCUSSION SEMINARS ON FLAGSHIP INITIATIVES, ADVOCACY

##### TOPICS AND IDENTIFICATION OF THE MAIN ECCE ISSUES IN THE REGION

On July 7, 2023 the KG INSET package was launched in Ghana. It is a manual to enable in-service teacher training for kindergarten level to provide a comprehensive learning and teaching plan for their preschool classes.

On July 8, 2023, a Zoom learning session was organized by Sabre Education: the Ghana Education Learning Space. The session was on "The role of headteachers in improving kindergarten learning: A conversation with leaders and teachers."

#### ASIA PACIFIC

*Reported by Sandie Wong*

##### RELATIONSHIP WITH UNESCO, UNICEF AND OTHER REGIONAL BODIES

Regarding the Tashkent Declaration, the Vice President took part in a webinar on the commitments from the Declaration, which was held by OMEP World with Maria Ron Balsera. The Vice President's presentation focused on the challenge related to the diversity in this region: there cannot be a single policy for everyone in each place. All members were encouraged to assist and share the flyer to promote the event.

The Vice President is also working with colleagues from the Centre for Research in Early Childhood Education at the Macquarie University on a project, together with UNICEF, about the



transition to school in Timor-Leste. This work led to UNICEF participating in person in OMEP's Asia Pacific Regional Conference.

#### PARTICIPATION IN THE MEETINGS HELD BY THE MINISTERS OF EDUCATION IN THE REGION

Being invited by professor Vina Adriany, the VP was present in the Southeast Asian Ministers of Education Organization (SEAMEO) in October, 2023. More than a thousand delegates, mostly from the Asia Pacific region, registered to participate.

#### MONITORING OF THE ADVANCEMENT ON SDG 4 IN THE REGION

The 2023 Asia Pacific Regional Conference focused on the SDGs.

See the report from the Vice President in the area of Organization on *"4.1.2. The actions of the Regional VPs in the area of Organization"* of this document.

#### POLITICAL ADVOCACY

In 2023, during the online and in-person meetings in the Asia Pacific region, the country presidents shared information on their challenges and political advocacy work. Below is a "picture" of part of this work:

COUNTRY	CHALLENGES
AOTEAROA/NEW ZEALAND	<p>The lack of workers is cause for concern and it is worsened by the fact that other countries (such as Australia and Canada) are offering incentives for early childhood education teachers to relocate. In consequence, a profound knowledge in the context of ECCE in New Zealand is getting lost, affecting leadership in these services. More pressure is added due to funds being allocated for children to assist school without consulting with the sector, raising concern for the lack of available vacancies. This, in turn, increases the strain on the workforce and raises the point to consider being more flexible on the knowledge and qualifications required to be an educator, in order to increase the number of them.</p> <p>OMEP Aotearoa/New Zealand shared some of the strategies they have been involved with to identify what each political party is advocating in favor of children, in preparation for the upcoming national elections.</p> <p>Last year, OMEP Aotearoa/New Zealand participated in Tick4Kids Zoom meetings, where a group of NGOs gathered to develop strategies to raise awareness on children and young people's rights in the elections at the end of the year.</p> <p>They created a dashboard showing if each major political party was or was not committed to specific results (for example, to improve the child to teacher ratio in early childhood contexts, especially in children under 2 years old.) OMEP also share Save the Children documents and will launch their own identification of the policies proposed by the major political parties specifically for early childhood.</p>
AUSTRALIA	<p>In 2023, many public and private consultations were carried out on ECCE before the planned reformatations. Members of OMEP Australia have contributed in these consultations.</p> <p>Several governments are increasing ECCE funds in order to raise the number of school assistance in children from 3 to 5 years old. One of the main challenges Australia faces at the moment is the lack of a workforce, especially of early childhood education teachers.</p>
HONG KONG	<p>Practically all early childhood education teachers have a degree: 90% of the workforce holds a Bachelor's or a Master's degree. Migrations out of the country are leading to a reduced number of children and early childhood education teachers. Hong Kong is working to attract immigrants with children, as well as early childhood education teachers.</p>
JAPAN	<p>The Children and Families Agency was created. In this political context, preschools and nurseries are being combined, but cooperation between ministries is not working adequately. Historically each type of service required a different qualification, hence now teachers need to have two types of qualifications. Early childhood education is not a commonly chosen profession, resulting in a lack of good ECCE educators. This may be due to the fact that, since it is regarded as a feminine profession, salaries are low.</p> <p>In Japan, the need for efficiency has led to the problem of inadequate early childhood care. This is also because the number of students wishing to take on care tasks is decreasing. Moreover, working with children whose native tongue is not Japanese is a long-dated struggle. In this sense, it can be said that neither the rights of the caretakers nor those of the children are properly guaranteed.</p>

<b>SINGAPORE</b>	School enrollment rate is 99% for ECCE. The depletion and lack of educators is at a critical point. The government has initiated a workforce strategy supporting preschool teachers, which is mainly in charge of public training institutions. There are some challenges regarding childhood protection in Singapore, which led to a discussion on the need for childhood protection training for teachers in all countries, where most countries showed that teachers working in ECCE services require childhood protection training.
<b>THE REPUBLIC OF KOREA</b>	At the moment, there is an integration policy for preschools/kindergartens and nurseries. However, the disparity between salaries and qualifications teachers have are very problematic: for early childhood educators working in nurseries, qualification requirements are lower than for those working in preschools.

## EUROPE

*Reported by Adrijana Višnjić Jevtic*

### RELATIONSHIP WITH UNESCO, UNICEF AND OTHER REGIONAL BODIES

OMEP France works as the operative entity representing OMEP at UNESCO in Paris, mainly through Danièle Perruchon, Gilles Petreault and Lisbeth Gouin, who actively participate in different activities at local and global level in the UNESCO context. However, given the constant participation of OMEP's World President, the Vice President has not had the chance to contribute in these meetings.

In collaboration with other NGOs, OMEP carries out parallel initiatives, such as conferences and special events, like the International Day of Peace (September 21), usually in close cooperation with UNESCO. OMEP France also collaborates with Japan and the OECD on transition-related matters and participated in a forum organized by the CEP-Enfance Collective, focused on the topic "How to implement policies adapted to children?" The forum included discussions on topics like the report "Childhood, a state of extreme urgency", as well as roundtables on "Preparing the scene for children's 'good upbringing'" and strategies to implement policies adapted to children.

### PARTICIPATION IN THE MEETINGS HELD BY THE MINISTERS OF EDUCATION IN THE REGION

In the European context, at the moment OMEP faces a lack of representation in the European Union, a fundamental platform to shape early childhood education policies in the region. Nonetheless, OMEP Belgium has the potential to take that role.

Still, many of the national committees actively collaborate with governmental bodies and relevant ministries for ECCE, participating in their events on an ongoing basis. OMEP representatives also actively contribute to shaping ECCE policies at national levels, further fostering discussions and initiatives in their respective countries.

### MONITORING OF THE ADVANCEMENT ON SDG 4 IN THE REGION

Some NCs also participate in activities to monitor the implementation of SDGs. Moreover, OMEP Sweden has been recognized by the Swedish National Agency for Education for their work on the OMEP ESD rating scale.

### RELATIONSHIP WITH OTHER NGOS AND UNIVERSITIES, MEETINGS AND DISCUSSION SEMINARS ON FLAGSHIP INITIATIVES, ADVOCACY TOPICS AND IDENTIFICATION OF THE MAIN ECCE ISSUES IN THE REGION

NCs are creating working networks with other civil society organizations and universities, by organizing meetings or discussion seminars on the flagship initiatives, promotion topics and identification of the main ECCE challenges in the region. The Vice President usually participates in roundtables and public events to promote OMEP, the ECCE Decade, the SDGs and the need for a quality ECCE.

#### RESEARCH AND STUDIES TO SUPPORT POLITICAL ADVOCACY.

The Vice President participated in a research study focused on ECCE policies in Mediterranean countries, collaborating with different stakeholders ranging from European Parliament representatives to local politicians, scientists and professionals. She also took part in research studies conducted by the World Bank on ECCE policies.

#### LATIN AMERICA

*Reported by Desirée López de Maturana L.*

##### RELATIONSHIP WITH UNESCO, UNICEF AND OTHER REGIONAL BODIES

The Vice President regularly works together with these organizations and Chilean Congress representatives in the Comisión Futuro Niñez del “Congreso del Futuro” [Future Childhood Committee of the “Congress of the Future”].

The region still performs joint work with these global organizations, through representatives in different countries close to OMEP and who participate actively in the activities carried out by the organization. This is still a topic to continue working on from the Regional Vice Presidency. It is important to note that our partners on the OMEP Paraguay preparatory committee have an important leadership role in UNICEF and the Inter-American Children’s Institute (IIN, for its Spanish acronym.)

##### PARTICIPATION IN THE MEETINGS HELD BY THE MINISTERS OF EDUCATION IN THE REGION

There was no opportunity for this.

##### MONITORING OF THE ADVANCEMENT ON SDG 4 IN THE REGION

As it was during 2022, this is one of the main topics discussed in the Future Childhood Committee.

All the NCs have worked on it continuously.

The most important work they are developing is through their participation in the Group for Education, Research, Science and Technology (GEACT, for its Spanish acronym) to monitor the 2030 Agenda.

Our regional representatives participate continuously in the ESD projects worldwide.

##### MANAGEMENT OF SUPPORT AND FINANCING

This has not changed since 2022.

In line with this, economic value has been offered to the support provided by universities and other State institutions to host talks, launch books and organize the logistics for the different events. In particular, the University of La Serena continues supporting the Regional Vice Presidency’s initiatives, providing institutional resources to carry out our tasks.

#### NORTH AMERICA AND THE CARIBBEAN

*Reported by Christiane Bourdages Simpson*

In 2023, OMEP Canada had great growth and networking. Sustainable development was at the core of the projects presented, as well as children’s rights, which are always at the forefront of our work. Inspired by the implementation of low-cost nurseries in Quebec, the federal government is funding the implementation of this model across all provinces and territories in Canada.

## 1.2. Reports from the representatives in the United Nations system

### 1.2.1. United Nations representatives: New York, United States of America

*Reported by Donna Akilah M. Wright*

OMEP has taken part in activities to promote the achievement of the development agenda in ECOSOC and the United Nations as a whole. The team in New York mainly participated in

activities that show they are active in the United Nations system and in the “Calls to Action”, as well as in efforts to raise awareness on the Sustainable Development Goals (SDGs) through UN-sponsored activities. Below is the list of main activities done in 2023. Each activity is linked to an SDG.

## PARTICIPATION IN ACTIVITIES IN THE UNITED NATIONS SYSTEM

The following information summarizes OMEP's participation in inter-governmental meetings; contributions to meetings and final documents or reports, oral or written statements; topic proposals for meeting agendas; and organization of NGO parallel meetings or side events.

## CONTRIBUTIONS TO MEETINGS AND FINAL DOCUMENTS OR REPORTS

TIME AND PLACE	MEETING, FINAL DOCUMENT OR REPORT
JANUARY 31. UNITED NATIONS TRUSTEESHIP COUNCIL. NEW YORK CITY, USA	Economic and Social Council (ECOSOC) Partnership Forum. OMEP advocated for the promotion of early childhood care and education initiatives (SDG 3 and 4.)
FEBRUARY 20 ONLINE PARTICIPATION	NGO Committee on UNICEF OMEP highlighted the need for a more organized and productive collaboration with a realistic agenda (SDG 17.)
MARCH 20 AND 21. ONLINE PARTICIPATION	Global Futures Forum - Online consultation. OMEP advocated for children's right to care and education in early childhood (SDG 4.2.)
APRIL 17. ECOSOC HEADQUARTERS IN THE UNITED NATIONS, NEW YORK CITY, USA	Financing for Development Forum. OMEP advocated for a more consistent financial support to education, paying special attention to early childhood education (SDG 4.2), since it is critical to fight against poverty (SDG 1.)
APRIL 20. CONFERENCE ROOM 1 IN THE UNITED NATIONS, NEW YORK CITY, USA	Civil society townhall: “Midway through the Implementation of the 2030 Agenda on Sustainable Development: Push for Accelerated Progress towards the SDGs”. OMEP advocated for accelerating the implementation of the SDGs, with special attention to children in vulnerable contexts. This meeting marked the midway point in the implementation of the 2030 Agenda on Sustainable Development (SDG 1-17.)
NOVEMBER 14, SALVATION ARMY, NEW YORK CITY, USA	Children in Migration and Access to Services Roundtable. OMEP organized the roundtable in New York City. The Special Representative for the Secretary-General on Violence Against Children, community services organizations, representatives of the Migration Office of the University of New York City, other academic institutions and migrant families discussed the challenges and solutions to achieve a more inclusive and cohesive society. The event highlighted the urgent need to care for migrant and refugee children, especially the younger ones, with a new and holistic approach that includes society as a whole. (SDG 1, SDG 4.2, SDG 10, SDG 11, SDG 16.)

## ORAL AND WRITTEN STATEMENTS

TIME AND PLACE	ORAL OR WRITTEN STATEMENT
FEBRUARY 13. ONLINE PARTICIPATION	Commission for Social Development. OMEP presented an oral statement. It highlighted that a quality early childhood care and education (ECCE, SDG 4.2) is essential to approach inequalities (SDG 10); to guarantee a holistic learning since birth; and to develop citizens committed to peace (SDG 17), justice, social development, sustainability and human rights.
APRIL 10. ECOSOC HEADQUARTERS IN THE UNITED NATIONS, NEW YORK CITY, USA	Commission on Population and Development. OMEP prepared and presented and open statement for the 56th Session of the Commission on Population and Development. Member states were urged to protect the rights of children in migration and to invest in early childhood care and development (ECCD) (SDG 4.2.)

<b>JUNE 13. CONFERENCE ROOM 1 IN THE UNITED NATIONS, NEW YORK CITY, USA</b>	NGO Committee on UNICEF Executive Board Meeting. OMEP highlighted the urgent need for more initiatives in favor of children in conflict environments and migration to promote humanitarian ideals and protect children's right to education, in particular to early childhood care and education (SDG 3, 4.)
---	--

## ORGANIZATION OF MEETINGS AND SIDE EVENTS

TIME AND PLACE	MEETING OR SIDE EVENT
<b>FEBRUARY 10. ONLINE PARTICIPATION</b>	Commission for Social Development side event (CSocD61). OMEP organized the side event "Don't steal my childhood: child labor and children in migration." This event highlighted the urgent need to stop child labor (SDG 8.7) and advocated for an orderly, safe and regulated (SDG 10.7.)
<b>MARCH 2. ONLINE PARTICIPATION</b>	Meetings (interactive dialogues) organized by the Office of the Special Representative of the Secretary-General. OMEP participated in the discussion on violence against children (SDG 3) and the digital environment (SDG 17.6), highlighting the strong connection between online and offline violence and advocating for technological and media platforms to have stricter rules to support safer online activity.
<b>MAY 11. ONLINE PARTICIPATION</b>	Committee on Migration monthly meeting. OMEP organized the monthly meeting event to discuss the midway point on the implementation of the SDGs. Ambassador Fergal Mythen, the Permanent Representative of Ireland to the United Nations, and Mr. Abdulrahman Al-Thani, the Second Secretary of the Permanent Mission of the State of Qatar to the United Nations, were co-moderators of the SDG Summit. The discussion focused on the challenges and expectations for children in migration and refugee children (SDG 3 and 16.)
<b>JUNE 7. UNITED NATIONS TRUSTEESHIP COUNCIL, NEW YORK CITY, USA</b>	Stakeholder contributions to the SDGs. Progress was made on the "Summit Political Declaration Zero Draft" (SDG 1-17.) OMEP highlighted the limited attention being paid to children and new technologies.
<b>SEPTEMBER 28. CONFERENCE ROOM 4 IN THE UNITED NATIONS, NEW YORK CITY, USA</b>	General debate of the UN General Assembly. OMEP participated in the organization of "Early Childhood Development: Pathways to Sustainable Peace" during the UN General Assembly. The speakers references scientific discoveries, policies and good practices to support the importance of investing in the development of early childhood as a sustainable pathway to peace (SDG 3 and 16.)
<b>DECEMBER 13. ONLINE PARTICIPATION</b>	The Summit of the Future: Civil Society, Major Groups and Other Stakeholders (MGoS). OMEP participated and underscored the need for children, as well as young people, to participate.

## INITIATIVES ADOPTED IN SUPPORT OF THE UN SUSTAINABLE DEVELOPMENT GOALS

The following are the initiatives adopted in support of the UN Sustainable Development Goals (SDGs.) Calls to action that we have launched or supported are included here, since both efforts contribute to promote a focus on the SDGs. Moreover, participation in meetings and webinars broadens OMEP's knowledge base, influencing our critical view of the intersection between early childhood education and care in the SDGs and preparing its own representatives for its future, more profound, defense. Being present in meetings and webinars further promotes topics among the NGO committees, increasing focus on specific SDGs.

## CALLS TO ACTION

TIME AND PLACE	CALL TO ACTION
----------------	----------------

<b>FEBRUARY 13. ONLINE PARTICIPATION</b>	Don't steal my childhood: Child Labor and Children in Migration. OMEP launched the call "Don't steal my childhood", inviting UN member states to recognize child labor as a serious violation of children's rights, as enshrined in the Convention on the Rights of the Child and several international policies (SDG 16.)
<b>MARCH 6. UNITED NATIONS TRUSTEESHIP COUNCIL, NEW YORK CITY, USA</b>	Support to the Call to Action for Ukraine. OMEP was part of the launch of the reviewed Ukrainian National Action Plan for Women, Peace and Security. OMEP advocated for women as relevant actors during the war and their inclusion during the recovery efforts (SDG 5 and 16.)
<b>MARCH 7. CONFERENCE ROOM 4 IN THE UNITED NATIONS NEW YORK CITY, USA</b>	Promoting SDGs. OMEP was present in the high-level event "A gender equal world with technologies, digitalisation and AI - What is our roadmap?", where speakers discussed how a digital future can face today's challenges, including gender equality and empowerment of women and girls (SDG 5.)
<b>MARCH 8. CONFERENCE ROOM 8 IN THE UNITED NATIONS, NEW YORK CITY, USA</b>	UN Women: Europe and Central Asia. OMEP was present in the event "Digital empowerment of women in conflict settings: Why it matters" Digital empowerment of vulnerable women in devastated countries due to conflict contributes to a better social and economic resilience, less inequality and a reduced gender digital gap (SDG 5.)
<b>MARCH 16. UN CHURCH CENTER (10TH FLOOR)</b>	Technology and education. OMEP participated in the event, which highlighted the challenges and benefits of using technology in children's education in conflict settings (SDG 4 and 17.6.)
<b>MARCH 17. ONLINE PARTICIPATION</b>	Women Leaders in the Media: Making Innovative Technology Work for Women and Girls. OMEP was present in this panel discussion organized as a side event of the Commission on the Status of Women by the Civil Society Unit, in collaboration with the International Association of Women in Radio and Television (IAWRT) to support SDG 5 through the development of inclusive communication strategies that could potentially impact our advocacy work on different media platforms.
<b>MARCH 27. ECOSOC HEADQUARTERS IN THE UNITED NATIONS, NEW YORK CITY, USA</b>	Global Digital Compact: Thematic Deep Dive Discussions. The discussions focused on the need for connectivity and digital inclusion to be covered in the Global Digital Compact (SDG 17.6.)
<b>MARCH 22 TO 24. ECOSOC HEADQUARTERS IN THE UNITED NATIONS, NEW YORK CITY, USA</b>	UN Water Conference. OMEP liaised in informal meetings with member states' representatives for more focus to be placed on all aspects related to the access to and use of water for peace and the potential reduction of conflicts (SDG 6.)
<b>APRIL 10 TO 14. UNITED NATIONS NEW YORK HEADQUARTERS, NEW YORK CITY, USA</b>	Commission on Population and Development. OMEP participated in various sessions to discuss the commission's topics, i.e. Population and Education, and Sustainable Development (SDG 17.)
<b>APRIL 23 TO 27. ECOSOC HEADQUARTERS IN THE UNITED NATIONS, NEW YORK CITY, USA</b>	ECOSOC Youth Forum: Accelerating the recovery from the coronavirus disease (COVID-19) and the full implementation of the 2030 Agenda. The Forum provided young people with a platform to have a conversation with member states and other stakeholders, to express their opinions and concerns, and to drive action items on how to make the world a fairer, greener and more sustainable place. OMEP was part of the Forum review on the progress of SDG 6, SDG 7, SDG 9, SDG 11 and SDG 17, and, on the third day, the Forum focused on preparing for the SDG Summit.
<b>MAY 4. UNITED NATIONS TRUSTEESHIP COUNCIL, NEW YORK CITY, USA</b>	Multi-stakeholder Forum on Science and Technology. OMEP was present in the Forum on Science, Technology and Innovation for the Sustainable Development Goals (SDG 17.6.)
<b>MAY 8. ONLINE PARTICIPATION</b>	United Nations Network on Migration: Global Youth Consultation. OMEP participated in the consultation on ending child immigration detention (SDG 16.2.)



<b>AUGUST 31. CONFERENCE ROOM 4 IN THE UNITED NATIONS, NEW YORK CITY, USA</b>	High-Level Forum on the Culture of Peace in the Digital Era. OMEP was present in the forum in support of SDGs 16 and 17 and the importance of peace and digital education.
<b>SEPTEMBER 13. CONFERENCE ROOM 4 IN THE UNITED NATIONS, NEW YORK CITY, USA</b>	Protecting Education from Attack. This event summarized and highlighted the urgent need to adopt bold and decisive action in conflict settings to protect civil infrastructure, such as schools and hospitals. Infrastructure is often not clearly translated as civil or military objectives.
<b>SEPTEMBER 18. UN GENERAL ASSEMBLY HALL, NEW YORK CITY, USA</b>	SDG Summit. OMEP participated in support of accelerating the progress to achieve SDG 1-17 targets by 2030. The Summit informed NGOs and other stakeholders of the impact of the multiple and interrelated crises, which, in turn, stress the need for adequate and safe care and education for our young children.
<b>OCTOBER 12. CONFERENCE ROOM 4 IN THE UNITED NATIONS, NEW YORK CITY, USA</b>	A global call to advance child protection in travel and tourism. OMEP was present in the “Ending child sexual exploitation” movement organized by ECPAT and highlighted that children’s rights to dignity and living in freedom must be a priority in the 2030 Agenda for Sustainable Development. This is also promoted through the implementation of a variety of relevant goals and targets to end exploitation, abuse, trafficking, torture and all kinds of violence against children (SDG 16.2.)
<b>NOVEMBER 20. CONFERENCE ROOM 1 IN THE UNITED NATIONS, NEW YORK CITY, USA</b>	Roundtable: Human rights, Prevention and Peace. OMEP was present in this event sponsor by the High Commissioner for Human Rights in support of the need to promote inclusion and a culture of peace through a preventive approach based on human rights (SDG 16.)
<b>NOVEMBER 29, ECUMENICAL OFFICE TO THE UNITED NATIONS, NEW YORK CITY, USA</b>	Geneva Peace Week Meets New York. OMEP participated in the Geneva Peace Week to support the fundamental role that early childhood development plays in building a more peaceful and cohesive society (SDG 16.)
<b>NOVEMBER 30 TO DECEMBER 1, CONFERENCE ROOM 12 IN THE UNITED NATIONS, NEW YORK CITY, USA</b>	CSO-UN Dialogue on Peacebuilding. OMEP participated in this event to support the goal of creating a contact network among a wide variety of national and local civil society organizations, especially in the Global South (SDG 10 to 16.)
<b>DECEMBER 7. CONFERENCE ROOM 11 IN THE UNITED NATIONS, NEW YORK CITY, USA</b>	Children with Disabilities in Armed Conflict OMEP participated in the event to support SDG 16 and the document sponsored by the Office of the Special Representative of the Secretary-General for Children and Armed Conflict. Children with disabilities, especially the younger ones, during armed conflict required daily efforts and special attention.

## WEBINARS

<b>TIME AND PLACE</b>	<b>WEBINAR</b>
<b>NOVEMBER, ONLINE PARTICIPATION</b>	Climate change education for social transformation: Whole-institution approach to greening every school. OMEP participated in the webinar held by the WHO, UNICEF and the UNFPA, and took part in the promoting report by the PMNCH and its partners, to support the discussions focused on how to ensure that all educational institutions, from childhood to adulthood, are prepared for climate as a whole, taking a comprehensive institutional approach to transform teaching and learning, as well as the educational facilities and their operations, the school governance and the participation from the community (SDG 13.)
<b>DECEMBER 6, ONLINE PARTICIPATION</b>	Building Inclusive Education Systems for Refugees. OMEP participated in the webinar held by the Inter-Agency Network for Education in Emergencies (INEE), the United Nations International Children’s Emergency Fund (UNICEF), the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the United Nations High Commissioner for Refugees (UNHCR) in support of the Sustainable Development Goals (SDG 4.)

<b>DECEMBER 11. ECOSOC HEADQUARTERS IN THE UNITED NATIONS, NEW YORK CITY, USA</b>	Empowering youth through music and the arts. OMEP was present in the event to support the 2030 Education agenda, particularly in “Empowering youth through music, appreciating culture’s contribution to sustainable development” (SDG 4.7.). The event honored the Italian Andrea Bocelli, founder of the Andrea Bocelli Foundation (ABF), which summarized 12 years of ABF’s activities promoting the power of music to go beyond borders, bring communities together and empower younger generations.
<b>IN PROGRESS. ONLINE</b>	OMEP resource list for 2023 migrants (in progress). OMEP’s members started to develop a resource list through the Committee on Migration as a living document with resources for those working with and for children and their families who might be refugees, migrants or displaced all around the world (SDG 4.7.)

## COOPERATION WITH UNITED NATIONS’ ORGANIZATIONS

TIME AND PLACE	ACTIVITY
<b>MAY 9. PARIS, FRANCE</b>	Meeting of OMEP’s World President, Mercedes Mayol Lassalle, with members of UNESCO’s educational sector for the monitoring on the Tashkent Declaration, and then with the coordinator of the GEM Report on the launch modalities of the report on technology and education in Montevideo in July.
<b>NOVEMBER 30. UNESCO HEADQUARTERS. PARIS, FRANCE</b>	Tashkent +1. Celebration of advancements and re-affirmation of the commitments to early childhood care and education.
<b>2023</b>	Participation in the Erasmus project to create a smartphone app on “Sustainable development from the start” (ECE Academy), developed by the Kristianstad University (Sweden), other universities and OMEP’s committees in Ireland, Croatia, Czech Republic and France (translation and localization to French.)
<b>2023</b>	Promotion of the project during a training session, events held by UNESCO (42nd General Conference), and meetings with partnered associations (AGEEM, July, 2023.)
<b>2023</b>	Participation in the collective of NGOs partnered with UNESCO for Peace. OMEP coordinates the “2024 Dance and Peace in Sharing” project (12 preparatory meetings and a side event in the 42nd General Conference.)

## STRENGTHS OF THE REPRESENTATIVES’ TEAM

Thanks to the commitment, presence and constant availability of the representatives’ team and the outstanding work of our World President, OMEP is highly appreciated in UNESCO’s educational sector and the Liaison Committee.

## MAIN IMPROVEMENT POINTS

Ensuring fluent communication to better distribute information and actions and developing reports and information for OMEP World’s website and social media pages.

### 1.2.2. UNESCO Paris representatives

*Reported by Gilles Pétreault and Lisbeth Gouin*

## OMEP’S CONTRIBUTIONS

- Communicated OMEP’s activities to UNESCO in OMEP’s European conference held in Limassol.
- Published an article for the blog in OMEP World’s website about OMEP and UNESCO.



- Published different pieces about UNESCO on OMEP France's website (17 articles in 2023) and social media.
- OMEP France's accounts: LinkedIn (1/7 publication in 2023; 6/11 from January to February, 2024; 52 subscriptions in March, 2024) and Facebook (1/5 publications in 2023; 5/7 publications from January to February, 2024, and 15 subscriptions.)
- Participated in different institutional meetings, either in person or online, held by partnered NGOs, the NGO-UNESCO Liaison Committee, different sectors at UNESCO and UNESCO's Secretariat.
- Coordinating events (Gilles Perrault moderated the 15th Transforming Mentalities Forum), participated in global seminars (Mercedes Mayol Lassalle), and acted as focal point for a group of NGOs on peace and a side event (Lisbeth Gouin.)

## PARTICIPATION IN ACTIVITIES IN THE UNITED NATIONS SYSTEM

TIME AND PLACE	MEETING, FINAL DOCUMENT OR REPORT
<b>FEBRUARY 21. ONLINE PARTICIPATION</b>	Participation on the "International Mother Language Day". The theme of the meeting was "Multilingual education—a necessity to transform education."
<b>APRIL 17. ONLINE PARTICIPATION</b>	Participation in UNESCO's webinar "Freedom of expression as a guideline for all other human rights."
<b>MAY 30 TO JUNE 2</b>	Participation in the preparatory work for the revision of the 1974 Recommendation concerning educational for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms.
<b>JUNE 12</b>	111th Session of the International Labour Conference Participation in the World Day Against Child Labour in a session on the topic "Social Justice for All. End Child Labour!"
<b>JULY 20 ONLINE PARTICIPATION</b>	Participation and intervention in the closed-doors workshop on "Clarifying the legal framework of ECCE rights: Key components and obligations" organized by UNESCO's educational sector.
<b>JULY 26 ONLINE PARTICIPATION</b>	2023 GEM Report Participation in the publishing of the Global Education Monitoring Report on Technology and Education (GEM 2023) held in Montevideo, Uruguay. It was a high-level panel.
<b>SEPTEMBER 1 AND OCTOBER 18</b>	15th International Forum of NGOs Participation in the preparatory meeting (September) and then in the Executive Committee of the 15th Forum of NGOs (October) on the theme "Transforming Mentalities."
<b>SEPTEMBER 8 ONLINE PARTICIPATION</b>	Culture Forum Participation in the open meeting in preparation for the Culture Forum, organized by the NGO-UNESCO Liaison Committee
<b>OCTOBER 2 ONLINE PARTICIPATION</b>	42nd UNESCO General Conference Participation and intervention in preparing the 42nd UNESCO General Conference by the NGO-UNESCO Liaison Committee.
<b>OCTOBER 5 ONLINE PARTICIPATION</b>	World Teachers' Day Participation in the World Teachers' Day. 44 million more teachers need to be hired by 2030 in order to achieve the global educational goals.
<b>OCTOBER 6 UNESCO, PARIS</b>	217th Session of the Executive Board - Committee on Non-Governmental Partners Lisbeth Gouin, OMEP's representative at UNESCO, participated and intervened in the 217th Session of the Executive Board - Committee on Non-Governmental Partners.
<b>OCTOBER 17 UNESCO, PARIS</b>	International Day for the Eradication of Poverty Participation in the session held in UNESCO Paris by ATD Fourth World.

<b>NOVEMBER UNESCO HEADQUARTERS PARIS, FRANCE</b>	42nd UNESCO General Conference Participation in the 42nd UNESCO General Conference, particularly in the session held on November 9, 2023, about the adoption of the 1974 Declaration, with a statement from OMEP's World President.
<b>DECEMBER 11</b>	Celebration of the 75th anniversary of the Universal Declaration of Human Rights. Participation in the celebration and report "the common standard of achievement for all peoples and all nations."
<b>DECEMBER 13. UNESCO HEADQUARTERS, PARIS, FRANCE. ONLINE PARTICIPATION</b>	"Initiative on the evolving right to education in a lifelong perspective formal dialogue". Participation in the activity and statement from OMEP's World President.

## COOPERATION WITH UNITED NATIONS' ORGANIZATIONS

TIME AND PLACE	ACTIVITY
<b>MAY 9. PARIS, FRANCE</b>	Meeting of OMEP's World President, Mercedes Mayol Lassalle, with members of UNESCO's educational sector for the monitoring on the Tashkent Declaration, and then with the coordinator of the GEM Report on the launch modalities of the report on technology and education in Montevideo in July.
<b>NOVEMBER 30. UNESCO HEADQUARTERS. PARIS, FRANCE</b>	Tashkent +1. Celebration of advancements and re-affirmation of the commitments to early childhood care and education.
<b>2023</b>	Participation in the Erasmus project to create a smartphone app on "Sustainable development from the start" (ECE Academy), developed by the Kristianstad University (Sweden), other universities and OMEP's committees in Ireland, Croatia, Czech Republic and France (translation and localization to French.)
<b>2023</b>	Promotion of the project during a training session, events held by UNESCO (42nd General Conference), and meetings with partnered associations (AGEEM, July, 2023.)
<b>2023</b>	Participation in the collective of NGOs partnered with UNESCO for Peace. OMEP coordinates the "2024 Dance and Peace in Sharing" project (12 preparatory meetings and a side event in the 42nd General Conference.)

## STRENGTHS OF THE REPRESENTATIVES' TEAM

Thanks to the commitment, presence and constant availability of the representatives' team and the outstanding work of our World President, OMEP is highly appreciated in UNESCO's educational sector and the Liaison Committee.

## MAIN IMPROVEMENT POINTS

Ensuring fluent communication to better distribute information and actions and developing reports and information for OMEP World's website and social media pages.

### 1.2.3. CCNGO representation

*Reported by Mercedes Mayol Lassalle*

The WP is an appointed member of the Coordination Group of the CCNGO for the Collective Consultation of NGOs on Education 2030 / UNESCO (CCNGO ED 2030), representing international NGOs that have official representation in the Coordination Group at UNESCO.

The aim of the CCNGO is to enable participation from NGOs and their collective expression through programs, meetings and mechanisms related to SDG 4-ED 2030, including the regional and global coordination structures of ED 2030.

The coordination group supports the collaboration of CCNGO ED 2030 between networks, individuals and members with UNESCO's education specialists to provide key input on the programmatic agenda in UNESCO. To improve the partnering framework, the CCNGO promotes exchanges and cooperation among the NGOs and the wider SDG 4-ED 2030. Moreover, it boosts participation from NGOs in monitoring and evaluating the targets in SDG 4 to contribute to the development of a global vision of SDG 4-ED 2030, the concept of lifelong learning and the definition of international agendas for education.

Civil society organizations in the CCNGO include chosen representatives based on wide-based coalitions and regional networks, who play a fundamental role in the achievement of the targets in SDG 4. The role of the representative is to commit to and get involved in all stages, from planning to monitoring and evaluating, with their guaranteed participation framed by their institution.

During 2023, the WP was present in around 10 online meetings, drafting documents and declarations and participating in important UNESCO and United Nations initiatives and meetings. She continued with the regulated work on the Global Education Cooperation Mechanism (GCM) adopted in the 2021 High Level Steering Committee (SDG4 HLSC), which acts as guiding body for education worldwide, provides strategic guidance, monitors progress and makes recommendations on thematic areas and actions to be focused on, supervises and advocates for adequate financing and fosters the harmonization and coordination of its partners' activities. The HLSC membership is representative of the global educational community, with a leadership group of 28 ministers, Heads of Agency, and organizational leaders, and a 'Sherpa Group' of senior technical representatives, in collaboration with the Inter-Agency Secretariat (IAS).

