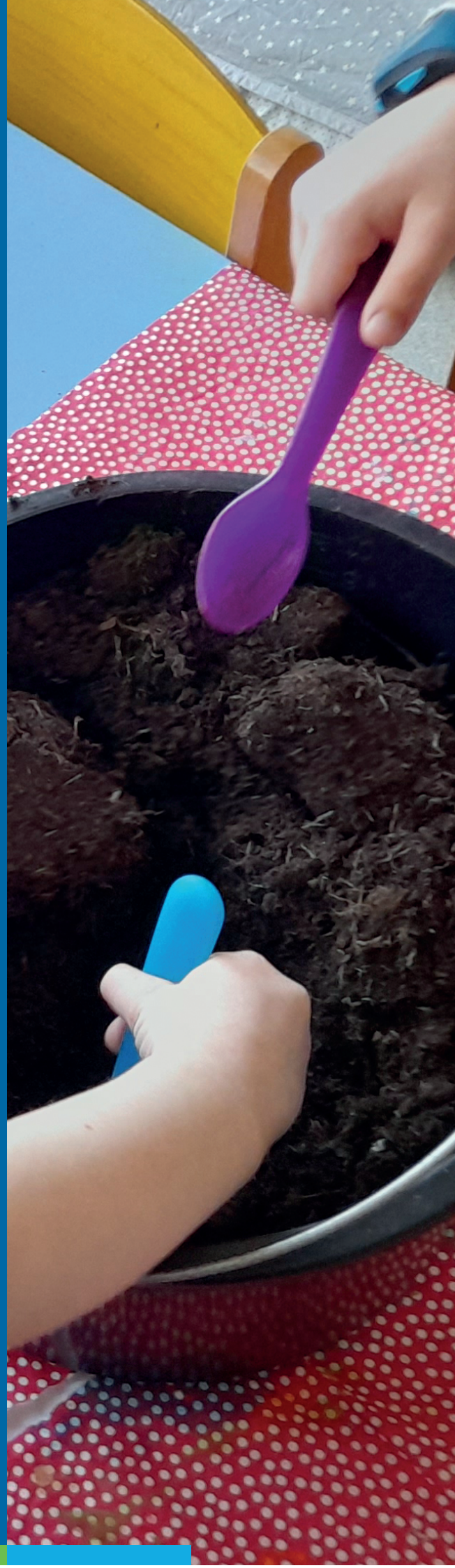




OMEP Annual Report

2024

Consolidating
a Transformative
and Global OMEP





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Consolidating
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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
Consolidating a Transformative and Global OMEP	7
About the report	12
1. Political advocacy	14
1.1 Political Advocacy Work of the Executive Committee (EXCO)	14
1.1.1 Political Advocacy by the World Presidency	14
1.1.2. Political Advocacy Work of the Regional Vice-Presidencies	17
1.2. Reports of Representatives to the United Nations System	22
1.2.1. OMEP Representatives to the United Nations - New York, United States of America	22
1.2.2. Representatives at UNESCO Paris	26
1.2.3 Representation in the CCNGO – Collective Consultation of NGOs for Education 2030	28
1.3. Political advocacy activities of the National Committees	30
1.3.1. Monitoring of the CRC at the national level	30
1.3.2. Participation in monitoring compliance with SDG 4 and its targets 4.2 and 4.7	31
1.3.3. Initiatives to influence decision-making on ECCE policies	32
1.3.4. Work on programs or projects with institutions such as the WHO, UNICEF, UNESCO, local, regional, and national governments, other NGOs, foundations, and educational centers.	33
1.3.5. Contributions from the NCs during 2024 to the OMEP flagship initiative, the Decade of Early Childhood.	33
1.3.6. Impact of the National Committees' actions in the area of Political Influence: achievements and challenges	35
2. The area of knowledge management	38
2.1 Work of the EXCO in Knowledge Management	38
2.2. OMEP's Projects and Publications	40
2.2.1. IJEC - International Journal of Early Childhood	40
2.2.2 OMEP: Theory into Practice - ISSN 2796-7867	44
2.3. The activities of the National Committees in the area of Knowledge Management	46
2.3.1 Participation in "OMEP 2024 Webinars"	46
2.3.2 Participation in the OMEP Blog "Rights from the Start"	47
2.3.3 Participation in IJEC publications	47
2.3.4 Participation in OMEP virtual magazine: Theory into Practice	47
2.3.5 Participation in other publications at local, national or international level	48
2.3.6 Other knowledge management activities of the National Committees	54
2.3.7 Impact of the action of the National Committees in the Area of Knowledge Management: achievements and challenges	55

3. Education	58
3.1 EXCO's Work on Education	58
3.1.1 The World President Work on Education	58
3.1.2. The work of the Regional Vice Presidents on Education	60
3.2. World Projects	63
3.2.1. OMEP's work on ESD for early childhood in 2024 and the ESD Awards	63
3.2.2. World Project "Peace" 2024 Report	66
3.2.3. Sustainability Report "Water and the Aquatic Landscape: Local Conditions for Children's Access to Water"	67
3.2.4. Project Toy Library / Play And Resilience	69
3.2.5. OMEP New Scholar Award – OMEP NSA	71
3.2.6. OMEP's Contribution to the Culture of Peace	71
3.2.7. UNESCO Participation Program 2024–2025. The Toy Library Project: Learning about Life Through Play	74
3.2.8 Francophone Commission	76
3.3. The work of the National Committees in the area of Education	77
3.3.2. Participation in other ESD-related activities	78
3.3.3. Participation in activities related to WASH from the start and in the celebration of World Handwashing Day (October 15)	79
3.3.4. Participation in the Play and Resilience/Toy Libraries project and in the World Play Day celebration (May 28). Participation in other activities related to the right to play and play in ECCE.	79
3.3.5. National seminars and conferences in 2024	80
3.3.6. Celebration of the International Day of Peace (September 21)	84
3.3.7. Celebration of International Teachers' Day (October 5)	85
3.3.8. Celebration of World Play Day (June 11)	85
3.3.9. Celebration of World Children's Day (November 20)	86
3.3.10. Other national celebrations	87
4. Organization	91
4.1 EXCO's Work in the Organization Area	91
4.1.1 Actions of the World President in the Area of Organization	91
4.1.2. The actions of the Regional VPs in the area of Organization	95
4.1.3. Funding and Financing Working Group	103
4.2. Actions taken by National Committees in the area of Organization	104
4.2.1. Participation in the OMEP World Assembly in Bangkok, the World Conference and the Regional Assembly	104
4.2.2. Participation in other national and international activities	105
4.2.3. Evaluation of the work plan, communication and meetings with the Regional VPs	105
4.2.4. Assessment of the Strategic Plan: easiest and most difficult axes to work on	105
4.2.5. Sources of financing and resources. Strategies to expand sources of financing and resources. Payment of annual fees	106
4.2.6. Incorporation of new members and young members	108
4.2.7. Impact of the action of the National Committees in the area of Organization: achievements and challenges	109
5. Communication	111
5.1. EXCO Work in the Area of Communication	111
5.1.1. Actions of the World Presidency in the Area of Communication	111

5.1.2. The actions of the Regional VPs in the area of Communication	118
5.2. Actions taken by National Committees in the area of communication	120
5.2.1. Internal and external communication strategies and national communication plans	120
5.2.2. Assessment of the NC's strategies to disseminate their activities and their participation in the EXCO's strategies and proposals	122
5.2.3. Main strengths and challenges of communication with the EXCO	123
5.2.4. Impact of the National Committees' actions in the area of Communication: achievements and challenges	124
6. OMEP Financial Statements 2024 - World Treasurer's Report	127
6.1. About 2024 FUNDS	127
6.2. About 2024 EXPENSES	128
6.3. Overall Status	130
6.4. Final comments	130
7. Qualitative report on the suggestions of the National Committees by Strategic Area	132
7.1. Political advocacy	132
7.2. Knowledge management	132
7.3. Education	132
7.4. Organization	132
7.5 Communication	133
7.6. General conclusion	133
ANNEX - What is OMEP	134

Consolidating a Transformative and Global OMEP

The year 2024 was marked by an intense and deeply meaningful dynamic for OMEP. As we move closer to the end of the 2030 Agenda cycle, our organization deployed a robust strategy of advocacy, knowledge production, and strategic engagement to reinforce the processes initiated in previous years.

I am convinced that 2024 was the year in which OMEP fully consolidated its identity as a transformative, critical, and forward-looking organization—with a recognized voice and the ability to engage politically, technically, and pedagogically in key global arenas. This legitimacy is not abstract: it is built every day through the unwavering commitment of our national committees, the strength of our partnerships, and the coherence between thought and action that defines our work across all territories.

This has been a time of affirmation: of our vision of ECCE as a human right; of our unwavering defense of public financing; of our critical stance toward economic reductionism; and of our commitment to critical, culturally grounded, and transformative pedagogies.

At the same time, it was a year of proximity and connection, during which ties with and among National Committees were strengthened, the territorial network expanded, academic partnerships were forged, and communication became more fluid, multilingual, and grounded in context.

THE VOICE OF THE REGIONS: A LIVING, COMMITTED, AND DIVERSE OMEP

The work of the Regional Vice Presidencies throughout 2024 reflects the collective strength of OMEP across diverse contexts and particular challenges. A cross-reading of their reports reveals an organization deeply rooted in local territories, globally connected, active, and resilient. All regions promoted territorial expansion, the reactivation of committees, the strengthening of leadership, and support for internal processes. Coordination platforms and regional networks were consolidated, with a growing presence of new actors and voices.

"The Francophone group has led to an increase in the number of members in the area, showing the impact of inclusive and language-sensitive strategies." (Regional Vice President for Africa)

"Committee activity in the region is relentless, with genuinely strengthened leadership." (Regional Vice President for Latin America)

Regional action was marked by sustained participation in multilateral events, advocacy campaigns for the right to ECCE, and alliance-building to influence policy frameworks and national plans.

"We strengthened regional and international partnerships, bringing visibility to early childhood issues and OMEP's advocacy work." (Regional Vice President for Asia-Pacific)

"OMEP NAC members worked closely with policymakers and communities to shape ECCE policies based on equity and inclusion." (Regional Vice President for North America and the Caribbean)

The regions also created spaces for training, academic dialogue, and the production of educational materials, aligning local knowledge with global priorities.

“Educational initiatives in the region integrated global issues with local pedagogies, promoting dialogue and context-based practices.” (*Regional Vice President for Asia-Pacific*)

“The seminars organized by the committees strengthened the debate on early childhood education as a right, in a context of war and migration.” (*Regional Vice President for Europe*)

The regional presence in networks expanded, communication channels diversified, and inter-committee dialogue was strengthened. Communication proved to be a key tool for sustaining connections, sharing best practices, and publicly amplifying OMEP's voice.

“We used social media and newsletters to keep our members informed and share our regional impact.” (*Regional Vice President for North America and the Caribbean*)

“Virtual cafés have strengthened regional cohesion, but more importantly, the relationship and commitment of national committees to OMEP at the global level.” (*Regional Vice President for Latin America*)

Despite economic constraints, the regions prioritized mutual support, the building of solidarity networks, and collective learning. A care-centered ethic and inter-committee cooperation were essential to sustain the organization's institutional life.

“Despite economic limitations, African committees showed resilience by organizing regional activities and supporting each other across borders.” (*Regional Vice President for Africa*)

“By working together, we reaffirmed our commitment to OMEP's values, finding strength in solidarity and shared purpose.” (*Regional Vice President for North America and the Caribbean*)

THE STRENGTH OF THE COLLECTIVE: LEARNINGS AND ACHIEVEMENTS FROM THE COMMITTEES

Throughout 2024, OMEP's National and Preparatory Committees sustained intense and valuable work across all the territories where OMEP is present. The five strategic areas of the 2022–2025 Plan served as a shared compass, guiding action, responding to local challenges, and, above all, building collective meaning. What follows is a synthesis of the year's journey, highlighting strengths and learnings.

From different corners of the world, the committees kept OMEP's political advocacy spirit alive—being present, opening dialogue, and defending children's rights with sound arguments and transformative proposals. In several countries, the organization was invited by governments, universities, and international agencies to share its expertise on ECCE policies. Committees joined networks, disseminated positions, and built partnerships.

Of course, the situation was not the same everywhere. In some contexts, the closing of democratic spaces, institutional fragmentation, or lack of recognition posed significant challenges. Yet even in those settings, commitment, persistence, and presence endured. For OMEP, advocacy is not about access to power—it is about building legitimacy through coherence, words, and action.

Knowledge management—sowing knowledge and cultivating critical thinking—remains one of the most challenging areas, but also one of enormous potential. Many committees produced documents, organized seminars, and created networks connecting educators, researchers, and activists. Knowledge was built from practice, from lived experience, from the voices of those who engage in education every day.

At the same time, the need for more tools, time, and resources to systematize, share, and expand this knowledge became evident. A lack of technical support and task overload often hindered these processes. But the seeds planted are already bearing fruit, and what is still missing

may yet flourish if we continue to invest in building collective knowledge, peer-to-peer, across regions, and between generations.

Education, undoubtedly the heart of our action, remained the most fertile and dynamic field. Nearly all committees conducted pedagogical training, or community activities grounded in human rights, play, diversity, and sustainability. Workshops, seminars, gatherings, learning materials, and proposals multiplied—each centered on children’s well-being and participation. The quality of these actions lies not only in their technical dimension, but in the loving commitment of those who lead them. OMEP’s pedagogy is not neutral—it is an ethical and political stance for a more just world, and that commitment was evident in every recorded activity. Even in adverse contexts, creativity, presence, and the desire to educate and care were sustained. From an organizational standpoint, the guiding goal was to maintain and strengthen institutional life. In 2024, the OMEP network grew stronger. New preparatory committees were approved, others gained national status, and leadership was renewed with enthusiasm and dedication. Participation in the regional and world assemblies was active and enriching, creating moments that go far beyond reporting, they are opportunities to recognize one another, listen, and build community.

Of course, challenges remain: lack of resources, the overload of volunteer work, and difficulties in maintaining a formal structure in some countries. But in the face of these obstacles, organizational commitment, creative management, and a deep sense of belonging prevailed once again. OMEP is also a home we build and inhabit together.

Communication has been key both to weaving connections and to amplifying the voice of early childhood and of OMEP itself. It proved to be a strategic and vital tool. Through social media, virtual gatherings, messaging groups, and newsletters, committees didn’t just inform—they connected, inspired, shared experiences, and showed the world the value of working for early childhood. More than half of the committees implemented planned actions with growing impact.

The closeness of global bodies—the World Presidency, the Secretariat, and the Vice Presidencies—was especially appreciated, as was the horizontal and accessible spirit of internal communication. There is still room to improve systematization and outreach, but it is clear that OMEP now has a stronger, more visible, and more connected voice than ever before.

AN OMEP IN MOTION: ACHIEVEMENTS, LESSONS LEARNED, AND TRANSFORMATIVE CONTINUITY

Throughout 2024, OMEP continued to consolidate its global work with renewed commitment, guided by the 2023–2025 Strategic Plan. This plan integrated the Action Commitments from Tashkent Declaration and reoriented the priorities and ways of working developed during my first term as World President. Built collectively, this plan marked the beginning of a more coordinated, inclusive, and transformative institutional phase.

In 2024, I remained fully dedicated to the task of accompanying and coordinating the collective course of our organization, in an increasingly uncertain and challenging global context. It was an intense year, marked by multiple crises that deeply affect early childhood and those of us who work to defend their rights. From this place of daily commitment—as a worker and member of this community—I sought to uphold the political and ethical values that give identity to OMEP, by coordinating efforts, listening actively, and caring for the processes built together with each national committee and partner around the world.

Since the beginning of my mandate, my commitment has been to uphold OMEP’s ethical and political direction with firmness, sensitivity, and openness—like someone steering a ship through a storm, facing hostile winds, yet always guided by the compass of human rights. It has not been an easy journey, but it has always been accompanied by the strength of the collective: the tireless work of the Committees, collaboration among regions, participation in international

forums, the valuable work of our representatives at the United Nations and UNESCO, and the construction of pedagogical thinking and action rooted in local contexts.

This report not only accounts for the achievements made in 2024 but also expresses the deep vocation of this global network to transform realities and ensure that every child can grow, develop, and learn in peace, with dignity, and to their fullest potential.

One of the most significant milestones of the year was the 76th OMEP World Assembly and Conference (WAC 2024) held in Bangkok, Thailand—a space of strong political, pedagogical, and organizational impact. It was a vibrant and forward-looking gathering, with delegations from every continent and strong visibility of our global work. The active presence of our partner organizations—**UNESCO, UNICEF, ARNEC, CLADE, GCE, RTE Initiative, ECDAN**, among others—strengthened OMEP's international positioning and opened new avenues for collaboration and strategic coordination.

The main achievements of 2024 spanned multiple dimensions:

Global political advocacy, with strong engagement in the Working Group on Guiding Principles for the Right to ECCE (UNESCO–UNICEF), active promotion of a new Optional Protocol to the Convention on the Rights of the Child on the Right to Education, the proposal of a United Nations Decade for ECCE, and sustained collaboration with key actors in the multilateral system and international civil society.

Knowledge production and dissemination, through a solid, diverse, and situated educational agenda that included international conferences, publications, forums, and workshops in Africa, the Americas, Asia, and Europe. Key themes included the right to play, education quality, child participation, the right to peace, equitable financing, and sustainable development—placing OMEP at the heart of global educational debates.

Strategic and multilingual communication, enhancing OMEP's institutional presence across social media, advocacy campaigns, and digital platforms. Coverage of WAC 2024, the continued publication of the Rights from the Start blog, and the documentation of actions in multiple formats reflected a growing and coherent communication identity aligned with OMEP's values.

Organizational development and governance, marked by unprecedented territorial growth: OMEP reached 80 National and Preparatory Committees worldwide, reaffirming its truly global nature. Two World Assemblies were held, and institutional operations were sustained despite tensions and financial constraints. Support from the World Presidency and Secretariat remained consistent, close, and strategic.

Participation in global governance mechanisms, with active and sustained involvement in spaces such as UNESCO's CCNGO, the TAG, and follow-up processes for TES, SDG 4, and the development of the post-2030 global education framework. In all of these, OMEP contributed a critical and forward-looking perspective, grounded in human rights, social justice, and equity from the earliest years of life.

CONTINUITIES AND CHALLENGES: WHAT WE SET OUT TO DO IN 2023 AND THE PROGRESS ACHIEVED IN 2024

This stage also carried forward the commitments made in 2023, decisively addressing four major challenges:

Effective participation in international forums and global networks: OMEP's active presence in the most relevant spaces of the multilateral system — including UNESCO, UNICEF, the GCE, ARNEC, CLADE, ECDAN and others — was further strengthened, amplifying our voice and advocacy capacity. These advances consolidated OMEP's recognition as a key player in promoting transformative policies from early childhood.

Progress on substantive commitments: A coherent pedagogical, political, and ethical agenda was upheld, aligned with the vision of inclusive, equitable, and quality education for all from birth. Strong advocacy continued for sufficient, timely, and just educational financing,

as well as the urgent need to transform ECCE through comprehensive, culturally relevant, and rights-based approaches — reaffirming transformative early childhood care and education as the foundation for more just and sustainable societies.

Democratization and internal cohesion: Connections between generations, regions, and committees were strengthened; spaces for dialogue were opened, and reorganization processes were supported. While tensions remain, collective work enabled progress toward a more open, diverse, and solidarity-based organizational culture.

Institutional and financial sustainability: Despite a globally restrictive context, the organization managed to sustain its operations through creativity, commitment, and shared responsibility. It remains a priority to continue strengthening our collective commitment to the political, institutional, operational, and financial sustainability of OMEP, exploring new strategies to ensure its continuity and autonomy over time.

SHARED HORIZONS: LEGACY, CHALLENGES, AND MESSAGE FOR THE 2025 LEADERSHIP

OMEP enters 2025 with a rich political, ethical, and strategic legacy that constitutes a true collective asset. We have built solid foundations: a clear positioning in the global agenda, strategic alliances with international organizations, and an active network that continues to grow and diversify across more than 80 countries. All of this has been made possible thanks to the strength of our collective effort and the unwavering commitment of each Committee, each region, and every individual who brings this organization to life.

OMEP must remain alert and engaged in the debates shaping the new global post-2030 agenda, promoting a future vision focused on the holistic well-being of children, respect for diversity, and the right to transformative education from the earliest years of life.

My message to those who will carry this mission forward is both resolute and hopeful: do not retreat even one step from the fundamental convictions we have built together. The defense of the right to early childhood care and education, working with families, the value of play, the commitment to sustainability from early childhood, interculturality, and the rights-based approach are not optional—they are the ethical, political, and pedagogical heart of OMEP.

This year, the return to in-person gatherings—such as the 2024 World Assembly and Conference (WAC 2024) in Bangkok and the regional congresses—renewed our sense of belonging and reminded us that OMEP is, above all, a human and activist community. A community that learns, resists, transforms, and drives transformation.

With joy and responsibility, I wish to close this report by expressing my deepest gratitude to each Committee, the regional Vice Presidencies, the team of the World Secretariat, and all those who, with commitment, creativity, and political tenderness, sustained the life of OMEP throughout 2024.

What we have done leaves a mark. But what lies ahead, if we continue walking together, will be even more powerful.

Mercedes Mayol Lassalle

World President at OMEP

Buenos Aires, April 30th, 2025

About the report

The 2024 World Report consolidates contributions from the National Committees (NCs), Preparatory Committees, the World Executive Committee (EXCO), OMEP representatives at the United Nations and UNESCO, and the teams involved in OMEP's Global Projects. The full report is available on the organization's website: <https://omepworld.org>.

To support the reporting process, guiding templates were developed based on the strategic areas outlined in the OMEP 2023–2025 Strategic Plan. Using these same areas, a reporting format was created for the National Committees (hereinafter NCs), which was completed through the online platform: www.omepannuallreport.org.

The data collected were consolidated into this document, which **is organized into a presentation, seven chapters, and an annex.**

The report opens with the presentation by the OMEP World President, Mercedes Mayol Lassaile, who offers a comprehensive analysis of the events of the year. In her message, she highlights 2024 as a year of political and pedagogical affirmation and maturity, in which the organization consolidated its transformative identity and strengthened its voice in key multilateral spaces. The presentation also reflects on the lessons learned, achievements, and challenges that shaped OMEP's collective direction and outlines clear ethical and strategic horizons for future leadership.

The first five chapters correspond to the strategic areas defined in the 2023–2025 Plan: Political Advocacy, Knowledge Management, Education, Organization, and Communication. Each chapter highlights the core aspects of the area, includes reports from the EXCO, UN System Representatives, relevant Global Projects, and provides an overview of the information submitted by the National Committees.

The sixth chapter presents the Financial Statements, through the report prepared by the World Treasurer, including information on funds, expenditures, and the overall financial status.

The seventh chapter offers a qualitative summary of the suggestions and reflections from the National Committees, organized by strategic area, providing valuable insights for evaluation and continuous improvement.

Finally, the Annex provides general information about OMEP, including its mission and structure. To accurately reflect the experiences and work of each Committee, selected activities are highlighted throughout the report by committee and region. It is important to note that in the case of countries that submitted their reports only via email and did not use the designated online platform for data collection and analysis, the information has been partially integrated into this report.

COMMITTEES THAT SUBMITTED THEIR REPORT:

AFRICA

Angola, Burkina Faso, Cameroon, Ghana, Mauritius, Nigeria, Democratic Republic of the Congo, Morocco, Senegal, Sierra Leone, Tanzania, Togo.

ASIA PACIFIC

Australia, Hong Kong-China, Japan, South Korea, Singapore, Thailand.