Two members of the CCNGO on Education 2030: Refat Sabbah, President of the Global Campaign for Education, and Nelsy Lizarazo, Secretary General of the Latin American Campaign for the Right to Education (CLADE, for its Spanish acronym) are members of this mechanism representing the whole CCNGO. The other members, including OMEP's WP, support the actions undertaken by these representatives.

The three Functional Areas (FAs) of the HLSC are:

- Functional area 1 (FA1): Promote the creation and implementation of policies based on research
- Functional area 2 (FA2): Monitor progress and improve the availability and usage of data
- Functional area 3 (FA3): Boost the flow of financing and improve alignment

## ACTIVITIES COMPLETED

<b>JANUARY</b>	Discussion of topics with the HLSC Sherpa Group for the meeting on the monitoring of Pillar 4 of the TES: Transformation of education financing
<b>MARCH</b>	Presentation in the HLSC Sherpa meeting on decisions about the continuity of the TES, action plan and agenda.
<b>MARCH</b>	Creation of key messages for the SDG 4 of the High-Level Steering Committee to be included in the Political Declaration of the 2023 SDG Summit
<b>APRIL</b>	Development of a survey on the status of CSOs on the different realities related to the progress towards SDG 4 and the TES.
<b>APRIL</b>	Participation in the presentation of the NGO-UNESCO Liaison Committee program of work.
<b>OCTOBER</b>	Collaboration with the analysis and position development of the Coordination Group of the Collective Consultation of NGOs on Education 2030 (CCNGO ED 2030.) Presentation for the High Level Steering Committee (HLSC) Sherpa Group on SDG 4 during the online meeting on October 4, 2023.

NOVEMBER	Analysis and strategies for the SDG4 High-Level Steering Committee leadership team annual meeting.
NOVEMBER	Participation in the election process for the CCNGO Coordination Group.
DECEMBER	Analysis and recommendations on the development of decisions from the SDG 4 High-Level Steering Committee Meeting about the process to accelerate and monitor the progress towards SDG 4.

### 1.3. Political advocacy from the National Committees

#### 1.3.1. Monitoring the CRC at the national level

33% of the NCs reported having monitored the CRC through different activities.

#### AFRICA

**OMEP Nigeria** shared information on the CRC programs, but none of the state chapters presented their report. However, topics related to inclusion and support to the constant shared thoughts of children were included in the 36th OMEP Nigeria national conference in 2023.

#### ASIA PACIFIC

Although they have not formally participated, **OMEP Aotearoa/New Zealand** has made its contributions, in particular related to ECE, to the Children's Rights Alliance Aotearoa, NZ (CRAANZ), responsible for monitoring the implementation of the CRC and developing the NGOs' alternative response proposals.

#### EUROPE

The topic of children's environmental rights is currently taking a toll on the outlook of children and youth's wellbeing in **Germany**, in the context of children's rights. The national committee has been working on this topic for several years. In 2023, they used the development and publication of the general comment No. 26 on children's rights and the environment with a special focus on climate change by the UN Committee on the Rights of the Child as an opportunity to review the content and resulting obligations for states and other stakeholders.

In a position paper, the national committee highlighted the importance of following the general comment No. 26 as guidance and realization of children's environmental rights. The content of the general comment was then explained, and recommendations and demands were made for all levels of government.

**OMEP Ukraine's** efforts were aimed at protecting children's life, health and childhood during the war. Their goal was to develop air raid shelters (built in building, nursery and school basements), accept refugees and forcibly evacuated families and provide them with first aid care, including food, medicine, clothes and others.

#### LATIN AMERICA

**OMEP Venezuela** has requested multiple times the need to develop public or official information on the real ECCE data related to education (access, children covered, persecution, formal and community centers) and health in early childhood. Inter-sectorial articulation has also been requested to monitor the social investment being made for early childhood in all sectors.

#### NORTH AMERICA AND THE CARIBBEAN

**OMEP Canada** held 5 webinars during 2023. They are currently being broadcasted and are available to all members. OMEP Canada's President hosted all webinars with the Vice President

or members of the Executive Committee. Before each webinar, various meetings were held with each of the speakers to plan the content for the conference.

- 1st webinar: The right of children to Education for Sustainable Development
- 2nd webinar: The right of children to play in inclusive settings
- 3rd webinar: The right of children to enjoying good health
- 4th webinar: The right of children with neurological learning condition or other conditions to receive early and multi-disciplinary intervention
- 5th webinar: The right of all children to an indigenous pedagogy

### 1.3.2. Participation in the monitoring of the achievement of SDG 4 and targets 4.2 and 4.7.

50% of the NCs reported having participated in the monitoring of the achievement of SDG 4 and targets 4.2 and 4.7.

#### AFRICA

**OMEP Burkina Faso** participated in government actions focused on monitoring the achievement of SDG 4 and targets 4.2 and 4.7.

The activities organized by **OMEP Democratic Republic of the Congo** together with their partners contribute to the achievement of SDG 4 and targets 4.2 and 4.7. They held a training session for education professionals who work towards that goals. Moreover, in the WhatsApp group named "Long live nurseries in the Democratic Republic of the Congo (1 and 2)", which already has almost 2000 members, they disseminate information and trainings related to the achievement of SDG 4 and targets 4.2 and 4.7.

#### ASIA PACIFIC

**OMEP China** started a project to develop a quality rating scale for early childhood education (ECE) in the country. It is focused on evaluating quality standards and promoting early childhood development. As part of this effort, research has been developed on the relationship between a quality ECE and early childhood development in 5 Chinese provinces.

**OMEP Japan** started to develop a research project consisting on launching a survey to learn more on the status of SDG 4 in all the Japanese committees.

#### EUROPE

**OMEP France** participated in monitoring different activities. Regarding target 4.2, they participated in the creation of an Early Childhood National Coalition. After the 2nd world conference on early childhood in 2022, together with different associations and NGOs, they established this coalition to make early childhood policies a priority in France, which will be developed in 2024. Apart from this, they participated in different instances of the forum held by the CEP-Enfance Collective "How to implement policies adapted to children?"

Regarding target 4.7, they continued with the OMEP Erasmus project "ESD for ECCE", Sustainable development from the start, and the "ECE Academy" app. With Aix-Marseille University, they also participated in 5 management meetings and 2 training sessions in Czech Republic and Sweden to try the app with students and teachers and implement it in the classroom, as well as in the second multiplier event in Croatia.

Finally, they proposed to participate in the MEDDU2S project, another ESD project from the Aix-Marseille University, organized by their teacher training college.

#### LATIN AMERICA

**OMEP Ecuador** participated in monitoring SDG 4 and targets 4.2 and 4.7 through the education cluster with UNICEF and the Ministry of Education.

In Venezuela, there is no recurring monitoring of SDG 4 and targets 4.2 and 4.7. The role OMEP Venezuela plays has not been merely reduced to the proposal of this local, regional and national system for the support and monitoring of SDG 4, which goes beyond a request for reports to the governing national entity, but rather it has drafted assessment criteria (general and specific) to drive an education policy that guarantees this monitoring. Since there is no current policy, OMEP Venezuela, together with 4 partnering universities, drives this framework among their undergraduate students and as a research area for post-graduates.

## NORTH AMERICA AND THE CARIBBEAN

**OMEP United States** has members who contribute to the discussion (panels, roundtables, etc.) at national level and within their local educational establishments and community organizations.

**OMEP Jamaica** contributes to the ECC work, organized according to the 5-year National Strategic Plan for Early Childhood Development (NSP for ECD.)

Moreover, OMEP Jamaica's members also participated in a training session held by UNESCO, focused on discussions about SDG 4 and targets 4.2 and 4.7.

### 1.3.3. Initiatives to influence decision-making on ECCE policies

59% of the NCs reported having participated in different initiatives to influence decision-making on ECCE policies.

## AFRICA

**OMEP Ghana** was invited by the Department of Social Welfare, under the Ministry of Gender, Children and Social Protection, to develop standard operating procedures with a verification checklist for inspections, license granting and day centers monitoring.

**OMEP Cameroon** keeps in contact with the Secretary-General of the Ministry in charge of national education and participates in this Ministry's work meetings.

## ASIA PACIFIC

**OMEP Korea** has firmly advocated for a series of key early childhood policies in 2023. For example, they proactively presented the risks of early enrolment to primary school at 5 years old to organizations related to early childhood education institutions in the country. Moreover, by promoting a policy of integration of early childhood care and education, they actively expressed their views on the management and content of integration to achieve a comprehensive growth and development of babies and young children.

**OMEP Hong Kong - China** was invited by the Secretary for Education of the Education Bureau to collaborate in the development of policies and strategies adapted to the unique needs of the early childhood sector, promoting their sustainable development. This collaboration involved a series of 5 meetings in small groups during 2023. On a wider scale, they were also invited to present their views to the Financial Secretary during a consultation session held on December 19, 2022, contributing to the drafting of the Hong Kong budget. In another session, the Policy Address Consultation held on August 18, 2023, allowed them to share their experience and recommendations to benefit the sector.

## EUROPE

**OMEP Israel** was involved in promoting some guidelines: including legislation on special education from birth to 3 years old, free education from 3 months to 3 years old (from that age education is already free), regulating the inclusion of cameras in all rooms for children's education from 3 months to 3 years old, improving work conditions, education and training for educators in day centers.

**OMEP Belgium's** executive committee members wrote the publication "ECCE recommendations in Belgium's three linguistic communities." These recommendations were presented in



an expert meeting about child poverty held by the King Baudouin Foundation to have influence on the European regional and federal elections of 2024. Finally, OMEP Belgium's President, Siska van Daele, participated in the Eurochild General Assembly.

### LATIN AMERICA

**OMEP Argentina** formed the Commitment to Financing Education Group, which participated in the public presentation of the project for a new Financing Education bill. Moreover, they worked on specific policies aimed at early childhood and held interviews with government officials at national, provincial and municipal levels, as well as other NGOs and unions to drive specific policies. They also participated in the 3rd International Human Rights Forum in 2023.

**OMEP Chile** participated in constitutive discussions, presenting a motion to change an article in the constitution related to the right to education since birth. They also participated in expert meetings organized by the Ministry of Education to determine the challenges after the pandemic.

### NORTH AMERICA AND THE CARIBBEAN

**OMEP Jamaica** participated in the development of initiatives to influence decision-making on ECCE policies. Jamaica is currently reviewing the early childhood development policy and OMEP members are involved in this process.

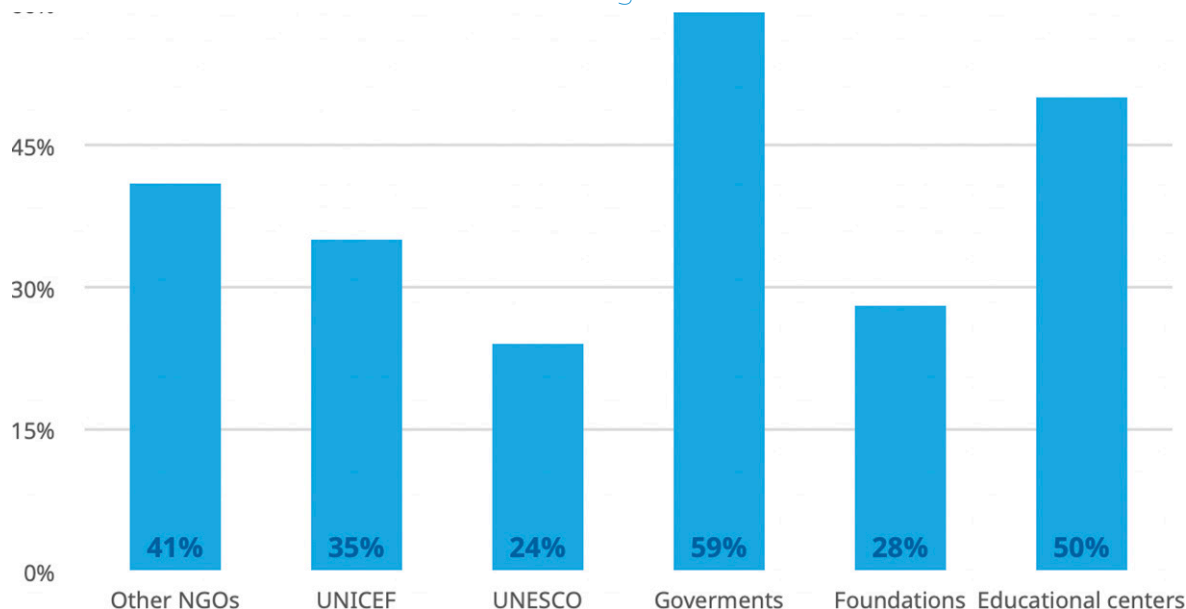
In **OMEP Canada**, the l'Arche de Noé Early Childhood Center, head Mélanie Bélanger and her team, won the ESD award. They also held a webinar on ESD and worked on a project in collaboration with CPE Projectos la Rana Franquette.

#### 1.3.4. Work in programs or projects with institutions like WHO, UNICEF, UNESCO, local, regional or national governments, other NGOs, foundations or educational centers

93% of NCs reported having worked in programs or projects with other institutions.

Governments (at regional, national or local levels) were the OMEP NCs' main partners in 2023, followed by educational institutions. At least half the NCs state that they have worked with some of these institutions. Followed in order of importance are other NGOs, with which 4 in 10 NCs state they have worked jointly, and in less measure with UNICEF, other foundations and UNESCO. Moreover, the NCs reported having worked with multi-national entities, universities, research centers, unions and syndicates, and cultural centers.

#### Institutions with which the NCs worked during 2023



### 1.3.5. Celebration of World Children's Day (November 20)

59% of the NCs reported having celebrated World Children's Day

#### AFRICA

Activities were held in early childhood educational centers and this celebratory day was used to emphatically denounce the violations of children's rights.

#### ASIA PACIFIC

Email communications were sent out and publications were shared on the websites, social media and newsletters.

#### EUROPE

There were events, such as festivals and seminars for teachers, families, children and young people about children's rights and topics related to the environment; there were also dissemination campaigns on social and traditional media; and other specific projects were also carried out, some for example related to artistic expressions, where children's pieces about the celebration were exhibited or families were invited to draw with them; finally, activities in educational centers were held.

#### LATIN AMERICA

Dissemination campaigns were launched on social media through flyers and banners, activities to advocate for and promote children's rights were done, as well as other sessions and activities in educational centers with children and families.

#### NORTH AMERICA AND THE CARIBBEAN

Publications were shared on their websites and social media pages, and activities were held with children, families and the community on the importance of children's rights..

### 1.3.6 The impact of political advocacy from the National Committees: Achievements and challenges

#### AFRICA

This region had different views on their **achievements** among the NCs. While some NCs highlighted having achieved a greater national presence, becoming a relevant public reference regarding early childhood, or developed new contacts with institutions and increased their projects, other NCs did not state any specific achievements.

Regarding the **challenges**, they mentioned the great variety and lack of focus in the organizations working on topics related to early childhood, which hinders the ability to agree on strategies and have political influence. Apart from this, the lack of financing to support some of the activities was also highlighted as a difficulty.

#### ASIA PACIFIC

Regarding the **achievements**, some NCs from this region highlighted their direct involvement in the design of public policies and programs aimed at early childhood, as well as in drafting legislation and other legal frameworks. Being recognized by other organizations, both governmental and non-government, as a referent in topics related to early childhood was also mentioned by some NCs, along with their participation in multi-sectorial networks.

Regarding the **challenges**, they pointed out a lack of funding and the voluntary nature of the work within OMEP, leading to reduced working groups and little available time to develop tasks related to this strategic area. Some NCs also mentioned the difficulty to establish relationships



with their national governments, to keep their members updated and to monitor the statistics of the early childhood education programs.

## EUROPE

Regarding the **achievements**, the NCs from different countries mentioned the role that government and non-government organizations recognize they play as an expert organization in early childhood, which enables them to have a strong influence in the development of laws, guidelines and policies for children from 0 to 8 years old. They also highlighted the relationship with UNESCO, universities, other NGOs and foundations. Among the topics discussed, they included inclusive education, teacher and educators' rights, working with family centers, Education for Sustainable Development and children's rights.

Regarding the **challenges**, NCs highlighted the difficulty to incorporate and enroll new members and volunteers; the lack of time to conduct political advocacy tasks, achieving a greater participation in monitoring tasks for policies and government programs, establishing priority themes and other issues related to the political and geographical organization within their countries and, in Ukraine's case, the challenges related to being a country at war.

## LATIN AMERICA

Regarding the **achievements**, the NCs in this region highlighted the development of relationships with their governments, other NGOs and organizations related to early childhood and universities. In some of the countries, OMEP has been established as an expert voice for ECCE and has been able to influence policies in national and local government, work on training educators, teachers and caretakers, and contribute to academia.

Regarding the **challenges**, they mentioned the lack of time, financial resources and human resources directly involved in OMEP, leading to a heavy workload. They also point out the challenges deriving from the political instability in some countries, the changes in governments and authorities, and the economic crises. Some of the challenges to cover in the following year will be establishing wider partnerships with organizations and better reaching educational centers and educators.

## NORTH AMERICA AND THE CARIBBEAN

Regarding the **achievements**, the NCs highlighted the development of actions with other NCs in OMEP, having received awards for their projects and declarations, their dissemination campaigns and academic and scientific activities. They also listed organizing events with the participation of educators and students.

Regarding the **challenges**, they mentioned the lack of financing to carry out activities; the political, social and economic situation in their countries, especially in Haiti; and the lack of recognition of ECCE in the public agenda.

## 2. The area of knowledge management

Knowledge management involves the development of knowledge and skills inside OMEP so that its members and other global entities, world organizations, governments, institutions, educators and communities related to ECCE can share and apply them.

This task involves gathering, developing and promoting knowledge that allows OMEP to position itself as a scientific and pedagogical referent specialized in ECCE, which, in turn, enables it to support its political advocacy actions. Among its strategies, OMEP will continue developing innovative approaches, collecting and sharing best practices, generating knowledge and conducting research, and publishing reports and position papers to support constructive dialogues that contribute to achieving the right to early childhood education.

Apart from this, OMEP will continue to offer consultations and technical, scientific and pedagogical assistance to governments for the development of public policies aimed at early childhood and for the creation of quality ECCE systems for all.

During 2023, OMEP worked on two flagship initiatives related to this area: IJEC (International Journal of Early Childhood) and OMEP: Theory into Practice. There are two other flagship initiatives as well: the ECCE Educators and New Scholar Award, but they were not carried out this year.

### 2.1. The work of the EXCO in knowledge management

Reported by OMEP's World President, Mercedes Mayol Lassalle

#### 2.1.1. Online seminars by OMEP

This is one of the most relevant activities in this area, proposed and organized by the World Presidency. In 2023, the following online world seminars were held in the context of the 2023 OMEP Seminar series "Towards a Decade for Early Childhood Care and Education (ECCE)":

MONTH	SEMINAR
FEBRUARY	Seminar on the 2023 OMEP ESD award competition: Play into ESD.
APRIL	Seminar 9: Early childhood education: Country progress towards national SDG 4 benchmarks. Organized jointly with the participation of experts from GEM Report and the UNESCO Institute for Statistics, and comments from experts from the Right to Education Initiative (RTE), the Global Campaign for Education (GCE) and the World Organization for Early Childhood Education (OMEPE).
JUNE	Seminar 10: Financing in ECCE: moving forward on the Tashkent commitments. With the participation from expert Maria Ron, Program Director of the Center for Economic and Social Rights (CESR), and OMEP's regional Vice Presidents.

#### 2.1.2. International Journal of Early Childhood (IJEC)

The Editor of the Journal, Dr. Ali Kemal Tekin, made his report in the corresponding section. Since March 2021, all of OMEP's members have free access to all issues of IJEC on [www.omepworld.org](http://www.omepworld.org).

### 2.1.3. OMEP: Theory into Practice

In 2023, issue No. 6 was published, dedicated to the aesthetic experiences in the first years of life through image, movement, music and language. The Technologic of Antioquia University was responsible for article assessments and editorial coordination. Issue number 6 was published with its **ISSN**. This production ratified OMEP's commitment to human rights, knowledge and, particularly, with the art and craft of educating with a holistic approach, respecting the comprehensiveness and citizenship of learning. Colleagues from Latin America and Asia Pacific participated.

### 2.1.4. Digital library

The WP kept driving the development of a digital library to access annual reports and OMEP's historical publications, as well as the ESD Resource Bank [https://omeworld.org/sdm\\_categories/esderesourcebank/](https://omeworld.org/sdm_categories/esderesourcebank/). This is a space that grows with the input from all our National Committees and members.

### 2.1.5. Other activities related to the area of knowledge management

The WP also entered a work agreement with the Pan American Health Organization (PAHO), agency specialized in public health, and the regional office for the Americas of the World Health Organization (WHO) to draft the document "A call to joint action for early childhood among the education and health sectors", which was finalized and presented in September, 2023.

The WP also wrote the foreword for the second edition, 2023, of the book ¿Por qué ladran los perros? Epistemología Infantil. La magia de las preguntas y respuestas de los niños. [Why Do Dogs Bark? Genetic Epistemology. The Magic of Children's Questions and Answers.] University of La Serena Editorial, Chile.

## 2.2. OMEP's publications and projects

### 2.2.1. IJEC

*Reported by the Editor-in-Chief, Ali Kemal Tekin*

- **Editor-in-Chief**
  - » Ali Kemal Tekin
- **Associate Editors**
  - » Eva Ärlemalm-Hagsér, Mälardalen University, Sweden
  - » E. Jayne White, University of Canterbury, Aotearoa, New Zealand
- **Editors for the publication in different languages**
  - » Madeleine Baillargeon, Canada (articles in French)
  - » Eliana Verónica Romo, Chile (articles in Spanish)
- **Members of the editorial committee**
  - Claudio Baraldi, Ph.D., University of Modena and Reggio Emilia, Italy; Kimberley Beasley, Ph.D., Murdoch University, Perth, Australia; Åsta Birkeland, Ph.D., Western Norway University of Applied Sciences, Bergen, Norway; Bronwyn S. Fees, Ph.D., Kansas State University, Manhattan, USA; Beth Ferholt, Ph.D., New York University, USA; Margarita Gavrilova, Ph.D., Lomonosov Moscow State University, Russia; Iskender Gelir, Ph.D., Sultan Qaboos University, Seeb, Oman; Jennifer Guevara, Ph.D., Dublin City University, Ireland; Libby Lee-Hammond, Ph.D., Murdoch University, Perth, Australia; Ágnes Hódi, Ph.D., University of Szeged, Hungary; Fathi Ihmeideh, Ph.D., Hashemite University, Zarqa, Jordan; Sirene Lim, Ph.D., Singapore University of Social Sciences, Singapore; Sinéad McNally, Ph.D., Dublin City University, Ireland; Laurent Gabriel Ndiaye, Ph.D., Western Norway University of Applied Sciences, Bergen, Norway; Jane Page, Ph.D., The University of Melbourne, Australia; Eunhye Park, Ph.D., Ewha Womans University,

Seoul, South Korea; Frances Press, Ph.D., Manchester Metropolitan University, United Kingdom; Anna-Maija Puroila, Ph.D., University of Oulu, Finland; Gloria Quinones, Ph.D., Monash University, Frankston, Australia; Jenny Ritchie, Ph.D., Victoria University of Wellington, New Zealand; Corine Rivalland, Ph.D., Monash University, Clayton, Australia; Adrijana Višnjić Jevtić, Ph.D., University of Zagreb, Croatia; Susan Wright, Ph.D., The University of Melbourne, Australia

INTERNATIONAL JOURNAL OF EARLY CHILDHOOD (IJEC)

IJEC publishes articles on a wide variety of topics related to early childhood care and education. Published articles are expected to have a practical and empirical approach, identifying the effects of their research on practices and policies, and ideas must be reproducible in diverse national contexts. IJEC publishes articles that use both qualitative and quantitative research methodologies and are based on knowledge from different disciplines within the social sciences. IJEC is published three times a year. The number of articles published in 2023 and the publication dates can be found in the table below.

VOLUME/NUMBER	DATE PUBLISHED	ARTICLES PER ISSUE	PAGES PER ISSUE
VOLUME 54 / ISSUE 1	APRIL 2022	8	167
VOLUME 54 / ISSUE 2	AUGUST 2023	8	144
VOLUME 54 / ISSUE 3	DECEMBER 2023	9	152
TOTAL		25*	490

\* 15 Open Access

It can be seen that the number of open access articles increased from 8 in 2022 to 15 in 2023. This development helped increase the journal's visibility and readability.

Besides, IJEC published articles about topics related, but not limited, to:

- Young children's participation and agency in early childhood programs
- Early learning of children in different areas of development, in the contexts of family and early childhood programs
- Understanding how children's learning is supported within and across different cultural contexts
- Social, economic and environmental sustainability and early childhood education
- Analysis of policies, national provision and study plans for early childhood education
- Professional training for teachers and other personnel working with children
- Inclusive early childhood education for a diverse population of children

MANUSCRIPT SUBMISSIONS

There has been a significant increase in the number of original articles sent to IJEC in the past 3 years. Having said that, the call for articles through social media thanks to the efforts made by the Editor-in-Chief and OMEP has helped to get more article presentations.

IJEC tried to include more variety in the themes addressed in the journal's publications, since there were already many publications for some of them. Among the research covered, comparative studies between countries, digital learning, the arts in early childhood, physical development, cognitive development, and other areas of early childhood education and development were listed as goals and represented in the publications.

The following table summarized the number of original articles sent to IJEC between 2021 and 2023.

PRESENTATIONS	2021	2022	2023
NUMBER OF ARTICLES SENT	129	155	208
TOTAL ARTICLES ACCEPTED*	34	26	31
TOTAL ARTICLES REJECTED AND TRANSFERRED*	95	129	177

\*This includes articles to be published in 2024

\*\*This includes articles rejected at different stages: rejected before review, rejected after external review, or rejected after review. Total rejections can include presentations from the previous year that were not finalized on the year of the presentation. Transfers refer to the presented articles that were not in IJEC's "scope" for publication; for example, they were not centered on "early childhood ages" (children from birth until 8 years old) or the specialized and technical topics could be transferred to another Springer journal.

In 2023, the acceptance rate for original articles dropped below 15%. Therefore, it changed from having the average acceptance rate of mid-level education journals (i.e., with an acceptance rate between 15 and 30%) to the one of high-level education journals. Prestigious, high impact factor journals usually have less than 10% acceptance rate. The journal has become more competitive in the last year and the acceptance rate dropped from 17.7% up to 14.9%, just below the acceptance rate of high-level education journals.

## ARTICLES ASSESSMENT CRITERIA

- **Relevance of topic for the IJEC international readership:** A manuscript must be of general interest to an early childhood education professional audience and for readers across different national contexts.
- **Representativeness of topic and context:** Research accepted in IJEC should be representative to the domains, research techniques, and the diverse contexts in the field.
- **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 important so that others can replicate the research in other contexts 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 the article for publication. However, this is extremely time-consuming and there are limited resources available to do this unless the manuscript has strong potential.

## NATIONAL CONTEXTS OF PUBLISHED PAPERS IN 2023

Article submissions were received from 56 countries across 2023. 47 countries submitted in 2022. Therefore, IJEC's popularity and representation have seen a big positive impact.

National context identified in the 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.

COUNTRY	# SENT	ACCEPTED	REJECTED
USA	25	5	20
AUSTRALIA	17	3	14
KAZAKHSTAN	16		16
TURKEY	13	1	12
CHINA	9		9
UK	9	3	6
PAKISTAN	8	1	7
INDIA	7		7
TAIWAN	6	1	5
ISRAEL	6	2	4
IRAN	5		5
GREECE	5		5
ETHIOPIA	5		5
NORWAY	4	1	3
SWEDEN	4	2	2
SOUTH AFRICA	4		4
FINLAND	3	2	1
SPAIN	3	2	1
KUWAIT	3		3
GERMANY	3	1	2
SOUTH KOREA	3		3
MALAYSIA	3		3
PORTUGAL	3	1	2
SAUDI ARABIA	3		3
HUNGARY	2	2	
CZECH REPUBLIC	2		2
INDONESIA	2		2
ITALY	2	1	1
CROATIA	2		2

COUNTRY	# SENT	ACCEPTED	REJECTED
HONG KONG	2		2
OMAN	2		1
BANGLADESH	2		2
JAPAN	2		2
CUBA	1		1
NETHERLANDS	1		1
UAE	1		1
BELGIUM	1		1
UKRAINE	1		1
POLAND	1		1
NORTH KOREA	1		1
AUSTRIA	1	1	
JAMAICA	1		1
CANADA	1		1
COLOMBIA	1		1
RUSSIA	1	1	
SINGAPORE	1		1
CHILE	1		1
PALESTINE	1		1
BRAZIL	1		1
NIGERIA	1		1
THAILAND	1		1
MALAWI	1		1
PERU	1		1
TANZANIA	1		1
KYRGYZSTAN	1		1
URUGUAY	1		1
<b>TOTAL</b>	<b>208</b>	<b>31</b>	<b>177</b>



## PERFORMANCE INDICATORS FOR IJEC

### SPEED OF PROCESSING.

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.

### Number of days from submission to first decision

YEAR	NUMBER OF DAYS
2020	94
2021	79
2022	7
2023	3

As it can be seen in the table, the number of days from submission to first decision has significantly dropped thanks to the editorial effort in this regard. This improvement increases the journal's efficiency, accelerates the process and guarantees trust for authors in the process.

### USAGE: NUMBER OF ARTICLES DOWNLOADED FROM WEBSITE

The website download rate was counted as 259 439 for 2023.

The number of downloads has significantly increased due to the efforts of the new Editor-in-Chief to cover current, important, and related content in the field.

### IMPACT

IJEC turned into a Q1 journal for the first time in its history in 2021 and continued as a Q1 journal also in 2022. This is a major achievement. Moreover, its impact factor was calculated at 4.4 for 2022 (latest available) and turned the journal into the one with the highest impact factor in the field.

Note: These are 2022 impact factors as these statistics for 2023 are not available yet.

### MEASURES PROVIDED BY SCOPUS

- CiteScore: 1.10 in 2020 increased to 3.8 in 2021 and 4.9 in 2022. *Count of the number of citations received for all articles in a year, 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 peaks for most articles across the majority of disciplines.*
- SJR: 0.53 in 2020 increased to 0.79 in 2021 and 0.86 in 2022. 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 21 in 2020 increased to 25 in 2021 and 28 in 2022. *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.*

All performance indicators have continually improved in 2021, 2022 and 2023.



## 2.2.2. OMEP: Theory into Practice - ISSN 2796-7867

*Reported by Astrid Eliana Espinosa-Salazar*

### EDITORIAL COMMITTEE

- General coordination: **Mercedes Mayol Lassalle**
- Managing Editor: **Jorge Ivan Correa Alzate**
- Co-editor: **Astrid Eliana Espinosa-Salazar**
- Associate Editor: **Cristina Tacchi**

### CONTEXT AND FOCUS

This online journal is mainly focused on sharing educational practices dedicated to early childhood education around the world. Its presentation is flexible, receptive, free, ISSN registered and available online: <https://omeworld.org/omep-theory-into-practice-tip/>

In every issue, OMEP: Theory into Practice, gains strength as a tool to share knowledge from OMEP's community to society as a whole. Its digital format allows readers to get in touch with people from different areas and disciplines, and to access topics from different perspectives that include cultural and geographical diversity. Given its multilingual nature, since 2020, it also provides the possibility to publish articles in the three official languages of the organization.

### 2023 PUBLICATIONS

The journal's **sixth edition** was focused on the **aesthetic experiences** in the first years of life through **image, movement, music and language**. This edition was inspired by the conviction that, if significant and contextualized experiences are offered, **the arts** contribute to better understanding the present and imagining the future; that they fundamentally help to build knowledge; of the enjoyment of cognitive and sensitive perception; of the awareness of our own identity through others; and of the development of the symbolic universe that defines us as the human species.

This numbers contains 9 articles that address the construction of **artistic knowledge** through teaching proposals that look for freedom of expression, creativity and transformation based on a framework of respect for cultural belonging. These are:

"Being born and growing up in complex visual settings," by Elizabeth Ivaldi. (OMEP Uruguay)

"Enhancing Children's & Educators' Belonging through Engaging with Local Artists," by Sandie Wong with the Educators of Goodstart Berowra. (OMEP Australia, Centre for Research in Early Childhood Education, Macquarie University & Goodstart Research Fellow)

"Between the ethereal and the corporeal," by Alejandra Castiglioni. (OMEP Argentina, Intercultural e Infancias)

"A Fairy Tale for the Earth: educational puppetry for telling stories together from the start," by Matteo Corbucci. (OMEP Italia, Sapienza University of Rome)

"Artistic languages and aesthetic experiences in early childhood education: reflections from the pedagogical practice," by Nadia Milena Henao García, Mayerly Llanos Redondo & Luis Fernando Herrera Ramírez. (OMEP Colombia, Tecnológico de Antioquia I. U., Medellín, Colombia)

"Development of Peace Education Materials Inspired by Young Children's Expressions - Practical process in Hiroshima," by Mie OBA (OMEP Japan, Fukuyama City University)

"Family experiences with children's digital content: risks or opportunities?" by Odet Noa-Comans. (OMEP Cuba, University of Deusto. Bizkaia, Spain)

"Developing confidence to engage children in creative music and movement learning," by Sarah J. Powell. (Centre for Research in Early Childhood Education, Macquarie University, Australia)

“Memories, life experiences, aesthetic experiences, stories, songs and games from the hands of grandparents and grandmothers,” by Yenny Stella Salazar Muñoz (Saint Augustine Educational Institute, Popayán, Colombia)

### **MANUSCRIPT SUBMISSIONS**

The call includes the publication timelines, the criteria to present articles, a guideline for authors on structure and writing, as well as the authorization form for the publication.

### **ASSESSMENT CRITERIA TO EVALUATE MANUSCRIPTS**

Contrary to the case in a great number of assessment processes in other journals, which discourage authors to publish due to their excessive requirements, OMEP: Theory into Practice has a thorough assessment process through peers (early childhood professionals from the organization), who analyze the articles according to an established set of indicators that focus on aspects like relevance, intention, content, context, methodology, strategy development, resources used and significant moments, achievements related to the challenge or need addressed, conclusions and projections, and reference material used. This is done through a qualitative review.

Reviewers will send comments and feedback to add to the articles presented if needed. This process is focused on empowering and supporting the professional development of colleagues through a joint and collaborative construction that values research and practice as a starting point.

### **2023 PERFORMANCE INDICATORS FOR TIP**

In 2023, the 9 articles published were received from colleagues from Argentina, Australia (with 2 articles), Colombia (with 2 articles), Cuba, Italy, Japan and Uruguay, representing the Latin American, Asia Pacific and European regions of OMEP. Regarding languages, 5 articles were submitted in Spanish and 4 in English.