EUROPE

Germany, Belgium, Bulgaria, Croatia, Slovakia, Slovenia, Spain, Finland, France, Greece, Iceland, Israel, Italy, Norway, Portugal, United Kingdom, Czech Republic, Russia, Sweden, Turkey, Ukraine.

LATIN AMERICA

Argentina, Chile, Colombia, Ecuador, El Salvador, Mexico, Panama, Peru, Uruguay, Venezuela.

NORTH AMERICA AND THE CARIBBEAN

Canada, United States, Haiti.

66% of all NCs submitted their 2024 report.

1. Political advocacy

By political advocacy, we understand the processes OMEP carries out to transform public policies, institutional systems, and resource allocation decisions, with the goal of ensuring the full realization of early childhood human rights. This work aims to influence the political, social, and economic frameworks that impact the lives of children from birth, defending their right to education, care, comprehensive development, participation, and living in peaceful and sustainable environments.

Since its founding in 1948, OMEP has firmly embraced its responsibility to influence global governance, holding consultative status with UNESCO and special consultative status with the United Nations Economic and Social Council (ECOSOC) since 2014. In line with its 2023–2025 Strategic Plan and guided by the principles of the Convention on the Rights of the Child, the organization promotes transformative political action at all levels, working with governments, multilateral agencies, and civil society organizations. In this journey, the Tashkent Declaration and Commitments to Action (2022) represent a central milestone, reaffirming the priority of ECCE in the sustainable development and social justice agendas.

OMEP's advocacy activities include lobbying decision-makers, participation in international forums and conferences, knowledge production and dissemination, communication campaigns, and flagship projects. These include: the proposal for a United Nations Decade of Early Childhood Care and Education; the promotion of a New International Legal Framework on the Right to Early Childhood Education; strengthening governance and public financing for ECCE; and monitoring the right to ECCE and SDG 4.2, with a human rights-based approach and enforceability, promoting transparency, accountability for States, and tracking progress toward fulfilling the commitments made in Tashkent.

1.1 Political Advocacy Work of the Executive Committee (EXCO)

1.1.1 Political Advocacy by the World Presidency

Reported by the World President of OMEP, Mercedes Mayol Lassalle

Throughout 2024, the World President of OMEP (hereinafter WP) deployed a systematic, proactive, and transformative political advocacy agenda at all levels—global, regional, and national. Her actions were guided by a firm commitment to human rights, particularly the right to Early Childhood Care and Education (ECCE), as established in the Convention on the Rights of the Child, the 2030 Agenda, and the Tashkent Declaration Commitments to Action.

The priority areas of this advocacy strategy are outlined below:

PROMOTION OF A NEW INTERNATIONAL LEGAL FRAMEWORK FOR ECCE

The WP participated actively throughout the year in the **Working Group on the Guiding Principles for ECCE** (<https://www.unesco.org/sites/default/files/medias/fichiers/2025/01/draft-guiding-principles-right-to-ecce-es.pdf>), an initiative aimed at establishing shared guidelines and quality standards for ECCE policies and programs at the global level. Its primary purpose is to clarify the normative content of the right to education as it relates to ECCE. The goal is to consolidate in a single document all references from international human rights law pertaining to the right to ECCE, which are currently scattered across treaties, conventions, and general comments

from UN committees. The Guiding Principles seek to provide legal and political clarity and utility, strengthening international and national legal frameworks and guiding the full realization and implementation of the right to ECCE.

The drafting group was composed of experts from UNESCO, the Office of the Special Rapporteur on the Right to Education, the Right to Education Initiative, the Oxford Human Rights Hub (University of Oxford), the Early Childhood Research Centre at Dublin City University (DCU), the Latin American Campaign for the Right to Education (CLADE), Human Rights Watch, Education International, OMEP, the Global Campaign for Education (GCE), the Initiative for Social and Economic Rights (ISER), and the Equal Education Law Centre (EELC).

The WP worked continuously within this group, contributing a specific early childhood perspective grounded in rights, inclusion, cultural diversity, and child participation. She made substantial technical contributions throughout the drafting process, participated in monthly discussion meetings with experts from multilateral agencies and civil society, and promoted participatory review of the drafts within the OMEP network.

In addition, the WP was one of the civil society representatives in the **“Evolving the Right to Education”** initiative (<https://www.unesco.org/en/articles/what-you-need-know-about-unescos-initiative-evolving-right-education>), led by UNESCO. This process included regular meetings throughout 2024 and will culminate in a global report with recommendations on the future of the right to education. Her involvement included written contributions, participation in collective deliberation spaces, and consistent inclusion of early childhood and ECCE as essential components of the right to education.

The WP also participated actively throughout the year in the inter-agency group promoting the creation of a new **Optional Protocol to the Convention on the Rights of the Child**. This proposed instrument aims to explicitly recognize free, public, high-quality preschool education as a binding and enforceable human right. The group includes leading organizations such as the Right to Education Initiative (RTE), Human Rights Watch, Save the Children, CLADE, and the Global Campaign for Education (GCE).

In this context, the WP was a keynote speaker at the international technical seminar: “Strengthening the Right to Education: A New Treaty to Ensure Free Pre-primary and Free Secondary Education for All Children”, was held virtually on May 30, 2024. In her remarks, she defended the foundational role of ECCE in achieving educational and social justice and called on States to strengthen international legal frameworks.

The WP also submitted a written contribution to the 2025 Report of the UN Special Rapporteur on the Right to Education, Farida Shaheed, on March 15, 2024. Her contribution emphasized the holistic, free, and inclusive nature of ECCE, linking it to children’s overall development, equity, and participation.

PROPOSAL FOR A UNITED NATIONS DECADE FOR ECCE

Throughout 2024, OMEP, through the WP, promoted the proposal to establish a **United Nations Decade for Early Childhood Care and Education (ECCE)**. This idea was officially presented at the XXIII Pan-American Congress on Children and Adolescents, held from April 17 to 19 in San Salvador, under the auspices of the Inter-American Children’s Institute (IIN-OAS). The proposal was recognized as a transformative strategy to strengthen common public policy frameworks in the region. During the meeting, the possibility of proposing the approval of a Pan-American Decade for ECCE was also discussed, as a first stage toward working across the three Americas.

The Decade initiative was further promoted at multiple forums, including the UN Commission for Social Development event (February 5), the Conference in Cuba (June), the presentation in Santa Fe, Argentina (July), and OMEP’s 2024 Global Declaration for the World Assembly.

PARTICIPATION IN THE TECHNICAL ADVISORY GROUP (TAG) CONVENED BY UNESCO AND UNICEF

In a highly significant institutional development, UNESCO extended a special invitation to the WP and OMEP's Permanent Representative to UNESCO, Gilles Petreault, to join the Technical Advisory Group (TAG) responsible for coordinating and advising on the implementation and follow-up of the Tashkent Declaration and Commitments to Action. This invitation, formalized in February 2024, reflects OMEP's technical and political leadership in the field of ECCE at the international level.

The inaugural TAG meeting took place on November 20–21, 2024, at UNESCO Headquarters in Paris, with participation from high-level representatives of UN agencies, governments, civil society, and academia. The objective was to agree on a common roadmap for global follow-up and to begin drafting the next Global Report on ECCE (2026).

The WP moderated the session on operational planning and resource mobilization, participated actively in the working group on monitoring and evaluation mechanisms, and contributed specific proposals on financing, governance, and intersectorality. OMEP promoted a rights-based, integrated, intersectoral, and transformative approach, emphasizing the need for reliable data, accountability mechanisms, public financing, and democratic governance.

OMEP's proposals were included in the preparatory documents and in the final meeting report, with special recognition of its influence on the promotion of a global ECCE community of practice, a participatory approach involving children and families in evaluation and follow-up processes, and the reaffirmation of the connection between ECCE, SDG 4.2, and the rights enshrined in the Convention on the Rights of the Child.

ENGAGEMENT WITH CIVIL SOCIETY NETWORKS AND GLOBAL GOVERNANCE SPACES

The WP participated actively in the Board meetings of the Global Campaign for Education (GCE), as a representative of international NGOs. As a member of the Policy, Communication, and Advocacy Working Group, she contributed to various strategic meetings and also took part in the Finance Working Group planning session. She was also involved in working groups coordinated by the TaxEd Alliance—focused on tax justice and sustainable financing—and the PEHRC network on human rights and education, participating in technical webinars and in GCE's positioning for the UN Summit of the Future.

The WP also participated in the activities of the UNESCO Consultation of NGOs on Education 2030 (CCNGO/ED2030), which will be reported in a separate section.

PRODUCTION OF POSITION PAPERS, STATEMENTS, AND PARTICIPATION IN STRATEGIC EVENTS

Throughout 2024, the WP was involved in drafting and disseminating public statements on key dates and in response to urgent global issues. Highlights include:

A call for peace and defense of the right to education in contexts of violence, war, and humanitarian crises, issued on March 21 to mark the International Day for the Elimination of Racial Discrimination, and reiterated at the Cuba Conference (June) and Entre Ríos event (November).

A critical statement against economic reductionist views that seek to justify ECCE solely in terms of future economic returns, disregarding its present value as a human right, a cultural experience, and a fundamental dimension of child well-being. This stance was clearly expressed by the WP during her address at the International Conference on Education and Neurosciences organized by UNESCO on May 27, and reiterated at the Almirante Brown Pedagogical Congress (June), as well as during the UN Commission for Social Development (CSocD62) in New York on February 5.

A statement affirming the right to play and learn, with emphasis on cultural rights and child participation, disseminated on the occasion of the International Day of Play (May 28) during the conference held in La Pampa, Argentina.

KEY POLITICAL ADVOCACY EVENTS ATTENDED BY THE WP IN 2024

In addition, the WP represented OMEP at numerous international conferences, seminars, and high-level forums, where she consistently upheld a proactive, pedagogical, and political voice. Among the most significant:

The WP participated on behalf of OMEP in two international meetings convened by UNESCO, both of major importance for political and programmatic positioning in the field of education: **The Extraordinary Ministerial Meeting on Education and the Economy for Latin America and the Caribbean**, held on January 25–26, 2024, in Santiago de Chile, organized by UNESCO's Regional Bureau for Education. The meeting focused on education financing strategies and structural reforms. OMEP was invited as a guest organization, hosted a side event, and presented proposals regarding public financing for ECCE, equity, intersectorality, and the sustainability of education systems starting from early childhood.

The Global Education Meeting (GEM 2024), organized by UNESCO and held on October 31 – November 1 in Fortaleza, Brazil, where the Fortaleza Declaration was adopted. OMEP provided prior input through its participation in the Preparatory Regional Consultation (September 9–10) and inside events focused on ECCE and education rights. The WP played an active role in the process, emphasizing early childhood inclusion as a global priority.

OTHER ACTIVITIES

- International seminar on the new Optional Protocol – May 30
- Side event at the UN Commission for Social Development (CSocD62) – February 5
- XXIII Pan-American Congress on Children and Adolescents – April 17–19, El Salvador
- National Seminar on the 10-Year Anniversary of Mandatory Preschool for Four-Year-Olds – May 9, Argentina
- International Conference on Education and Neurosciences – May 27, UNESCO headquarters
- High-Level Forum of the CCNGO and UNESCO – April
- EdHeroes Global Forum – June
- Keynote lectures and panels in: Cuba (June), Poland (August), La Pampa (May), Santa Fe (July), Entre Ríos (November), and Almirante Brown (June)
- TAG Inaugural Meeting – November 20–21, Paris
- Consultations for the UN Secretary-General's Report on Early Childhood – April/May
- Participation in the preparatory dialogues for the UN Summit of the Future – September

These actions reinforce and project OMEP's political voice as a global leader in the defense of the right to ECCE, contributing a pedagogical, ethical, feminist, transformative, and human rights-based perspective.