The editorial committee send customized invitations to participate in this issue to experts in the field, the regional Vice President and the committees, who have been participating continuously in the journal. Once the number had been published in OMEP's website, the colleagues who participated received a thank you message. However, the teams does not have quantitative data regarding views and downloads from the website, or the outreach impact of this number on social media. Therefore, the editorial committee reiterates its request to structure a promotion campaign, inviting the national committees and the public at large to share the issues that the journal has already published and especially reinforce the call to write articles in order to enrich the content and add new perspectives.

For this initiative to be sustainable through time, one of the goals of the promotion strategy would need to be to encourage participation from all five of OMEP's regions, and to focus on driving circulation (number of visits, queries and downloads) to the different issues of the journal and the articles published.

### **2.2.3. OMEP Blog: Rights from the Start**

The editorial team oversaw inviting authors, reviewing the articles received, coordinating with authors to include any necessary changes and selecting children's artwork to support each article appropriately in order for them to represent children's views on the topics covered.

This work also involves a team of translators in order to comply with the 3 languages and the quality of each of the articles.

## 2023 PUBLICATIONS

AUTHOR	PUBLICATION
EMMANUEL DODZI ANYIDHOH	Can the Current State of Physical Settings of Some Rural Public Kindergartens Serve as Unique Vehicles for Holistic Child Development in Ghana?. Link: <a href="https://omeworld.org/can-the-current-state-of-physical-settings-of-some-rural-public-kindergartens-serve-as-unique-vehicles-for-holistic-child-development-in-ghana-emmanuel-dodzi-anyidoho/">https://omeworld.org/can-the-current-state-of-physical-settings-of-some-rural-public-kindergartens-serve-as-unique-vehicles-for-holistic-child-development-in-ghana-emmanuel-dodzi-anyidoho/</a>
GILLES PÉTREAU	From Early Childhood to Preschool Education in France. Link: <a href="https://omeworld.org/from-early-childhood-to-preschool-education-in-france-gilles-petreau/">https://omeworld.org/from-early-childhood-to-preschool-education-in-france-gilles-petreau/</a>
UNESCO INSTITUTE FOR STATISTICS	Participation in early education fosters child development, but progress has stagnated. Link: <a href="https://omeworld.org/participation-in-early-education-fosters-child-development-but-progress-has-stagnated-tanya-guyatt-representation-of-omep-at-unesco/">https://omeworld.org/participation-in-early-education-fosters-child-development-but-progress-has-stagnated-tanya-guyatt-representation-of-omep-at-unesco/</a>
JOSETTE ROME-CHASTANET	Recommendation on Open Science. Link: <a href="https://omeworld.org/recommendation-on-open-science-josette-rome-chastanet/">https://omeworld.org/recommendation-on-open-science-josette-rome-chastanet/</a>
GILLES PÉTREAU	OMEP at UNESCO. Link: <a href="https://omeworld.org/omep-at-unesco-gilles-petreau/">https://omeworld.org/omep-at-unesco-gilles-petreau/</a>
GILLES PÉTREAU	Strengths and limitations of inclusion schemes in French preschools. Link: <a href="https://omeworld.org/strengths-and-limitations-of-inclusion-schemes-in-french-preschools-gilles-petreau/">https://omeworld.org/strengths-and-limitations-of-inclusion-schemes-in-french-preschools-gilles-petreau/</a>
JORGE FERNÁNDEZ	Migratory children. Challenges and opportunities. Link: <a href="https://omeworld.org/migratory-children-challenges-and-opportunities-jorge-fernandez/">https://omeworld.org/migratory-children-challenges-and-opportunities-jorge-fernandez/</a>
ELVIA SÁNCHEZ VILLAFUERTE	Teacher's experiences with disability in preschool children in the State of Tlaxcala, Mexico. Link: <a href="https://omeworld.org/teachers-experiences-with-disability-in-preschool-children-in-the-state-of-tlaxcala-mexico-elvia-sanchez-villafuerte/">https://omeworld.org/teachers-experiences-with-disability-in-preschool-children-in-the-state-of-tlaxcala-mexico-elvia-sanchez-villafuerte/</a>
TEAM OF THE WORLD PRESIDENCY	ESD IN ECCE: SHAPING A SUSTAINABLE LEARNING FOR AFRICAN YOUNG CHILDREN UNESCO-OMEP Participation Programme. Link: <a href="https://omeworld.org/es/eds-en-la-aepi-desarrollar-una-forma-sostenible-de-aprendizaje-para-las-infancias-de-africa-programa-de-participacion-de-unesco-omep-equipo-de-la-presidencia-mundial/">https://omeworld.org/es/eds-en-la-aepi-desarrollar-una-forma-sostenible-de-aprendizaje-para-las-infancias-de-africa-programa-de-participacion-de-unesco-omep-equipo-de-la-presidencia-mundial/</a>

Articles were sent from: Africa (Ghana), America (Argentina, Mexico) and Europe (France, Italy)

## 2.3. Activities related to Knowledge Management from the National Committees

### 2.3.1. Participation in the 2021-2023 OMEP Seminar Series

68% of the NCs participated in the 2021-2023 OMEP Seminar Series

#### AFRICA

- **OMEP Nigeria** shared information on the seminar series with presidents and secretaries of OMEP's state agencies, although the response rate was rather low.
- **OMEP Ghana** participated in the seminar "OMEP's 2022 Education for Sustainable Development (ESD) Award-winning Projects."

#### ASIA PACIFIC

- **OMEP Thailand** shared information on the seminars with their members through their newsletter.
- **OMEP Japan** sent communications on the seminars with directors via email. Moreover, their President and Vice President participated as much as possible and, based on the presentations they heard, invited OMEP's regional Vice President for Latin America

as keynote speaker for the International Symposium of the Japan Society of Research on ECCE National Conference.

## EUROPE

- **OMEP Slovakia** participated in OMEP's seminars and also used those video recordings for their activities.
- **OMEP North Macedonia** participated in 2 seminars "Decent work for early childhood education personnel: Where are we ten years after the adoption of the ILO Policy Guidelines?" and "Tashkent +1: Celebrating progress and reaffirming commitments to early childhood care and education."

## LATIN AMERICA

**OMEP Peru** participated as observant in the seminars and shared the video among their partners and interested listeners.

**OMEP Uruguay** had individual participations and also shared the videos on social media.

## NORTH AMERICA AND THE CARIBBEAN

**OMEP USA's** members participated in the seminars as time allowed.

**OMEP Canada** shared the webinars on their Facebook page.

### 2.3.2. Participation in OMEP's blog "Rights from the Start"

10% of the NCs reported having published articles in OMEP's blog "Rights from the Start"

## AFRICA

- None of the NCs of this region reported having published articles in the blog.

## ASIA PACIFIC

- None of the NCs of this region reported having published articles in the blog.

## EUROPE

- From **OMEP UK**, Megan McGee wrote the article: "Acting on lived experience: How my time as a foreign exchange student has inspired a project."
- **OMEP France** wrote several articles. Josette Rome-Chastanet wrote the article "Recommendation on Open Science" and Gilles Pétreault wrote 3 articles "Strengths and limitations of inclusion schemes in French preschools", "OMEP at UNESCO" and "From Early Childhood to Preschool Education in France."

## LATIN AMERICA

- From **OMEP Mexico**, Elvia Sánchez Villafuerte wrote the article "Teacher's experiences with disability in preschool children in the State of Tlaxcala, Mexico"

## NORTH AMERICA AND THE CARIBBEAN

- None of the NCs of this region reported having published articles in the blog.

### 2.3.3. Participation in IJEC

None of the NCs reported having published an article in IJEC.

### 2.3.4. Participation in the online journal OMEP: Theory into Practice

15% of the NCs reported having participated in the online journal "OMEP: Theory into Practice."

To access issue No. 6 of the journal, please click on the following link: <https://omeworld.org/wp-content/uploads/2023/07/OMEP-TIP6-2023-WEB-.pdf>

## AFRICA

- None of the NCs of this region reported having participated in the journal.

## ASIA PACIFIC

- **OMEP Japan** contributed with the article by Oba, M. (2023). Development of Peace Education Materials Inspired by Young Children's Expressions. OMEP Theory into Practice, 6, 52-58.
- **OMEP Australia** contributed with the article by Wong, S. with Educators of Goodstart Berowra (2023). Enhancing Children's & Educators' Belonging through Engaging with Local Artists. OMEP Theory into Practice, 6, 26-30.

## EUROPE

- **OMEP Italy** contributed with an article by Corbucci, M. (2023). A Fairy Tale for the Earth: educational puppetry for telling stories together from the start. OMEP Theory into Practice, 6, 36-42.

## LATIN AMERICA

- **OMEP Argentina** contributed with an article by Castiglioni, A. (2023). Between the ethereal and the corporeal. OMEP Theory into Practice, 6, 31-35.
- **OMEP Colombia** contributed with an article by Henao García, N.M.; Redondo Llanos, M.; & Herrera Ramírez, L.F. (2023). Artistic languages and aesthetic experiences in early childhood education: reflections from the pedagogical practice. OMEP Theory into Practice, 6, 43-51.
- **OMEP Cuba** contributed with an article by Noa-Comans, O. (2023). Family experiences with children's digital content: risks or opportunities? OMEP Theory into Practice, 6, 59-64.
- **OMEP Uruguay** contributed with an article by Ivaldi, E. (2023). Being born and growing up in complex visual settings. OMEP Theory into Practice, 6, 15-25.

## NORTH AMERICA AND THE CARIBBEAN

- None of the NCs of this region reported having participated in the journal.

### 2.3.5. Participation in other local, national or international publications

58% of the NCs reported having participated in other publications.

## AFRICA

COUNTRY	PUBLICATION
NIGERIA	"OMEP Nigeria at 42" was published at national level. They also usually publish full flyers of the Conference.

## ASIA PACIFIC

COUNTRY	PUBLICATION
CHINA	The NC has the CORE "Journal of Studies in Early Childhood Education", which published Chinese articles. They have published a series of articles for the national project on the development of an ECCE rating scale, assessment strategies and the relationship between a quality ECCE and child development. Link to the journal: <a href="http://www.xqjyyj.com/p262/index.html">http://www.xqjyyj.com/p262/index.html</a>



THAILAND	Bumbutpai, Saithip & Khajornchaikul, Piyathida (2023). MBST Programme on Early Childhood Development by Parents. Asian Social Science Vol.1, No. 4, pp. 99-105. Link: <a href="https://www.ccsenet.org/journal/index.php/ass">https://www.ccsenet.org/journal/index.php/ass</a>
<b>EUROPE</b>	
<b>COUNTRY</b>	<b>PUBLICATION</b>
BULGARIA	<p>The members of this NC actively publish at national level. Moreover, the members of academic groups are also very active publishing at international level.</p> <p>Main publication in OMEP Bulgaria 2023:</p> <p>Doncheva, Y. (Comp). (2023). Collected edition of publications from the National Scientific-Practical Conference "75 Years of World OMEP: Preschool Education in Bulgaria in the Perspective of International Experience". Regional Library "Lyuben Karavelov", Bulgaria; ISBN 978-619-7404-47-0, ISBN 978-619-7404-48-7 (CD); ISBN 978-619-7404-49-4 (online) Link: <a href="https://omep-bg.org/2023/09/21/sbornik-s-dokladi-ot-natsionalna-nauchno-prakticheska-konferentsiya-75-godini-svetovna-organizatsiya-omep-preduchilishtno-obrazovanie-v-balgariya-v-perspektivata-na-mezhdunarodniya-pedagogicheski-op/">https://omep-bg.org/2023/09/21/sbornik-s-dokladi-ot-natsionalna-nauchno-prakticheska-konferentsiya-75-godini-svetovna-organizatsiya-omep-preduchilishtno-obrazovanie-v-balgariya-v-perspektivata-na-mezhdunarodniya-pedagogicheski-op/</a></p>
ISRAEL	<ul style="list-style-type: none"> <li>• Aram, D., &amp; Shachar, C. A. (2023). Let's write each other messages: Association between involvement in writing in a preschool online forum and early literacy progress. Early Education and Development. 35:3, 511-530, DOI: 10.1080/10409289.2023.2172673</li> <li>• Alon, R., Aram, D. &amp; Cinamon, R.G. (2023). Future plans of educational counselors. Educational Counseling (Hebrew)</li> <li>• Bergman Deitcher, D., Martin, M &amp; Aram, D. A (2023). A Cross-Cultural Examination of Parents' Book Selection &amp; Shared Reading Practices in Spain and Israel. Early Education and Development. DOI: 10.1080/10409289.2023.2215692</li> <li>• Shachar, C. A., Aram, D., &amp; Smadja, M. L. (2023). Parent-preschooler writing on an Internet forum as a potential platform for promoting respectful online discourse and children's Executive Functions. Education Sciences. 13(8), 812; <a href="https://doi.org/10.3390/educsci13080812">https://doi.org/10.3390/educsci13080812</a></li> <li>• Meoded Karabanov, G, Aram, D.; López-Escribano, C, Shtereva, K., Asaf, M., Ziv, M., Stites, M.L.; Sonnenschein, S. (2023). The COVID-19 Pandemic: Changes in Parent–Child Activities at Home from Spring 2020 to Spring 2021 from a Cross-Cultural View. Educational Science. 13,1013. <a href="https://doi.org/10.3390/educsci13101013">https://doi.org/10.3390/educsci13101013</a></li> <li>• Aram, D., Gross-Spector, M., Vagman-Rossi, A., Tobin, B., and Cinnamon, R. G. (2023). Practical training in educational counseling: A model that combines experience in informal education settings. KAET: Journal of Contemporary Issues in Education, Society, and Culture. 8. 172-197.</li> <li>• Aram, D. and Moded, C. Israeli parenting in times of crisis: behavior of parents of preschool children before the outbreak of the coronavirus, during the first lockdown and a year later. Dapim (Hebrew)</li> <li>• Aram, D., &amp; Deitcher, D. (2023). Parents' beliefs regarding their children's early literacy. In Y. Ye, T. Inoue, U. Maurer, &amp; C. McBride (Eds.) Routledge International Handbook of Visual-motor skills, Handwriting, and Spelling: Theory, Research, and Practice. London, UK. (chap. 25) <a href="https://doi.org/10.4324/9781003284048">https://doi.org/10.4324/9781003284048</a></li> <li>• Yeari, M., Hadad, A., &amp; Korat, O. (2023). The effect of amount type and reoccurrence of interactions in electronic books on word learning and story comprehension by kindergarteners. Education and information technology, 1-23.</li> <li>• Korat, O., Khadijah A., Mahameed, W. &amp; Hutaf Gnaiem, K. (2023). Parental beliefs and children's use of screen during COVID19 in Israel. In O. Korat and D. Givon (Eds.). Korona days: Young children in Crisis days. Rehes Academy Press.</li> <li>• Korat, O. &amp; Segal-Drori, O. (2023). E-books with a digital dictionary as a support for word learning. In S. Cabell, S. Neuman, and N. Patton Terry (Eds.). Handbook on the Science of Early Literacy. Guilford Press.</li> <li>• Yeari, M., Hadad, A., &amp; Korat, O. (2023). What is optimal intervention with e-books? Pilot study with young children. Literacy and Language, 9, 39-63. (Hebrew)</li> <li>• Barlevi, B., &amp; Korat, O. (2023). Emergent literacy of language therapist mothers compared to children of mothers from other professional. Literacy and Language, 9, 98-122. (Hebrew)</li> <li>• Ben Shabat, A., &amp; Korat, O. (2024). Background music and content expansion in digital books as support for story retelling in kindergarten, Researching Early Childhood, (Hebrew).</li> </ul>



<b>POLAND</b>	<ul style="list-style-type: none"> <li>• Michalak R. (2023) Outdoor education in Polish school in the light of empirical data. MERITUM 2 (69) MSDCN Warsaw; 11-20. 2.</li> <li>• Michalak R., Kwella M. (2023) The child in the culture of alternative education on the example of the Dalton Plan. UPBRINGING SCIENCES. INTERDISCIPLINARY STUDIES NUMBER 2023/2(17) NOWIS 2023; 2 (17): 127-142; DOI: 10.18778/2450-4491.17.10</li> </ul>
<b>UKRAINE</b>	<p>Published articles in journals included in the Web of Science Core Collection or the scientific database Scopus:</p> <ul style="list-style-type: none"> <li>• Hoshovskyi, J., Mudrak, I., Hoshovska D., Shmarova, N., Kordunova, N., &amp; Kulchytska, A. (2023). Economic Deprivation as a Neuropsychological Aspect of the Formation of Frustration in Potential Migrants. BRAIN. Broad Research in Artificial Intelligence and Neuroscience, 14(2), 285-302. <a href="https://doi.org/10.18662/brain/14.2/455">https://doi.org/10.18662/brain/14.2/455</a></li> </ul> <p>National professional publications:</p> <ul style="list-style-type: none"> <li>• Kulchytska, A. Polikarchyk, S. (2023). Psychological analysis of the problem of psycho-emotional states of the individual in conditions of separation. Psychological perspectives. 41 (June 2023). DOI: <a href="https://doi.org/10.29038/2227-1376-2023-41-kyl">https://doi.org/10.29038/2227-1376-2023-41-kyl</a>.</li> </ul> <p>Other publications and co-authored with students:</p> <ul style="list-style-type: none"> <li>• Kvaschuk O. Kulchytska A. Theoretical aspects of the study of emotional intelligence: Personality and society: methodology and practice of modern psychology: materials of X International. science and practice Internet Conf. (May 15-19, 2023) for general ed. I.O. Goshovsky, O.V. O.V. Zhuravlyova, N.S. Kostruby, A.V. Kulchytska, T.V. Fedotova P.11-13</li> <li>• Borotyuk M., Kulchytska A. Psychological maladjustment of young schoolchildren: a theoretical overview of the problem. : Personality and society: methodology and practice of modern psychology: materials of X International. science and practice Internet Conf. (May 15-19, 2023) for general ed. I.O. Goshovsky, O.V. O.V. Zhuravlyova, N.S. Kostruby, A.V. Kulchytska, T.V. Fedotova P. 25-27</li> <li>• Dziaduk N. Kulchytska A. Psychological features of resilience of internally displaced persons: Social adaptation of the individual in modern society from the cycle: psychological components of sustainable development of society: search for psychological justification for the challenges of modernity: materials X Science-Pract.</li> <li>• Internet Conf. (with international participation) (November 27 - December 02, 2023) for general ed. T. I. Duchyminska, Y. O. Hoshovsky, Zh. P. Virnaya, D. T. Hoshovskaya, O. E. Ivanashko. - Lutsk: PP Ivanyuk V. P., 2023. <a href="https://www.inforum.in.ua/conferences/30">https://www.inforum.in.ua/conferences/30</a></li> <li>• Pomyanovska K. Frustration tolerance of personality: theoretical aspect Psychogenesis of personality: norm and deviation: coll. of science articles and theses; [Goal. ed. Ya. Hoshovskyi]. – Lutsk: FOP Majula Yu.M., 2023. P.178-182</li> </ul> <p>Monographs</p> <ul style="list-style-type: none"> <li>• Kulchytska A.V. Psychology of coaching in motivational and axiological strategies of the individual. Revitalization Psychology: Age and Pedagogical Dimensions: Collective Monograph. Lutsk: Lesya Ukrainka Volyn National University, 2023. P. 305-344.</li> </ul>

## LATIN AMERICA

<b>COUNTRY</b>	<b>PUBLICATION</b>
<b>BRAZIL</b>	Published a book with the award-winning projects from "My backyard, my world", organized with the Arcor Foundation.
<b>CUBA</b>	<p>Isabel Rios, Annia Cano, Ma del Carmen del Valle, Ma de los Ángeles Gallo. Primera infancia y pantallas. [Early childhood and screens.] Pueblo y Educación Editorial. Printed</p> <p>Gretel Vazquez, Yanay Rodríguez. Tres dimensiones para la formación de una cultura audiovisual. [Three dimensions to shape an audiovisual culture.] Órbita Científica Journal Vol. 29 No 122 ISSN 1027-4472</p> <p>Isabel Rios, Yanay Rodríguez, Gretel Vázquez. Consumo audiovisual en la primera infancia. Reflexiones desde un enfoque histórico cultural. [Audiovisual consumption in early childhood. Reflections from a historical and cultural approach.] Estudios Del Desarrollo Social: Cuba y América Latina Journal. FLACSO Cuba Vol 11 No 2 ISSN 2308-0132</p>

VENEZUELA	<ul style="list-style-type: none"> <li>• Díaz, Jorge &amp; Lo Priore, Iliana (2023). Un nuevo paradigma para transformarnos ante la incertidumbre inmunitaria, sociopolítica y educativa. [A new paradigm to make a change before the health, social, political and educational uncertainty.] CLACSO Venezuela.</li> <li>• Díaz, Jorge &amp; Lo Priore, Iliana (2023). Paulo Freire y el devenir docente para educar a las infancias. [Paulo Freire and becoming an educator to teach children.] Winning essay of the essay contest on American childhood: "100 years from the birth of Paulo Freire." Inter-American Children's Institute (IIN-OAS)</li> <li>• Flores, Mitzy (2023). Miradas y horizontes [Perspectives and horizons] (book chapter). CLACSO</li> <li>• Flores, Mitzy (2023). Violencias en embarazo y parto. [Violence in pregnancy and child-birth.] UC</li> <li>• Flores, Mitzy (2024). Reflexiones y resistencias sobre las violencias patriarcales [Reflections and resistance on patriarchal violence] (book chapter). CLACSO</li> <li>• Lo Priore, Iliana (2023). Los irrenunciables para la Atención y Educación de las Primeras Infancias. [Fundamentals for early childhood care and education.] CLADE</li> <li>• Lo Priore, Iliana (2023). Educación y cuidado de las infancias [Early childhood care and education] (book chapter).</li> <li>• Lo Priore, Iliana, book chapter. Collective authoring. Book: Cambiaría el mundo con poesía. Diálogos con las epistemes de las niñeces [I would change the world with poetry. Dialogues with childhood epistemology.] (2023), Chile, Círculo Remolino Foundation. Link: <a href="https://www.fundacioncirculoremolino.com/publicaciones/cambiar-el-mundo-con-poesia/">https://www.fundacioncirculoremolino.com/publicaciones/cambiar-el-mundo-con-poesia/</a></li> <li>• Rubiano, Elisabel &amp; Urdaneta Azul (2023). Matices. [Shades.]</li> <li>• Urdaneta, Azul (2023). Cómo hacer de un bebé un lector [How to turn your baby into a book-lover.] (book)</li> <li>• Urdaneta, Azul (2023). Halo y otros poemas. [Halo and other poems.] Taller Blanco Editions.</li> </ul>
-----------	--

## NORTH AMERICA AND THE CARIBBEAN

COUNTRY	PUBLICATION
CANADA	<p>Three texts were published in the <i>Préscolaire Journal</i>:</p> <ul style="list-style-type: none"> <li>• Hélène Larouche. L'Éducation au développement durable : l'OMEP apporte sa contribution. [Education for sustainable development: OMEP's contributions.] No. 612 - July 2023 - <i>Préscolaire Journal</i> – AÉPQ, p.50-51 (<a href="https://aepqkiosk.milibris.com/reader/e5b4c878-30da-4368-80f8-40df0de3e735?origin=%2Frevue-prescolaire%2Frevue-prescolaire%2Fn612-2023">milibris.com</a>). Link: <a href="https://aepqkiosk.milibris.com/reader/e5b4c878-30da-4368-80f8-40df0de3e735?origin=%2Frevue-prescolaire%2Frevue-prescolaire%2Fn612-2023">https://aepqkiosk.milibris.com/reader/e5b4c878-30da-4368-80f8-40df0de3e735?origin=%2Frevue-prescolaire%2Frevue-prescolaire%2Fn612-2023</a></li> <li>• Hélène Larouche; Manon Boily; Sara Lachance; Marie-Christine Allaire; Océanne Éthier; Nawel Hamidi. La richesse du partage à l'OMEP : témoignage sur la dimension internationale. [The enriching experience of participating in OMEP: statement from the international perspective.] No. 613 - September 2023 - <i>Préscolaire Journal</i> – AÉPQ, p.60-64 (<a href="https://aepqkiosk.milibris.com/reader/01d7ce72-d4c4-4632-a807-f6b40f743803?origin=%2Frevue-prescolaire%2Frevue-prescolaire%2Fn613-2023">milibris.com</a>). Link: <a href="https://aepqkiosk.milibris.com/reader/01d7ce72-d4c4-4632-a807-f6b40f743803?origin=%2Frevue-prescolaire%2Frevue-prescolaire%2Fn613-2023">https://aepqkiosk.milibris.com/reader/01d7ce72-d4c4-4632-a807-f6b40f743803?origin=%2Frevue-prescolaire%2Frevue-prescolaire%2Fn613-2023</a></li> <li>• Hélène Larouche; Diane Campeau. Pédagogie autochtone et petite enfance: renouer avec l'environnement local. [Native pedagogy and early childhood: reconnecting with the local environment.] No. 614 - December 2023 - <i>Préscolaire Journal</i> – AÉPQ, p.51-52 (<a href="https://aepqkiosk.milibris.com/reader/b6018900-de99-4cc5-a148-5149d308ddf8?origin=%2Frevue-prescolaire%2Frevue-prescolaire%2Fn614-2023">milibris.com</a>). Link: <a href="https://aepqkiosk.milibris.com/reader/b6018900-de99-4cc5-a148-5149d308ddf8?origin=%2Frevue-prescolaire%2Frevue-prescolaire%2Fn614-2023">https://aepqkiosk.milibris.com/reader/b6018900-de99-4cc5-a148-5149d308ddf8?origin=%2Frevue-prescolaire%2Frevue-prescolaire%2Fn614-2023</a></li> </ul> <p>In December 2023, two thematic numbers were published in the <i>International Journal for Communication and Socialization</i> (RICS, for its French acronym.)</p> <p>Thematic number 1:</p> <ul style="list-style-type: none"> <li>• Boily, M., Anwandter Cuellar, N., Lessard, G., Polotskaia, E. &amp; Deshaies, I. Regards croisés sur l'apprentissage des mathématiques à l'éducation préscolaire/maternelle : perspectives internationales. [Crossed views on math learning in preschool/nursery education: international perspectives.] Vol. 10, No. 1. University of Sherbrooke. ISSN 2292-3667. Link: <a href="https://www.revuerics.com/portfolio-item/annee-2023-volume-10-numero-1-regards-croises-sur-lapprentissage-des-mathematiques-a-leducation-prescolaire-maternelle-perspectives-internationales">https://www.revuerics.com/portfolio-item/annee-2023-volume-10-numero-1-regards-croises-sur-lapprentissage-des-mathematiques-a-leducation-prescolaire-maternelle-perspectives-internationales</a></li> </ul>

CANADA	<p>Thematic number 2:</p> <ul style="list-style-type: none"> <li>Boily, M. &amp; Dumais, C. (Dir.) (2023) Égalité des chances et réussite éducative : comment répondre aux besoins des enfants et des familles du 21<sup>e</sup> siècle à la éducation préscolaire?. [Equal chances and educational success: do they answer the needs of the children and families of the 21st century regarding preschool education?] Vol. 10, No. 2. University of Sherbrooke. ISSN 2292-3667. Link: <a href="https://www.revuerics.com/portfolio-item/annee-2023-volume-10-numero-2-egalite-des-chances-et-reussite-educative-comment-repondre-aux-besoins-des-enfants-et-des-familles-du-21e-siecle-a-leducation-prescolaire/">https://www.revuerics.com/portfolio-item/annee-2023-volume-10-numero-2-egalite-des-chances-et-reussite-educative-comment-repondre-aux-besoins-des-enfants-et-des-familles-du-21e-siecle-a-leducation-prescolaire/</a></li> </ul>
--------	---

### 2.3.6. Other activities related to knowledge management from the National Committees

87% of the NCs reported having carried out other knowledge management activities.

#### AFRICA

**OMEP Burkina Faso** worked in developing educators' skills.

**OMEP Cameroon** trained 36 teachers and focal points in topics related to change through eco-development and play.

#### ASIA PACIFIC

**OMEP Korea** held activities at both national and international levels on this topic. At the national level, the NC organized and carried out a seminar on ESD for babies and young children, aimed at 300 daycare centers which provide services in collaboration with the 'Korea Worker's Compensation & Welfare Service.'

At the international level, the NC organized an international seminar for educators in training and in service. The VP of OMEP Europe and a professor from the National University of Croatia (Dr. Visnja Fajic) were invited to this seminar.

#### EUROPE

**OMEP Russia** presented their work experience and talked about OMEP's world organization at the All-Russian Pedagogical Congress My Country in Saint Petersburg and the International Salon of Education in Moscow, as well as the educational platform "Educators of Russia."

**OMEP Greece** organized online and in person training workshops and presentations, using the real interests and needs of educators, as well as the local and international educational agendas, as main criteria for the selection of topics. The topics selected were: Children's rights; democracy in schools; child abuse and abandonment; virtual reality in preschools; museum education; software for creative skills; exploratory learning, sex education; art, science and IT in early childhood education; child and family wellbeing; the teacher's role in the modern school; and the new Greek curriculum for preschools.

**OMEP Turkey** developed the project "Network of experience." This project has been implemented by the Student Committee with the collaboration of advisor students and academic professors as mentors. It addresses the practices for children who are unable to access preschool education.

In the context of this project, introductory training sessions were delivered for over 200 members in 19 universities, mainly in charge of 4 experts in their fields. These training sessions were followed by other sessions in 8 different areas, led by academic advisors from various universities. After the training, the members of the Student Committee formed a group with their mentor professors and academic advisors and applied a plan that they prepared together. In this project, last-year students had the possibility to access earlier professional practices, which, in turn, opened the doors of education to children who may not otherwise have had access to education

## LATIN AMERICA

**OMEPA Argentina** participated in and carried out different activities, such as projects in schools, dialogues, agreements with universities and training sessions:

- 16th International Meeting for Preschool Education: "Children's citizenship, education and wellbeing. A commitment from all." Held on October 6 and 7, 2023, in the Vicente López University.
- Program "OMEPA Near you": José de San Martín Institute. Virrey del Pino, La Matanza.
- Sex education in primary school. Led by Liliana Maltz. José de San Martín Institute. Virrey del Pino, La Matanza
- Preschool: The institutional library in preschool and primary school: A book-lover community. Led by Alejandra Saguier.
- Argentinian Army preschools. Led by Rut Kuitca and coordinated by Alejandra Castiglioni.
- Eben Ezer primary school, Villa Adela, Chaco. Led by Isabelino Siede.
- Higher education institute No. 4022 "Verbo Encarnado", Rosario, Santa Fe. Led by Patricia Sarlé.
- Participation in the 13th Santiago del Estero Book Fair, with Natalia Jáuregui Lorda.
- Diploma: Supervision of the teaching task in preschool education. Organized by OMEPA and 12ntes.
- OMEPA podcast cycle: Voices of and for children: A time to listen, to ask and to nurture childhood. It is a space that addresses different themes and has the participation of prestigious experts from various fields.
- Dialogue/Workshop. Two meetings with Juan Augusto Laplacette. "Emotional education."
- Dialogue/Workshop with Daniel Brailovsky: "Draft reports? Or view learning through the process of writing? A space for dialogue and reflecting."
- Dialogue/Workshop: "Re-signifying how anniversaries are addresses through a current perspective," a meeting to re-think the work done with anniversaries at the preschool and primary levels, with Laura Vasta and Elsa Godoy.
- Cooperation agreement with the post-graduate Philosophy and Language School of the University of Buenos Aires (UBA): Collaboration and participation in the Master's degree and specialized course (CONEAU category "B". Provision 468/07).
- Update program for early childhood education in the University of Buenos Aires Board committee: Patricia Sarlé, Delia Lerner, Ana Malajovich, Sandra Nicastro and Elvira Rodríguez de Pastorino.
- Cooperation agreement with the University of Luján: Participation from Alejandra Castiglioni in the panel: "Early childhood education from a humanizing perspective", organized by the Course of Specialization in Education and Public Policies.
- Provincial University of Ezeiza. Participation from Alejandra Castiglioni in the training sessions: "Policy, society and democracy".
- Cooperation agreement with FLACSO: Member discount for online post-graduate courses and 'Babies' psychological development and upbringing settings' diploma.
- Cooperation agreement with UMSA (Argentinian Social Museum University): Member discount in the online diploma: Early childhood care, education and upbringing.
- Online training sessions for TV Pública channel personnel.

**OMEPA Costa Rica** participated in workshops in the countryside and worked on finalizing the technical curricular proposal for human rights and the human right to education.

**OMEPA Ecuador** participated in different activities:

- 2nd International congress on the advances and challenges of curricular management - UG

- Webinar: “Gender and education in early childhood” - UTPL
- “The importance of social and emotional relationships between parents and children” master class - UEES
- 1st Reflection meeting on early childhood - UPS
- “The importance of mental health in education”. Rosita Trinidad comprehensive workshops, Peru
- 1st International forum on education - Agents of change in learning - UCSG II
- International seminar: “Preschool education in the current context” - USGP
- 1st International pedagogical symposium - ULEAM

## NORTH AMERICA AND THE CARIBBEAN

**OMEP Canada** participated in different activities:

- Presentation in a symposium on inclusive quality educational settings at OMEP Europe’s regional conference in Cyprus, in May 2023. As part of this symposium conducted in French, four communications were shared. One of them was about the foundations of competition in multi-cultural pedagogy.
- Two other communications were presented at OMEP Croatia’s congress, held in November 2023. The winners of the 2023 ESD Award presented their context in relation to the sustainable development practices they implemented. The research team presented their work on sustainable development.
- Three communications on sustainable development were presented during a symposium organized by OMEP Canada in Sydney, Australia, in December 2023.
- 2023 ESD Awards online seminar, presented by the winners.
- Design of 13 capsules on sustainable development and an explanatory book.

**OMEP Jamaica** is working on a chapter for IJEC’s July issue.

### 2.3.7. The impact of actions on knowledge management from the national committees: achievements and challenges

#### AFRICA

Regarding the **achievements**, the NCs in this region highlighted some of the activities carried out, such as developing pedagogical material, conducting training sessions for teachers, raising awareness among children and families, and doing knowledge dissemination actions.

Regarding the **challenges**, the NCs mentioned the lack of members who are able to dedicate their time academic activity or getting current members to participate more actively in actions related to this strategic area, as well as the difficulty to improve and broaden the activities they carry out.

#### ASIA PACIFIC

Regarding the **achievements**, the NCs in this region highlighted the organization of scientific and academic events, as well as conferences and seminars in partnership with other NCs or organization, and also the advances on their research projects and development of articles and other publications.

Regarding the **challenges**, the NCs mentioned the lack of financing to conduct research projects that are bigger or cover new themes, as well as the lack of time among the NCs’ members to dedicate more time to this type of activities.

#### EUROPE

Regarding the **achievements**, the NCs in this region highlighted the strengthening of academic bonds with universities and other organizations dedicated to early childhood, the orga-

nization and participation in national and international events like seminars and forums, the development of specific projects aimed at building knowledge, the development of networks and knowledge dissemination channels, the academic work from their members through publications and articles, and the use of publication by society and government entities.