1.1.2. Political Advocacy Work of the Regional Vice-Presidencies

AFRICA

Reported by the Regional Vice President: Nyamikeh Kyiamah

Actions taken to influence public policies and decision-making regarding Early Childhood Care and Education

- 12 November 2024 - VP attended the launch of Ghana's Early Childhood Care and Development Dashboard. This dashboard is to provide comprehensive data and insi-

ghts into health, education, nutrition, safety, inclusion, caregiving and development of children 0 -8years. (https://youtu.be/TRfBdhJ8EE0?si=0YJH_JYiof6yzsQU)

- Engagements with governments, international organizations (UNESCO, UNICEF, GCE, etc.), and civil society networks.
- Adaptation of global initiatives such as the Declaration of Tashkent, the WAC 2024 Declaration of Bangkok, and SDG 4.2 to regional realities.and Education (ECCE).

ASIA PACIFIC

Informed by the Regional Vice President: Sandie Wong

RELATIONSHIPS WITH UNESCO AND UNICEF AND OTHER REGIONAL BODIES

Regional and national Networks with UNESCO; UNICEF, the Global Campaign for Education and other NGOs and foundations: Sandie continues to work with colleagues from the Centre for Research in Early Childhood Education at Macquarie University, on a project with UNICEF in Timor Leste, on transition to school.

Greater connection to UNESCO & UNICEF will be a focus in 2026.

PARTICIPATION IN THE MEETINGS OF MINISTERS OF EDUCATION OF THE REGION:

Several members of OMEP in the APR are in contact with Ministers of Education in their home countries and continue to advocate for children’s access to high quality ECEC.

MONITORING THE PROGRESS OF SDG 4 IN THE REGION:

APR Committees continue to reference the SDGs.

POLITICAL ADVOCACY:

In 2024, at virtual and in-person APR meetings, APR Country presidents shared much information about the challenges in their country and their political advocacy. Below is a ‘snapshot’ of some of this work:

AOTEAROA / NEW ZEALAND	Continues to advocate for the rights of young children and their families and access to ECEC, following a change of Government in Aotearoa New Zealand.
AUSTRALIA	Has progressed two projects: (i) collaboration with Solar Buddies to provide \$Aus20k for solar operated lights to countries where power is insecure. This will allow children and families to have access to a safe light source after dark. (ii) Toy Library – to establish toy libraries in Fiji and remote Australia, with a view to expanding into Timor Leste.
AUSTRALIA HONG KONG	Is experiencing a sharp decline in the birth rate. This threatens operators who are struggling for survival. More positively, collaboration between HK and Mainland China kindergartens is strengthening. There are many visits and exchanges between HK and Greater Bay Area of Mainland China.
JAPAN	Regularly attends APR meetings and shares the challenges facing provision of ECEC in Japan.
SOUTH KOREA	Reported on the on-going challenges of the integration of early childhood care and education under the Ministry of Education in South Korea. This integration is having complications for teacher qualifications. Soom reported on the New Scholar Awards (see below).

EUROPE

Reported by the Regional Vice President: Adrijana Višnjić Jevtić

OMEP France serves as the official representative for OMEP at UNESCO in Paris. Danièle Peruchon, Gilles Petreault, and Lisbeth Gouin are actively involved in this role, participating in a range of activities both locally and internationally under UNESCO’s framework. Although the OMEP World President is consistently present at these meetings, which limits opportunities for direct involvement from the European Vice President, OMEP France continues to engage dy-

namically in the broader NGO landscape. Their initiatives include participation in conferences, parallel events, and special activities such as the International Day for Peace (September 21), often in close collaboration with UNESCO.

At the European level, OMEP currently faces challenges in achieving formal representation within the European Union, a critical platform for influencing early childhood education and care (ECEC) policy across Europe. OMEP Belgium has shown potential to take on a stronger advocacy role in this arena. Despite the lack of a coordinated EU presence, many National Committees are actively engaged at the national level, collaborating with Ministries of Education, participating in governmental initiatives for ECEC, and contributing to the dialogue around early childhood policy reform.

OMEP members also participate in initiatives aimed at monitoring the implementation of the Sustainable Development Goals (SDGs). Notably, OMEP Sweden has been recognized by the Swedish National Education Agency for its contributions to the development and implementation of the OMEP ESD Rating Scale.

Beyond governmental relations, NCs are building strong networks with civil society organizations and academic institutions. They organize meetings and seminars to discuss key advocacy issues, highlight major challenges within the ECEC sector, and promote emblematic initiatives for quality early childhood education. The European Vice President regularly attends roundtables, public events, and seminars to represent OMEP, advocate for the Decade for Early Childhood Education and Care, support SDG implementation, and emphasize the need for high-quality ECEC systems across Europe.

Furthermore, the Vice President participated in research projects focusing on ECEC policy in Mediterranean countries, collaborating with members of the European Parliament, local politicians, researchers, and practitioners.

Despite these efforts, OMEP has faced certain challenges on the international stage. Representation at the United Nations in Geneva remains limited, as OMEP representatives were neither informed nor invited to relevant meetings. Additionally, OMEP's role has not been sufficiently recognized by the Committee on the Rights of the Child, highlighting the need for stronger advocacy and visibility at the global level.

LATIN AMERICA

Reported by the Regional Vice President: Desirée López de Maturana Luna

RELATIONS WITH UNESCO, UNICEF AND OTHER REGIONAL AGENCIES

- Ongoing participation with these organizations and members of the Chilean Congress in the Future of Children Commission of the "Congress of the Future," through the University of La Serena, where the vice president serves as an academic.
- Participation in the Meeting to Establish the Civil Society Coordinating Committee at the Inter-American Children's Institute. In addition to the various preparatory stages for the assembly in El Salvador (Iliana Lo Priore participates as a regional OMEP representative).
- The region continues to coordinate with these global organizations through representatives in various countries who are closely associated with OMEP and participate regularly in the organization's various activities.

PARTICIPATION IN THE MEETINGS OF THE REGION'S MINISTERS OF EDUCATION OF THE REGION

The regional vice president participated in:

- The extraordinary meeting of Ministers of Education from Latin America and the Caribbean. CEPAL Santiago – Chile.
- XIII Jornadas de las Infancias "Infancias. Retos y Posibilidades" ("XIII Conference on Children Childhood: Challenges and Possibilities"). Panel on the Tashkent Declaration:

“Un encuentro para Compromisos por la Educación y atención de niños y niñas (“Dialogical Spaces for Commitments to the Education and Care of Children”).

- International seminar. Undersecretary of Early Childhood Education, Chile. “Juego y participación de las niñas y los niños (“Play and participation of girls and boys”). Presentation: “Una Mirada a la Cultura de las infancias a través del juego (“A Look at the Culture of Childhood through Play”).
- V Simposio Nacional e Internacional en Educación Infantil (V National and International Symposium on Early Childhood Education). San Buenaventura University, Cartagena de Indias, Colombia. Conferencia Central sobre la temática “Sentidos y experiencias: Infancias y Diversidad” (Central Conference on the theme “Senses and Experiences: Childhood and Diversity”). Presentation: “Antecedentes, Orientaciones y acuerdos internacionales para la atención y Educación de la Primera Infancia (“Background, Guidelines and International Agreements for Early Childhood Care and Education”).

MONITORING PROGRESS OF SDG 4 IN THE REGION

This is one of the main topics in the Future of Children Commission.

Work has also been carried out permanently through the NC.

The most important work is what we are generating through our participation in the Education, Academia, Science and Technology (GEACT) Group for monitoring the 2030 Agenda.

The ongoing participation of representatives from the region in ESD projects worldwide.

MANAGEMENT AND FUNDING SUPPORT

While the situation hasn't changed compared to last year, we cannot fail to appreciate the support provided by universities and other state agencies for holding talks, book launches, and logistics for various events. In particular, the University of La Serena continues to support the efforts of the regional Vice Presidency, providing the organization with its institutional resources to carry out its tasks.

MEETINGS OR SEMINARS TO DISCUSS FLAGSHIP INITIATIVES, ADVOCACY TOPICS, AND IDENTIFYING KEY ECCE ISSUES IN THE REGION.

- International Seminar “Continuing Education from Age 0” OMEP-JAPAN.
- Talk- “La Educación Parvularia en Chile, experiencias en la Junta Nacional de Jardines Infantiles (“Early Childhood Education in Chile: Experiences at the National Board of Kindergartens”).
- Seminar “Escuela Familia, Binomio importante en la Educación Preescolar (“School Family, an Important Binomial in Preschool Education”)” OMEP Mexico. Presentation: “The Importance of Socio-Affective Relationships in Families”
- OMEP World Assembly Presentation: State of the Art of Education and Early Childhood in Latin America within the Framework of the Decade's Approaches, the 2030 Agenda, and the Tashkent Declaration.
- OMEP International Congress. Coordination of the Symposium “Early Childhood Education and Care (ECCE) on the Tashkent Route. Perspectives from Latin America”
- Presentation: “Emerging Educational Contexts and Cultural Intelligence in Early Childhood.”
- Event from GRUPOS SENDEROS: Lessons learned and challenges in the research career. Tecnológico de ANTIOQUIA.
- Presentation: “Early Childhood Research. A View from an Ethnographic Educator”.
- XII Cátedra Bonaventuriana. Cartagena de Indias: Childhoods Human Development and Contexts. Presentation: “Emerging Educational and Cultural Contexts as Central Axes of Early Childhood Pedagogy.”

NORTH AMERICA AND THE CARIBBEAN

Reported by the Regional Vice President: Asiya Foster

RELATIONS WITH UNESCO, UNICEF AND OTHER REGIONAL BODIES

OMEP-Jamaica hosted a regional Professional Development Institute (PDI) from May 20-24th, 2024. During the PDI session the OMEP World President and Regional Vice President for NAC met with representatives from the Organization of American States- Inter American Children's Institute, Ministry of Education officials (Bahamas, Virgin Islands and Jamaica), and university professors to discuss the creation of an OMEP led regional strategic plan for early childhood care and education. Takeaways from the meeting included the need to follow up with the Ministry of Education offices across the Caribbean to introduce the work of OMEP and the goals for regional progress in ECCE.

During the PDI in Jamaica OMEP President and Regional Vice President for NAC were introduced to the incoming UNICEF Deputy Representative, Mohammad Mohiuddin and discussed opportunities for further collaboration between OMEP NAC and the regional UNICEF office.

OMEP- Jamaica attended the XXIII Pan American Congress, 4th Forum of Children and Adolescents, October 21-24, in El Salvador. Jamaica was selected as the second chair of the congress, and OMEP Jamaica President, Dr. Karlene Deslandes, presented on the work of the Early Childhood Commission and the upcoming PDI, which will have an increased emphasis on child rights and the CRC with a new advocacy track.

OMEP-Canada participated in the international forum on inclusion in early childhood education and care: supporting countries in assessing inclusion, organized by the UNESCO Chair, led by Carmen Dionne. The OMEP-Canada president is currently working with UNESCO staff representative Rokhaya Diawara and Carmen Dionne's team to identify inclusion indicators. These will be included in a document that countries around the world can refer to.

OMEP NAC, in collaboration with OMEP-USA, has become a member of the Thrive Coalition. The Thrive Coalition consists of organizations and individuals dedicated to improving all aspects of ECD globally. Members work on issues such as child protection, education, health, inclusion, nutrition, vulnerable children, family engagement, and WASH. The Regional Vice President attends meetings on behalf of OMEP.

OMEP NAC began the process of establishing an official MOU with the Organization of American States/ Inter-American Children's Institute after collaborating with IIN representatives during the 2024 PDI held in Jamaica. A completed MOU is expected to be signed by the OMEP World President and the IIN Director in January of 2025. This collaboration is intended to foster regional engagement across the Caribbean to support expanded advocacy for ECCE government policies and more defined, regionally focused research related to ECD/ECCE policy and advocacy.

Some national committees with the region, notably OMEP-Jamaica has acknowledged participation in national efforts to monitor the implementation of SDG 4 as part of their ongoing advocacy work. OMEP-USA and OMEP-Canada have members who continue to contribute to the discussion at national and subnational levels.