Regarding the **challenges**, the NCs mentioned the lack of financing and time to dedicate to knowledge management activities, leading to, for example, a difficulty in publishing in OMEP's journals and participating in international academic instances.

### **LATIN AMERICA**

Regarding the **achievements**, the NCs in this region highlighted the increased participation from relevant actors for ECCE in organized academic activities, a greater dissemination of topics related to early childhood in their respective countries, the wider variety of topics addresses and the strengthening of bonds with other organizations and scholars.

Regarding the **challenges**, the NCs mentioned the lack of financing and time, as well as the difficulty to access updated bibliography, to reach editorial agreements for a greater outreach and to generate more interest in the topics covered.

### **NORTH AMERICA AND THE CARIBBEAN**

Regarding the **achievements**, the NCs in this region highlighted the organization of webinars and seminars, the participation in events like conferences and congresses, the knowledge outreach activities through social media and publications, and the development of articles and publications.

Regarding the **challenges**, the NCs mentioned the need to broaden the audience that participates in organized events or access OMEP's generated knowledge (not only scholars, but also society at large), as well as developing a more varied working network with other organization and associations. Likewise, they pointed out the lack of active members that can dedicate time to knowledge management activities.



## 3. The area of education

The area of Education aims at advancing the achievement of the right to quality education for early childhood.

For more than 12 years, OMEP has been developing research and guidelines related to Education for Sustainable Development (ESD), contributing to teaching practices with experiences and discussions, and widening points of view, and sharing best practices and knowledge that enable educators to strengthen their strategies and enrich the students' time at school. OMEP has a long trajectory of developing projects worldwide, such as Toy libraries, Play and resilience, WASH from the start, and many other best practices identified.

OMEP carries out a great number of actions, which involve training and strengthening skills for teachers, caretakers, educators, other professionals and educational actors, public officials and legislators.

OMEP also offers congresses, seminars, workshops, awards and research to cover the training needs of different stakeholders in the ECCE systems in different educational and social contexts.

### 3.1. The work of the EXCO in the area of Education

#### 3.1.1. The work of the World Presidency in Education

*Reported by OMEP's World President, Mercedes Mayol Lassalle*

The WP continued fostering the OMEP community to strengthen the current world projects, ensuring the exchange of ideas and holding wide and shared meetings.

#### **EDUCATION FOR SUSTAINABLE DEVELOPMENT**

The advancements on this project will be discussed later, but it can be reported that the WP encouraged the NCs to promote the calls to participate in the 2023 and 2024 ESD Annual Competition and the 2023 and 2024 ESD Annual Competition for students. In the Latin American Region, the WP coordinated the award "The world is my backyard", a joint initiative between OMEP and the Arcor Foundation, to support best practices in ESD. The documents related to the ESD world project, award winners and resource bank are available in OMEP's virtual library.

#### **UNESCO-OMEP PARTICIPATION PROGRAMME**

In 2022, the team of the WP, together with the Vice President of Africa and the national committees of Burkina Faso, Cameroon, Ghana, Kenya and Nigeria, won the UNESCO Participation Programme's Education for Sustainable Development in Early Childhood project in Africa. This project received financial support from UNESCO, beginning their activities in August 2022 and finishing them in December 2023. The "ESD in ECCE: Shaping sustainable development for African young children" project focused on three specific Sustainable Development Goals (SDGs) during its planning and implementation: SDG 4.2, 4.7 and 4.c.

It had different stages of training for teachers, families and other stakeholders on topics related to education for sustainable development, paying attention to respect for cultural diversity, creativity and children's citizenship. The project coordination was in charge of the Regional Vice President for Africa, with the support of the World Secretary.



### WASH FROM THE START

This world project has been growing and gaining strength with new strategies since the COVID-19 pandemic. The WP encouraged the exchange of knowledge through communication campaigns and the re-organization of the team responsible for leading the world project, coordinated by Udomluck Kulapichitr, President of OMEP Thailand, who re-launched a global survey in 2023 to gain current insights on the state of the program.

### TOY LIBRARIES, AND PLAY AND RESILIENCE PROJECTS

The WP called the VP for Africa and the President of OMEP Kenya as members of the working group, led by Nyamikeh Kyiamah and Lilian Okal for its development. The advancements for 2023 are detailed in the specific section.

### INTERNATIONAL COMMEMORATIONS

The WP continued promoting the global campaigns to commemorate the World Play Day, International Day of Peace, World Teachers' Day, World Hand Hygiene Day and World Children's Day, providing exposure to the NCs' actions. Moreover, more relevant commemorations were added related to human rights, childhood, the environment and the 2030 Education agenda.

### PARTICIPATION OF THE WORLD PRESIDENT

In 2022, the WP spoke in conferences both in person and online worldwide, with the proposal to advance the guiding principle of "Improv[ing] the relevance and quality of ECCE curricula and pedagogy" in the "Tashkent Declaration and Commitments for Action to Transform Early Childhood Care and Education."

**March:** "The right to learn: challenges and experiences with the new Mexican schools" conference. Done in the framework of the activities towards the International Meeting of Pedagogical Knowledge in Morelia, Michoacán, Mexico.

**June:** Human rights and intercultural perspectives on ECCE conference. International Early Childhood Education Congress/Talks (UECEK/K-IECEC/T-2023) "Intercultural Perspective on Child and Childhood."

**June:** "Human rights and intercultural perspectives on ECCE" conference at the 2023 International Early Childhood Education Congress/Talks (UECEK/K-IECEC/T-2023) "Intercultural Perspective on Child and Childhood," organized by OMEP Turkey and the Anadolu University.

**September:** Care and education in the nursery: pedagogical insights. First Congress of Preschool Education by the Vicente López municipality.

September: Conference: Challenges of the integrality of the ECCE: from words to action in the ASEAN "Annual Early Childhood Care Education and Parenting Regional Forum "on Holistic Integrated ECCE and a Follow Up Plan for ASEAN Declaration on ECCE

## 3.1.2 The work of the Regional Vice Presidents on Education

### AFRICA

*Reported by Nyamikeh Kyiamah*

#### PARTICIPATION IN ACADEMIC ACTIVITIES (CONGRESSES, SEMINARS, PANELS)

DATE	ACADEMIC ACTIVITY
JANUARY 30	OMEP Seminar Series on ESD
FEBRUARY 3	OMEP Seminar Series No. 2: Play into ESD

<b>FEBRUARY 13</b>	UNESCO IICBA webinar: Education for Peace Building and the Prevention of Violent Extremism
<b>APRIL 4</b>	Moderated OMEP Seminar Series No. 9
<b>JULY 8</b>	OMEP World Assembly - online extraordinary session
<b>JUNE 28</b>	OMEP Seminar Series: webinar on financing
<b>SEPTEMBER 30</b>	OMEP Africa online regional assembly

### ACTIONS FOR INTERNATIONAL DAYS

National and Preparatory Committees were encouraged to celebrate these days by sending reminders and suggestions on activities that could be done with children:

- World Read Aloud Day (February 7)
- World Play Day (May 28)
- World Hand Hygiene Day (October 15)
- World Children's Day (November 20)

### SUPPORT TO WORLD PROJECTS AND COORDINATION OF WORKING GROUPS

The VP is a member of the coordination group of the 2022-2023 UNESCO Participation Programme, which developed an Education for Sustainable Development project in 5 countries of the region for 2 years. She is also a member of the work group that reviewed the OMEP administrative guide.

### ASIA PACIFIC

*Reported by Sandie Wong*

#### PARTICIPATIONS

- Professor Kym Simoncini (OMEP Australia) was interested in leading an article based on a seminar held in the region. Prof. Simoncini sent a proposal to IJEC, which was unfortunately rejected.
- The current VP co-authored an article titled "Enhancing Children's & Educators' Belonging Through Engaging with Local Artists", published in the 6th edition of the online journal OMEP: Theory into Practice.
- The Presidents of the NCs were encouraged to present articles for "Theory into Practice."

### ACTIONS FOR INTERNATIONAL DAYS

There was a greater dissemination of activities related to international days

### SUPPORT TO WORLD PROJECTS AND COORDINATION OF WORKING GROUPS

ESD: the topic of the Asia Pacific Regional Conference was sustainability. The OMEP Asia Pacific seminar was led by Professor Maggie Kwon (Hong Kong) and 8 NCs (Australia, China, Japan, Hong Kong, New Zealand, Singapore, the Republic of Korea, Thailand and the Pacific Island Nations) presented there what each country had been working on regarding SDG 4.2.

OMEP Australia created a course for educators to support the development of ESD.

WASH: OMEP Japan continued working on this project.

Rights from the start: OMEP Aotearoa/New Zealand created an online material to help teachers use the book For Each and Every Child He Taonga Tonu Te Tamariki, initially published by UNICEF. This book is currently available in OMEP Aotearoa/New Zealand's website ([omepaotearoa.org.nz](http://omepaotearoa.org.nz)).

The VP will continue supporting world projects. Currently some challenges faced by the region include: access to clean water, ESD and children's right to early education.

## EUROPE

*Reported by Adrijana Višnjić*

- **OMEP Belgium** organized professional observation practice spaces for ECCE workers, in which participants spent two days working in a nursery or primary school from a different linguistic community, promoting intercultural exchange. This initiative addressed SDGs 4.2 and 4.7 and its findings will inform presentations for conferences and an academic publication. Moreover, the board committee authored a publication titled "ECCE recommendations in Belgium's 3 linguistic communities."
- **OMEP Greece** collaborated with the Early Childhood Education School (Aristotle University of Thessaloniki) to organize the 13th Thessaloniki National Conference, focused on the theme "Understanding and promoting child play in the 21st century for a better future."
- **OMEP Ireland** held its national conference to celebrate our 75th anniversary at the South County Hotel in Limerick, focused on "Education for Sustainable Development in ECCE." The VP participated in this conference.
- **OMEP Poland** organized different events, including a didactic seminar and study visits to preschools and schools in Reggio Emilia, the 11th OMEP Poland committee meeting in Sandomierz, and the 3rd conference on methodology, focused on children's rights, in collaboration with the Polish Janusz Korczak Association.
- **OMEP Slovakia** started different programs, such as the Green School program, the Child-Friendly School program, the Healthy Back program, the Let's Score a Goal Together program, the Heart on your Sleeve program, and the Crazy Veggie program. They also cooperated with Slovakia's Toy libraries project.
- **OMEP Sweden** participated in an Erasmus+ project to create an online course for preschool personnel on learning for sustainable development, which generated great interest and had over 1500 participant by the end of the year. They also participated in Sweden's Book Fair, presenting different activities, such as the ESD app and the No Diapers project.
- **OMEP Ukraine** implemented measures to consolidate their efforts to guarantee educational processes.
- **OMEP Croatia** played a vital role as partner in the first conference on STEM in ECCE settings and organized workshops and seminars that imparted valuable knowledge on early childhood education.

Likewise, most of the NCs celebrated one or more of the 5 international days honored by OMEP, Children's Day (November 20) being the most celebrated.

Apart from this, the VP was part of the organizing committee of the "Children's rights: participation or manipulation" conference, organized by OMEP Croatia together with the teachers' training college of the University of Zagreb. This event provided a platform to discuss critical issues regarding children's rights.

The VP is also a member in the group for ESD projects, showing OMEP's commitment to Education for Sustainable Development, and is among her main priorities.

Finally, since 2010, OMEP World has sponsored the OMEP ESD Awards, including support to attend OMEP's Annual World Conference. Its goals is to showcase important projects developed by OMEP's members. In 2019, OMEP started a Students Award, recognizing the students of today as the advocates of a sustainable future. In 2023, 5 European countries participated in the ESD awards.

## LATIN AMERICA

*Reported by Desirée López de Maturana L.*

## PUBLICATIONS

- Drafting the article: “Importancia de la etnografía en la educación para la primera infancia: The importance of ethnography on early childhood education. Story from an ethnography teacher.
- Is citizenship taught or build? From words to action, an ECCE challenge.

## NORTH AMERICA AND THE CARIBBEAN

*Reported by Christiane Bourdages Simpson*

For health reasons, the VP did not report any activities for this strategic area in 2023.

## 3.2. World projects

### 3.2.1. OMEP's work on ESD in early childhood in 2023 and ESD Awards in 2024

*Reported by the ESD team: Ingrid Pramling Samuelsson, Ingrid Engdahl, Eunhye Park, Selma Simonstein, Adrijana Višnjić-Jevtić, Petra Vystrčilová and Judith Wagner*

#### EARLY CHILDHOOD EDUCATION FOR A SUSTAINABLE WORLD

In recognition of OMEP's 75th anniversary and the 15 years of OMEP's ESD project we updated the pamphlet OMEP World Projects for Sustainability in printed and digital versions.

#### ACTIVITIES RELATED TO THE 2030 AGENDA

OMEP has been a member of UNESCO since 1948, and an active partner 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 has contributed to the Education 2030 Agenda. All goals are important for young children but Goal 4 with the sub goals 4.2 (ECE for all children) and 4.7 (Education for sustainable development and global citizenship) stand out as they in a way pave the way for all other goals.

There is an urgent need to place decisions at a strategic level so that ECCE is no longer considered a mere educational issue, relegated to the side-lines of discussions concerning economic recovery. Education in general, and especially ECCE, should be put at the core of discussions. 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. Children are citizens of today, so it is important to hear their voices from the start. Within this process, OMEP has worked hard to include concepts to promote high quality education.

OMEP is the only organization that continuously brings up young children from birth to 8 years old. OMEP is doing its best to make the voice of young children heard through presentations, publications, and our UNESCO Early Childhood Resource Bank (<http://eceresourcebank.org/index.php>), where we frequently add information about new projects and ESD activities.

During the year, members of this committee have promoted advocacy and research on ESD in Early Years in many ways, including:

- “Sustainability from the Start: An Online ESD Curriculum for ECE”
- Engdahl, Višnjić-Jevtić and Vystrčilová participate in the Erasmus+ project. The project is coordinated by Kristianstad University and involves the OMEP Committees in Croatia, Czech Republic, France, Ireland, and Sweden and edChild, the OMEP ESD Award winner of 2021.
- The online course was launched at the end of September, and it may be downloaded for free from the app ECE Academy. It is available in Croatian, Czech, English, French, and Swedish, with a Spanish version to be launched in 2024.

- The course has been disseminated widely, especially in the five involved countries, and by December 2023 attracted more than 1 600 participants from Sweden 55%, Croatia 15%, Australia 7%, Czech 5%, Ireland 5%, France 4%, UAE 2%, Japan 2%, US 1%, UK 1%, Canada 1%, Other 2%.
- The course was presented at the Conference of the Parties COP28 in Dubai in November, at the UNESCO ESD-Net 2030 in Tokyo in December. Pramling Samuelsson coordinated a seminar “Inspiring sustainable actions in early childhood education” together with representatives from Cambodia, Colombia, Eswatini, and Oman.
- Within OMEP, the course was introduced at the virtual OMEP WAC in July and at European (Cyprus, May) and Asia-Pacific (Sydney, December) Regional Conferences, as well as in national webinars outside Europe, in Canada and Japan (Engdahl), and in South Korea (Višnjić-Jevtić).
- The final official launch of the course will take place at the European OMEP Conference in April 2024.

In addition, members of the leadership team have shared ESD concepts and materials at a variety of local, national and international meetings and events.

### OMEP ESD AWARDS 2024

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 fifteen years of the competition. In 2024, there were 25 applications for the ESD Award, and 2 applications for the Student ESD Award. The applications covered five regions: 1 from Africa, 15 from Asia Pacific, 5 from Europe, 1 from Latin America, and 3 from North America and Caribbean. The student applications came from China and Turkey. Together, the applications involved 46,984 children, 66,605 early childhood education teachers, 120 teaching students, as well as 30,516 families, and 2358 local partners and communities. The projects show a variety of activities taken by OMEP members; research projects, projects from kindergarten practices, teacher training projects, projects that change ESD policies in municipalities and large organizations.

The 15th OMEP ESD Award winners in 2024 were:

- “CPE DURABLE (Sustainable daycare)”, Luciana Deschênes, Marie-Soleil Côté and Alicia Maltais, Canada
- “A world of cardboard”, Catalina Ignacia Sánchez Uribe, Chile
- “Where does the river get polluted? Children’s continuous learning from the nature around them”, Tomoe Akiyama and Lemi Komai, Japan
- “Earth Loving Clothes”, Shim Jung-sun, Heo Jee-hye, Seo Jee-hye and Lee Jeong-ha, Republic of Korea
- “Clothes and footwear exchange during the school year 2023/24”, Melita Pušnik, Slovenia
- “The Early Childhood Education for Sustainable Citizenship (ECESC) Award (2022-24)”, John Siraj Blachford, United Kingdom

The students’ project applications were both recognized and got an Honorable Mention.

The authors of the applications are encouraged to make their projects available on the OMEP World website and upload them to the resource bank, developed by OMEP in collaboration with UNESCO. The winners are invited to present their projects during the OMEP World Assembly and Conference in Bangkok on July 15 – 19, 2024. The winners are also invited to present their projects at the OMEP ESD webinars.

### OMEP ESD RATING SCALE PROJECT

The OMEP ESD Rating scale continued through 2023. Some participants use the scale for the research purposes and publish papers based on the Scale. Other countries use the Scale for monitoring and assessing the pedagogical quality of education for sustainability. There are 19 participating countries in the project: Australia, Bosnia and Herzegovina, Bulgaria, Cameroon, Chile, Croatia, Czech Republic, El Salvador, Japan, New Zealand, Nigeria, Pakistan, Peru, Russia, Sweden, Thailand, Turkey, United Kingdom, and Uruguay.

A larger research and development program in Sweden (Sustainable Preschool) use the Scale over a period of 3.5 years, see articles below.

### ESD DISSEMINATION

Višnjić-Jevtić (together with Biškup) in 2023 edited the Proceedings of the OMEP 2023 Conference “Children perspective for sustainable future” with 25 papers prepared to be published in 2024.

Members of the team published several papers related to ESD:

- Engdahl, I., Pramling Samuelsson, I., & Ärlemalm-Hagsér, E. (2023). Systematic Child Talks in Early Childhood Education—A Method for Sustainability. *Children*, 10(4), 661.
- Ärlemalm-Hagsér, E., Engdahl, I., & Pramling Samuelsson, I. (2023). Förskollärares mångfasetterade motiv för undervisning om hållbarhet. *Nordisk barnehageforskning*, 20(3), 104-124.
- Furu, A. C., Chan, A., Larsson, J., Engdahl, I., Klaus, S., Navarrete, A. M., & Turk Niskač, B. (2023). Promoting resilience in early childhood education and care to prepare children for a world of change: A critical analysis of national and international policy documents. *Children*, 10(4), 716.

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 ECCE, 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 ECCE settings.

### 3.2.2. Play and resilience/Toy libraries

*Reported by Lilian Okal*

#### ACCOUNTABILITY OF THE PROJECT

OMEP Kenya is an active National Member Committee both at the OMEP World and OMEP Africa Regional levels. OMEP Kenya subscribes to the agenda of OMEP World which is anchored on three action pillars; Education for Sustainable Development, Play and Resilience & Toy Libraries and Wash from the Start. OMEP Kenya Toy Library is an initiative of OMEP Kenya, through which the Toy Libraries Project is being implemented.

#### STATUS OF THE PROJECT

OMEP Kenya chose at the earliest moment to pilot the Toy Libraries project in Kibera Constituency, Kibra sub-county, in Nairobi, Kenya. Nairobi is a county with eleven sub counties and a population of about 4,397,073. OMEP Kenya Toy Library was established in 2018, as the first toy library in the country, to promote quality early childhood practices and to safeguard the child's right to play.



Mapping of 2022 identified 32 ECD centers but only 15 of them were involved in the project. Trainings and workshops on play and material development have taken place with the anticipation to continue and involve more participants on the same.

### **BRIEF DESCRIPTION OF THE PROJECT**

The toy library is a high-impact, cost-effective, non-center-based program that gives children, families, ECD practitioners and early learning facilitators access to an assortment of cautiously selected educational play materials, play sessions, and training on how to use toys to advance development. The toy library concept is anchored on SDG4 to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

Toy libraries provide:

- » Come and play sessions for children who do not have access to or quality early childhood development services
- » Lending services where members access educational toys for their children, providing them with play and early learning opportunities at home, especially for the special needs
- » Play and learning materials to under-resourced ECD centers
- » A hub for information and training on how to use various play materials and toys to promote holistic development
- » Centre for community capacity building where general early childhood development, health, education and psychosocial information is disseminated.
- » Outreach program which makes play accessible to children who do not have access to the toy library. Play opportunities are taken to them. This has also catered for children living with disability.

The program has designed a comprehensive framework for quality early years development and education through play and experiential learning.

### **MAIN GOAL FOR 2023**

The project seeks to empower stakeholders to create a positive impact in the early years, create good school climate, make learning fun and generally improve quality of education and early childhood development. The Toy Library aims to facilitate resources for schools, educators and families so children can have quality educational play.

In regard to the UNESCO Participation Programme titled “ESD in ECCE: shaping a sustainable learning for African young children”, the project was to be implemented in 6 phases:

- » Phase 1: Planning
- » Phase 2: Awareness/Professional Development
- » Phase 3: Training of trainers process, Follow-up and mentorship
- » Phase 4: Training of educators, parents and stakeholders
- » Phase 5: Share participants’ action plans
- » Phase 6: Production of practical handbooks and resources on ESD, play, etc.

### **PROGRESS OF ACTIVITIES IN 2023**

OMEP Kenya Toy Library has developed a play curriculum that promotes high quality early learning opportunities required for a child’s strong foundation for lifelong learning. This play approach is very expertized and it comes with a system to manage a large number of toys. Play sessions are organized and documented with clear objectives.

As the Toy Library is a project in which OMEP Kenya has been working on since 2018, we decided to adapt the training plan, materials and sessions for the UNESCO Participation Program-



me by including the Education for Sustainable Development approach. Our play curriculum now embeds sustainable goals and each play session targets specific SDGs in its objectives.

The project worked with:

- » 14 schools
- » 77 educators
- » 1508 learners
- » 204 families
- » 1 educational organization

### CHALLENGES IN 2023

The altered school calendar in Kenya to cater for the time lost during covid period left participants, particularly in schools with tight school schedules therefore interfering with our programs. The school calendar has been normalized in 2024.

Limited resources (financial, material and human) posed a challenge in the frequency of meetings and activities that were necessary for the implementation.

Parents' participation was limited since they are the bread winners (mostly living from hand to mouth) and leaving their work for training would mean forfeited income for the day. Necessary compensation would go a long way to encourage their full participation.

### CONCLUSION

As an organization, OMEP Kenya recognizes that by working with our communities and well-wishers, we can bridge key early learning and development gaps and give children the opportunity to not only survive, but thrive into adulthood. Too many young children are missing out on a critical window of opportunity when the brain is most receptive to learning and when neural connections are being laid down. The potential of millions of young children is lost due to our inability to provide families' access to quality play based early childhood education programs. Enriching day care centers and empowering caregivers in day care centers would give these children the best start in life. Setting up toy libraries in communities would provide hubs for vital information, spaces to conduct "come and play" sessions to children, as well as offer the educational resources required to implement SmartStart playgroups and support existing under-resourced ECD centres and home visiting programmes.

### 3.2.3. WASH from the start

*Reported by Udomluck Kulapichitr*

#### A SURVEY ON THE FIVE POINTS OF ACTION

The Sustainable Development Goals (SDGs), particularly SDG4 and SDG6, give strong targets to provide universal access to water, sanitation and hygiene in schools as part of a healthy and safe environment conducive to learning and wellbeing. The SDGs provide momentum and opportunities to strengthen all elements required for successful implementation so that the target of universal access to basic WASH in Schools services by 2030 becomes a reality.

#### RESPONSIBLE OF THE PROJECT

Development of WASH activities with interested OMEP countries. Since 2022, the working group of committees including: *Alain Philippe Binyet Bi Mbog* (OMEP Cameroon), *Larisa Shevchenko* (OMEP Russia), *Udomluck Kulapichitr*, *Wanyada Budhtranon* (OMEP Thailand), *Nobuko Kamigaichi*, *Mie Oba* (OMEP Japan), *Li Zhang* (OMEP China), *Amelia Lee* (OMEP China-Hong Kong), *Lily Wong* (OMEP Singapore), with *Udomluck Kulapichitr* as the Project Leader and Coordinator.

## STATE IN WHICH THE PROJECT IS

Situation analysis based on the key recommendations of OMEP on five points of actions for the development of WASH in preschool. Data analysis from the survey is completed.

## PARTICIPATING COUNTRIES IN 2023

Countries involved in responding to the survey include Australia, China, China-Hong Kong, Cyprus, Japan, Ghana, Norway, Pakistan, Panama, Singapore, and Thailand.

## BRIEF DESCRIPTION OF THE PROJECT

Based on the initiative OMEP World Project “WASH”, Wash from the Start: A Survey of the Five Points of Action has started since 2022. It is the result of a partnership project in 2016 between OMEP and UNICEF attending to ECCE from birth onwards. The Five Points of Action has come out from the project as key recommendations for the development of WASH in preschool. The project Wash from the Start is oriented to educate and make aware adults and children regarding the importance of washing their hands frequently to prevent the spread of multiple infectious diseases. It also presents the value of having access to drinking water as a human right.

The Five Points of Action include:

- 1 Adequate funding and other support for WASH as an essential component of quality in existing and new preschools.
- 2 Greater coordination between sectors responsible for the wellbeing and education of young children, such as health, education, social services, nutrition, child protection, and WASH
- 3 Development and implementation of standards for WASH in preschools.
- 4 Inclusion of WASH in the education and supervision of preschool teachers and caregivers.
- 5 Development of additional evidence on the impact of WASH in preschools by local and global academic communities.

According to OMEP's Constitution in its 11th article on Commissions and Working Groups, each ongoing World Projects has been reorganized by forming a new working group comprised of interested National Committees. Thus, OMEP World Project on WASH from the Start has been activated from the end of previous work left with the message on key recommendations of OMEP for the development of WASH in preschool as “Five Points of Action”.

## MAIN GOAL FOR 2023

Data analysis and conclusion of the final report.

## PROGRESS OF ACTIVITIES IN 2023

The survey can gather data from national committees representing each region except the North America and the Caribbean Region. Data analysis was completed for the final report.

## CHALLENGES IN 2023

- 1 The project is expected to be completed and presented at the 76th OMEP World Assembly and Conference during July 15 -19, 2024 in Bangkok, Thailand.
- 2 Next Phase of WASH from the Start Survey is to develop “Standard for WASH in ECCE Programs”.

## WATER AND WATERSCAPE: COLLABORATIVE EXPLORATION AND MEANING-MAKING - A PILOT PROJECT IN THREE COUNTRIES

PROJECT LEADER

Elin Eriksen Ødegaard in collaboration with Aihua Hu, Laurent Gabriel Nduyge, and Jayne Elizabeth White.

## GOALS OF THE PROJECT

Water represents an urgent and extreme case of major resource shortage and is therefore the most serious ecological and human rights threat of our time and affects children differently around the world. The aim was to raise awareness of children's intergenerational right to access clean water and a sustainable environment in times of ecological crisis. Moreover, the project had the value-driven aims of promoting responsiveness in education, cherishing and protecting water landscapes (waterscapes) and sources, and broadening the understanding of water as a vital resource for all life on earth, including children and their families, across environmental contexts, nations, and cultures.

## BRIEF DESCRIPTION OF THE PROJECT

Based on these aims, we invited two kindergartens to organize a collaborative exploration with children aged 4–8 years. Specifically, we asked the children and professionals to explore the conditions surrounding the water supplies that were important to them in the places where they lived. We invited children and teachers in the pilot kindergartens to collaboratively explore the conditions of children's access to water reserves for washing and drinking and to report stories of children's meaning-making and their cultural and conceptual understandings based on the following questions:

- Where does the water in the place where I live come from?
- What is happening to the water in the place where I live?
- What does this mean for me, my community, and the planet?

We suggested these questions as starting points for the kindergartens that participated in the project. The first two questions were pedagogical and meant to fuel activities. The third question was meant to generate meaning-making dialogues.

## PILOT TEST AND PARTICIPATING COUNTRIES IN 2023

Three countries, Tanzania, New Zealand and Norway, carried through a pilot project. The project was initiated by OMEP board members employed at KINDknow Kindergarten Knowledge Centre for Systemic Research on Diversity and Sustainable Futures, an early childhood research center in Norway, in collaboration with OMEP World. This pilot was realized in kindergartens in three countries.

COUNTRY	ACTIVITY
TANZANIA	<p>National Project leader: Nemes Danstan in in partnership with a Local Non-Governmental Organisation namely Tanzania Early Childhood and Community Development-TECD, worked together in obtaining various documents and data required for the project. 240 preschool children and 20 preschool/kindergarten teachers were involved in the study both in rural and urban areas.</p> <p>In all schools there were no water tanks/reservoirs found, no drawings indicating water resources and landscape in schools, no use of water resources in teaching and learning processes, nor children's participation in water reservation. The observations did not manage to see schools practicing any water purification process to ensure that there is clean and safe water for children to drink at school. There was no collaboration between parents and teachers in facilitating children's understanding of water resources and landscapes. Findings indicated that there are blockages that hinder children's access to water, sanitation and hygiene in both urban and rural areas. Children's understanding of water is limited with less use of water resources in teaching and learning processes. Moreover, the scarcity of water sources and poor water systems available in most areas were pointed out as the main hindrances to children's access to water.</p>
NEW ZEALAND	<p>National project leaders: Jayne E. White, Ngaroma Williams and Glynne Mackie. Children in three kindergartens in three geographical sites participated. Water plays a significant role in the learning and development of children in the local community as water provides a myriad of learning opportunities. Staff and locals tell and talk about water. The children constantly engaged with water for both sustenance and hygiene purposes. The study showed that there seemed to be a profound care for water and nature.</p>

## NORWAY

National project leaders: Elin Eriksen Ødegaard, Aihua Hu and Veronica Bergan in collaboration with Lærdal and Tromsø Municipalities. 84 children participated in two geographical locations, one urban and one rural. The findings showed that the children in Norway had easy access to water both in urban and rural areas. Living amid rivers and coastal landscapes, they played with water outdoors on rainy days, and melted ice and snow into water on cold days. They also experience excursions to the water work and walking along the river to a waterfall and deepen their knowledge about the circular nature of water. Their drawings indicated experience with water and an emergent, still naive understanding of the ecology of water.

## LESSONS LEARNED AND DILEMMAS FROM THE PILOT TEST

The pilot study provides us with some reflections on how to improve the project before proposing it to be a world project.

- 3** Lack of funding creates inequality. Neither of the participatory countries had any funds for the project, this made a difficult case in Tanzania, where the team carried through without support within their ordinary work-life. In New Zealand and Norway, the university allowed the researchers to do excursions for fieldwork within their ordinary work life. A lesson learned is that there should be a fund to support countries where work life does not allow extraordinary engagement within working hours.
- 4** Open framework creates dilemmas. From the perspective of the staff, there was an uncertainty of the flexible process involved. The project had an open and easy-going framework, meaning that the topic of water and waterscapes had few clear aims and questions; hence, the participant would have liked clearer instructions on what to do. From the perspective of the researchers, the pilot project needed to be flexible to remain responsive to the local culture, daily routines in the kindergartens, and the surrounding waterscapes. Because this was an exploratory pilot study, we were interested in the teachers' engagement in water-related activities with the children and how the activities played out from their perspective. Since the project intended to cover countries across the world, the open-ended design was intended to respect local differences, local cultures and landscapes. Nevertheless, we will need to consider the staff members' wishes for clearer instructions in the full implementation of the project. This might indicate a dilemma between being stringent and being flexible.
- 5** The study had several implications. First, a 'glocal' teaching model can be a thinking tool for supporting increased awareness of global shared concerns and the impact of local traditions. Second, we found that children had different understandings of water depending on their local conditions for accessibility and quality of water, as a natural phenomenon, physics, and waterscapes. This is unsurprising, yet the inequality is worth noticing and being acted upon.
- 6** The study had an impact on the local institutions because communication with local citizens was an important task. We know that local institutional communication is usually tailored to citizens of school age and later. Knowledge about children's early years development, how they create meaning, and how they move, play, and explore depends on the knowledge and expertise of kindergarten teachers and early childhood educational researchers. Therefore, this study can support interdisciplinary collaboration and communication for and with children and families.
- 7** Finally, the pilot gave voices to the children's and teachers' experiences of water and hopefully, this might help local and global politicians to make decisions in favor of the intergenerational issues of children's right to access to clean water. Access to improved water and sanitation are fundamental human rights and crucially important for children's health and development. Ensuring global access to safe, clean drinking water and sanitation is a

major challenge confronting humans today. The pilot clearly showed how lack of water, creates not only a bad sanitarian situation but also leads to a situation where education suffers.

### 3.3. The work of the national committees on Education

#### 3.3.1 Participation in the world project on ESD: OMEP ESD Rating Scale and OMEP ESD Award 2023

**30%** of the NCs reported having participated in the world project on ESD: OMEP ESD Rating Scale and 23% on the OMEP ESD Award 2023.

To learn more about this project, you can access through OMEP's website: <https://omeworld.org/education-3/>

##### AFRICA

- **OMEP Nigeria** shared the OMEP ESD Rating Scale with over 600 people after providing training on self-assessment and review of their practices.
- **OMEP Burkina Faso** worked with 24 educational centers, with an impact on 2860 children in total.

##### ASIA PACIFIC

- **OMEP Pakistan** participated in this project with 5 ECCE institutions and 10 teachers.
- **OMEP Korea** participated in the ESD world project with 3 institutions applying for the 2023 OMEP ESD Award and 1 person applying for the ESD Student Award. From these submissions, 2 institutions won the 2023 ESD Award and shared their projects in the OMEP Seminar Series.

##### EUROPE

- **OMEP Sweden** participated with around 400 preschools and 4000 teachers.
- **OMEP Turkey** participated with a preschool and a university.
- **OMEP Slovenia** shared invitations for the 2023 OMEP ESD Award.

##### LATIN AMERICA

- **OMEP Costa Rica** implemented this project with around 20 teachers and 100 children.
- **OMEP Ecuador's** Vice President is one of the judges for this project.
- **OMEP Uruguay** worked on the validation of the instrument in different centers.

##### NORTH AMERICA AND THE CARIBBEAN

- **OMEP Canada** carried out an exploratory research.

#### 3.3.2. Participation in other activities related to ESD

**62%** of the NCs reported having participated in other activities related to ESD.

##### AFRICA

- **OMEP Ghana** developed training activities to expand the ESD project they have been working on for some years.
- **OMEP Nigeria** held continuous training activities on the "Activity Based Low Cost" initiative, combining ESD and SDG principles.

## ASIA PACIFIC

- **OMEP Aotearoa/New Zealand** promoted the OMEP ESD Award, wrote a position statement on climate change and sustainability and participated in discussion groups on these topics at national and regional levels.
- **OMEP Thailand** carried out a project on water with children on most preschools in the country during the “Loy Kratong” water festival in Thailand. They also organized workshops on “loose parts” to encourage ECCE teachers to be more aware of their environment. Finally, they worked with an ESD for citizenship scale to be used in preschool programs and integrated to the school curriculum.

## EUROPE

- **OMEP Croatia, France, Ireland, Sweden and Czech Republic** participated together on the Erasmus+ project “ESD for Early Childhood Education: Sustainability from the Start.”
- **OMEP North Macedonia** conducted research on topics related to ESD at a local level.
- **OMEP Poland** organized and co-organized an environmental seminar on outdoor education in the city.

## LATIN AMERICA

- **OMEP Mexico** participated in conferences and distributed posters.
- **OMEP Argentina** participated in the “Children at play” podcast, in the context of the award “The world is my backyard” (ARCOR Foundation/OMEP Latin America).

## NORTH AMERICA AND THE CARIBBEAN

- **OMEP USA**, during the 2022 Fall Board meeting, shared information about presentation and proposals for entry.
- **OMEP Canada** won the 2023 OMEP ESD Award and led a project consisting on creating video capsules and a digital book on ESD.

### 3.3.3. Participation in activities related to WASH from the start and the celebration of the World Hand Hygiene Day (October 15)

47% of the NCs reported having participated in other activities related to the “WASH from the start” world project

## AFRICA

- **OMEP Cameroon** had awareness-raising actions on topics related to hygiene in 4 schools, and through the VDS project, they also included WASH elements in the area of “risk reduction”.
- **OMEP Ghana** informed that 8 early childhood centers and 80 teachers participated. They also organized a campaign on handwashing and learning how to make soap.

## ASIA PACIFIC

- **OMEP Pakistan** worked together with various schools in Karachi.
- **OMEP Aotearoa/New Zealand** promoted the celebration of World Hand Hygiene Day on their social media pages. They also conducted research related to these topics, leading to the publication of 2 articles. Moreover, they did presentations in the OMEP Asia Pacific Regional Conference and in the New Zealand Research Association on Education Conference.



## EUROPE

- **OMEP Bulgaria** participated with activities at the local level in some preschools.
- **OMEP Poland** worked on children's skills development, such as saving water, protecting themselves against bacteria and disease, through classes, posters and competitions.
- **OMEP Slovakia** had a call for preschools to celebrate this world day. Teachers were inspired by the materials sent and the activities prepared from preschools. Moreover, in the context of World Water Day (March 22), they raised awareness among children on the need to save water and wash their hands through games, creative theatrical performances, poems and songs. Preschools developed internal activities and projects on this topic.

## LATIN AMERICA

- **OMEP Cuba** did an outreach campaign on the radio and television for this special day. They also worked on finding alternatives to generate water supply in areas where aqueducts have been affected. Finally, they carried out activities to show the skills of handwashing to children in childhood circles of different provinces, with a total participation of 983 early childhood institutions and 53,000 children.
- **OMEP Venezuela** had a great number of activities related to WASH and the World Hand Hygiene Day. In the city of Caracas, 3 institutions with 120 children participated. To this end, they previously held meetings with teachers to plan activities where children could discuss the importance of taking care of water and using it responsibly, as well as the importance of having clean hands and avoiding diseases. The children saw posters and participated in a special activity.

Apart from this, the NC shared on social media the messages and invitations to participate in activities and events organized by different NCs in the region and OMEP World. The materials produced by OMEP World were used by a high percentage of their members.

Finally, apart from October 15, they strengthened the "Play Provides Protection" national program to include activities, which helped children to correctly learn to wash their hands through games. Likewise, handwashing has been associated with a community eco-protection and comprehensive early childhood care project. These activities are coordinated by 2 institutions which are OMEP members.

## NORTH AMERICA AND THE CARIBBEAN

- **OMEP USA's** President organized and promoted this celebration constantly, by educating personnel on the importance of having access to clean water, as well as the different activities of water sanitation that are held at global and local levels.

### 3.3.4. Participation in the Play and resilience/Toy libraries project and celebration of the World Play Day (May 28) and in other activities related to the right to play and ECCE play

4% of the NCs reported having participated in the Play and resilience/Toy libraries project, 43% in the celebration of World Play Day and 42% on other activities related to the right to play and ECCE play.

## AFRICA

- OMEP Ghana raised awareness on the importance of play in 8 educational centers, impacting 500 children.



- OMEP Nigeria participated in the Play and resilience/Toy libraries world project. Moreover, they shared information on World Play Day through WhatsApp about indigenous games, an initiative on free flow play and the implementation of the project. They also worked on play-based learning and the inclusion of indigenous play with eco-friendly equipment.

### ASIA PACIFIC

- OMEP Pakistan participated in the Play and resilience/Toy libraries and celebrated the World Play Day, with the attendance of a great number of schools and children in Karachi.
- OMEP Thailand reported on the completion of activities related to World Play Day in the preschools that are OMEP members. They also promoted children's play with loose parts materials in ECCE programs through workshops, teacher training, research, and teaching.

### EUROPE

- **OMEP Slovakia** reported that over 1500 preschools and 2300 teachers spontaneously participated in the celebration of World Play Day. They also established a (certified) toy library to create 10 volunteer educational centers by 2026.
- **OMEP Ukraine** stated that 20 children's institutions and 124 teachers participated in the celebration of World Play Day. They also carried out the workshop: "Formation of social-emotional skills and the ability to overcome stress through play." They also drafted recommendations on "Learning in the game", involving children in participating in various types of games: plot-role-playing, design-building, theatrical, didactic, mobile, folk, and the LEGO project.
- **OMEP Greece** organized the 13th OMEP Conference in Greece (in partnership with the Aristotle University of Thessaloniki), in which 'play' was a central theme. Likewise, they developed training activities in several cities in the country on topics related to play, the value of play and the place that play occupies in the new Greek preschool curriculum.

### LATIN AMERICA

- **OMEP Brazil** reported that over 17,000 people in the Santos Municipality participated in the Municipal Play Week, during which they took to the streets and squares and had activities related to play in different public spaces. This was organized in partnership with universities and other organizations.
- **OMEP Peru** held a webinar and created a banner on the importance of play.

### NORTH AMERICA AND THE CARIBBEAN

- **OMEP USA** organized a field date to play with children and their families. Families were invited to lead games in different stations and get involved in active games and the learning process with their children and other people.

### 3.3.5. National seminars and conferences in 2023

70% of the NCs reported having done national seminars and conferences.

### AFRICA

OMEP NATIONAL COMMITTEE	CONFERENCE AND SEMINAR
----------------------------	------------------------

<b>BURKINA FASO</b>	They held an in person training session on “Developing pedagogical material.” 45 participants attended.
<b>CAMEROON</b>	They held 2 teacher training sessions on “Change for eco-development and play” in Batouri and Mokolo.
<b>NIGERIA</b>	On October 25 to 27, they held the 35th OMEP Nigeria National Conference under the theme “Quality and Inclusive Early Childhood Education for Sustainable Development (ESD).” It was carried out in a hybrid format.

## ASIA PACIFIC

<b>OMEP NATIONAL COMMITTEE</b>	<b>CONFERENCE AND SEMINAR</b>
<b>HONG KONG - CHINA</b>	Regarding professional development, on July 4, they held the seminar: “Culturally Responsive Education: Why It Matters for the Early Years,” led by Prof. Kevin Chung. In collaboration with OMEP China, on November 17, they held a symposium on “Embedding Chinese Culture in Early Childhood Education.”
<b>CHINA</b>	3rd roundtable conference on early childhood education. The theme was “Digital Transformation and the Future of Education in Early Childhood.” The event was in person and more than 1000 people attended. Hybrid symposium on early childhood education, organized jointly with OMEP New Zealand. 500 people attended in person and over 100,000 attended online. Link: <a href="https://v.ttv.cn/watch/nzc2023">https://v.ttv.cn/watch/nzc2023</a>
<b>AUSTRALIA</b>	They organized the OMEP Asia Pacific Regional Conference under the theme: Looking Back, Moving Forward: Progressing the UN Sustainable Development Goals in the Asia-Pacific region.” The conference was held in person and 170 delegates attended. Link: <a href="https://event.mq.edu.au/omep2023/">https://event.mq.edu.au/omep2023/</a>
<b>NEW ZEALAND</b>	As a national organization, their goal is to hold online seminars on a bi-monthly basis. Regional groups have also held in-person activities. During 2023, it was difficult to attract people to these events compared to the years before COVID. <b>Topics addressed:</b> <ul style="list-style-type: none"> <li>• “Te Tiriti o Waitangi” is the treaty between New Zealand’s indigenous peoples and the British crown, which the NC honors with their work at OMEP.</li> <li>• Wendy Lee, honorary member: “The dynamic life of learning stories.”</li> </ul> <b>Regional:</b> <ul style="list-style-type: none"> <li>• “Celebrations of Seasons – nature play kindergarten programme”</li> <li>• “Early Learning Practice and Progress Tools project”</li> <li>• A series of presentations for a group of visiting teachers from Fiji on values, curriculum and play.</li> </ul> In general, attendance was less than 20 people. Covid affected in person meetings.
<b>KOREA</b>	They held the OMEP Korea international seminar for ECCE teachers under the title: “Connect, Collaborate and Learn Together!” The topic was on the educational transition/reform of pedagogy through human rights. The seminar was held offline in the Ewha Womans University in Seoul and was attended by around 100 participants.
<b>JAPAN</b>	On March 26, they held their annual assembly. On March 26 and November 23, they held an open conference and exchange meetings with members. The first one was titled: “Through the looking glass of child right: Right time, right action and right mind”, and the second one: “Children’s voice and their participation.” Both were held in a hybrid format. Link to “Through the looking glass...”: <a href="https://a7f2f2de-ca87-4815-9702-828fbb824d51.usrfiles.com/ugd/a7f2f2_6acaacba2e3243dbae8b2f888b6744ee.pdf">https://a7f2f2de-ca87-4815-9702-828fbb824d51.usrfiles.com/ugd/a7f2f2_6acaacba2e3243dbae8b2f888b6744ee.pdf</a> Link to “Children’s voice...”: <a href="https://a7f2f2de-ca87-4815-9702-828fbb824d51.usrfiles.com/ugd/a7f2f2_56e2290ebd4e498c9b0e3253ac95076b.pdf">https://a7f2f2de-ca87-4815-9702-828fbb824d51.usrfiles.com/ugd/a7f2f2_56e2290ebd4e498c9b0e3253ac95076b.pdf</a>

## EUROPE

OMEPA NATIONAL COMMITTEE	CONFERENCE AND SEMINAR
SWEDEN	<ul style="list-style-type: none"> <li>• “Children with no diapers before” in-person conference. 200 participants.</li> <li>• “Preschool as a democratic meeting place” online seminar. 42 participants.</li> <li>• “Sustainability from the start” online seminar. 35 participants.</li> <li>• “Children with autism, for a better quality of life” online seminar. 65 participants.</li> <li>• “PLAY - The United Nations Convention on the Right to Play” online seminar. 39 participants.</li> <li>• “Transitions to and in preschool” online seminar. 40 participants.</li> <li>• “The development of the brain in young people with or without digital tools” online seminar. 80 participants.</li> <li>• “The multi-layered preschool, history and current curriculum” online seminar.</li> <li>• “Relationship competence in professional meetings” online seminar. 75 participants.</li> <li>• “Connectedness with Nature” online seminar. 35 participants.</li> <li>• Field study visit to the Himlabacken preschool. 20 participants.</li> </ul>
GERMANY	<p>The following events were reported:</p> <ul style="list-style-type: none"> <li>• “The climate crisis as a children’s rights crisis, online seminar in collaboration with the German National Coalition. 100 participants.</li> <li>• “Growing up in times of crisis. How to strengthen mental health for young people: Approach from the EU at local level” online seminar. 220 participants.</li> <li>• 3 meetings (two online and one in person) of the expert committee “Childhood, children’s rights, family policy.” Up to 22 participants synchronically.</li> </ul>
ITALY	<p>Links: <a href="https://dgeric.cultura.gov.it/patrimonio-culturale-ruolo-comunita-diritto-educazione/">https://dgeric.cultura.gov.it/patrimonio-culturale-ruolo-comunita-diritto-educazione/</a>  <a href="https://www.youtube.com/watch?v=PjXMHFOctWQ">https://www.youtube.com/watch?v=PjXMHFOctWQ</a></p>
CROATIA	<p><b>Online seminars:</b></p> <ul style="list-style-type: none"> <li>• Characteristics of the development curriculum.</li> <li>• Inquire interviews to parents of children enrolled in preschools.</li> <li>• Adults, show me how.</li> <li>• Contexts, processes and procedures that contribute to acquiring social skills at an early age.</li> <li>• What kind of teacher does an exceptionally gifted child need?</li> <li>• Around 100 participants.</li> <li>• “Childhood: a child’s perspective for a sustainable future” in-person conference. Around 100 participants.</li> </ul>
UKRAINE	<ul style="list-style-type: none"> <li>• 9th International online scientific and practical conference “Personality and society: Methodology and practice in modern psychology”. Link: <a href="https://www.inforum.in.ua/docs/202305271005335.pdf">https://www.inforum.in.ua/docs/202305271005335.pdf</a></li> <li>• “National education on social and cultural choice strategies: theory, methodology, practice” scientific and practical congress with international participation.</li> <li>• The conference was held in a hybrid format with attendance from students, scientists, experts and active professors from Ukraine, to discuss strategic matters related to the development of a national educational system, particularly of its sustainability during the time of crisis.</li> <li>• “Methodological and methodical problems of teaching in the modern educational process” scientific and practical conference.</li> </ul> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Organizing inclusive, quality and continuous care and education for children during the war.</li> <li>• Implementing monitoring studies for ECCE and ESD in the war setting.</li> <li>• Organizing work with children and providing psychological support in the war setting.</li> <li>• Organizing a safe educational environment in the framework of the Martial law.</li> <li>• Drafting the recommendations “Safe educational environment: new dimensions for safety.” Online. 182 participants.</li> </ul>

<b>RUSSIA</b>	<ul style="list-style-type: none"> <li>• “Quality preschool education.” Online. 50 participants.</li> <li>• 9 webinars “Creative workshops for teachers.” Online. Over 1,500 participants.</li> <li>• “Holding holidays and leisure activities in New Years’ time” webinar. 40 participants.</li> <li>• Festival: “7 fir branches” contest for preschools. 160 participants.</li> <li>• “Environmental weeks” online conference. 17 educational institutions.</li> <li>• “Cultural artifact” educational platform. 20 professors and 60 children participated.</li> </ul>
<b>CYPRUS</b>	2023 OMEP Europe Regional Assembly and Conference “Quality and Equality in Early Childhood Care and Education.” In-person event. 124 participants from different European countries and from other regions as well. 7 keynote speakers were invited and students and volunteers from different universities participated.
<b>SLOVAKIA</b>	<ul style="list-style-type: none"> <li>• “Pre-primary teacher: trends, transformations and challenges of the teaching profession” professional in-person conference. The event was done in the context of the 30th anniversary of the creation of OMEP Slovakia national committee. 135 participants with international participation.</li> <li>• “Obligatory early childhood education in theory and practice.” 115 participants.</li> </ul>
<b>ISRAEL</b>	<p>A conference was organized for November 2023, but it had to be suspended due to the war.</p> <p>An in-person conference was carried out about children in war settings in February 2024. Around 200 participants.</p>
<b>GREECE</b>	<p>13th national conference “Understanding and promoting child’s play in the 21st century for a better future. May 26 to 28. Thessaloniki, Greece.</p> <p>It was organized jointly with the Early Childhood Education School, Aristotle University of Thessaloniki.</p> <p>The invited keynote speakers were Dr. Anna Pauliina Rainio (University of Helsinki), Dr. Yinka Olusoga (University of Sheffield) and Dr. Zoe Nikiforidou (University of Ioannina.)</p> <p>All the participants, researchers, professionals and university students exchanged ideas and participated in an interdisciplinary and international discussion on the value and complexity of play in ECCE.</p> <p>Training workshops and presentations online or in person.</p> <p>The detail of these events can be viewed in section “2.3.6 Other activities related to knowledge management from the National Committees” of this report.</p> <p>Support to the regional board of OMEP Thessaly in the co-organization of the webinar “Children’s Painting in the Kindergarten Classroom.”</p> <p>It was aimed at members of all the regional boards of OMEP Greece and done in honor of the Thessaly board’s president memory.</p> <p>Contribution to promoting the VOICE project (scientific coordinator: Prof. Sophia Avgitidou, Department of Philosophy and Pedagogy, Aristotle University of Thessaloniki.) The aim of this project is to help teachers and families to improve children’s participation in learning and decision-making. OMEP Greece supported the organization of this project’s 8th workshop in the cities of Athens and Patras.</p> <p>Link: <a href="http://voice.web.auth.gr/en/node/13">http://voice.web.auth.gr/en/node/13</a></p>
<b>UNITED KINGDOM</b>	<p>Liverpool Hope University Annual Conference. November 10 and 11.</p> <p>Webinar series shared through Eventbrite.</p> <p>Link: <a href="https://www.eventbrite.co.uk/o/omep-uk-8615462011">https://www.eventbrite.co.uk/o/omep-uk-8615462011</a></p>
<b>POLAND</b>	<ul style="list-style-type: none"> <li>• “The concept of Reggio Emilia as a key to change the way we think about children” didactic seminar and field study visits to Reggio Emilia preschools and schools. March 19 to 26, Italy.</li> <li>• 11th meeting of the NC in Sandomierz- “Preschooler and food - influence of various factors on the formation of healthy eating habits” didactic seminar. September 29 to October 1.</li> <li>• 3rd methodological conference “Around children’s rights. The right to the best possible living and development conditions.” November 17. Organized jointly with the Polish Janusz Korczak Association, Warsaw.</li> </ul>
<b>CZECH REPUBLIC</b>	Teacher support webinar series for individualization in education. Around 50 participants per webinar.

<b>BULGARIA</b>	OMEP Bulgaria's NC national conference "75 years of OMEP World: Early childhood education in Bulgaria from the international perspective experience." Organized jointly with the University of Ruse. In person. Over 50 participants.
<b>TURKEY</b>	"Intercultural perspective for children and childhood" early childhood education international discussions and congress. In person.
<b>BELGIUM</b>	Job shadowing symposium. In person. 25 participants.

## LATIN AMERICA

<b>OMEP NATIONAL COMMITTEE</b>	<b>CONFERENCE AND SEMINAR</b>
<b>BRAZIL</b>	8th Metropolitan Meeting on Early Childhood Education Best Practices Teachers from 8 municipalities in Baixada Santista shared their successful practices in early childhood educational centers. In person, Praia Grande, Sao Paulo, Brazil. Around 600 people attended over 2 sessions, getting a total of 1200 early childhood education professionals in Baixada Santista.
<b>URUGUAY</b>	The annual online course "Early childhood education today: challenges and consistencies" was held with an average attendance of 40 people.
<b>PERU</b>	First expert webinar (465 reproductions) Link: <a href="https://www.facebook.com/100003971105671/videos/556132133294040/">https://www.facebook.com/100003971105671/videos/556132133294040/</a> Second webinar: Recognizing my essence Link: <a href="https://www.facebook.com/100003971105671/videos/660438625893914/">https://www.facebook.com/100003971105671/videos/660438625893914/</a> "A professional's role and perspectives" conference (2.3k viewers) Link: <a href="https://www.facebook.com/Omepperu/posts/pfbid0SiYtB4R1MP5LuEi7zxRppgFv7kjD4ZMddrxomnmvmzpKgGK9h1RT2gAZT9bxF3disl">https://www.facebook.com/Omepperu/posts/pfbid0SiYtB4R1MP5LuEi7zxRppgFv7kjD4ZMddrxomnmvmzpKgGK9h1RT2gAZT9bxF3disl</a> 20-minute dialogues for childhood (13 episodes) Link: <a href="https://view.genial.ly/65b6d9834dce970014a5813b">https://view.genial.ly/65b6d9834dce970014a5813b</a> Dialogues for early childhood education (4 dialogues) Link: <a href="https://view.genial.ly/65c78444ef2a890015748241">https://view.genial.ly/65c78444ef2a890015748241</a>
<b>ECUADOR</b>	<ul style="list-style-type: none"> <li>• 2nd International congress "Advances and challenges of curricular management." UG - hybrid. Over 300 participants.</li> <li>• Webinar: "Gender and education in early childhood." UTPL - online. Around 100 participants.</li> <li>• Masterclass: "The importance of social and emotional relationships between parents and children." UEES - online. Around 180 participants.</li> <li>• 1st Reflection meeting on early childhood. UPS - hybrid. Around 200 participants.</li> <li>• Comprehensive workshops: "The importance of mental health in education." Rosita Trinidad, Peru. In person. Around 80 participants.</li> <li>• 1st International forum on education - Agents of change in learning. UCSG - in person. Around 70 participants.</li> <li>• 2nd International Seminar "Early Childhood Education in the Current Context." USGP - online. Around 200 participants.</li> <li>• 1st International pedagogical symposium. ULEAM - in person. Around 200 participants.</li> </ul>
<b>MEXICO</b>	"The importance of play in emotional development" online conference. Link: <a href="https://www.youtube.com/watch?v=gjdAUK_BjNM">youtube.com/watch?v=gjdAUK_BjNM</a> "The virtue of being parents" online conference. Link: <a href="https://www.youtube.com/watch?v=kmgGzyBPwCA&amp;t=19s">youtube.com/watch?v=kmgGzyBPwCA&amp;t=19s</a> "The importance of food in early childhood" online conference. Link: <a href="https://www.youtube.com/watch?v=dfN4-KCdvbM&amp;t=15s">youtube.com/watch?v=dfN4-KCdvbM&amp;t=15s</a>

VENEZUELA	<ul style="list-style-type: none"> <li>• “The importance of early childhood education” in-person conference. 25 participants.</li> <li>• International Forum on Art as a Didactic Resource in Early Childhood Education. “Art as an Emotional Experience in Early Childhood Education” talk in Venezuela. In-person format. Over 75 participants.</li> <li>• “The challenges of the Venezuelan woman in the current context.” Online. 27 participants.</li> <li>• “Decolonising Education Financing? A Possible Utopia” talk. Online. 61 participants.</li> <li>• “Decolonising Education Financing from the Start NOW!” international online seminar. OMEP-GAWE. Online. 61 participants.</li> <li>• “Emotionally connect with early childhood” presentation. Online. 52 participants.</li> <li>• “Children’s rights” OAS.</li> <li>• “Keys and news on early childhood education training at university” online seminar. UNAE. 90 participants.</li> </ul>
ARGENTINA	The detail of OMEP Argentina’s seminars and conferences can be viewed in section <a href="#">“2.3.6. Other activities related to knowledge management from the National Committees”</a> of this report.

## NORTH AMERICA AND THE CARIBBEAN

OMEPA NATIONAL COMMITTEE	CONFERENCE AND SEMINAR
CANADA	The detail of OMEP Canada’s seminars and conferences can be viewed in section <a href="#">“1.3.1. Monitoring the CRC at the national level”</a> of this report.

### 3.3.6. Celebration of the International Day of Peace (September 21)

51% of the NCs reported having celebrated the International Day of Peace.

#### AFRICA

- **OMEPA Democratic Republic of the Congo** developed dissemination actions, such as radio transmissions and publications in the country’s WhatsApp group. Moreover, all pedagogical operators were asked to dress in blue or carry a blue symbol.
- **OMEPA Nigeria** organized activities for children based on theatrical performances and songs.

#### ASIA PACIFIC

- **OMEPA Korea** shared the news on the celebration of the International Day of Peace with their members.
- **OMEPA Japan** posted about the celebration in the NC’s website to share it among the general audience.
- **OMEPA Thailand** reported that the preschool centers that are OMEPA members held activities to celebrate this special day.

#### EUROPE

- **OMEPA Cyprus** offered an open workshop for children on the weekend.
- **OMEPA Croatia** held two workshops, in which Mie Oba presented the Japanese approach to Education for Peace.
- **OMEPA Slovakia** organized a celebration in all the preschools with Ukrainian children and their families were invited to participate. They did activities, such as debates, storytelling, talks, and working with pictures and videos, etc.

## LATIN AMERICA

- **OMEP Argentina** disseminated information on social media and organized the discussion session “Learning to live in interesting times” with Mathias Urban, Director of the Early Childhood Research Center (ECRC) at the Dublin City University in Ireland. The talk was aimed at the general audience.
- **OMEP Venezuela** had various activities. They shared messages on their different communication and social media channels on the importance of working for a culture of peace. They also designed activities with heads and teachers for children to celebrate the International Day of Peace.

## NORTH AMERICA AND THE CARIBBEAN

- **OMEP Jamaica** posted about this date on social media.
- **OMEP USA** organized, in the school where the NC’s President works, a collaboration with other schools to promote peace in learning. They also shared OMEP World’s website and different resources with other professionals and educators to learn about the International Day of Peace.

### 3.3.7. Celebration of the World Teachers’ Day (October 5)

49% of the NCs reported having celebrated the World Teachers’ Day.

## AFRICA

- **OMEP Ghana** conducted actions to raise awareness on the importance of teachers’ role and the lack of teachers worldwide, as well as what can be done to reduce the impact of this.
- **OMEP Cameroon** celebrated in 2 centers with 10 teachers.

## ASIA PACIFIC

- **OMEP Pakistan** celebrated together with around 150 teachers.
- **OMEP Aotearoa/New Zealand** posted about this date on social media.
- EUROPE
- **OMEP Bulgaria** developed actions locally with some preschools related to OMEP’s members.
- **OMEP Russia** celebrated with 150 teachers.

## LATIN AMERICA

- **OMEP Ecuador** celebrated with the 170 teachers who are studying education in the 7 universities partnered with OMEP Ecuador.
- **OMEP Costa Rica, Peru and Argentina** carried out promotion actions on social media.

## NORTH AMERICA AND THE CARIBBEAN

- **OMEP USA** shared information with some school heads. They also held a lunch, for which they designed posters for families and participants to write a few thank you and appreciation words to teachers.
- **OMEP Canada** shared this date on their newsletter “OMEP Canada INFO” as well as on social media, inviting schools, teachers and children to do activities to celebrate this date.



### 3.3.8. Other national celebrations

#### AFRICA

OMEP NATIONAL COMMITTEE	NATIONAL CELEBRATIONS
GHANA	World Read Aloud Day
NIGERIA	All international days were shared with state chapters to celebrate.

#### ASIA PACIFIC

OMEP NATIONAL COMMITTEE	NATIONAL CELEBRATIONS
CHINA	Celebrated September 10. The NC does not hold special activities, since most of their members are scholars or teachers and already celebrate these days in their own institutions.
THAILAND	<ul style="list-style-type: none"> <li>• National Children's Day</li> <li>• National Teachers' Day</li> <li>• National Day of Families</li> </ul>

#### EUROPE

OMEP NATIONAL COMMITTEE	NATIONAL CELEBRATIONS
ITALY	<ul style="list-style-type: none"> <li>• January 24: International Day of Education</li> <li>• March 20 to 27: Storytelling week in education</li> <li>• April 22: International Mother Earth Day</li> <li>• 3rd Sunday in May: Popular Music National Day</li> <li>• May 28: World Play Day</li> <li>• September 21: International Day of Peace</li> <li>• October 5: World Teachers' Day</li> <li>• October 15: World Hand Hygiene Day</li> <li>• October 26: National Folklore and Popular Traditions Day</li> <li>• November 20: World Children's Day and National Arbor Day</li> </ul>
UKRAINE	<ul style="list-style-type: none"> <li>• Heavenly Hundredth Heroes Celebration</li> <li>• Ukraine Independence Day</li> <li>• Unity Day</li> <li>• Vyshyvanka Day</li> <li>• International Day for Tolerance</li> <li>• Mother's Day</li> </ul>
RUSSIA	<ul style="list-style-type: none"> <li>• International Color Pencil Day</li> <li>• World Snowman Day</li> <li>• Educator and Preschool Worker Day</li> <li>• Environmental Knowledge Day</li> </ul>
CYPRUS	<ul style="list-style-type: none"> <li>• Children's rights</li> </ul>
SLOVAKIA	<ul style="list-style-type: none"> <li>• April 2: International Children's Book Day</li> <li>• April 7: World Health Day</li> <li>• April 15: World Art Day</li> <li>• April 22: Earth Day</li> <li>• May 10: World Movement Day</li> <li>• May 15: International Day of Families</li> <li>• September 23 to 30: European Week of Sport</li> <li>• November 4: Preschools in Slovakia Day</li> </ul>

<b>POLAND</b>	<ul style="list-style-type: none"> <li>• Grandmother's Day</li> <li>• Grandfather's Day</li> <li>• Mother's Day</li> <li>• Father's Day</li> <li>• Anniversary of the Convention on the Rights of the Child</li> </ul>
<b>BULGARIA</b>	<ul style="list-style-type: none"> <li>• March 3: Bulgarian National Holiday</li> <li>• May 24: Bulgarian Alphabet, Enlightenment and Culture Day</li> <li>• November 1: Bulgarian Luminaries Day</li> </ul>
<b>TURKEY</b>	<ul style="list-style-type: none"> <li>• April 23: National Children's Day</li> </ul>

## LATIN AMERICA

OMEPA NATIONAL COMMITTEE	NATIONAL CELEBRATIONS
<b>BRAZIL</b>	<ul style="list-style-type: none"> <li>• Last week of May: World Play Day</li> <li>• August 25: National Day for Childhood Education</li> <li>• October 12: Children's Day</li> </ul>
<b>CUBA</b>	<ul style="list-style-type: none"> <li>• April 10: Anniversary of the creation of the childhood circles</li> <li>• June 1: Children's Day</li> </ul>
<b>URUGUAY</b>	<ul style="list-style-type: none"> <li>• March 10: National Preschools Day</li> <li>• April 25: International Day Against Child Abuse</li> <li>• May 26: National Book Day</li> <li>• June 5: Environment Day</li> <li>• September 22: Teacher's Day</li> <li>• First Friday in October: Baby's Day</li> </ul>
<b>PERU</b>	<ul style="list-style-type: none"> <li>• International Day of Education</li> <li>• International Women's Day</li> <li>• Mother's Day</li> <li>• Early Childhood Education Day</li> <li>• Towards Global Action Week</li> <li>• World Play Day</li> <li>• Global Action Week for Education</li> <li>• World Environment Day</li> <li>• Teachers' Day</li> <li>• Statement for July 28: Independence Day</li> <li>• International Day of Peace</li> <li>• World Teachers' Day</li> <li>• World Mental Health Day</li> <li>• International Day against Climate Change</li> <li>• Convention on the Rights of the Child, in the international context of human rights and economic, social and cultural rights (818 views)</li> <li>• History of OMEPA's 75th anniversary and Universal Declaration of Human Rights</li> </ul>
<b>ECUADOR</b>	<ul style="list-style-type: none"> <li>• April 13: Ecuador Teacher's Day</li> <li>• June 1: Ecuador Children's Day</li> </ul>
<b>MEXICO</b>	<ul style="list-style-type: none"> <li>• Environment Day</li> <li>• Mother's Day</li> </ul>
<b>VENEZUELA</b>	<ul style="list-style-type: none"> <li>• January 15: Teacher's Day</li> <li>• January 24: International Day of Education</li> <li>• March 8: International Women's Day</li> <li>• March 18: National Indigenous Children Day</li> <li>• April 2: World Autism Awareness Day</li> <li>• April 22: Earth Day</li> <li>• April 23: World Book Day</li> <li>• July: Children's month</li> <li>• This is a central month for OMEPA Venezuela. More than 12 activities were done this month.</li> <li>• World Breastfeeding Week</li> <li>• Global Action Week for Education (GAWE 2023)</li> <li>• November 20: World Children's Day</li> </ul>

ARGENTINA	<ul style="list-style-type: none"> <li>• December 11: Human Rights Day</li> <li>• November 25: International Day to Eradicate Violence Against Women</li> <li>• November 20: World Children's Day</li> <li>• October 12: Day of Respect towards Cultural Diversity</li> <li>• September 28: Day of Rectors and Heads</li> <li>• September 27: National Day of Children's Rights</li> <li>• September 19: Birth of Paulo Freire</li> <li>• September 11: Teacher's Day</li> <li>• August 21: Children's Day</li> <li>• August 17: Commemoration of the General José de San Martín</li> <li>• August 9: International Day of the World's Indigenous Peoples</li> <li>• August 1: Earth Day Celebration</li> <li>• July 30: World Day Against Human Trafficking</li> <li>• July 21: Celebration of the creation of the Argentinian committee of the World Organization for Early Childhood Education</li> <li>• #OMEPA Argentina was recognized and celebrated during the 11th World Assembly held in Paris on July 21, 1966.</li> <li>• July 9: Independence Day</li> <li>• June 20: Flag Day</li> <li>• June 12: World Day Against Child Labour</li> <li>• June 5: World Environment Day</li> <li>• May 28: Commemoration of the death of Rosario Vera Peñaloza</li> <li>• May 25: May Revolution</li> <li>• May 11: Argentinian National Anthem Day</li> <li>• May 1: Labour Day</li> <li>• April 22: Earth Day</li> <li>• March 24: Day of Remembrance for Truth and Justice</li> <li>• March 21: World Poetry Day</li> <li>• March 8: International Working Women's Day</li> <li>• February 1: Birth of María Elena Walsh</li> <li>• January 26: International Day of Environmental Education</li> <li>• January 24: International Day of Education</li> </ul>
-----------	--

## NORTH AMERICA AND THE CARIBBEAN

OMEPA NATIONAL COMMITTEE	NATIONAL CELEBRATIONS
CANADA	<ul style="list-style-type: none"> <li>• 30th edition of Teacher's Week</li> <li>• National Early Childhood Educator's Week</li> <li>• International Day of Education, January 24, 2024</li> </ul>
USA	<ul style="list-style-type: none"> <li>• International Day of Awareness for Child Breast Cancer</li> <li>• National activity for planting trees</li> <li>• Earthquake awareness</li> </ul>

### 3.3.9. The impact of actions on education from the national committees: achievements and challenges

#### AFRICA

Regarding the **achievements**, the NCs highlighted being consistent in some activities, such as celebrating special days; training teachers, children and families; and communicating with OMEP's members.

Regarding the **challenges**, the NCs mentioned the need to diversify financing sources, increase the number of special days celebrated and having more participation from members on activities.

### ASIA PACIFIC

Regarding the **achievements**, the NCs highlighted the celebration of special days; their work to promote professional knowledge and skills among people interested in ECCE; and the increased involvement of other organizations, preschools and families in their activities.

Regarding the **challenges**, the NCs mentioned the lack of human and financial resources; the need to improve how they communicate with their members and other organizations related to ECCE; and the difficulty to get more people involved in their activities, either because they are teachers who do not have enough time outside of their working hours to participate or because the digital component does not help to create long-lasting bonds.

### EUROPE

Regarding the **achievements**, the NCs highlighted the development of annual projects; the creation and communication of activities, such as webinars and seminars; and the participation in and cooperation with other NCs within OMEP and other organizations.