The Regional Vice President participates as a member of the UN NGO Committee on Migration and the subcommittee on Children in Migration. Through this work she attends monthly meetings, assists in organizing the CoM resource list to support refugee children and families and attends meetings and events held at the UN Headquarters in New York.

1.2. Reports of Representatives to the United Nations System

1.2.1. OMEP Representatives to the United Nations - New York, United States of America

Prepared by: Donna Akilah Wright, PhD, Chief Administrator for NY UN Team

OMEP NY UN Team Members are Dr. Maria Pia Belloni Mignatti (Main Representative); Dr. Donna Akilah Wright (Chief Administrator), Dr. Jessica Essary, Dr. Dina Castro and Ms. Asiya Foster

INTRODUCTION

The World Organization for Early Childhood Education (OMEP), known in French as Organisation Mondiale pour l'Éducation Préscolaire, was founded in Prague in 1948 and has held Special Consultative Status with the United Nations Economic and Social Council (ECOSOC) since 1961. OMEP works in more than 70 countries across Africa, Asia-Pacific, Europe, North America, and the Caribbean, promoting the right of every young child—from birth—to receive quality, inclusive, and transformative early childhood care and education (ECCE). From a human rights perspective, OMEP advocates for ECCE as a right in itself and as a powerful means to fulfill other rights: integral development, full citizenship, well-being, and dignity for all young children.

The New York UN Representation Team positions OMEP as a recognized civil society actor within the multilateral system. Through its engagement in intergovernmental processes and formal UN mechanisms, the team actively contributes to the follow-up and implementation of the 2030 Agenda, the Convention on the Rights of the Child (CRC), the Pact for the Future, the Tashkent Declaration and Commitments to Action, and the Sustainable Development Goals (SDGs).

In 2024, the OMEP NY Team worked to ensure that early childhood was visible and prioritized in global policy spaces, with a particular focus on children in vulnerable situations—including migrants, refugees, displaced children, those living in poverty, children with disabilities, and those affected by armed conflict or discrimination. The team participated in over 50 official UN meetings, organized side events, submitted oral and written statements, engaged with Permanent Missions, and strengthened its cooperation with key networks such as the NGO Committee on Migration and the Early Childhood Peace Consortium.

This report summarizes the team's activities, strategic advocacy messages, and key results achieved in 2024, reaffirming OMEP's commitment to public, equitable, culturally relevant, and sustainable early childhood education and care.

OBJECTIVES OF THE OMEP UNITED NATIONS REPRESENTATIVES

The OMEP UN Team in New York fulfills the organization's constitutional mandate (Article 2.1), which is to “defend and promote the rights of children worldwide, with particular emphasis on education and care from birth.”

Its strategic objectives are aligned with ECOSOC's mission, the Convention on the Rights of the Child, and the 2030 Agenda, guiding its work within the institutional spaces for policy dialogue, monitoring, civil society consultation, and participation. In particular, the team aims to:

Defend early childhood care and education (ECCE) as a fundamental human right and a prerequisite for the realization of other rights, based on the principles of universality, indivisibility, and interdependence.

Promote high-quality, equitable, and culturally relevant public policies, ensuring access, inclusion, and well-being for all young children, especially those in vulnerable or marginalized situations—such as poverty, displacement, disability, conflict, and exclusion.

Engage in high-level advocacy and policy processes, contributing OMEP's early childhood expertise to ECOSOC, the General Assembly, functional commissions, UN working groups, NGO committees, and other multilateral decision-making spaces.

Foster intersectoral and multilateral collaboration, working with UN agencies, permanent missions, and civil society partners to advance ECCE within the frameworks of human rights, sustainability, and peace.

Monitor and support the implementation of global commitments, especially those related to SDG 4.2, the Pact for the Future, the Tashkent Declaration, the UNESCO Recommendation on Education for Peace, Human Rights and Sustainable Development (2023), and the proposed United Nations Decade for Early Childhood Education and Care.

ACTIVITIES AND CONTRIBUTIONS

1 Children with Disabilities and Armed Conflicts (Dec 7, 2023 – UN Conference Room 12). OMEP participated in a high-level event organized by the Special Representative of the Secretary-General, advocating for the protection and inclusion of children with disabilities in conflict zones.

2 Summit for the Future – Preparatory Meeting (Dec 13, 2023 – UN Headquarters). OMEP engaged in early consultations about the structure and priorities of the Pact for the Future, emphasizing the centrality of early childhood in shaping global futures.

3 International Day of Education: “Learning for Lasting Peace” (Jan 23, 2024 – UN Plaza). OMEP contributed to dialogues surrounding the UNESCO Resolution on Education and Peace, reaffirming that ECCE is a cornerstone of peaceful and sustainable societies.

4 Summit for the Future: Declaration for the Future (Jan 29, 2024 – UN Headquarters). OMEP participated in civil society discussions on the draft structure of the Pact, promoting ECCE as a human rights and development priority.

5 62nd Commission for Social Development (Feb 5, 2024 – UN Conference Room 5). OMEP advocated for new social protection systems with a focus on early childhood and the eradication of child poverty.

6 Artificial Intelligence and Peace (Feb 21, 2024 – UN Conference Room 6). Engaged in dialogues on the implications of AI for peace and education, calling attention to risks and opportunities for young children.

7 Baha’i International – Implementation of Cairo Agenda (Mar 11, 2024 – UN Plaza). OMEP highlighted the importance of civil society in implementing rights-based approaches to development, especially for young children.

8 Baha’i International – From Conflict to Collaboration (Mar 14, 2024 – UN Plaza). Participated in advocacy around women’s empowerment and educational access, linking it to sustainable peace and children’s futures.

9 Pact for the Future – Youth and Future Generations (Mar 25, 2024 – UN Conference Room 1). Emphasized the role of young children in the intergenerational approach to the Pact, calling for the inclusion of ECCE in future planning.

10 Multi-Stakeholder Meeting on the Pact for the Future (Mar 27, 2024 – UN Conference Room 11). Engaged in the Global Digital Compact discussions, advocating for child-sensitive digital policies and protection.

11 Major Group on Youth and Children (Mar 27, 2024 – UN Conference Room 1). Participated in roundtables focusing on the role of children and youth in implementing global commitments.

12 NGO Committee on Migration: Monthly Meeting (May 11, 2024 – Virtual). Contributed to the debate on migration policy from a child rights perspective, including input on the Pact for the Future.

13 Pact for the Future – First Reading (May 15, 2024 – General Assembly). Observed the official presentation of the draft Pact, preparing to advocate for ECCE in subsequent revisions.

14 Declaration of Future Generations (Jun 14, 2024 – ECOSOC Chamber). Took part in civil society discussions to ensure the Declaration prioritizes early childhood well-being.

15 High Level Political Forum (Jul 9 and 15, 2024 – UN Conference Room 4). OMEP advocated for stronger commitments to ECCE in SDG follow-up.

16 Towards advancing the Pact of the Future: Security and Justice Provisions to Reduce All Forms of Violence - NYC, USA, UN Conference Room 4, July 11, 2024 (SDG 10).

17 Economic and Social Council - High Level Political Forum on Sustainable Development and SDGs. NYC, USA, General Assembly, July 15, 2024 (SDGs 1-17).

18 Early Childhood Peace Consortium (Aug 28–30, 2024 – Yale University). Collaborated with partners on a global strategy linking ECCE and peacebuilding.

19 Peacebuilding Fund Meeting (Sep 12, 2024 – UN Conference Room 2). Supported investments in early childhood as part of broader peacebuilding financing.

20 25th Anniversary of the Culture of Peace (Sep 13, 2024 – UN Conference Room 11). OMEP promoted ECCE as essential to advancing a culture of peace in line with UN resolutions.

21 School of Visual Arts – Student Engagement (Sep 15, 2024 – New York). Engaged with students to strengthen creative advocacy strategies around ECCE and peace.

22 Summit of the Future: Dialogue on Peace (Sep 21, 2024 – UN Conference Room 8). Participated in shaping a transformative approach to peacebuilding, centered on early childhood inclusion.

23 Summit of the Future – Defending Civic Space and Democracy (Sep 23, 2024 – Church Center). Joined civil society partners in advocating for inclusive participation and democratic values in global governance.

24 Third Committee of the General Assembly – Protection for Refugees (Oct 10, 2024 – UN Conference Room 1). Advocated for refugee children's rights and access to ECCE as part of humanitarian protection frameworks.

25 Children in Migration – UN Special Rapporteur (Oct 22, 2024 – UN Conference Room 8). Presented best practices and challenges in protecting migrant children's rights, including early education and family reunification.

26 SOS Children's Villages – Stomping for Peace (Nov 19, 2024 – UN Conference Center 11). Participated in a high-visibility event emphasizing peace education and child-led expression.

27 World Social Summit – Stakeholder Briefing (Nov 25, 2024 – UN Conference Room 1). Engaged in discussions to shape the social development agenda, highlighting ECCE as foundational to social justice.

28 Global Impact Evaluation Forum (Dec 2, 2024 – UN Conference Room 1). Engaged in dialogues evaluating SDG impact, highlighting the need for early intervention in fragile contexts.

29 Migration Testimony Video (Dec 27, 2024 – New York). Produced a testimonial video on migrant families to support advocacy before the Committee on Migration (2025).

ORAL AND WRITTEN STATEMENTS AT UN FORUMS (THROUGHOUT 2024)

ORAL & WRITTEN STATEMENTS

- Pact for the Future (Feb 21, 2024 – ECOSOC Chamber). Statement delivered in collaboration with ECPC on the role of ECCE in future global frameworks.
- Commission on Population and Development (Apr 29 & May 3, 2024 – General Assembly). Focused on demographic trends and the necessity of ECCE for sustainable population policies.

- High Level Political Forum (New York, USA, Jul 9, 2024 – UN Conference Room 4). Advocated for stronger commitments to ECCE in SDG follow-up and presented OMEP/ECPC Oral Statement.

PARALLEL EVENTS ORGANIZED

Side event during Commission on Social Development (Feb 8, 2024 – UN Headquarters). OMEP led a discussion on social protection for displaced children, advocating for ECCE to be a priority in legal and policy frameworks.

MISSION VISITS

Permanent Missions of Pakistan and DRC (May 26, 2024). Urged the inclusion of ECCE in humanitarian and conflict-affected contexts.

Brazilian Consulate (Jul 12, 2024). OMEP attended a presentation of promising practices in Brazil and highlighted Brazilian civil society contributions to peace education.

PRIVATE SECTOR COLLABORATION

Center for Business Champions (Sep 16, 2024). Discussed the role of business in expanding ECCE access and partnerships.

MEDIA AND ADVOCACY INITIATIVES

World Children's Day Video Project (Nov 20, 2024). Produced a child-focused advocacy video to raise awareness of ECCE and rights.

Migration Testimony Video (Dec 27, 2024). Created a testimonial clip on migrant families to support advocacy before the Committee on Migration (2025).

MONTHLY ENGAGEMENT

Continued participation in NGO Committee on Migration and the Early Childhood Peace Consortium throughout the year.

SUMMARY

Throughout 2024, OMEP's New York UN Team strengthened its role as a key civil society actor in global policy spaces related to children's rights, peacebuilding, migration, education, and social protection. By participating in over 50 UN-organized events, submitting official statements, and engaging in multi-stakeholder dialogues, OMEP consistently emphasized the central role of ECCE in achieving inclusive and sustainable development.

The team's advocacy was anchored in the principles of the Convention on the Rights of the Child and aligned with the commitments of the Tashkent Declaration. Special attention was given to children in situations of vulnerability, those affected by conflict, displacement, poverty, or exclusion.

Looking forward to 2025, OMEP aims to:

- Deepen its contributions to the implementation of the Pact for the Future
- Advance the proposal for a UN Decade for ECCE
- Continue advocating for early childhood in humanitarian and peacebuilding agendas
- Promote strong, equitable public policies for children's care, education, and well-being from birth

With a clear rights-based and intersectoral approach, the OMEP UN Team reaffirms that there can be no sustainable development, human rights, or lasting peace without investing in early childhood.