Regarding the **challenges**, the NCs mentioned the difficulty to increase the number of people involved in their activities and to identify the appropriate audience; as well as to participate more actively in OMEP's world projects and have an annual plan with actions related to this strategic area.

### LATIN AMERICA

Regarding the **achievements**, the NCs highlighted that some of their countries are ECCE referents, which allowed them to develop activities, such as best practices meetings, seminars and professional training courses. This is also due to their strong relationship with other institutions, such as universities and governmental entities. They also underscored their presence in social media and having taken advantage of the network of knowledge and experts in ECCE within different countries and regions in OMEP.

Regarding the **challenges**, the NCs mentioned some specific projects, such as the Toy libraries, which they would like to implement in their countries. They also pointed out the ability to maintain participation in events and increase pedagogical advocacy for practices within the community or informal education settings, taking into consideration different educational contexts like rural areas. Likewise, they identified the difficulty to participate in world celebrations, since they do not align with the national calendars.

### NORTH AMERICA AND THE CARIBBEAN

Regarding the **achievements**, the NCs highlighted the importance of ensuring child protection in early childhood education and the completion of activities, such as seminars, webinars and symposia. They also underscored their presence on social media and participation in academic and governmental events.

Regarding the challenges, the NCs mentioned the low number of members and its consequences, such as the great **workload** on the few people that participate and less creativity to develop ideas and projects. They also pointed out the difficulty to work on such a wide territory with linguistic differences.

## 4. The area of organization

The area of organization includes the strategies to strengthen OMEP's management, consolidating a plural, open, democratic and participative environment that enables its members to think, understand, dialogue, plan and take action.

OMEP's governance is a complex one because its World Executive Committee is composed of 7 people: the President, five Vice Presidents and a Treasurer. All of them are voluntary positions, therefore there should be a professional World Secretariat composed of at least two or three people who can effectively encompass the administrative management.

Within the administrative management, it is very important to rely on clear and updated procedures, thus updating the Administrative Guide must be a priority. Likewise, another priority must be to regularize and update OMEP's registration as a non-governmental organization before the relevant authorities.

Similarly, due to its worldwide outreach and presence, OMEP's management demands the strengthening of the Regional Vice Presidencies and national committees, as well as the renewal, empowerment and support of their representatives in organizations such as United Nations and UNESCO.

It is necessary to review the practices that hinder the full participation of all the countries in the Annual Assembly and to aspire to a solidary fund so that the committees are strengthened, and their participation is ensured.

Aiming at ensuring OMEP's sustainability, strategies to incorporate new members and for the formation of committees in countries where they do not exist yet must be generated, for which it is essential to incorporate young professionals and students. For this reason, OMEP is promoting the "Young OMEP" chapter to involve young people as active participants within the organization.

Funding is a critical aspect of the organization: without it, it is impossible to manage any organization. Therefore, obtaining funds, collecting annual membership fees from the committees, and coming to agreements and partnerships with other organizations and donors are all priorities. This requires the creation of a specific fundraising plan to search for the resources that enable us to maintain our operations and increase our scope. Moreover, the budget must be restructured in accordance with the historical moment, the aims and working strategies.

Finally, it is fundamental to continue strengthening the role of the Strategic Plan as a common framework for all OMEP's actors. It is also necessary to develop new evaluation mechanisms, as well as monitoring plans for its processes, procedures and results.

### 4.1. The work of the EXCO in the area of organization

#### 4.1.1. The actions of the World Presidency in the area of organization

*Reported by OMEP's World President, Mercedes Mayol Lassalle*

During 2023, the actions of the WP were aimed at strengthening OMEP's governance and promoting the creation of more national committees, especially in the African region, where OMEP has gained more presence because of the joint work on the UNESCO Participation Programme project and the coordination with the Pan African Preschool Group led by OMEP Congo.

This area requires new tactics and strategies to change some consolidated practices which require more professionalism and could ensure a more efficient, plural, open, democratic and participative organizational model.

The EXCO is formed by 7 members: a President, 5 Vice Presidents and a World Treasurer. In 2023, a new World Treasurer and a new Vice President for the Asia Pacific region assumed their positions, which required us to gather information and conduct an effective onboarding to ensure the continuity of the EXCO's work. Its job is to strengthen articulation and communication for a joint management.

Since 2020, OMEP has a professional World Secretariat team, which covers administrative and communication management, and some advisors were contacted for specific activities.

### **OMEP'S 75TH ANNIVERSARY**

In 2023, OMEP celebrated its 75th anniversary the whole year and through different strategies: a special logo was designed, communication campaigns were launched, and its celebration was included in all activities. Likewise, a short institutional video on OMEP's history and role was developed for social media.

### **2023 WORLD ASSEMBLY**

OMEP's 75th World Assembly was held online in different stages:

An Extraordinary Assembly was held on June 8, 2023, where the EXCO presented the procedures for the World Assembly.

The World Assembly was held on July 29, 2023.

42 countries participated: Cameroon, Sierra Leone, Nigeria, Ghana, France, Germany, Greece, Sweden, Bosnia and Herzegovina, Italy, Slovakia, Russia, Cyprus, United Kingdom, Norway, Croatia, North Macedonia, Czech Republic, Turkey, Bulgaria, Belgium, Poland, Japan, Thailand, Pakistan, Australia, Hong Kong, the Republic of Korea, New Zealand, Chile, Mexico, Uruguay, Argentina, Ecuador, Costa Rica, Venezuela, Panama, Paraguay, Canada, United States and Jamaica.

### **REGIONAL ASSEMBLIES AND CONFERENCES**

These events were organized and coordinated by the Vice Presidents of each region in OMEP. The World President participated of the Regional Assemblies and Conferences, highlighting the importance of OMEP's 75th anniversary and, in some cases, presenting as a conference speaker.

#### **EUROPEAN REGIONAL ASSEMBLY AND CONFERENCE**

It was held in Cyprus from May 1 to 7, 2023, and 16 national committees attended: Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Finland, France, Greece, Ireland, Italy, Israel, Poland, Portugal, Slovakia, Sweden and the UK. The WP was invited as a speaker to the Conference, where she presented "Quality and equality in ECCE: Paths to policies transformation."

#### **LATIN AMERICAN REGIONAL ASSEMBLY AND CONFERENCE**

It was held in Bogotá, Colombia, from August 8 to 12, 2023, and in attendance were the committees from OMEP Argentina, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Mexico, Panama, Peru, Uruguay and Venezuela. Later, the Regional Conference was held under the theme "Education for early childhood social citizenship: A contribution to the sustainable development goals" in St. Bonaventure University and the University of La Sabana, in Colombia, where the WP was a keynote speaker and presented the talk "How is the future turned off? Challenges for early childhood citizenship."

#### **AFRICAN ONLINE ASSEMBLY**

It was held online on September 30, 2023, with the attendance of Presidents and representatives of the national committees from Burkina Faso, Cameroon, Ghana,

Kenya, Nigeria, Sierra Leone, Tanzania, the Democratic Republic of the Congo and the previous Vice President, Mrs. Abimbola Are.

#### ASIA PACIFIC REGIONAL CONFERENCE AND ASSEMBLY

It was held in the month of December in Sidney, Australia, with the attendance of the following national committees: New Zealand, Australia, China, Hong Kong-China, Japan, Pakistan (via Zoom), the Republic of Korea, Singapore and Thailand. The WP attended the Assembly via Zoom and sent a video presentation for the Conference

### ADMINISTRATIVE GUIDE

The WP participated in two meetings of the work group to review OMEP's administrative guide. The previous administrative guide was collected and some changes regarding the finance section were proposed.

### FINANCING RESTRUCTURING

The WP collaborated with the World Treasurer in the process to gather information for the change in the country and accountable person. Likewise, they searched for fundraising options to find resources that would enable operations to be maintained and outreach to be increased, but without a positive result.

### YOUNG OMEP

The WP met online with young members to promote the intergenerational dialogue and strengthen the exchange between young members from all national committees. They formed a young working team.

She also reported to OMEP's young representatives in UNESCO.

## 4.1.2. The actions of the Regional VPs in the area of Organization

### AFRICA

*Reported by Nyamikeh Kyiamah*

They started with 8 NCs: Burkina Faso, Cameroon, Ghana, Kenya, Liberia, Mauritius, Nigeria and Sierra Leone; and 2 Preparatory Committees: Angola and Tanzania, during her time as VP for the African region, adding up to 5 years, Liberia and Mauritius have not interacted with the group.

#### OPENING OF NEW NATIONAL COMMITTEES (NCS):

**Democratic Republic of the Congo (DRC).** The DRC was welcomed to OMEP in July 2023. It was approved as Preparatory Committee in the online World Assembly in July 2023.

#### STRENGTHENING THE DEMOCRATIC PROCESS OF THE NC:

#### BOARD RENEWALS AND PRESIDENCY CHANGES:

**OMEP Nigeria** held their general elections for a new National President to replace Tokunbo Doherty and her team, who had come to the end of their term. The NC is now led by Dr. Adefunke Ekine until 2027. She is an Associate Professor in the Early Childhood Education Department of the Tai Solarin University of Education, in Ijagun, Ogun state, Nigeria.

The former VP, Mrs. Abimbola Are, was present.

#### STRENGTHENING OF THE STRATEGIC PLAN OR WORK AGENDAS OF THE NC:

The VP visited Lagos in October 2023 to represent the EXCO in the 35th OMEP Nigeria National Conference, under the theme: Quality and Inclusive Early Childhood and Care. Scaling Education for Sustainable Development (ESD). It was organized by the chapter of OMEP Lagos. The VP delivered the opening speech on "Amplifying Education for Sustainable Development (ESD)". The WP, Mercedes Mayol Lassalle, sent a goodwill message via video, which was greatly



appreciated by OMEP Nigeria. This also contributed to the success of the conference. The former VP, Mrs. Abimbola Are, was also present.

#### PRESENTATION OF PROJECTS:

- Projects:
  - » During the whole year, the VP took part in the coordinating team in charge of monitoring the execution of the UNESCO Participation Programme project on ESD-ECCE. 5 countries participated: Burkina Faso, Cameroon, Ghana, Kenya, and Nigeria.

#### ORGANIZATION OF MEETINGS AND REGIONAL ASSEMBLIES:

They held monthly meetings with the NCs that implemented the UNESCO Participation Programme.

On September 30, 2023, the OMEP Africa Virtual Assembly was held. All the NCs except Liberia and Mauritius attended. The assembly agenda focused on the NCs' understanding of OMEP's work, and their rights and responsibilities as NCs. This was done to educate new members and remind all members. Moreover, given the rising interest of joining OMEP in the African region, it was necessary to focus on these topics so that they understood the complexities of being an OMEP member. The VP delivered a presentation to explain this.

#### PROMOTING THE INCORPORATION OF YOUNG MEMBERS TO OMEP:

On February 16, 2023, the VP met with the President of OMEP Ghana to visit the Early Childhood Department of the University of Education, Winneba (UEW). They met with the Head of the Department, Dr. Subey. The aim of this meeting was to present OMEP. The idea was welcomed enthusiastically. They explained how, as OMEP members, they enable other channels for universities to publish articles and collaborate in research with other professionals. OMEP Ghana is encouraging them to create a chapter in the university so that students can get involved.

### ASIA PACIFIC

*Reported by Sandie Wong*

#### OPENING OF NEW NATIONAL COMMITTEES (NCS):

There has been interest and questions on membership from Sarawak (East Malaysia) and Nepal. Although they have not sent applications to date, the APR would encourage, welcome and support these countries to begin procedures to create a preparatory committee.

OMEP Pacific Islands sometimes faces communication issues. They have had little to no contact with OMEP's representatives in Myanmar, Iran and Pakistan.

#### STRENGTHENING THE DEMOCRATIC PROCESS OF THE NC:

##### BOARD RENEWALS AND PRESIDENCY CHANGES:

After the electoral procedures were held in the 2022 OMEP World Assembly, Prof. Sandie Wong (Australia) began her term as Regional VP for Asia Pacific in January 2023. Likewise, Dr. Soon-Hwa Kim was elected World Treasurer. Sandie and Soon have attended all EXCO's meeting since assuming their roles.

#### STRENGTHENING OF THE STRATEGIC PLAN OR WORK AGENDAS OF THE NC:

To support and achieve the goals in OMEP's World Strategic Plan, the OMEP APR meeting agendas were structured in line with the Strategic Plan and provided the opportunity for countries in the region to share agreements, challenges and advocacy actions related to ECCE. The regional committees have been establishing deeper connections and the VPs delivered a joint presentation in a symposium for the APR Conference in Sydney, and they plan to do the same in the 2024 World Assembly.

#### THE ECONOMIC DEVELOPMENT OF THE NCS TO GUARANTEE THEIR PARTICIPATION IN THE ASSEMBLIES, THE PAYMENT OF THE ANNUAL FEE, FINANCING IDEAS AND FUNDRAISING:

The APR NCs are frequently reminded of the importance of paying annual fees to OMEP World, and fulfilment of this commitment is high in the region. The Asia Pacific region is widely diverse, and countries have great differences regarding economic security. Several OMEP countries

in the region continue supporting, or are planning to support, developing countries by paying solidary fees.

#### PRESENTATION OF PROJECTS:

Being invited by professor Vina Adriany, the VP presented in the Southeast Asian Ministers of Education Organization (SEAMEO) in October 2023. More than a thousand delegates, mostly from the Asia Pacific region, registered to participate.

#### ORGANIZATION OF MEETINGS AND REGIONAL ASSEMBLIES:

In December, the OMEP Asia Pacific Regional Conference was held. Below are some highlights:

- To support the OMEP World Strategic Plan and increase understanding of SDGs in Australia and the region, the theme of the conference were the Sustainable Development Goals.
- The aim was for the conference to be as accessible as possible by maintaining a low enrollment fee. This was possible due to the significant support from the Macquarie University and the grants for delegates from developing countries in the region.
- More than 100 abstracts were sent.
- More than 160 delegates attended.

An OMEP Asia Pacific symposium was also held on the achievement of SDG 4.2 in each country. Most of the NCs presented the work done in their country for the achievement of SDG 4.2.

#### PROMOTING THE INCORPORATION OF YOUNG MEMBERS TO OMEP:

Some committees in APR are currently developing strategies to increase membership among young people. The "Youth in OMEP" survey was distributed among all APR Presidents, who were encouraged to complete it. From August 28 to September 8, OMEP New Zealand welcomed 26 teachers from Fiji in Auckland, Whanganui and Gisborne to conduct a week-long work experience, with workshops and discussions in Auckland before and after the work experience. Many of them were able to stay with family or friends during this experience. OMEP Aotearoa worked with OMEP PNG and FECTA in Fiji to organize the trip during the teachers' vacation period.

## EUROPE

*Reported by Adrijana Višnjić*

#### OPENING OF NEW NATIONAL COMMITTEES (NCS):

There are currently 28 NCs and 2 preparatory committees in Europe: Slovenia and North Macedonia. Both preparatory committees joined the OMEP global community in 2023 (confirmed in the World Assembly.) Many of the NCs have established chapters in their countries to build a wider community and respond to the specific needs of the children from each location.

#### STRENGTHENING THE STRATEGIC PLAN OR WORK AGENDAS OF THE NC: BOARD OF DIRECTORS' RENEWAL, PRESIDENT CHANGES:

Most of the committees participate actively in different activities, while others struggle with operative issues. For example, Bosnia and Herzegovina, Denmark, Iceland, Latvia, Lithuania, Spain and Switzerland did not participate in any of OMEP's activities are regional or global level but may be more active in their countries. Despite the war in Ukraine, this country's NC has been active and organized different activities.

In Europe, the NCs' statutes establish that NC presidential elections be held between 1 to 7 years. 5 NCs reported having elected new Presidents in 2023 (Belgium, Croatia, Ireland, Poland and the United Kingdom.) These committees also made some changes to their board of directors.

#### STRATEGIC PLAN OR WORK AGENDAS OF THE NCS:

During 2023, the VP organized two Virtual Cafés (in March and October) to enable communication among Europe's NCs and discuss important parts of their work agenda and the OMEP Strategic Plan.

The NCs reported on different activities in 2023, and some of them built closer connections with NCs from around the world (for example, France and Japan, Poland and Slovakia, Croatia and Japan.)

#### THE ECONOMIC DEVELOPMENT OF THE NCS TO GUARANTEE THEIR PARTICIPATION IN THE ASSEMBLIES, THE PAYMENT OF THE ANNUAL FEE, FINANCING IDEAS AND FUNDRAISING:

Most NCs struggle with funding for the organization, so they have been developing different types of fundraising activities (such as conferences, projects and training sessions.) Some NCs held annual conferences (such as Bulgaria, Croatia, Ireland, Poland and Turkey.)

#### PRESENTATION OF PROJECTS:

5 NCs participated from the beginning in the Erasmus+ project "Education for Sustainable Development (ESD): ESD for ECCE" (Croatia, Czech Republic, France, Ireland and Sweden), for which an online program was developed using an app in Croatian, Czech, English, French and Swedish.

Several NCs in Europe participated in the OMEP ESD rating scale project, and some of them were particularly interested in this project (such as Sweden.) The ESD rating scale project should still be emphasized upon more. Many NCs also participated in the "Color Your Rights" project.

#### ORGANIZATION OF MEETINGS AND REGIONAL ASSEMBLIES:

In May, the Regional Assembly was held in person in Cyprus, providing the opportunity for participants to discuss and exchange best practices during the OMEP Europe Regional Assembly and Conference. In total, 16 committees attended the Assembly.

Sweden will host the 2024 OMEP Europe Regional Assembly and Conference, so the Vice President is providing frequent support for organizational matters.

#### PROMOTING THE INCORPORATION OF YOUNG MEMBERS TO OMEP:

Some countries have been more successful than others regarding attracting young members, either by allowing them to participate in the board of directors or through specific activities aimed at them.

The VP meant to contribute to encouraging younger members by developing a survey aimed at early childhood students and professionals who are under 35 years old. The goal of this survey is to identify the interests, expectations and needs of younger professionals, as well as to assess their knowledge of OMEP and experience with the organization.

### LATIN AMERICA

*Reported by Desirée López de Maturana L.*

#### OPENING OF NEW NATIONAL COMMITTEES (NCS)

In 2023, no new committees opened in the region, although Honduras is moving forward with their preliminary paperwork. This preparatory committee will be presented in the 2024 World Assembly for its approval. Besides, the functioning of 2 committees of the region was assessed to decide regarding their closure and plan for a strengthened re-opening, in order to evolve and not take steps back in the growth management of the organization.

#### STRENGTHENING THE STRATEGIC PLAN OR WORK AGENDAS OF THE NC: BOARD OF DIRECTORS' RENEWAL, PRESIDENT CHANGES:

The situation has not changed greatly from what was informed in the last report (2022.) There were no elections in 2023, but preparations did occur for the elections that will take place in 2024.

Unfortunately, some Presidencies still remain unchanged, being covered by their democratic election and having no administrative barriers from the provisions and regulations in OMEP's statutes to maintain the position for a long period. It is clear that, although this situation is permitted from an administrative perspective, it goes against the democratic spirit of these regulatory documents. Given the past conversations, there should be changes happening in the current year. For this, it is still a challenge for the 2024 management.

It should also be noted that, during this period (2023), some NCs decreased the amount of articulated work they carried out with other committees in the region, specifically the NCs of Brazil, Bolivia and Guatemala. The latter is one of the cases pointed out above. Usually, the NCs' activity in the region is constant and has a strong leadership.

#### STRATEGIC PLAN OR WORK AGENDAS OF THE NCS:

Each NC's Strategic Plan aligns with the framework provided by OMEP World and Regional, considering the key areas stated by the organization through its vision as a starting point. This sets a clear route to articulate the work within each NC and among them, strengthening the organization's identity.

The constant beacons that guide us are the document of the Decade for Early Childhood, the Declaration for the Rights of the Child and some observations, the Tashkent Declaration, the 2030 Agenda commitments and the Global Campaign for Education agreements, in order to address the first challenge related to financing education from the start. In this context and in a joint manner, the NCs have entered the regional commitment with the Global Campaign, certain that obtaining resources to guarantee the full right to education from early childhood is crucial and goes beyond a speech or statement.

Provided this framework, the region is in constant activity, through the development of seminars, workshops, training sessions; the drafting of educational and informative documents, articles, research papers, interviews; and the publishing of books, among others, that the NCs carry out. In the different actions and activities, it has been emphasized the urgency of providing education for a peaceful coexistence, for children to be respected as citizens from birth, and for them to have full access to all human rights, as enshrined in the Convention on the Rights of the Child. The aim of this is to influence political decisions in each country. Special attention has been paid to the work with preschool teachers and other professionals to address topics such as: access, Education for Sustainable Development (ESD), quality, interculturality, play, gender, artistic languages and learning experiences in daily and formal educational context, among others.

#### THE ECONOMIC DEVELOPMENT OF THE NCS, TO GUARANTEE THEIR PARTICIPATION IN THE ASSEMBLIES, THE PAYMENT OF THE ANNUAL FEE, FINANCING IDEAS AND FUNDRAISING:

This is still a weak point that keeps challenging the management at the regional level. Some NCs did not get timely payment of fees from their members, which directly impact OMEP World's finances when NCs are, in turn, late for their committed payment to the organization. Apart from that and considering that new and better ways to enable payments have been searched for by the World Treasurer, it is still challenging for some NCs to manage transactions from their respective countries.

Fortunately for some NCs, we are still establishing partnerships with sponsoring entities and some partners are providing their professional services to contribute to their NC's finances. Some tasks established in 2022 were not carried out given this critical financing situation, as was stated in that report, since the NCs cannot solely depend on the payment of fees, and instead they need to develop training sessions, seminars and other in person or online meetings, using participation as a way to generate new income sources.

#### PRESENTATION OF PROJECTS:

In the month of December 2023, representing OMEP, the VP, together with Iliana Lopriore, President of the NC of Venezuela and regional representative of OMEP in CLADE, participated in the drafting of the OMEP-CLADE Early Childhood KIX Proposal "LAS AEI DE LAS PI. Overcoming barriers with sustainable development experiences as a comprehensive aspect of inclusive early childhood pedagogies in Haiti, Honduras and Guatemala."

They also participated in drafting the document requested by UN Health "Call to joint actions for early childhood in the health and education sectors. Actions to develop the complementary nature of health and education."

Moreover, they contributed with the “Education for early childhood social citizenship: insights for the Sustainable Development Goals” publication, and compiling presentations for the 2023 Regional Congress held in Bogotá.

#### ORGANIZATION OF MEETINGS AND REGIONAL ASSEMBLIES:

In line with what was previously mentioned, the VP reported that, in the Regional Assembly, each of the strategic areas were discussed jointly, where important ideas were agreed upon regarding the regional management plan:

Working on strengthening the participation in thematic events in the framework of Transforming education, particularly considering announcements, denouncements and actions stated in the Decade document, the Tashkent Declaration and SDG 4.

In the context of the celebration of OMEP's 75th anniversary, the focus was set on recognizing the foundational premises and challenges facing early childhood education, care and wellbeing that guide each of the actions carried out by the committees. To ratify these agreements, a document was drafted in support of the World Declaration, which, in summary, addresses the following topics:

Recognizing childhood as a socially established category, considering their realities and experiences.

Ensuring respect and value of children's cultural contexts, to develop and articulate proposals that improves their quality of life and access to education, health, play and care. Having political influence on the promotion of children's human rights, from a humanitarian, ecological, systemic and global perspective, demanding adequate financing to guarantee fulfilment of these rights.

It is considered fundamental to promote genuine participation of children and the creation of mechanisms to gather their voices, opinions, feelings, ideas and needs in a systemic manner, providing sufficient space for the various ways of expression and ensuring real results.

Having advocacy in the teacher training spaces to build new perspectives on the care and education pair, guaranteeing initial and continuous education for teachers, as well as their quality of life, using to their advantage the relationship with academic circles that a great part of OMEP's members in this region has.

Managing the creation and strengthening of more networks and partnerships to discuss relevant topic on early childhood (such as budget, legislation, among others.)

Apart from this, the Virtual Cafés have allowed to improve regional coherence as well as coherence from each committee with OMEP World. Their aim was to agree on perspectives, focus points, guidelines and challenges. Keeping up to date in early childhood knowledge is an obligation that is benefitted from these conversations with experts, focused on current topics that allow us to better support the political advocacy actions.

#### NORTH AMERICA AND THE CARIBBEAN

*Reported by Christiane Bourdages Simpson*

##### NATIONAL COMMITTEES:

In 2022, work started with Jamaica and Guadalupe. The plan was to present the candidacy of both countries in the Virtual World Assembly held in July 2023. However, only Jamaica was presented and approved as preparatory committee. Work will continue with Guadalupe.

##### REGIONAL MEETINGS:

Given the size of the territory, it is challenging to organize in person Regional Assemblies. Moreover, most members are French speakers. Still, all NCs share the wish to find a way to meet under a unifying topic in the near future.

A temporary solution considered was to meet during the World Assemblies. However, there are few members, apart from Presidents and other participants, who attend these assemblies. In

Athens in 2022, the VP only met two Canadian participants. The Presidents of the NCs of the United States and Haiti were not present.

#### ECONOMIC DEVELOPMENT OF THE NCS:

It is known that the economic health of an NC derives from donations received and the number of active members. Even though volunteering is the foundation of the commitment to OMEP, being part of an organization such as a university paves the way for scholars to participate in OMEP's events at local, national and international levels. Some of the related costs could be covered by the organization, but it is never possible to cover everything. This restricts participation in activities.

Regarding fundraising, it is a practice worth exploring. However, the status as a non-profit organization, with the appropriate statute, makes it more difficult to obtain financing, given the hardship of some fiscal regulations, especially in Canada.

#### NORTH AMERICA AND THE CARIBBEAN REGION:

Even though there are 3 NCs, a new preparatory committee and another one planned, this vast territory presents the VP, Asiya Foster, with a series of challenges. First, she is supporting Guadalupe in presenting their candidacy to become a preparatory committee in the World Assembly to be held in July 2024. Second, she is reaching out to other countries in the Caribbean to join OMEP as preparatory committees. Finally, she is trying to organize an in-person regional meeting.

Promoting the United Nations Decade for Early Childhood Education and Care requires hard work with national governments and building partnerships with other civil society organizations. Apart from this, the new VP will be invited to meetings, conferences and webinars. The new VP is aware that she is supported by the previous VP in the fulfillment of OMEP's mission.

## 4.2. Activities on organization from the national committees

### 4.2.1. Participation in the OMEP Virtual World Assembly and the Regional Assemblies

85% of the NCs reported having participated in the OMEP Virtual World Assembly.

79% of the NCs that submitted their 2021 reports took part in the Regional Assemblies (RAs).

**AFRICA.** Burkina Faso, Cameroon. Ghana, Nigeria, Democratic Republic of Congo.

**ASIA PACIFIC.** Australia, China, Hong Kong-China, Japan, New Zealand, Pakistan, the Republic of Korea, Thailand.

**EUROPE.** Sweden, Italy, Finland, Croatia, Cyprus, Slovakia, Israel, Greece, the United Kingdom, France, Portugal, Poland, Czech Republic, Bulgaria, Belgium.

**LATIN AMERICA.** Uruguay, Costa Rica, Peru, Ecuador, Mexico, Venezuela, Chile, Argentina.

**NORTH AMERICA AND THE CARIBBEAN.** Canada.

### 4.2.2. Participation in other national and international activities

#### AFRICA

**OMEP Ghana** participated in the EDS project developed in the framework of the UNESCO Participation Programme, under the leadership of the Regional Vice President of Africa and the World Secretariat team.

#### ASIA PACIFIC

**OMEP Thailand** participated in national and international activities. Regarding the international, they highlighted their work to organize the 2024 OMEP World Assembly and Conference, which will be held in Bangkok, Thailand. This activity involved worked together and in part-



nership with UNESCO Bangkok and UNICEF EAPRO. They also collaborated with OMEP Japan by presenting in the organization's Annual Conference and advising its members to develop relationships with Thai universities that work on ECCE topics. They also participated in the 2023 World Conference, the Asia Pacific Regional Conference and reported the NC's activities and the WASH World Project progress.

Regarding the national activities, they worked with the Ministry of Social Development and Human Security as part of a committee for the development of an ECCE model program, and participated on the selection committee for the Educator Award of the Thai Education Council, as well as held conferences and workshops in universities, among others.

## EUROPE

**OMEP Portugal** reported on various activities, including their participation in the project "[A Rodar-E9G](#)", promoted by the "Escolhas Program". In February, they held the first monitoring meeting with the attendance of all partners. In the framework of this project, activities were held to celebrate the World Children's Day. An assembly was developed with children and young people, where some of their rights were read and discussed. The activity finished with the children drawing their perspectives on some of the rights presented to them.

Moreover, in April, they participated in a tribute to Prof. María de Lourdes Levy, who had been President of the NC of OMEP Portugal for many years, held at the Portuguese Communication Foundation.

Among other activities, they highlighted promoting and participating in conferences at national level ("Domestic Violence and Delinquent Behaviors of Children", promoted by the "João de Deus School of Education") as well as regional level ("Quality and Equality in ECCE", held in Limassol, Cyprus), and attending award ceremonies (9th Edition of the Journalism Award – The Rights of the Child in the News, promoted by the National Commission for the Promotion of the Rights and Protection of Children and Young People (CNPDNJ) and the Forum on the Rights of Children and Young People, of which OMEP is co-founder).

## LATIN AMERICA

**OMEP Chile** was invited to participate in seminars to present OMEP's ESD projects (in collaboration with the Integra Foundation), as well as to attend the anniversary celebrations of the Preschool Education Office, JUNJI and the Integra Foundation.

## NORTH AMERICA AND THE CARIBBEAN

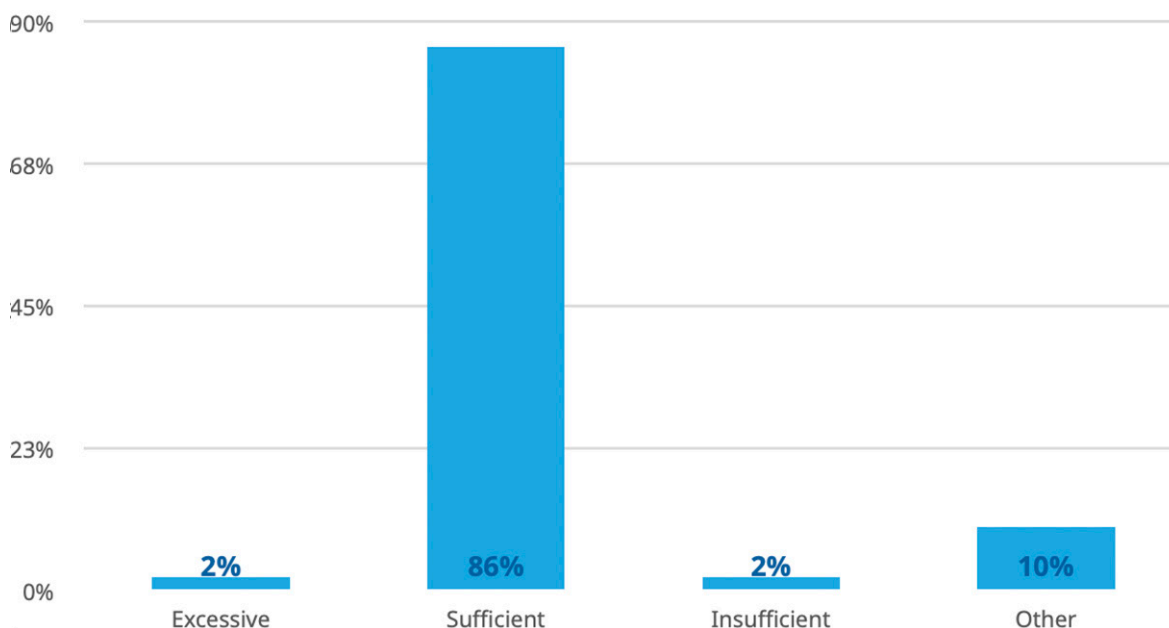
The NCs in this region did not report any other national or international activities related to this strategic area.

### 4.2.3. Assessment of the work plan, communication and meetings with the Regional VPs

Almost 90% of the participating NCs were satisfied with the relationship maintained with their regional VP during 2023. North America and the Caribbean was the region that struggled the most in this area.



## Assessment of the work plan, communication and meetings with the Regional VP



#### 4.2.4. Assessment of the Strategic Plan: The easiest and most challenging areas to address

Regarding the Strategic Plan, the NCs presented widely different views on the easiest and most challenging areas to address. According to their answers, it could be observed that, besides the Strategic Plan itself, the country's context and history of the OMEP NC really influenced how they assessed how simple or difficult it was to work on the Strategic Plan areas.

It is not possible to find clear consistencies even within regions, and it was also observed in several cases that there was more or less difficulty to work on a specific project, rather than the strategic area where it corresponds. For example, several NCs mentioned some project in the area of Education (such as the ESD) as the easiest to develop, while they found another project in the same area as the most challenging.

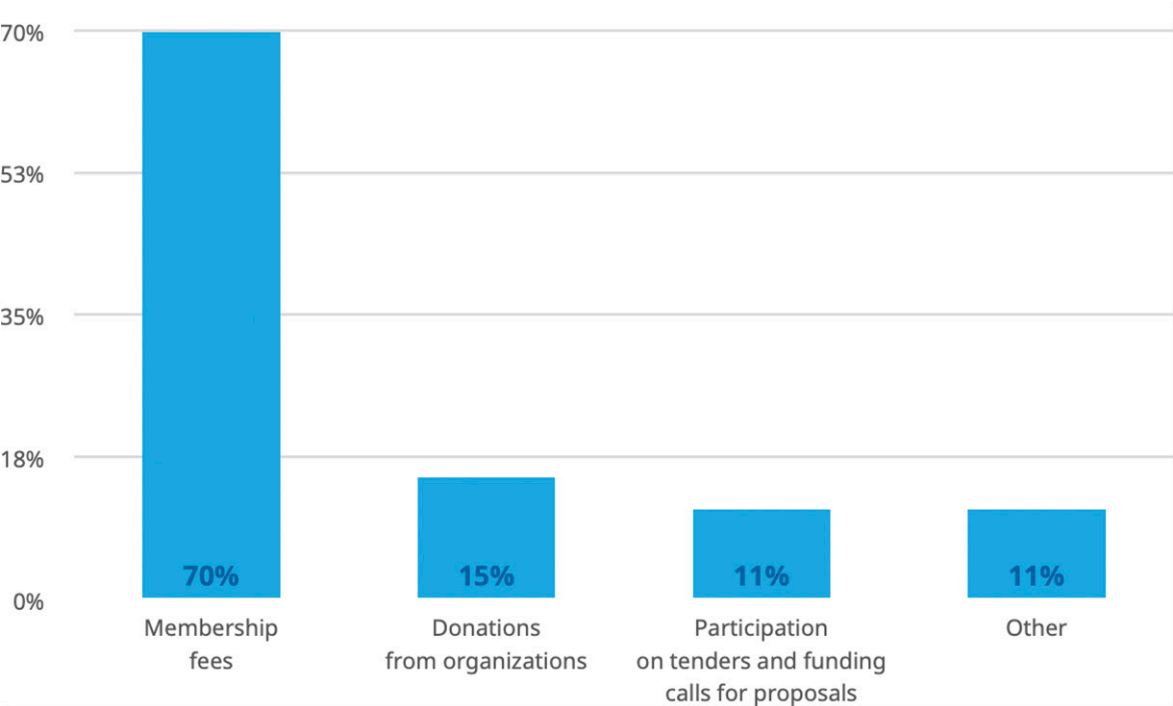
However, it should be noted that none of the NCs mentioned the area of Organization as the easiest to address, while the areas of Education and Political Advocacy were the two most mentioned. In fact, the area of Organization was the most pointed out among the most challenging to develop due to difficulties already noted in previous sections, such as a lack of financing, a shortage in personnel in the NCs and the voluntary nature of their work.