1.2.2. Representatives at UNESCO Paris

Report prepared by the representatives to UNESCO: Lisbeth Gouin and Gilles Petreault

OMEP'S CONTRIBUTION

Activities to promote the realization of the development agenda of ECOSOC and the United Nations in general. List your main activities during the year in support of this agenda.

- Communication on OMEP's activities with UNESCO at the OMEP World Conference in Bangkok.
- Blog on the follow-up to the Tashkent Declaration on the OMEP-Mondiale website (<https://omepworld.org/fr/apres-tachkent-beaucoup-reste-encore-a-faire-gilles-petreault-representant-de-lomep-a-lunesco/>)
- Publications about UNESCO on the OMEP-France website (19 articles in 2024) and OMEP-France social network accounts (some in French and English): LinkedIn (22/74 posts in 12 months March 2024-March 2025); 226 subscribers in March 2025) and Facebook (17/58 posts in 2024; 9/13 posts between January and March 2025; 71 subscribers in March 25) ;
- Speaking engagements at global seminars (Mercedes),
- Organization of an event at UNESCO by a group of NGOs on the culture of peace, in which an OMEP representative is heavily involved.

Since 2012, this collective has been celebrating the International Day of Peace through cultural, inclusive and intergenerational events in different parts of the world.

This year, "Danse et Paix en partage 2024" involved more than 40 international groups, including OMEP, to sow seeds of Peace and engage in the Culture of Peace through dance videos collected in a mosaic film, to participate in a webinar on the Culture of Peace <https://youtu.be/KptzGMyqdx?feature=shared> on September 24, 2024. This event, co-produced with the Association des Anciens Fonctionnaires de l'UNESCO (AAFU) and moderated by the collective, brought together around a hundred people at UNESCO.

- OMEP-RDC presentation at the - 17th International Forum of NGOs: African Leadership, Experience, and Expertise in the Science Decade, December 10, 2024 ;
- 15th International Forum of UNESCO's NGO partners on the theme of changing mentalities <https://ngo-unesco-fr.net/mentalites-2024-1>
- Participation in preparations for the 17th forum of UNESCO's NGO partners on the theme of ESD IN Africa <https://ngo-unesco-fr.net/science-en-afrique-2024>

PARTICIPATION IN UNITED NATIONS SYSTEM ACTIVITIES

- Participation in the thematic day on data in ECCE and in the first UIS International Congress: UNESCO Conference on Education Data and Statistics, February 6, 7 and 8, 2024; CR on the OMEP-France website: <https://www.omepfrance.fr/unesco-conference-sur-les-donnees-et-statistiques-de-l-education-expose-du-pr-james-heckman>
- Participation in "International Mother Language Day" - February 20, 2024, Symposia: Celebration of International Mother Language Day, on the theme of "Multilingual education is a pillar of intergenerational learning" - report on the OMEP-France website: <https://www.omepfrance.fr/unesco-journee-internationale-de-la-langue-maternelle-2024>
- Participation in the symposium: "Celebrating Inclusion in Education: 30th Anniversary of Salamanca Declaration" on March 12, 2024;
- Participation in the webinar on "Strengthening the right to education, towards a new treaty" followed by the event "Connecting people and planet through education" (May 30) <https://articles.unesco.org/sites/default/files/medias/fichiers/2024/05/Connecting>

- Progress Towards SDG4: Stocktake of Transformative Actions in Education. Convened by the SDG4 High-Level Steering Committee”) (June 17) ;
- Participation in the UIS webinar on learning assessments: ‘Reshaping the ecosystem for learning assessments’ (September 10, 2024) ;
- Participation in the symposium: Celebrating a century of international intellectual cooperation: from legacy to future action, September 13, 2024 (CR on OMEP-France: <https://www.omepfrance.fr/l-omep-a-l-unesco-pour-celebrer-un-siecle-de-cooperation-intellectuelle-internationale>)
- Participation in the September 26 international congress “Congress on Brain Sciences, Early Childhood Care and Education”; a report and blog by MML(<https://omepworld.org/fr/au-dela-des-neurosciences-et-de-leconomie-transformer-leducation-de-la-petite-enfance/>)
- Participation in World Teachers’ Day (October 4); <https://www.omepfrance.fr/valoriser-la-voix-des-enseignants-unesco>

COOPERATION WITH UNITED NATIONS BODIES

- 62nd UN Social Development Conference (February 5-14, 2024)- An event with OMEP-World: <https://www.omepfrance.fr/62e-conference-du-developpement-social-a-l-onu-un-evenement-avec-l-omep-monde>
- Meeting of the President of OMEP-World with UNESCO’s Education Department in Paris:
- March 6, 2024: OMEP participation in the follow-up to the Tashkent declaration, preparation of the Bangkok assembly and conference (visit of the program manager);
- November 19: preparation of UNESCO’s participation in the Bologna assembly and conference (request for sponsorship).
- Organization of a working session with representatives of OMEP-RDC, the DRC delegation to UNESCO and UNESCO’s education section on September 30, 2024; <https://www.omepfrance.fr/visite-de-l-omep-rdc-en-france-pour-un-projet-d-amelioration-des-competences-des-formateurs-du-prescolaire-en-rdc>
- **Participation in a global meeting** on education in Fortaleza, Brazil, and organization of a side event on financing early childhood education(<https://omepworld.org/fr/lomep-participe-activement-a-la-reunion-mondiale-sur-leducation-2024-de-lunesco-au-bresil/>).
- **Participation in the creation of the Technical Advisory Group to produce biennial** reports on the evolution of the world situation regarding the Tashkent objectives, and in its operation, with at least one OMEP representative present:
- Setting up the technical group for follow-up to the Tashkent Declaration (June 18 and 19).
- Participation in the TAG on follow-up to the Tashkent Declaration (November 20 and 21, 2024): organization of work to produce biennial reports up to 2030.

PARTICIPATION IN THE 22ND EXECUTIVE CONFERENCE

- Online Briefing for NGOs on the 2024 UN Civil Society Conference | Briefing en ligne pour les ONG sur la Conférence de la société civile des Nations Unies 2024 le 14 mars 2024.
- Committee on Non-Governmental Partners (NGP) - Executive Board (220th session), October 11, 2024 (with OMEP statement).

INVOLVEMENT IN ACTIONS ORGANIZED BY THE NGO LIAISON COMMITTEE

- Participation in the 15th NGO Forum and moderation of a round table by GP (January 24 and 25, 2024); 15th International Forum of NGOs on "Transforming Mentalities" / 15e Forum international des ONG sur "Transformer les mentalités".
- Participation in Unesco's group of NGO partners on peace - OMEP is coordinating the "Danse et Paix en Partage 2024" project (12 preparatory meetings - a side event at UNESCO on September 24, a webinar on October 24 ;
- NGO meeting with the European Union's ambassador to UNESCO (November 13);
- Participation and presentation at the 17th International Forum of NGOs: "African Leadership, Experience, and Expertise in the Science Decade", December 10, 2024 (presentation by OMEP-RDC).
- Participation in the international conference ses ONG 2024 ("Building Capacity for Action"); <https://www.omepfrance.fr/comite-de-liaison-des-ong-17-19-decembre-2024>
- **Publication in UNESCO's ESD magazine of** the free smartphone application on "Sustainability from the start" (ECE Academy) piloted by the University of Kristianstad (Sweden), universities and OMEP committees in Ireland, Croatia, the Czech Republic and France:
- Publication of a brief on the ECE Academy application (June 2024)
- Article on adaptations of the ECE Academy application to the French context: <https://www.unesco.org/fr/articles/enseigner-le-developpement-durable-des-le-plus-je-une-age> / <https://www.unesco.org/en/articles/teaching-sustainability-youngest-age> (September 2024)

MAIN STRENGTHS OF THE REPRESENTATIVE TEAM

Thanks to the commitment, constant presence, and availability of the team of representatives, as well as the outstanding work of our president, OMEP is highly regarded by the UNESCO Education Sector, as well as the Liaison Committee and the CCNGO on Education.

The main aspects that need to be improved in relation to the actions and responsibilities of the representatives are:

- Ensure good communication to better distribute information and actions, develop reports and information on the OMEP-Mondiale website and social networks.
- Communicate more frequently in English too.
- OMEP should officially appoint a permanent youth representative to UNESCO.
- Consider a change of status: from associative partner to consultative partner.

1.2.3 Representation in the CCNGO – Collective Consultation of NGOs for Education 2030

Reported by the World President of OMEP, Mercedes Mayol Lassalle

The Collective Consultation of NGOs on Education 2030 (CCNGO/ED2030) is UNESCO's main platform for dialogue and collaboration with organized civil society on education-related matters. Established in 2003, its aim is to strengthen the participation of non-governmental organizations in the monitoring and implementation of SDG 4 – Education 2030, contributing to global, regional, and national education governance processes. The CCNGO serves as a space for consultation, advocacy, and collective coordination to channel the voice of civil society organizations (CSOs) into intergovernmental mechanisms. It is composed of over 300 organizations from around the world and is coordinated by a representative Coordination Group covering various regions and sectors.

The World President of OMEP (WP) has, in recent years, represented international NGOs with official relations with UNESCO, in coordination with the Partnerships Section of UNESCO's Edu-

cation Sector. She has actively contributed to strengthening the substantive participation of civil society in multilateral education processes.

Throughout **2024**, OMEP continued its active participation in this platform, maintaining a proactive role in the year's key activities, with special dedication to amplifying the voice of CSOs in global education governance mechanisms, despite having formally concluded its mandate on the Coordination Group in 2023.

PARTICIPATION IN THE TRANSITION OF THE COORDINATION GROUP

The WP participated in the first meeting of the 2024–2025 Coordination Group held on January 19, where it provided key suggestions and recommendations for the strategic planning of the new cycle. It supported the integration of newly elected members, reaffirming its commitment to the network's democratic and representative principles and supporting the process of institutional continuity through the transfer of accumulated knowledge and lessons learned.

CONTRIBUTIONS TO THE UN FUTURE COMPACT PROCESS

During February and April, the WP participated in consultations convened by the UN system and drafted critical observations on the zero draft of the Future Compact, highlighting the importance of the right to education from early childhood, sufficient and sustained public financing, and the transformative role of civil society organizations. It also promoted the inclusion of a tax justice approach in civil society recommendations for the Future Summit (September 2024).

ACTION IN THE HLSC SHERPA GROUP

Although the WP does not directly serve as a Sherpa, it actively supported the content of the discussions of the Sherpa Group of the High-Level Committee for SDG 4 (HLSC), providing input and supporting the positions of its representatives. Throughout the year, it promoted a more robust narrative on education financing, centered on human rights and sustainability. Together with the GCE and other NGOs, the WP championed the need to prioritize tax justice over regressive mechanisms such as debt-for-education swaps. It also contributed to the development of the HLSC's key messages for the Fourth Financing for Development Conference (2025), highlighting the need for public regulation in the face of the advance of private initiatives.

IMPACT ON EDUCATIONAL FUNDING AND ECCE

As part of the GEM preparatory activities, the WP participated in a side event on innovative financing for education as a whole and for ECCE, where it presented a critical position on the commodification of education and the role of public-private initiatives. The WP collaborated on the production of a document with concrete proposals in partnership with other CSOs: advocacy for progressive taxation, community engagement, application of the 4S framework (Size, Share, Sensitivity, Scrutiny), and effective regulation of private actors. In all multilateral forums, advocacy for greater budget allocation for ECCE was promoted, highlighting the annual USD 21 billion deficit identified in the joint UNESCO-UNICEF 2024 report.

PREPARATION AND PARTICIPATION IN THE GLOBAL EDUCATION MEETING (GEM 2024)

The World President (WP) also actively promoted the participation of OMEP National Committees and other organizations in the TES–SDG4 follow-up survey, relaunched by the CCNGO in July. She supported the regional processing and analysis of the results, contributing to the consolidated civil society report. She also took part in the consultations on the Zero Draft of the “Fortaleza Declaration,” submitting written comments, participating in preparatory meetings, and confirming her participation in several sessions of GEM 2024.

At the Global Education Meeting (GEM 2024) held in Fortaleza, the WP actively engaged in multiple spaces. She organized a side event titled “Innovative Financing to Achieve Inclusive and Equitable Early Childhood Care and Education” and was one of the panelists. There, she strongly advocated for fair, sufficient, and timely investment in ECCE as an enabling right for the entire SDG 4 agenda and for social justice.

EVALUATION OF THE YEAR AND PLAN FOR 2025

In December, the WP participated in the annual review and strategic planning meeting of the CCNGO Coordination Group, where the Fortaleza Declaration, the HLSC’s messages to the financing conference, and key documents on education investment were analyzed. The need to position education, from early childhood onward, as a central pillar of sustainable development and the post-2030 agenda was reaffirmed, and priority lines of work for the new year were proposed.

PARTICIPATION IN CCNGO MEETINGS

Throughout 2024, OMEP participated in at least eight meetings organized within the framework of the CCNGO, including coordination spaces, regional consultations, and open sessions. This constant presence has allowed for an active, informed, and committed representation in support of the common goals of civil society organizations working in education.

1.3. Political advocacy activities of the National Committees

1.3.1. Monitoring of the CRC at the national level

33% of National Committees reported monitoring the CRC through various activities.

AFRICA

OMEP **Republic of Togo** placed emphasis on the training of educators.

ASIA PACIFIC

OMEP **Singapore** monitored the government’s proposed teaching approval system.

EUROPE

OMEP **Germany** has deepened its monitoring of the Convention on the Rights of the Child, prioritizing the analysis of public investments in children and their impact on fundamental rights (participation, best interests of the child), highlighting in expert forums how budget cuts directly affect children’s lives. OMEP **Ukraine** focused its efforts on monitoring the CRC in war contexts, coordinating with national authorities on key actions: protection of displaced children, child mental health, inclusive education in emergencies, and training for officials on child protection in conflict, while also integrating international organizations into these processes.

LATIN AMERICA

OMEP **Peru** promoted collaborative actions with the Ministry of Health and civil society to ensure the continuity of educational and childcare services in eight childcare centers, prioritizing care for children under 3 years of age through specialized technical assistance. OMEP **Venezuela** emphasized the enforceability of the right to ECCE, documenting gaps between the legal framework and its actual implementation. Their efforts focused on generating official data on education and health coverage and promoting intersectoral plans to monitor social investment in early childhood.

NORTH AMERICA AND THE CARIBBEAN

OMEP **Canada** organized 13 specialized webinars (7 for childcare center managers and 5 for preschool teachers), with key topics such as sustainable education, developing 21st-century skills, nature-based pedagogy, and technological innovation. Meticulously designed with experts, including international experts from Norway and Denmark, the recordings are available to all members, demonstrating a robust ongoing training model led by the president and team.

1.3.2. Participation in monitoring compliance with SDG 4 and its targets 4.2 and 4.7

50% of NCs reported that they monitor compliance with SDG 4 and its targets 4.2 and 4.7

AFRICA

OMEP **Burkina Faso** participated in the Global Week of Action together with the National Coalition for Education for All.

OMEP **Cameroon** promoted eco-development through play in rural areas.

ASIA PACIFIC

OMEP **South Korea** implemented a national standard for transitional education for 5-year-olds, the result of a study led by OMEP with support from the Ministry of Education. Este marco se aplicará en todos los jardines infantiles y centros de cuidado para facilitar la transición al primer grado de educación básica.

OMEP **Japan** stated that a research project monitoring progress toward SDG 4.2 through surveys administered to the country's committees is ongoing.

EUROPA

OMEP **France** stood out for its comprehensive work on SDG 4.7, completing the Erasmus+ project on Education for Sustainable Development (ESD) in early childhood in 2024. She presented the results at UNESCO, published articles in its newsletter, and developed the "ECE Academy" app in French-speaking countries, including a collaboration with Africa. In addition, she made video documentaries on outdoor pedagogy and actively participated in international educational conferences, positioning OMEP as a benchmark in ESD.

OMEP **Ukraine** focused its monitoring of SDGs 4.2 and 4.7 on crisis contexts, assessing access to quality early childhood education, especially for vulnerable populations (children who are displaced, have disabilities, or live in conflict zones). It implemented a data collection system on educational barriers, curriculum quality in sustainability, and human rights, generating reports based on international standards to influence public policies that guarantee equity.

LATIN AMERICA

OMEP **Peru** stood out for its active participation in technical roundtables of the National Education Council, where it analyzed the challenges of SDG 4 (quality, equitable, and inclusive education) and proposed concrete solutions alongside other institutions.

OMEP **Venezuela** reported that, although it recognizes the lack of a formal monitoring system for SDGs 4.2 and 4.7 in the country, it has promoted significant academic alternatives: four OMEP-affiliated universities have incorporated these goals into their undergraduate and graduate programs as a line of research.

NORTH AMERICA AND THE CARIBBEAN

OMEP **Canada** announced that the La Petite Patrie CPE won the 2024 ESD International Competition, and the winners presented their project at the OMEP World Congress in Bangkok,

Thailand. The president and vice president are continuing their research on ESD in early childhood education centers in Quebec and will present the results at the ACFAS 2025 international conference.

1.3.3. Initiatives to influence decision-making on ECCE policies

53% of NCs report having participated in various initiatives to influence decision-making on ECCE.

AFRICA

OMEP **Ghana** participated in a program organized by the Ministry of Gender, Children and Social Protection (Department of Social Welfare) to present a concept paper on the Development of Procedural Standards for the Inspection, Licensing, and Supervision of Childcare Centers.

ASIA PACIFIC

Key members of OMEP **South Korea** have been actively involved in policy development and research in the country's ongoing process of integrating early childhood education and care. OMEP Hong Kong - China participated in a consultation session in August 2024, organized by the Hong Kong Special Administrative Region Government, and submitted recommendations to help improve local education policies.

EUROPE

OMEP **Germany** actively participated in the discussions surrounding the Quality Development Act, which the government plans to introduce to establish national standards for ECCE. Furthermore, it continued to collaborate with the National Action Plan (PAN in Spanish) "New Opportunities for Children in Germany," adopted by the government in July 2023, to implement the European Child Guarantee, an EU initiative to combat child poverty. In 2024, the NC conducted a critical report on the progress of the National Action Plan (PAN), focusing on implementation, monitoring, and evaluation, as well as the need for participation by children and young people affected by poverty. It noted the absence of a forward-looking interdepartmental strategy and highlighted the need to strengthen infrastructure with a focus on target groups.

OMEP **Belgium** supported a Human Rights Watch initiative addressed to the Belgian Minister of Foreign Affairs, requesting her support for the development of a fourth optional protocol to the Convention on the Rights of the Child that would explicitly recognize the right of all children to early childhood education, beginning with at least one year of free preschool education, and free secondary education for all children.

LATIN AMERICA

Members of OMEP **Ecuador** visited childcare centers to communicate about OMEP's work around the world and in Ecuador; they held conferences at universities to disseminate the concept of ECCE, its public policies, and the OMEP declaration.

OMEP **Argentina** joined the Early Childhood Coordination Roundtable, a group created to support the maintenance of public policies for early childhood. He conducted interviews with national, provincial, and municipal government officials, NGOs, and unions to promote specific policies. The president of the NC spoke at the 2024 Public Hearing organized by the Ombudsman for the Public of Audiovisual Communication Services. She participated in the Federal University March in support of the Public University for university financing.

NORTH AMERICA AND THE CARIBBEAN

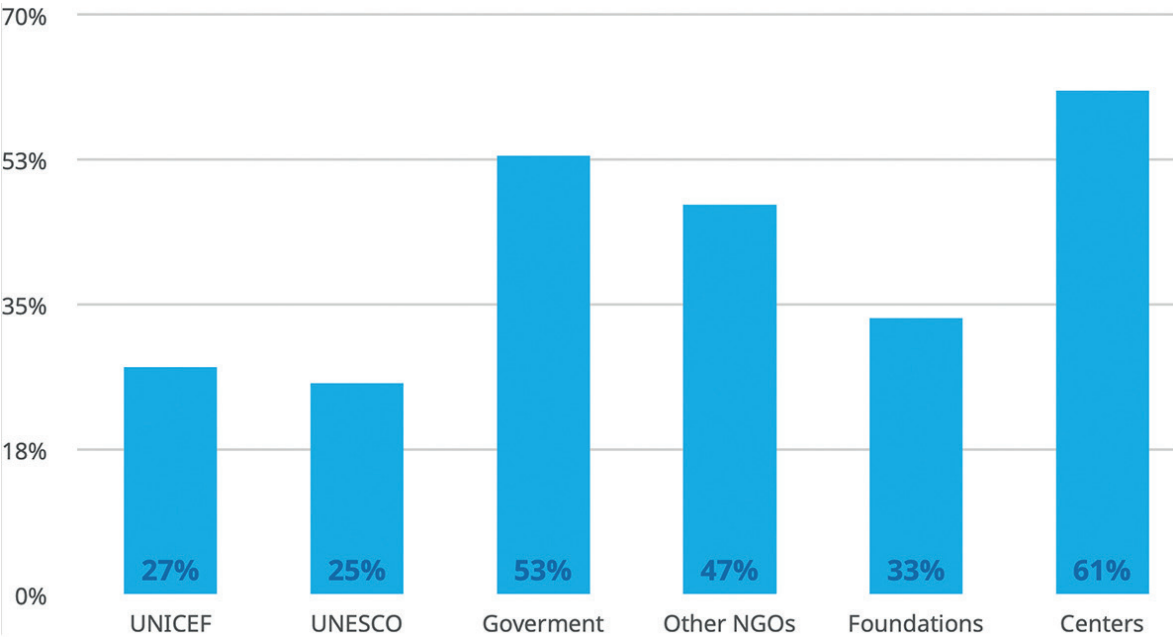
OMEP **Canada** participated in the International Forum on Inclusion organized by the UNESCO Chair. The president is currently working with Rokhaya Diawara and Carmen Dionne’s team to identify indicators of inclusion. These will be included in a document that countries around the world can consult.

1.3.4. Work on programs or projects with institutions such as the WHO, UNICEF, UNESCO, local, regional, and national governments, other NGOs, foundations, and educational centers.

86% of NCs reported having worked on programs or projects with other institutions.

Various educational centers were the main partners of the OMEP NCs during 2024, followed by governments (whether at the regional, national, or local level). More than half of the NCs report having worked with one of these institutions. In order of importance, they are followed by other NGOs, where almost 5 out of 10 NCs declare having worked together, and to a lesser extent by UNICEF, foundations, and UNESCO. In addition, the NCs mention having worked with supranational organizations, universities, research centers, guilds and unions, and cultural centers.

Institutions with which the NC worked during 2024



45% of the NCs reported that they have contributed to OMEP’s flagship initiative, the Decade of Early Childhood.

1.3.5. Contributions from the NCs during 2024 to the OMEP flagship initiative, the Decade of Early Childhood.

AFRICA

Cameroon: It will improve communication with public and private decision-makers, promote child protection, education, and peace in conflict zones.

Ghana: It will raise awareness among politicians and professionals.

Republic of Congo: will participate in the WAC 2025 webinar in Italy.

Sierra Leone: She will focus her December 2025 conference/workshop on the Decade for Early Childhood.

Togo: Will organize a national meeting.

ASIA PACIFIC

Japan: A research project will continue to conduct a survey to learn more about the status of SDG 4.2 across all committees in Japan.

Singapore: Will include the initiative in teaching courses.

Thailand: It will advocate for ECCE as a dual strategy, foster policy continuity and long-term investment, and engage local stakeholders.

EUROPE

France: He will present the initiative to the relevant ministries.

Greece: It will plan training actions at the national level.

Iceland: It will develop an open-access video library; revitalize the Icelandic “Bernskuskógur” (OMEP Early Childhood Forest), actively engage in public policy dialogues and debates, and foster partnerships between research and practice.