#### 4.2.5. Sources of funding and resources. Strategies to increase sources of funding and resources. Payment of annual fees.

##### SOURCES OF FUNDING:

On this aspect, **70%** of the NCs reported having received funds from the membership fees paid by OMEP's members, which is the main funding source. Following that, 15% mentioned having received donations from organizations.

Sources of funding



In the category ‘Others’, different sources are included. For example, **OMEP Australia** mentioned interests and dividends; **OMEP Germany** received governmental funds from the Federal Ministry of Family Affairs, Senior Citizens, Women and Youth; and **OMEP Ukraine** got financing from private donors.

STRATEGIES TO INCREASE SOURCES OF FUNDING AND RESOURCES

71% of the NCs reported having developed strategies to increase sources of funding.

AFRICA

**OMEP Cameroon** highlighted the diversity among OMEP’s members, the relationship with other organizations and their communication plan.

ASIA PACIFIC

**OMEP China** organized national conferences to obtain funds through enrollment fees.

EUROPE

**OMEP Czech Republic** promoted their activities to gain visibility and partnered with other NGOs that work on ECCE topics.

**OMEP Israel** launched a donation channel on their website.

LATIN AMERICA

**OMEP Argentina** signed agreements with municipalities, foundations and companies to develop different projects in topics related to training, research and consulting.

NORTH AMERICA AND THE CARIBBEAN

**OMEP USA** discussed requesting grants in order to increase funding access.

#### PAYMENT OF ANNUAL FEES

**88%** of the NCs reported having paid OMEP's annual fee and 9% reported having requested or received assistance to pay their annual fee.

#### 4.2.6. Incorporation of new members and young members

**69%** of the NCs reported having incorporated new members in 2023: Hong Kong, Sweden, Burkina Faso, Slovenia, Italy, Uruguay, China, Finland, Croatia, Ukraine, Russia, Ghana, Cyprus, Slovakia, Thailand, Canada, Israel, Pakistan, New Zealand, Cameroon, Ecuador, the Republic of Korea, United States, Chile and the United Kingdom.

#### YOUNG OMEP

**45%** of the NCs reported having at least one young member.

Likewise, **55%** of the NCs reported having developed strategies to attract young members. This 10% gap is very important, since it shows that the "Young OMEP" chapter is being taken into account by the NCs as an area to improve upon.

#### AFRICA

**OMEP Ghana** added young members to their committees.

#### ASIA PACIFIC

**OMEP Hong Kong** promoted seminars and events for students on early childhood education through their EXCO members who work in higher education institutions.

#### EUROPE

**OMEP Italy** incorporated young members actively in the organization of the NCs by allowing them to participate directly in the organization and planning board. By giving them opportunities and responsibilities from the start, they were enabled to make immediate significant contributions.

#### LATIN AMERICA

**OMEP Venezuela** now has two Vice Presidencies since their last elections, one which is for the Young Generation and chosen by the young members of the NC.

#### NORTH AMERICA AND THE CARIBBEAN

**OMEP USA** invited young people involved in ECCE to participate in the board's annual meetings and to attend events in technical colleges and universities.

#### 4.2.7. Impact of actions in the area of Organization from the National Committees: achievements and challenges

#### AFRICA

Regarding the **achievements**, the NCs highlighted an increase in membership and more participation from young people.

Regarding the **challenges**, the NCs mentioned scarce participation in meetings and the need to continue increasing the number of members.

### ASIA PACIFIC

Regarding the **achievements**, the NCs highlighted an increase in membership, their initiatives to attract young members, the great teamwork, the development of conferences and other activities, such as the dissemination of research projects or review of public policies.

Regarding the **challenges**, the NCs mentioned the lack of administrative and financial personnel, the inadequacy of technological abilities for the use of social media, the voluntary nature of their work and the scarcity of young members.

### EUROPE

Regarding the **achievements**, the NCs highlighted the work with young people interested in ECCE, the growth of their organizations, the increase of new members and the development of activities, such as conferences and seminars. They also pointed out their increased involvement with other organizations, like universities, and a wider participation in OMEP's meetings and events.

Regarding the **challenges**, the NCs mentioned the financial difficulties and the inability to pay the annual fee, the need to involve young people and to raise the number of members in general.

### LATIN AMERICA

Regarding the **achievements**, the NCs highlighted their participation in regional and global meetings, the boost in their communication and dissemination channels, and the exchanges with other members in OMEP and other organizations, such as universities.

Regarding the **challenges**, the NCs mentioned the financial difficulties, resulting in the need to attract more members who can pay their fee, and their own difficulties to pay the annual fee. They also pointed out the need to continue working to attract more young members and increase their involvement in the NCs' governance.

### NORTH AMERICA AND THE CARIBBEAN

Regarding the **achievements**, the NCs highlighted having gained more interest on OMEP.

Regarding the **challenges**, the NCs mentioned the lack of financing and interest in ECCE in their countries, which makes it more difficult to gain new funding sources.

## 5. The area of communication

Communication is a key process that has an impact in all areas of our Strategic Plan, since it enables us to develop our understanding, agreements, leadership and influence. It is a fundamental tool to promote constructive dialogues among its members, leading to a common and agreed upon view, and to give visibility of the organization and its activities to interested parties working directly or indirectly with early childhood.

Our communication has two main aspects:

- A pedagogical or educational aspect that involves information and awareness
- A dialogical aspect that enables democratic and permanent discussions to be held internally (between OMEP's committees and the EXCO) and externally, with other organizations, governments and social groups.

To organize these efforts and transform them into specific and coordinated actions, a communication plan has been developed (defined in a separate document), which is managed by a specialized professional team. These actions are required based on the commitments stated in the Tashkent Declaration, which demands civil society organizations to “advance dialogue for international cooperation and solidarity, reinforcing the participation of civil society, and facilitating and supporting international, regional, and national networks and platforms dedicated to ECCE.”

The flagship initiatives related to internal and external communication that were launched in the 2020-2022 plan are maintained as a foundation to strengthen, and they are aimed to protecting OMEP's image, brand and institutional identity; celebrating international days; and promoting projects and activities in different formats, such as: webinars, seminars, articles, declarations, videos, visual pieces, etc.

### 5.1. The work of the EXCO in the area of Communication

#### 5.1.1. The actions of the World Presidency in the area of Communication

2023 was marked by the celebration of OMEP's 75th anniversary and the work on political advocacy to raise awareness on and seek international support for the “Decade for Early Childhood Care and Education” project. Likewise, OMEP developed or participated in the creation of different seminars or webinars.

Some of the areas focused on were:

##### **OMEP'S 75TH ANNIVERSARY**

A special logo for OMEP's 75th anniversary started to be developed by the end of 2022, it was broadened during 2023 and specific versions were created for each of the national committees. Profile pictures for social media were also created.

A communication campaign consisting on 33 pieces was developed, with images of preschools and children from different countries and moments where OMEP has been present. The communication pieces were distributed during all of 2023.

On December 8, in honor of the Universal Declaration of Human Rights, a video was launched linking this date to the history of OMEP's 75th anniversary. The video was created using historical images with a voiceover in OMEP's three official languages. [ES](#) / [EN](#) / [FR](#)

## DECADE FOR EARLY CHILDHOOD CARE AND EDUCATION

With the brand created by the end of 2022, different communication pieces were developed in 2023 for the political advocacy work as a part of the campaign “Towards a Decade for Early Childhood Care and Education.” Some of the pieces were:

- “Decade of ECCE” work document for the website [ES](#) / [EN](#) / [FR](#)
- Fully-colored pamphlet to print and hand out in institutional meetings
- Folder
- Fully-colored postcards to give as a souvenir, with images in honor of early childhood and a text summarizing the “Decade for ECCE”
- Pins with the “Decade for ECCE” brand

## OMEP’S WEBSITE: [WWW.OMEPWORLD.ORG](http://WWW.OMEPWORLD.ORG)

During 2023, we continued to build and improve the website.

## OMEP BLOG: RIGHTS FROM THE START:

The call for articles and the translators’ teamwork was strengthened to cover the need to share articles in the 3 languages, while being mindful of the quality of the original piece. The editorial team was in charge of inviting authors, reviewing the articles received and selecting children’s artwork to support each article appropriately.

In section “[2.2.3. OMEP Blog: Rights from the Start](#)” is a list of the blog’s publications in 2023 with its respective link.

## COMMUNICATION CAMPAIGNS

Several campaigns were developed with original content on the identity of early childhood education, public policies and the promotion of webinars, seminars and other events:

- Original campaign for GAWE under the theme “Ensuring public investment in childhood”, aimed at showing the strengths and benefits of early childhood education and the challenges they face
- In-person and free seminar for a call to peace for the International Day of Peace and “Learning to live in interesting times”
- OMEP European Conference and Assembly 2023
- 14th OMEP Latin American Conference and Assembly 2023
- 75th OMEP World Assembly
- Others

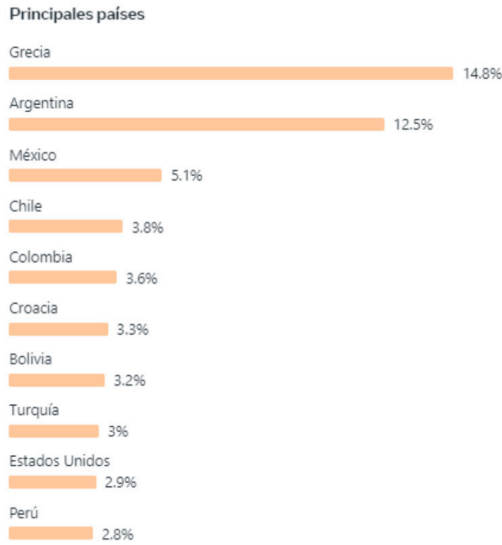
## CELEBRATION OF INTERNATIONAL DAYS

Campaigns were launched to celebrate OMEP and United Nations’ International Days, through posts, videos and promotion of actions done by different national committees.

- World Play Day [ES](#) / [EN](#) / [FR](#)
- International Day of Peace
- World Children’s Day [ES](#) / [EN](#)
- International Women’s Day [ES](#) / [EN](#)
- World Teachers’ Day
- World Hand Hygiene Day

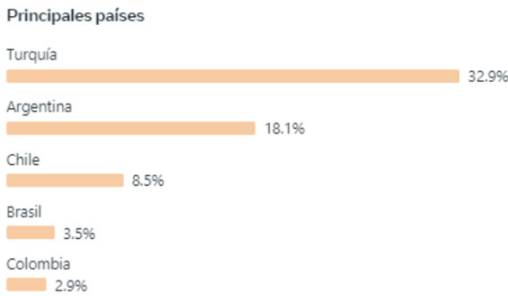
FACEBOOK AUDIENCE

Main countries that interacted with OMEP’s content:



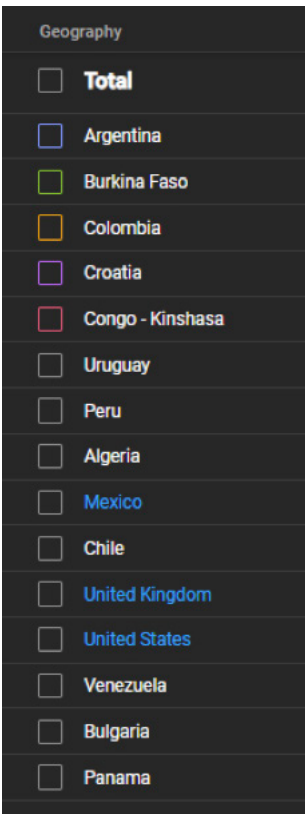
INSTAGRAM AUDIENCE

Main countries that interacted with OMEP’s content:



YOUTUBE AUDIENCE

Main countries that interacted with OMEP’s content:





## OMEP SEMINAR SERIES

In 2023, we continued hosting our international seminars, to disseminate OMEP's knowledge in topics related to early childhood and their rights. Apart from being a tool for knowledge generation and political advocacy, it allows OMEP to build relationships with experts from the most prestigious institutions related to education.

## 2023 VIDEOS AVAILABLE IN OMEP'S YOUTUBE CHANNEL

- Webinar of the 2023 OMEP Seminar Series
- 2022 Education for Sustainable Development Award-winning Projects [ES](#) / [EN](#) / [FR](#)
- OMEP's 2023 ESD Award Competition: Play into ESD [ES](#) / [EN](#) / [FR](#)
- Early childhood education: Country progress towards national SDG 4 benchmarks [ES](#) / [EN](#) / [FR](#)
- Play responsive teaching / Part [1](#) and [2](#)
- Early childhood education: Country progress towards SDG 4 benchmarks
- [#GAWE2023 SEMINAR](#): Decolonising Education Financing from the Start NOW!
- Financing in ECCE: moving forward on the Tashkent commitments [ES](#) / [EN](#) / [FR](#)
- [Education and technology in early childhood: Urgent discussions](#)
- Mathias Urban. [Learning to live in interesting times](#)
- [Education for Sustainable Development awardees 2023 webinar](#)
- Other simpler content

## SOCIAL MEDIA

In all organizations, social media is a key strategy to communicate effectively, given that many aspects of life happen through them and they offer a free snapshot into what we do. One of the basic metrics in social media is the outreach and interactions (engagement) with the content.

OUTREACH ON ALL SOCIAL MEDIA	INTERACTION WITH THE CONTENT
556,796	14,297
Number of views of our content	Reactions, comments, shares

[YouTube](#): Outreach **82,326** - Engagement **765**

[Facebook](#): Outreach **122,224** - Engagement **6,443**

[Instagram](#): Outreach **44,941** - Engagement **4,252**

[Twitter](#): Outreach **75,367** - Engagement **3,154**

[Blog](#): Outreach 231,937

## CONCLUSIONS

In 2023, social media indicators saw an increase and even surpassed 2021 (and therefore, of course, 2022.) Even though Facebook and Twitter had a decrease in outreach compared to 2022 (Facebook: 171,824 vs. 122,224 - Twitter: 99,300 vs. 75,367), Instagram, YouTube and the blog had a considerable increase in outreach, which enabled us to reach more people overall.

- Some of the causes:
  - » Followers enjoyed the content in honor of the 75th anniversary. The simple content, with images of children, added to the excitement due to the celebration of OMEP's anniversary, was beneficial for our branding.
  - » In 2023, we uploaded a great number of audiovisual materials to YouTube, including 8 live transmission, which is a great increase compared to past years. Between 2019 and 2022, there were 11 live transmissions.

» The blog received many more visualizations and the Google searches increased worldwide, as the website [www.omepworld.org](http://www.omepworld.org) itself also had a larger outreach than in previous years, reaching an outreach of **917,208**.

» From most to least outreach, these are the countries that interacted with our website: Argentina, Spain, United States, Colombia, United Kingdom, France, Chile, Canada, Mexico, Peru, Turkey, New Zealand, Australia, Hong Kong, Nigeria, Ecuador, India, Belgium, Venezuela, Cyprus, Japan, Uruguay, Croatia, Greece, Ireland, Sweden, Singapore, Thailand, Finland, Indonesia, South Korea, Germany, Norway, Malaysia, Italy, Mauritius, Philippines, Panama, South Africa, Brazil, Democratic Republic of Congo and the list continues.

### 5.1.2. The actions of the Regional VPs in the area of Communication

#### AFRICA

*Reported by Nyamikeh Kyiamah*

OMEP'S IMAGE: USE OF THE LOGO, SLOGANS AND ETHIC STAND

Nigeria, Ghana and the Democratic Republic of the Congo use OMEP's logos in their communications.

USE OF COMMUNICATION CHANNELS AND STRATEGIES TO STRENGTHEN INTERNAL AND EXTERNAL COMMUNICATION

The main communication channels are WhatsApp, emails and WhatsApp calls. Likewise, for meetings, interviews and contact among the NCs, they use the Zoom platform.

#### ASIA PACIFIC

*Reported by Sandie Wong*

MONITORING OF THE DISSEMINATION OF COMMUNICATIONS, CAMPAIGNS AND GLOBAL INITIATIVES AT THE NATIONAL LEVEL

All the communications are shared and all Facebook pages are liked and shared.

OMEP'S IMAGE: USE OF THE LOGO, SLOGANS AND ETHIC STAND

The Presidents of the NCs of the region have been encouraged to verify the details of their country's currency in OMEP World's website. Apart from this, they were requested to include the membership to OMEP in their email signature.

USE OF COMMUNICATION CHANNELS AND STRATEGIES TO STRENGTHEN INTERNAL AND EXTERNAL COMMUNICATION

One of the goals for 2023 in the region was to improve communication and connection. This was achieved by holding quarterly APR online meetings. In all these meetings, minutes were drafted and shared with the APR committees and OMEP World. Still, there have been some challenges to maintain the email distribution list up to date due to membership changes in the NCs.

MEETINGS, INTERVIEWS AND CONTACT WITH THE NCS

In 2023, 3 APR online meetings were held (March, June and September) and one in-person meeting (December) for the Asia Pacific Regional Conference held in Sydney, Australia.

On average, 10 people from 6 countries participated in the online meetings. In the in-person meetings, 17 people from 9 countries participated (Aotearoa/New Zealand, Australia, China, Hong Kong, Japan, Pakistan, the Republic of Korea, Singapore and Thailand), and the World President joined online.

#### EUROPE

*Reported by Adrijana Višnjić*

MONITORING OF THE DISSEMINATION OF COMMUNICATIONS, CAMPAIGNS AND GLOBAL INITIATIVES AT THE NATIONAL LEVEL

The NCs shared the communications by OMEP World via email and the different social media platforms. The invitations to events, including the Seminar Series, were published frequently

on the countries' websites and social media. The blog publications are also valued and shared in similar ways.

#### OMEPS IMAGE: USE OF THE LOGO, SLOGANS AND ETHIC STAND

The NCs use OMEP's logos to increase visibility and tradition within their regions. By adding the logos for the celebration of OMEP's 75th anniversary and OMEP's usual logos in their communications, events and materials, the NCs contributed to the general recognition of this important anniversary for OMEP and strengthened the organization's legacy at local and regional levels. This joint effort among the NCs reinforces OMEP's presence even more and underscores OMEP's long-lasting commitment to early childhood education worldwide.

#### USE OF COMMUNICATION CHANNELS AND STRATEGIES TO STRENGTHEN INTERNAL AND EXTERNAL COMMUNICATION

The NCs have improved their communication channels, created new promotional materials to attract members to OMEP and increased their use of social media. The conferences and campaigns were shared among specific groups and organizations, such as universities, through press communications and open letters for the general public.

Several NCs have established protocols to share communications from OMEP World, in general through publications in their national websites and social media platforms, like Facebook and Twitter. Some countries, like Croatia, have their own blogs. Moreover, several members of the European NCs have contributed with their articles to OMEP's blog.

The VP also used similar communication methods, such as the Virtual Cafés, emails and social media, to interact with the NCs. Likewise, the VP used OMEP Europe's Facebook page as a communication channel.

Moreover, the VP communicated with the NCs through 3 OMEP Europe newsletters, distributed in March, May and November. These newsletters were used to share important information and updates with the NCs in all the region.

#### MEETINGS, INTERVIEWS AND CONTACT WITH THE NCS

It is important to note here the visits of the VP to Ireland, Poland, Slovenia and North Macedonia, as well as Australia.

### LATIN AMERICA

*Reported by Desirée López de Maturana L.*

The situation is very similar to 2022. During this administration, the VP hired a person to be in charge of social media, to disseminate campaigns, courses and relevant information from the organization and other topics related to early childhood. This person follows all the guidelines originating from the communication advisor of the World Secretariat.

#### MONITORING THE DISSEMINATION OF COMMUNICATIONS, CAMPAIGNS ARE GLOBAL INITIATIVES AT NATIONAL LEVEL

#### OMEPS IMAGE: THE USE OF THE LOGO, SLOGANS AND ETHIC STAND

Using the logos and slogans, and adhering to our ethic stand is a must. We have been working to strengthen this commitment according to OMEP World's guidelines. They still have not found a way to reach a regional identity, since they have prioritized the institutional image.

#### USE OF COMMUNICATION CHANNELS AND STRATEGIES TO STRENGTHEN INTERNAL AND EXTERNAL COMMUNICATION

On this point, they reported the same as in 2022, since there have not been major changes. The region has a fluent internal communication network via WhatsApp groups and emails, where the Presidents and board groups participate.

They also continuously use the Facebook and Instagram platforms for external and internal communications and outreach. Moreover, this OMEP's region participates in the communications team in CLADE, which helps promote the campaigns and actions that each organization carries out.

They added that some committees have more tools and skills to develop interview spaces, which they generously share with other committees in the region, building up a regional identity in these instances.

#### MEETINGS, INTERVIEWS AND CONTACT WITH THE NCS

In 2023, conversations were held with almost all the Presidents to review their particular situations. With the Presidents of the committees of Brazil, Bolivia and Guatemala, the focus was on the decrease in participation on regional activities, while with other Presidents, it was on establishing projects and making them consistent with the region. Also, conversations were held successfully with Honduras to add a new committee.

Fortunately, communication with the national committees is fluent and the relationship with the Presidents is appropriate to respond to their needs. All group discussions and needs raised via WhatsApp have received clear feedback, guidance, answers or solutions effectively.

#### NORTH AMERICA AND THE CARIBBEAN

*Reported by Christiane Bourdages Simpson*

OMEP Canada updated their website, which is now more in line with OMEP World. Four times a year, they publish OMEP-Canada Info and they have a dedicated page in the *Préscolaire* journal, which is also published four times a year. The logo is still visible, as well as the Facebook page, which is very active.

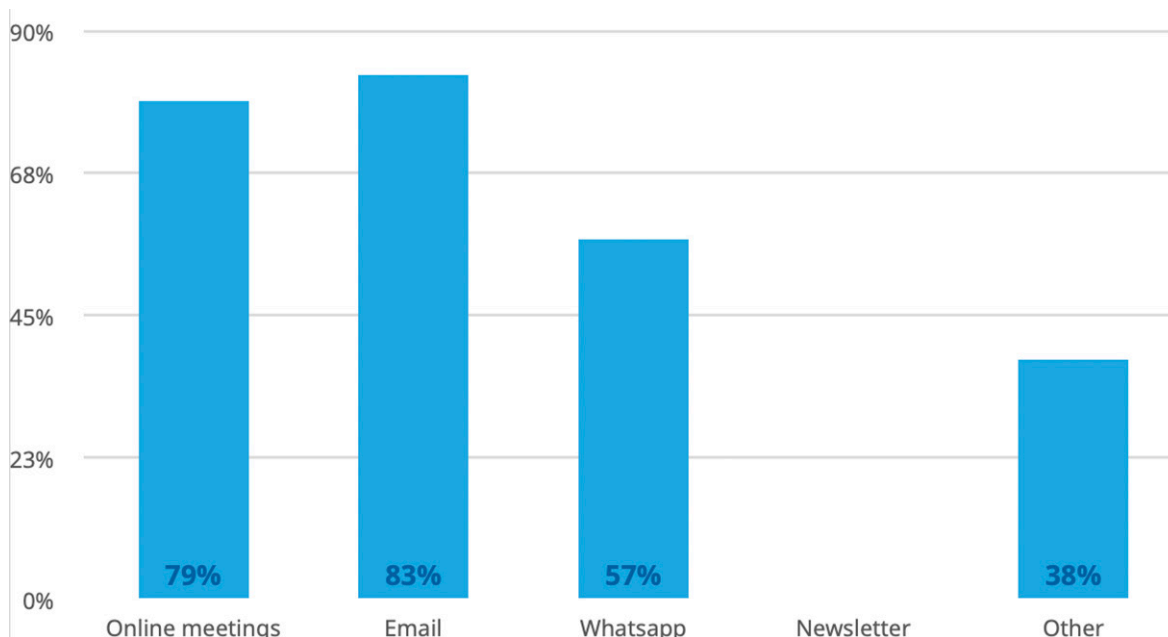
## 5.2. The actions of the National Committees in the area of Communication

### 5.2.1. Internal and external communication strategies and national communication plans

49% of the NCs reported having implemented a communication plan in 2023.

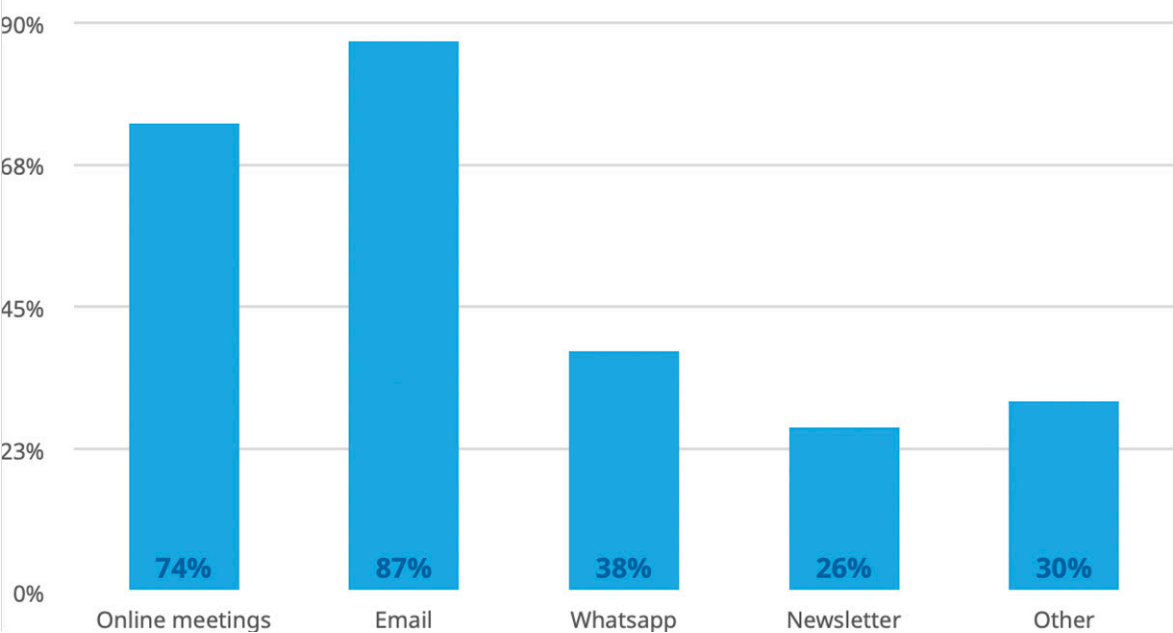
Email messaging and online meetings were the two most used strategies by the NCs to carry out internal communications. The category “Others” includes mainly in-person meetings and phone calls.

#### Internal communication strategies 2023



Regarding the external communication strategies, online meetings and email messaging were also the top two strategies chosen. Apart from this, the newsletter appears as a strategy used for external communication, but not for internal. Likewise, the category “Others” includes several mentions of social media, such as Facebook and Instagram, and websites.

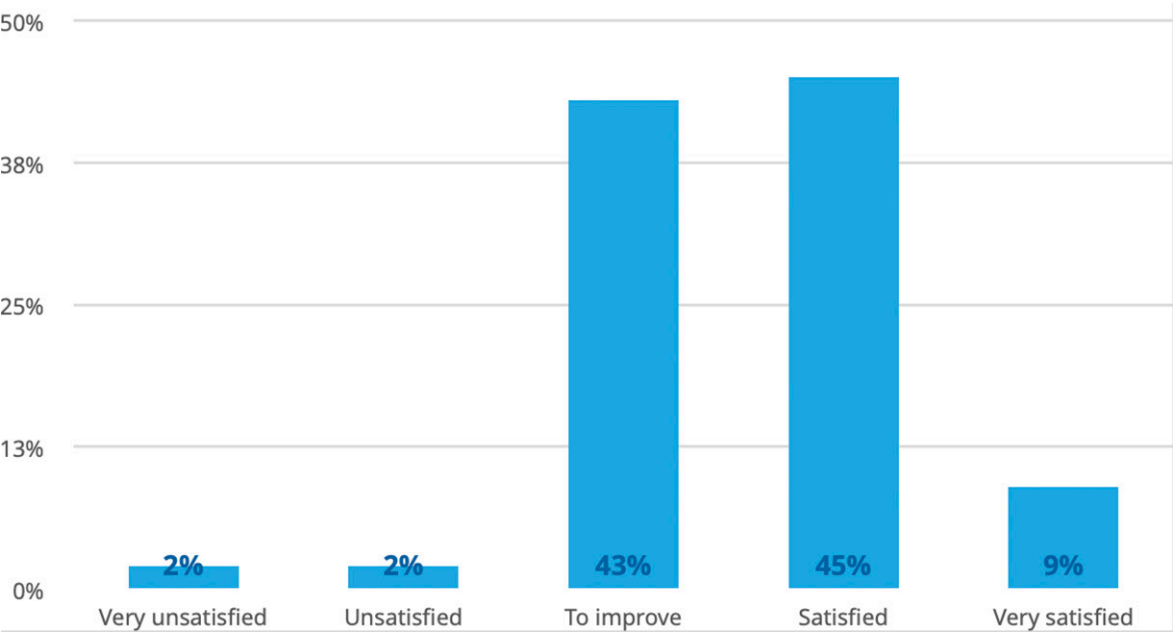
External communication strategies 2023



5.2.2. Views on the strategies of the NCs to promote their activities and their participation in the strategies proposed by the EXCO

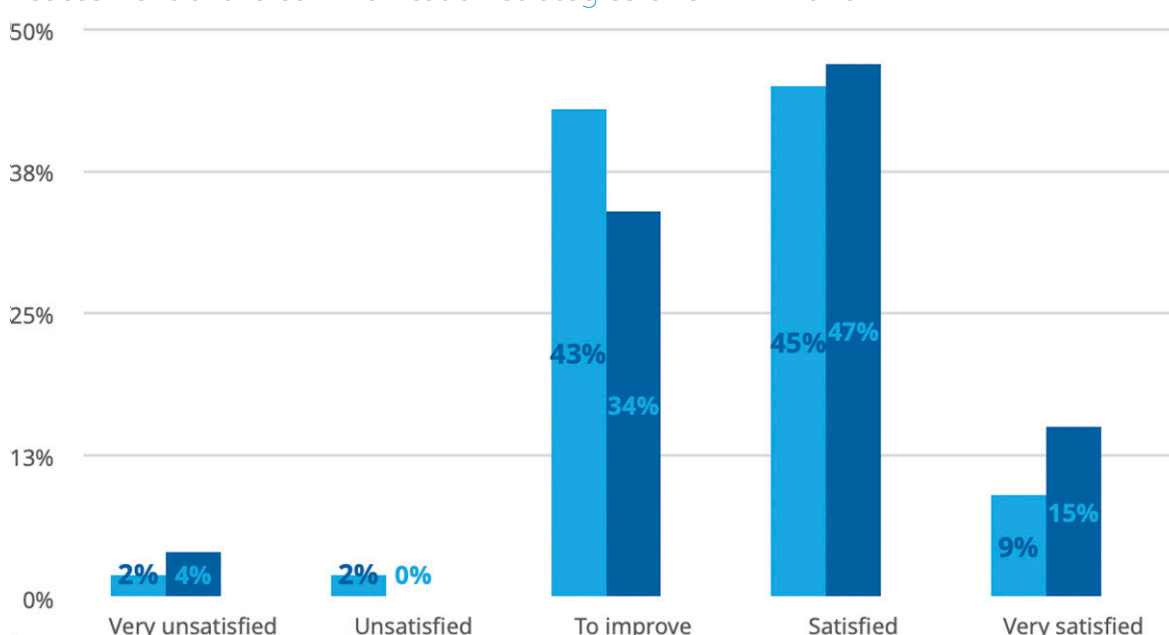
54% of the NCs is satisfied or very satisfied with their communication strategies. Still, this means that a significant percentage believes this is an area to improve. Regarding the challenges, they mainly mentioned the shortage of personnel and resources who can cover this task, as well as the need to reach a wider audience.

Assessment of the communication strategies of the NCs



Over 60% of the NCs scored the communication strategies by OMEP World as satisfactory or very satisfactory. The percentage scored as very satisfactory (15%) is even higher than the one for their own strategies. Moreover, 64% of the NCs stated that they regularly share OMEP World's publications with their members on social media.

#### Assessment of the communication strategies of OMEP World



### 5.2.3. Main strengths and challenges in communication with the EXCO

#### AFRICA

The NCs of this region stated they had excellent communication with the EXCO, especially with the use of WhatsApp by the VP to send timely updates. Among the challenges, they mentioned the need to strengthen communication among NCs in the region.

#### ASIA PACIFIC

The NCs in this region also reported having very good communication with the EXCO and WP. They also highlighted the work of the Assistant to the WP in disseminating information, and the VP's work. Among the challenges, they pointed out the need to receive information with more time.

#### EUROPE

Most of the NCs in this region mentioned, among the strengths, the good communication with the WP, the EXCO and the VP, deeming these communications to be appropriate and answers to be quick. They also highlighted the Virtual Cafés as a meeting point. However, they mentioned several challenges. On the one hand, they reported having communication difficulties with the World Treasury. On the other hand, they stated the need to broaden the languages in which communications are sent, given that linguistic barriers hinder communication in some cases. Finally, they also pointed out that it would be helpful to receive some news with more time to be able to participate more actively.

## LATIN AMERICA

The NCs in this region mentioned as strengths the development of an institutional identity, the fluency and timeliness of communications, the good relationship with the EXCO and the VP, and the adequacy of the information.

Among the challenges, they considered the economic difficulties of the NCs and the possibility to access communication pieces independently to be able to share with on other channels apart from OMEP World's platforms.

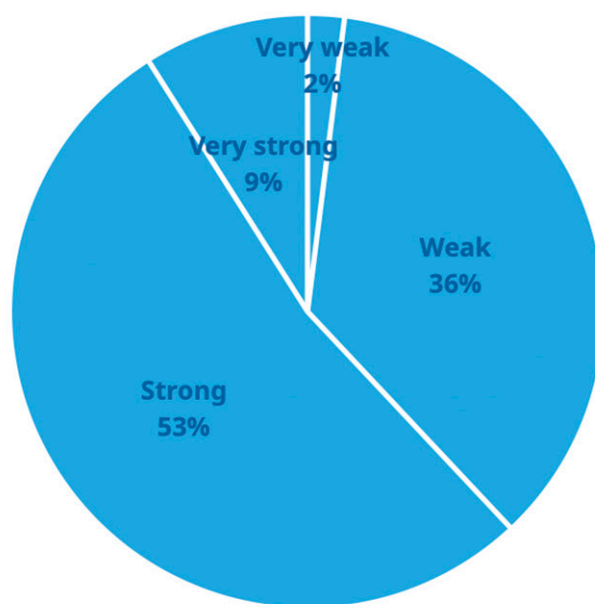
## NORTH AMERICA AND THE CARIBBEAN

This region highlighted as a strength the effort made to improve communication and the access to the information shared by OMEP World, as well as the different events and participation channels. Nonetheless, they pointed out that a challenge for participation to some events is due to time zone differences.

### 5.2.4. Impact of actions in the area of Organization from the National Committees: achievements and challenges

**62%** of the NCs believe that the impact of their actions in the area of communication was strong or very strong. However, it should be noted that 4 out of 10 consider their impact to be weak or very weak. This shows that it is still an area to continue working on.

Assessment of NCs of the impact of their actions in the area of communication



## AFRICA

Regarding the **achievements**, the NCs highlighted that their communication actions helped increase the number of members and generate excitement on specific projects. Regarding the **challenges**, the NCs mentioned the material difficulties (such as electricity) to maintain communications, as well as the need to be more proactive in this area and provide timely answers. They also pointed out the frequency needed to provide reports on their actions and the difficulty to complete these through tools with multiple questions.

## ASIA PACIFIC

Regarding the **achievements**, the NCs highlighted the outreach of their communications to members, leading to an active participation in different proposals from OMEP, as well as the



fluent communication with the VP, which enabled greater participation in regional events. They also stated the creation of social media accounts and updating their websites among the 2023 highlights.

Regarding the **challenges**, the NCs mentioned the shortage of specialized personnel to actively be in charge of communications and the lack of funds to access more adequate tools for actions in this strategic area.

## EUROPE

Regarding the **achievements**, the NCs highlighted mostly the possibility to disseminate information and keep OMEP's members informed through the different communication channels they have. This led to milestones like having a stronger presence on social media, having more active participation from members and holding more fruitful meetings with the NCs' executive committees.

Regarding the **challenges**, the NCs mentioned the legal limitations that hinder communication, such as privacy policies; the lack of resources and administrative personnel to keep the multiple communication channels up to date and providing timely answers; and the creation of each NC's personal brand.

## LATIN AMERICA

Regarding the **achievements**, the NCs highlighted raising awareness on OMEP and its activities in different countries, disseminating activities within and outside OMEP, and strengthening external communication through the creation of social media profiles.

Regarding the **challenges**, the NCs mentioned the difficulty of reaching all their members with the communications, as well as the lack of personnel, financial resources and time to carry out a stronger, faster and more effective communication strategy.

## NORTH AMERICA AND THE CARIBBEAN

Regarding the **achievements**, the NCs highlighted launching new websites with a structure that enables viewers to have a deep knowledge of OMEP's work and the different ways to actively participate in the organization.

Regarding the **challenges**, the NCs mentioned the lack of personnel to work on this strategic area.

## 6. World Treasurer's Report 2023

### 6.1. About INCOME 2023

INCOME 2023	PROJECT	INCURRED
2022 BALANCE CARRIED OVER	USD-	USD 54,069.01
1- MEMBERSHIP FEES	USD 34,900.00	USD 26,755.92
2- SPRINGER COPYRIGHT	USD 4,000.00	USD 3,623.59
3- WORLD CONFERENCE	USD-	USD -
4- REGIONAL CONFERENCES	USD 6,000.00	USD 2,277.35
5- DONATIONS /EXTERNAL FUNDINGS PAHO, UNESCO PP*	USD 31,000.00	USD 19,965.14
6- OTHER INCOMES/BANK INTERESTS	USD 400.00	USD 2.71
Total Income**	USD 76,300.00	USD 86,728.58

\*The total income does not include external funding from PAHO, UNESCO PP in item 5. Please refer to the explanation below for more details.

\*\* Total income: 2022 Balance carried over + 2023 Income – 5-Donations/External fundings.

INCOME FOR SPECIFIC PROJECTS 2023	PROJECT	INCURRED
PAHO	USD 7,000	USD 6,975.18
UNESCO PP	USD 13,000	USD 12,989.96

#### 6.1.1. Annual Fee

OMEP's main source of income comes from annual fees. In the 2023 budget, it was proposed to collect the full annual fee of USD 34,900. However, only 66.2% of the National Committees (47 out of 71) paid the annual fee. Therefore, the final collection for 2023 was USD 26,295.92. It is reported that the New Zealand, Australia, and Canada committees supported the annual fee. OMEP is reviewing how many committees are actually active, as some of those in the non-paying percentage have not been paying or reporting for several years, so they should be officially deregistered and no longer have this income in the projected budget.

The annual fee was collected through banks and PayPal. Sixteen National Committees paid via PayPal and thirty-one National Committees paid via bank.

#### 6.1.2. Springer Copyright

The copyright royalties for Springer in 2022 were received in April 2023, totaled USD 3,623.59.

### 6.1.3. World Conference

In 2023, only the World Assembly was held virtually as the World Conference did not take place. Therefore, there was no revenue.

### 6.1.4. Regional Conferences

The revenue from the Europe and Asia Pacific conferences totaled USD 2,277.35. Europe transferred USD 577.35 and Asia Pacific transferred USD 1700.00.

### 6.1.5. Donations/external fundings

Fundraising was unsuccessful. No donations were received in 2023.

During 2023, the World Presidency carried out a project with PAHO with an income of USD 7,000.00. The money was used to pay the consultants and specialists that participated, and a balance was left over to finance the travel expenses of specialist Betzabé Butron (Independent Regional Child Health Advisor, retired from PAHO), who will be a keynote speaker at WAC 2024 in Bangkok.

The funds received from UNESCO Participation Programme were used to cover the actions delivered in the framework of the project in 5 African countries, for a total of **USD 12,989.96**.

### 6.1.6. Other incomes/Bank interests

The bank only generates USD 2.71 in revenue. It is not possible to expect interest from the bank with the current account.

### 6.1.7. Income for external fundings 2023: PAHO, UNESCO PP

Of the USD 7,000 from PAHO, USD 6,975.18 was received due to bank charges.

Similarly, for the UNESCO Participation Programme funding, USD 12,989.96 was received instead of USD 13,000.00.

## 6.2. About 2023 EXPENSES

EXPENSES	PROJECT	INCURRED
1- Executive Committee Expenses		
1.1 CUSTOMARY PAYMENT FOR THE WORLD PRESIDENT	USD 18,000.00	USD 17,385.00
1.2 REGIONAL VICE PRESIDENTS AND WORLD TREASURER	USD 7,000.00	USD -
2- World Secretariat		
2.1 WEB PAGE	USD 2,000.00	USD 1,130.00
2.2 OFFICE EXPENSES	USD 7,500.00	USD 7,346.00
2.3 EDITING JOURNAL OMEP: TIP	USD 1,000.00	USD 700.00
2.4 SECRETARY TEAM	USD 8,000.00	USD 8,000.00
3- Representations		
3.1 REPRESENTATIVES	USD 3,000.00	USD 60.00
3.2 MEMBERSHIPS	USD 4,000.00	USD 3,530.00
4- World Assembly Expenses		
4.1 TRAVEL EXPENSES EXCO	USD -	USD -

4.2 TRAVEL EXPENSES SECRETARIAT	USD -	USD -
4.3 EDITING AND PRINTING ANNUAL REPORT, AGENDA, ETC.	USD 3,000.00	USD 2,550.00
4.4 TRAVEL EXPENSES REPRESENTATIVES	USD -	USD -
5- World projects		
5.1 ESD AWARDS	USD -	USD -
5.2 COMMUNICATION PLAN	USD 5,000.00	USD 5,000.00
5.3 WEBINAR OPERATING COSTS	USD 3,000.00	USD 3,100.00
5.4 SPRINGER ANNUAL SUBSCRIPTION 2023	USD 2,800.00	USD 2,698.50
6- Occasional Projects		
ECEC DECADE	USD 2,000.00	USD 1,434.85
OMEF 75TH ANNIVERSARY	USD 1,500.00	USD 1,500.00
7- Bank charges		
BANK CHARGES	USD -	USD 1,161.71
PAYPAL CHARGES	USD -	USD 426.50
TOTAL	USD 67,800.00	USD 56,022.56

EXPENSES FOR SPECIFIC PROJECTS 2023	PROJECT	INCURRED
PAHO	USD -	USD 4342.00
UNESCO PP	USD 13,000.00	USD 13,000.00

LOAN WAC 2024	PROJECT	INCURRED
OMEF THAILAND	USD -	USD 9,000.00

### 6.2.1. Executive Committee Expenses

1.1. Customary Payment for the World President: In 2023, the World President covered the costs of budget items related to the development of key initiatives and communication strategies, attendance at various meetings as the World President, the Secretariat professional team, and other projects. This year's expenses were slightly higher than last year's, but not over budget.

The World President attended the meeting in Paris, France, the OMEF Europe and OMEF Latin America conferences, and the GENERAL Conference in UNESCO and other missions. Asia Pacific, but was unable to attend due to other circumstances. Unlike previous pandemic and post-pandemic years, this was a year of many personal trips and meetings attended by the World President. Total incurred **USD 17,385.00**

1.2. Regional Vice Presidents and World Treasurer: During 2023, there were no recorded expenses.

### 6.2.2. World Secretariat

- 2.1. Web page: Used for the maintenance of the webpage. The total amount is **USD 1,130.00**.
- 2.2. Office expenses: include translations, printing, stationery, etc. Total **USD 7,346.00**.
- 2.3. OMEP Journal Edition: TIP includes the expenses of the edition and design of the publication. Total **USD 700.00**.
- 2.4. Secretariat team: payments for professional services. **USD 8,000.00**. The amount has increased by USD 2000.00 compared to last year. As per the request of the Presidency, the allocation for the 2023 budget has been approved due to the high workload.

### 6.2.3. Representations

- 3.1. Representatives: During 2023, there were no recorded expenses.
- 3.2. Memberships: dues paid for Memberships in GLOBAL CAMPAIGN FOR EDUCATION, CoNGO, Eurochild, CLADE, UNESCO for a total of **USD 3,530.00**

### 6.2.4. World Assembly Expenses

The World Assembly in July 2023 was held virtually, so there were no travel expenses. The expenses were for the documents, translation, printing, etc. Total **USD 2,550.00**.

### 6.2.5. World Projects

- 5.1. ESD Awards: In 2023, ESD had no expenses, because the World Assembly was held virtually and a new call was released for 2024.
- 5.2. Communication plan. Management and team of the annual plan for a total of **USD 5,000.00**.
- 5.3. Webinar operating costs. Carrying out the OMEP 2023 Seminar Series for a total of **USD 3,100.00**.
- 5.4. Springer: paid out of the total annual fee of **USD 2,698.50**.

### 6.2.6. Occasional Projects

The World President attended a conference in Kingston, Jamaica, where she presented "DECADE FOR EARLY CHILDHOOD CARE AND EDUCATION," a total of **USD 1,434.85**.

OMEP developed a communication strategy to celebrate its 75th anniversary, and the total cost of the communication was **USD 1,500.00**.

The funds received from PAHO were utilized to prepare contract documents, pay consultants and provide support, for a total of **USD 4,342.00**.

The funds received from UNESCO PP were used to cover the actions delivered in the framework of the project in 5 African countries, for a total of **USD 13,000.00**.

### 6.2.7. Bank charges

These expenses consist of charges related to bank transfers and PayPal transactions.

For bank accounts, we currently have a Korean won account, a dollar account, and a euro account. The reason for using a Korean won account is to facilitate debit card transactions. However, using both KRW and USD accounts at the same time is causing discrepancies due to exchange rate differences.

When making a wire transfer from a dollar account, the sender's fee to ensure the recipient receives the full amount is USD 20.00 per transaction. Additionally, the bank fee varies from USD 7.86 to USD 11.23 depending on the amount. Consequently, total fees of USD 1,161.71 were paid from June to December, as follows: (USD Account) June USD 13.93, July USD 92.95, August USD 176.53, September USD 200.65, October USD 63.21, November USD 377.18, and December USD 143.06. (Euro Account) September USD 80.27.

In the case of PayPal, transaction fees are determined based on the received amount. We paid fees totalling USD 441.00 as follows: July USD 133.06, September USD 209.70, October USD 18.31, December USD 51.5, and January USD 28.43. However, we did not include PayPal charges as an expense because they are already included in the deposit amount. Additionally, during the process of transferring PayPal balances to OMEP's bank account, approximately USD 426.5 was incurred due to the conversion of USD to KRW.

### 6.2.8. Loan WAC 2024

**USD 9,000.00** was loaned to OMEP Thailand for the preparation of the WAC and will be returned to OMEP World at the end of the event.

## 6.3. Overall status

<b>BALANCE 2023</b>	
2022 BALANCE CARRIED OVER	USD 54,069.01
INCOMES 2023	USD 86,728.58
EXPENSES 2023	USD 56,022.56
LOAN WAC OMEP THAILAND 2024	USD 9,000.00
DIFFERENCE BETWEEN INCOMES AND EXPENSES	USD 21,706.02
<b>BALANCE 2023</b>	
BALANCE AT BANK OPENING * (17/5/2023)	USD 40,867.71
BALANCE TOTAL (25/1/2024) BANK + PAYPAL	USD 21,706.02

## NOTES

- **Note 1:** The previous Treasurer transferred a total of **USD 53,867.71** in three transfers (May, August, and September). **USD 40,867.71** was the balance at the beginning of the bank account. The total transfer amount excludes USD 13000, which is UNESCO PP funds.
- **Note 2:** The final balance was prepared as of January 25th. This was done to account for 2023 membership fees that were not paid in 2023 and continue to be paid into 2024. Please note that amounts managed separately by UNESCO PP and PAHO have not been included in the final balance.

## FINAL COMMENTS

This was the year of the handover of the world treasury and that involved a lot of difficulties in getting the management of the accounts in a new country in order, but it was achieved with hard work and dedication from the previous world treasury, the current world treasury, and the world secretariat. We also tried to rebuild and express a clear and easy to interpret balance sheet, during the transition.

Reflecting on 2023, we observe that 66.2% of National Committees have fulfilled their constitutional obligations by paying the annual fee for 2023. We appreciate the solidarity contributions of some committees (New Zealand, Australia, and Canada) that also took charge of paying the fees of those who had problems meeting the requirements.

In 2024, it is imperative that committees fulfil their financial obligations by paying in full payments in time, which is March and April. This is crucial to adequately fund the expenses associated with the World Assembly and World Congress in Bangkok.

Upon detailed examination of income and expenses, it appears that including the donation category in the income section is inappropriate, considering the lack of donations in recent years. It is recommended to eliminate this category and make more accurate adjustments to the budget.

Upon review, it became evident that our financial balance is not being maintained. The results reveal that expenses are outpacing income, demanding immediate attention. It is crucial to rectify this imbalance to ensure financial sustainability. For instance, donations were excluded from the income calculation, and external funding operates independently from OMEP's budget, and all income is or will be used.

To address this, our focus must shift towards expanding income streams and exploring methods to curtail expenses across various categories. This strategy should be unequivocally reflected in the 2024 budget.

I propose a thorough examination of our current financial practices, identifying areas for expense reduction, and implementing measures to enhance income. These adjustments will be clearly articulated in the upcoming budgets to ensure fiscal responsibility.

We will continue to manage expenses efficiently and communicate transparently to ensure the organization's continued development.

**SoonHwan Kim**

*OMEP World Treasurer*



## 7. Closing remarks

In 2023, OMEP has been working very hard, both in OMEP World and the regional Vice Presidencies and the national committees. The Strategic Plan has enabled us to monitor OMEP's actions by providing a common goal and an internal organization of actions. Therefore, this report has been divided into the strategic areas to reflect upon OMEP's activities at the different organizational levels throughout the year.

In line with this, the area of **political advocacy** has seen the most growth during the past year.

- **33%** of the NCs reported that they are monitoring the CRC through different activities.
- **50%** of the NCs participated in the monitoring of the achievement of SDG 4 and targets 4.2 and 4.7.
- **59%** of the NCs report having participated in different initiatives to influence decision-making on ECCE policies.
- **93%** of NCs reported having worked in programs or projects with other institutions.
- **59%** of the NCs celebrated World Children's Day.

The WP, the VPs, the NCs and OMEP's representatives in the UN and UNESCO were able to report on their work to make OMEP be heard, influence public policies and legal frameworks for early childhood and publicly contribute to the defense of children's right to an inclusive and quality ECCE.

However, new challenges are still being found in this strategic area. The relationship with some international organizations is not as smooth in all organizational levels at OMEP, and some NCs have stated the need to continue working on the relationship with national offices of some organizations next year. The lack of representation of OMEP in UN's headquarter in Geneva is also a topic to be revisited to continue gaining more visibility.

In the area of **knowledge management**, several actions to different audiences were carried out by the EXCO, especially for scholars in IJEC and TIP and for the general public in the Seminar Series and the Blog, which contribute to broaden OMEP's impact in knowledge generation and dissemination regarding ECCE. It is important to note that, in 2022 (latest year with available statistics), IJEC became the journal with the greatest impact in the field.

Regarding the NCs, important differences were found in the development of actions for this strategic area.

- **68%** of the NCs participated in the 2021-2023 OMEP Seminar Series.
- **10%** of the NCs reported having published articles in OMEP's blog "Rights from the Start".
- None of the NCs reported having published an article in IJEC.
- **15%** of the NCs reported having participated in the online journal "OMEP: Theory into Practice."
- **58%** of the NCs reported having participated in other publications.
- **87%** of the NCs reported having carried out other knowledge management activities.

The disparity in the generation of scientific articles or participation in academic events could be seen not only at the regional level, but also within the regions. Even though it is possible that this is due to the NCs and their members' traditions, it could be encouraged for those members with less work in this area to participate more actively.

Apart from this, it should be noted that two of OMEP's flagship initiatives were not carried out during 2023: the New Scholar Awards and ECCE Educators Award, which will pose the challenge of developing them once more next year. Likewise, none of the NCs at OMEP reported having contributed with articles to IJEC, which leads us to think if it would be necessary to discuss the relationship between the journal and OMEP's members.

In the area of **education**, OMEP World has a series of very important world projects that can be maintained due to the participation from the VPs and NCs that lead the coordination and development. This provides a comprehensiveness to OMEP's work and contributes to build and strengthen the bond between members from different countries and regions, enabling cooperation and the exchange of experiences.

Moreover, OMEP's world projects for the area of education address numerous topics that the organization deems valuable: ESD, play and the right to a safe and clean environment. The three projects presented in this report have shown great advancements in 2023 and have a clear goal for next year.

Nonetheless, the participation from the NCs has varied. Even though it is expected that not all NCs participate in all projects, it could be a topic to review moving forward, both regarding the projects that the EXCO considers to be a priority and should be disseminated within OMEP, as well as the development of encouragement tools for NCs to participate in more world projects.

- **30%** of the NCs reported having participated in the world project on ESD: OMEP ESD Rating Scale and **23%** on the OMEP ESD Award 2023.
- **47%** of the NCs reported having participated in other activities related to the "WASH from the start" world project.
- **4%** of the NCs reported having participated in the Play and resilience/Toy libraries project.

Regarding the NCs' activities, the area of education is, after political advocacy, the one with the greatest number of activities from the greatest number of countries.

- **62%** of the NCs reported having participated in other activities related to ESD.
- **43%** reported having participated in the celebration of World Play Day and 42% in other activities related to the right to play and ECCE play.
- **70%** of the NCs reported having done national seminars and conferences.
- **51%** of the NCs reported having celebrated the International Day of Peace.
- **49%** of the NCs reported having celebrated the World Teachers' Day.

Both in the development of original projects and the organization of conferences and seminars, as well as the celebration of international and national days, there is an increase in the diversity of NCs that reported having carried out actions. Likewise, they reported on a greater number of activities, which shows that this is another fundamental area for the countries.

The area of **organization** is one that we have been particularly focusing on in the past years. In line with this, the celebration of OMEP's 75th anniversary was a milestone in 2023 that contributed to strengthen the organization's institutional image, mission and sense of belonging.

Moreover, the EXCO has been working on strengthening the administrative and financial procedures. In 2023, we also welcomed new NCs and PCs, broadening OMEP's scope to reach new places, and we worked on the democratic processes of the existing committees (although there are still pending challenges on this point.) Other actions carried out by the VPs include the organization of regional assemblies and meetings, which have been very successful and had great participation, and in some cases, they encouraged the development of Young OMEP chapters. This should be highlighted, since 45% of the NCs reported having new young members in their committees. This is a fundamental action because it renews OMEP and contributes to a generational exchange.

Apart from this, it should be noted that 90% of the NCs were satisfied with the relationship with their respective VPs. Likewise, 7 out of 10 NCs reported having included new members in 2023.

This showcases the strength and growth of the organization, although aspects to improve should not be forgotten.

- **85%** of the NCs reported having participated in the OMEP Virtual World Assembly.
- **79%** of the NCs that submitted their 2023 reports took part in the Regional Assemblies (RAs).
- **70%** of the NCs reported having received funds from the membership fees paid by OMEP's members, which is the main funding source, and 15% mentioned having received donations from organizations.
- **71%** of the NCs reported having developed strategies to increase sources of funding.
- **88%** of the NCs reported having paid OMEP's annual fee and 9% reported having requested or received assistance to pay their annual fee.
- **45%** of the NCs reported having at least one young member.
- **55%** of the NCs reported having developed strategies to attract young members.

One of the most frequent issues mentioned throughout the report is the lack of financing. It is necessary for OMEP as an organization to develop a strategy that enables us to increment our income to cover the cost of current activities and be able to add new ones. This responsibility is not only under the EXCO, since it is a challenged pointed out by NCs in all the regions. Apart from this, a pending challenge in some NCs is strengthening the democratic process and achieving the payment of their annual fee.

Finally, in the area of communication, multiple actions have also been carried out by the EXCO. Apart from the above-mentioned celebration of OMEP's 75th anniversary, the focus in communication was set on the "Decade for Early Childhood Care and Education."

Apart from this, we continued updating the website, blog and social media for OMEP World, as well as developing campaigns and the celebration of international days. 2023 had a positive impact in OMEP World's social media platforms, since, even though Facebook and Twitter decreased their outreach, Instagram, YouTube and the blog increased it, reaching in general a wider audience. Moreover, the NCs valued the WP's communicational strategies on a positive note.

The VPs have been working in general with the NCs to use OMEP's institutional brand and share OMEP's activities. They have also continued strengthening their own internal communication networks with great success, since most of the NCs had positive feedback on the communication with their respective VPs.

The NCs reported using different communication channels as well, both for internal and external communication. However, almost half are not satisfied with their strategies, since 4 out of 10 assessed their impact as weak or very weak. This shows that it is still an area to be improved.

- **49%** of the NCs reported having implemented a communication plan in 2023.
- Email messaging and online meetings were the two most used strategies by the NCs to carry out internal communications.
- The most used external communication strategies were online meetings and emails.
- **54%** of the NCs is satisfied or very satisfied with their communication strategies.
- **Over 60%** of the NCs scored the communication strategies by OMEP World as satisfactory or very satisfactory.
- **64%** of the NCs stated that they regularly share OMEP World's publications with their members on social media.
- **62%** of the NCs believe that the impact of their actions in the area of communication was strong or very strong.

2023 was marked not only by the realization of the Strategic Plan, but also for the commitments made in Tashkent. OMEP strives to develop around five strategic areas, understanding that they are all necessary. However, it is clear that the two areas that have been mostly worked on in general are political advocacy and education, and the two that have been worked on the

least are organization and communication. Regarding knowledge management, there is great disparity among the regions and NCs.

Although the World Presidency has made efforts on the areas of organization and communication, it is necessary to achieve more involvement from the rest of OMEP. These areas require a lot of time and specific knowledge so that the organization can work better and reach a wider audience, but it is fundamental to continue working on these actions. As pointed out previously, none of the NCs mentioned the area of organization as the easiest point in the Strategic Plan to work on, while it is mentioned as the most challenging to address.

Throughout the report, the lack of financing and personnel are named as the two main challenges for the development of actions. Both difficulties are addressed mainly on these two strategic areas.

2024 will find OMEP as an organization in constant growth, with multiple activities and members who are committed to their work. The challenges put forth in this report may serve as a starting point for improvements, to guarantee that all children have access to an inclusive and quality care and education.

## ANNEX - What is OMEP?

In its more than 70 years of existence, OMEP has become a global benchmark in the defense of human rights for children from birth to 8 years old, focusing on Early Childhood Care and Education (ECCE). OMEP's work, present in over 65 countries, has centered on education as a right and a tool for the realization of other rights: comprehensive development, citizenship, well-being, and the dignity of all children worldwide.

As the oldest and largest international, non-governmental, non-profit organization dedicated to early childhood, OMEP has Special Consultative Status with the United Nations Economic and Social Council (ECOSOC) and is part of UNESCO's Collective Consultation of NGOs on Education 2030 (CCNGO/Education 2030).

This trajectory inspires our motto "Rights from the Start: Early Childhood Education and Care for All" and nourishes our vision to build "a world where all young children are respected as citizens from birth, effectively enjoying all human rights enshrined in the CRC, developing comprehensively as full, healthy, and happy individuals."

### OMEP'S PURPOSES ARE:

- Contribute to the consolidation of universal and comprehensive public policies that ensure equitable, inclusive, quality, and adequately funded ECCE.
- Promote global and national initiatives and strategies that guarantee the full exercise of the human right to education and care with an "educare" perspective.
- Expand and disseminate pedagogical knowledge based on research and the development of spaces for joint knowledge construction, to enrich teaching practices and ensure educational quality.
- Strengthen the work and comprehensive professional development of educators through training, continuous updating, and participatory research.
- Recognize the knowledge and experiences of educators by integrating their vision in the development of global policies and strategies related to ECCE.
- Value the protagonism and voices of children, demanding their participation and the fulfillment of the principle of the best interests of the child, both in policy formulation and in educational practices.
- Consolidate international cooperation with the United Nations system, states and educational systems, civil society organizations, and universities, creating synergies to collaborate in achieving the 2030 Agenda.
- Deepen democracy and participation within the organization and enrich it through the incorporation of new members, the recognition of the trajectory of its associates, and the strengthening of its institutional culture.
- Capitalize and highlight the achievements of projects developed by OMEP, valuing the diversity, variety, and richness of knowledge, actions, experiences, and trajectories of the National Committees.

## THE WORLD EXECUTIVE COMMITTEE AND THE REPRESENTATIVES IN THE UNITED NATIONS SYSTEM

The World Executive Committee (EXCO) is formed by the following members: World President, The World Executive Committee (EXCO) consists of the following members: World President, World Treasurer, and Regional Vice Presidents for Africa, Asia Pacific, Europe, Latin America, North America, and the Caribbean. EXCO manages OMEP globally, interacting with the National Committees, coordinating and directing regional actions, and liaising with OMEP Representatives in the United Nations System. Since its founding in 1948, OMEP has been accepted by the UN because its work program aligns with the objectives and purposes of the United Nations. OMEP Representatives at the United Nations headquarters in New York and Geneva, UNESCO, UNICEF, and other international or regional organizations are appointed by EXCO, and their appointment is approved by the World Assembly.

### ORGANIZATION CHART

#### WORLD EXECUTIVE COMMITTEE (EXCO)

- World President: Mercedes Mayol Lassalle
- World Treasurer: Soon Hwan Kim
- Regional Vice President for Africa: Nyamikeh Kyiamah
- Regional Vice President for Asia-Pacific: Sandie Wong
- Regional Vice President for Europe: Adrijana Višnjić
- Regional Vice President for Latin America: Desirée López de Maturana Luna
- Regional Vice President for North America and the Caribbean: Asiya Foster

#### REPRESENTATIVES OF THE UNITED NATIONS SYSTEM - UN HEADQUARTERS IN NEW YORK

- World President/Director General: Mercedes Mayol Lassalle
- Principal Representative: María Pía Belloni
- Administrative Director: Donna Akilah M. Wright
- Representatives: Kimberly Ann Kopko, Jessica N. Essary, and Dina Castro

#### UN REPRESENTATIVES IN GENEVA

- World President: Mercedes Mayol Lassalle
- Additional Representative: Lisbeth Gouin
- Additional Representative: Adrijana Višnjić

#### UNESCO REPRESENTATIVES

- Representative: Mercedes Mayol Lassalle
- Representative: Lisbeth Gouin
- Representative: Danièle Perruchon
- Representative: Gilles Petreault

### OMEP NATIONAL COMMITTEES

#### OMEP IS PRESENT IN FIVE REGIONS.

- Currently, it has 64 National Committees and 9 Preparatory Committees.

#### AFRICA

- Currently, there are **8 National Committees and 3 Preparatory Committees**: Angola (prep.), Burkina Faso, Cameroon, Ghana, Kenya, Liberia, Mauritius, Nigeria, Sierra Leone, and Tanzania (prep.), Democratic Republic of Congo (prep.)

#### ASIA PACIFIC

- Currently, there are **12 National Committees**: Australia, China, China-Hong Kong, Iran, Japan, Myanmar, New Zealand, Pacific Island Nations, Pakistan, Republic of Korea, Singapore, and Thailand.

## EUROPE

- Currently, there are **28 National Committees and 2 Preparatory Committees**: Germany, Bosnia and Herzegovina, Bulgaria, Belgium, Cyprus, Croatia, Denmark, Spain, Finland, France, Greece, Ireland, Iceland, Israel, Italy, Latvia, Lithuania, Norway, Poland, Portugal, United Kingdom, Czech Republic, Russia, Slovak Republic, Sweden, Switzerland, Turkey, and Ukraine, Slovenia (prep.), and North Macedonia (prep.).

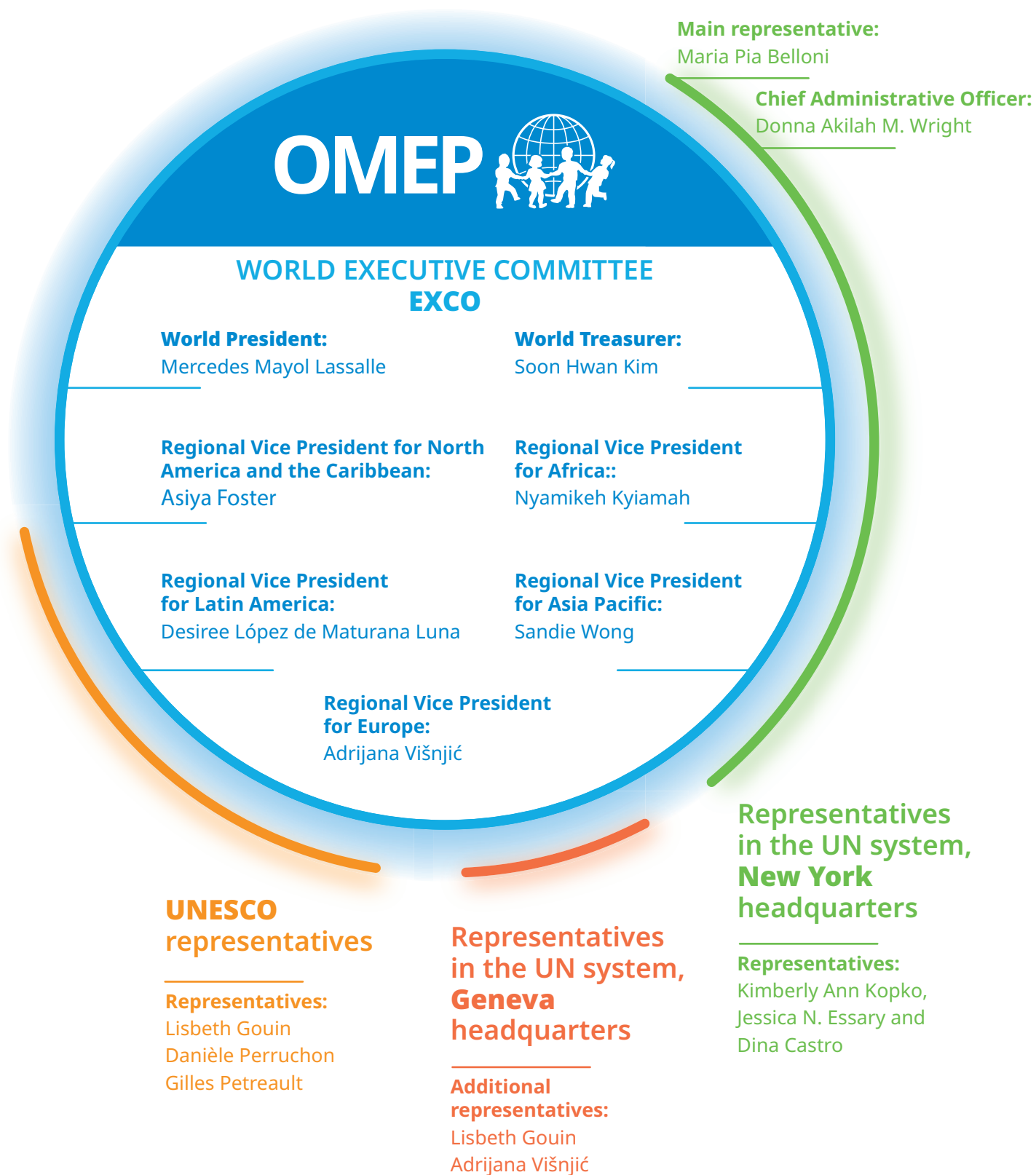
## LATIN AMERICA

- Currently, there are **13 National Committees and 3 Preparatory Committees**: Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica (prep.), Cuba, Ecuador, El Salvador, Guatemala (prep.), Mexico, Panama, Paraguay (prep.), Peru, Uruguay, and Venezuela.

## NORTH AMERICA AND THE CARIBBEAN

- Currently, there are **3 National Committees and 1 Preparatory Committee**: Canada, Haiti, the United States of America, and Jamaica (prep.).





We would like to thank all of OMEP's National Committees, the members of the EXCO, the UN and UNESCO representatives, and the World Projects coordinators for their reports, which are the foundation of this document.

**Editing and general coordination:**

Mercedes Mayol Lassalle, World President

**Compilation, editing, survey development, data collection, information analysis:**

María Clara Radunsky

**Digital platform set-up for the compilation of reports by the National Committees:**

Sebastián Gómez-Jaramillo

**Translations:**

Gabriela Saizar

**Design:**

Isabel Alberdi  
isabelalberdi@gmail.com



**[www.omepworld.org](http://www.omepworld.org)**

Sánchez de Bustamante 191 piso 2 K (CP 1173)

Buenos Aires, Argentina

[worldsecretary@omepworld.org](mailto:worldsecretary@omepworld.org)