Slovakia: It will promote legislative changes, create toy libraries, and support community education.

Russia: It will organize creative contests, the Toys of the World project, hold a virtual Handwashing Day, and celebrate World Children’s Day.

Türkiye: The document will be translated into Turkish, disseminated on social media and the website, and presented at the International Congress on Early Childhood Education in October 2025.

LATIN AMERICA

It will continue to fund communication strategies in collaboration with the Arcor Foundation.

Chile: The initiative will be included in seminars, discussions, and workshops.

It will organize conferences and workshops to raise awareness among teachers and families.

Mexico: It will hold workshops and seminars for parents, caregivers, and educators, and will continue to disseminate the information through social media.

She will work with the National Directorate of Early Childhood Education to promote the initiative nationally and in academic settings.

NORTH AMERICA AND THE CARIBBEAN

Canada: The president will continue her collaboration with the UNESCO Chair on Inclusion in Early Childhood Education. Work will be done to develop an evaluation framework.

United States: It will continue to work on its promotion and determination of future actions, despite the challenging political climate.

Haiti: He hopes to perform virtually due to the urban conflict situation in the country.

PROMOTION ON THE DECADE OF EARLY CHILDHOOD

More than 80% of NCs read, download, and shared the OMEP 2024 World Declaration on the Decade of Early Childhood.

1.3.6. Impact of the National Committees' actions in the area of Political Influence: achievements and challenges

AFRICA

NCs in the region have **achieved** significant successes in developing regulatory and curricular frameworks for ECCE, working in collaboration with government entities. Workshops and training sessions have been held for educators, strengthening local capacities in early childhood. Awareness-raising has been a key focus, achieving concrete commitments from leaders to incorporate early childhood into their future agendas. In addition, mass events were held that brought together educational communities, while other committees consolidated their organizational structure through new leadership and fundraising. These efforts reflect a coordinated effort between political advocacy, training, and community participation.

NCs face structural **challenges**, such as limited institutional recognition by governments and bureaucracy, which hinder their operation. Financial sustainability emerges as a recurring concern, affecting project execution and the continuity of key initiatives, such as pilot schools.

At the same time, there are organizational challenges: from committees in the process of consolidating teams to the need to strengthen the visibility of OMEP and its mission. Active member engagement and raising awareness among leaders about child welfare emerge as priority areas for expanding regional impact.

ASIA PACIFIC

National committees in the Asia-Pacific region report significant **achievements** in policy advocacy and institutional strengthening. Several countries highlight their active participation in educational policymaking through government consultations and strategic alliances with local institutions. Numerous professional development activities have been organized to strengthen the sector's capabilities and foster discussion among various key stakeholders. Play libraries have been created for boys and girls. The region has implemented innovative initiatives, including technological projects (such as new web portals) and social programs to benefit vulnerable communities, such as the new website in collaboration with Solarbuddy to provide electricity to children living in energy poverty in Papua Guinea. A particularly significant achievement was the successful organization of high-level international events, which enabled the exchange of knowledge and experiences among multiple countries. In addition, several committees have strengthened their organizational structures, integrating institutions specializing in early childhood education and improving communication mechanisms with their members.

Among the **challenges**, the region's committees express interest in strengthening the organization in several key areas: increasing membership and active participation, improving internal communication channels, and achieving greater recognition and impact on public policies. They also seek to optimize statistical data management and resource management for large-scale events. These challenges reflect their commitment to consolidating their work in support of early childhood.

EUROPE

NCs from different countries report that the European region has demonstrated a strong commitment to defending early childhood rights, highlighting among its **achievements** initiatives such as organizing political debates, collaborating with international organizations, and influencing educational policies. Significant events, such as cultural and environmental festivals, national conferences, and awareness-raising campaigns, have strengthened the visibility of early childhood education. Furthermore, some committees have managed to establish spaces for dialogue with governments and parliaments, integrating the early childhood perspective

into the public agenda. Participation in international networks and the publication of research also reflect advances in the professionalization of the sector.

Committees face organizational **challenges**, such as declining membership and reliance on volunteer labor, which limits their operational capacity. The complexity of political and institutional systems in some countries makes coordination and effective impact difficult. The challenges in a war context are highlighted, where it is urgent to monitor the work of local authorities on the status of children's rights in such conditions, including inclusion and accessibility to education, and to develop programs, initiatives, and events that address adaptation to the diverse realities of displaced families. Programs that ensure child well-being in crisis contexts, with international support, are essential.

Several NCs mention the persistent need to strengthen internal communication, ensure stable funding, and increase OMEP's institutional recognition among governments.

LATIN AMERICA

The region reports significant **achievements** in its political advocacy work. Several committees have made progress in positioning key topics in institutional and academic spaces, contributing to curriculum updates and the ongoing training of teachers and professionals in the sector. Active participation in intersectoral networks and alliances with state and international organizations has been observed, which has allowed the early childhood perspective to be introduced into public agendas and educational policies. In addition, transformative projects have been implemented that have a direct impact on communities, such as awareness-raising programs, teacher training workshops, and campaigns and actions to protect access to education. The region has also strengthened its presence at national and international events, reaffirming its role as a leader in the defense of children's rights and quality early childhood education.

NCs in the region cite **challenges** related to securing sustainable funding for their activities in complex political and economic contexts that make it difficult to reach out to national authorities and educational institutions. Violence and insecurity, coupled with a lack of basic services, hamper mobilization and local efforts to expand their reach to teachers and families.

A central challenge is achieving institutional recognition for local OMEPs, establishing alliances with key stakeholders that will allow early childhood to be placed on the public agenda. This involves generating technical documents that demand fair social investment, promoting an intersectional perspective in ECCE policies, and maintaining team motivation despite the adversities of the context.

NORTH AMERICA AND THE CARIBBEAN

OMEP's North America and Caribbean region reflects a profound diversity of social, political, and economic contexts. This heterogeneity is a source of wealth and knowledge, but it also poses significant **challenges** for coordinated action. From stable institutional settings to scenarios marked by violence and instability, National Committees operate under highly unequal conditions, requiring an approach based on solidarity, cooperation, and respect for local specificities.

Within this framework, significant **achievements** have been observed, especially in Canada, where projects on inclusion, equity, and social justice have been developed, strengthening teacher training and promoting child participation. A seminar on sustainable development was also held in the French-speaking world. In the United States, despite low membership and collective participation, some members continue to contribute from professional and institutional spaces, maintaining relevant ties. Haiti, for its part, faces serious obstacles: insecurity has forced the displacement of committee members and the destruction of schools, preventing

any direct action. Even so, active communication with industry players has been maintained as a form of symbolic resistance.

In short, the region's committees demonstrate strength when the minimum conditions for action exist, but they also clearly reflect how structural crises or organizational weakness can limit OMEP's action. This reality demands a renewed regional commitment to strengthen cooperation and ensure that early childhood rights are upheld in all territories, leaving no one behind.

2. The area of knowledge management

Knowledge management at OMEP is a key strategy for institutional strengthening and the transformation of Early Childhood Care and Education (ECCE), based on the production, circulation, and application of relevant, rigorous, and culturally significant knowledge. This process contributes to supporting political advocacy actions from a human rights perspective, supporting informed and contextualized decision-making by governments, international organizations, and social actors committed to the right to education and care from the earliest years of life.

It involves the collection, systematization, analysis, and dissemination of pedagogical, scientific, cultural, and political knowledge, generating evidence to promote more inclusive, equitable, and transformative public policies. OMEP thus positions itself as a specialized benchmark in the field of ECCE, promoting constructive dialogue, innovation, critical reflection, and the collective construction of knowledge among its members, academic communities, and regional and global networks.

During 2023, the organization strengthened flagship initiatives such as IJEC – International Journal of Early Childhood and OMEP: Theory in Practice, which contributes to consolidating an updated pedagogical approach committed to the contemporary challenges of childhood. Technical and scientific cooperation with governments, universities, and other institutions is also promoted, in line with the commitments made in the Tashkent Declaration. This area also articulates with projects such as the Award for New ECCE Researchers and Educators, and with actions aimed at collecting and sharing good practices, preparing reports and position papers, and strengthening ECCE systems as a necessary condition for achieving SDG 4.2.

2.1 Work of the EXCO in Knowledge Management

Reported by the World President of OMEP, Mercedes Mayol Lassalle

During 2024, knowledge management was consolidated as a key strategy for OMEP to strengthen institutional capacity and transform Early Childhood Care and Education (ECCE). From a human rights perspective, this strategy focused on the production, circulation, and application of pedagogical, scientific, cultural, and political knowledge that is relevant, rigorous, and culturally significant, supporting informed decision-making by governments, international organizations, and social actors committed to the right to education and care from the earliest years of life.

Under the coordination of the World President, OMEP reaffirmed its role as a specialized reference in ECCE, promoting dialogue, critical reflection, innovation, and collective knowledge building among its members, academic networks, educational communities, and international cooperation spaces.

ACADEMIC AND TECHNICAL PRODUCTION

OMEP promoted and disseminated multiple publications that integrate critical thinking, political-pedagogical analysis, and transformative proposals:

- **Article:** *Why Are There No Butterflies? On Education for Sustainable Development in Early Childhood* (June 2024), authored by the WP, which links the principles of Education

for Sustainable Development (ESD) with children's rights and the commitments of the Tashkent Declaration.

- **Essay: *Childhood Is Not an investment***, a political critique document addressing the economic approach to ECCE, developed within OMEP's campaign on ECCE financing. It challenges dominant economic discourses—such as the “rate of return” notion promoted by the World Bank—and proposes an ethical perspective grounded in children's rights and dignity. This essay was presented and disseminated in various advocacy spaces, including the GCE INGO Constituency meeting (June) and during the series organized by ActionAid and the Right to Education Initiative.
- **Policy Brief for T20: *Consolidating ECCE Policies as a Pillar of Solidarity, Equality, and Sustainability***, co-written by the WP alongside international experts for Think20 (T20), an affinity group of the G20.

KEY INSTITUTIONAL PUBLICATIONS

- **International Journal of Early Childhood (IJEC)**: a scientific journal co-edited by OMEP and Springer.
- In 2024, the editorial period under Professor Ali Kemal Tekin concluded, and an open call was launched to select new leadership for IJEC. As a result, Professor E. Jayne White, from the Faculty of Education – Te Kaupeka Ako, University of Canterbury – Te Whare Wānanga o Waitaha, New Zealand, was appointed editor for 2025.
- **OMEP: Theory into Practice**: an institutional digital bulletin focused on disseminating pedagogical experiences and emerging knowledge. In 2024, Issue 7 was published as a special edition within UNESCO's Participation Program framework, gathering results from the project on Education for Sustainable Development in ECCE implemented in five African countries (Burkina Faso, Cameroon, Ghana, Kenya, and Nigeria).

The institutional introduction of this issue was co-authored by the World President and the Regional Vice President for Africa, contextualizing OMEP's trajectory around ESD projects since 2009 and highlighting the adopted methodological approach: a global coordination articulated with national adaptations, capable of respecting each country's linguistic, cultural, and pedagogical diversity. The issue also connects the project with the Sustainable Development Goals, particularly targets 4.2, 4.7, and 4.c, establishing a reference framework for future initiatives in teacher training, community participation, and transformation of learning environments. This publication not only evidences the impact of collaborative work across regions but also represents a knowledge dissemination tool valuable for cooperation agencies, universities, and academic networks interested in sustainability pedagogies from early childhood.

PARTICIPATION IN ACADEMIC AND GLOBAL THOUGHT SPACES

The WP participated in numerous academic forums, technical consultations, and international events. Some key examples include:

- **International Congress on Neuroscience and Early Childhood – UNESCO**: A critical intervention opposing biologicistic approaches, advocating for comprehensive pedagogy. Convened by UNESCO's Regional Science Office for Latin America and the Caribbean.
- **Public Seminar at DCU – Dublin City University** (April): Presentation on ECCE as a key multisectoral policy within the post-2030 agenda.
- **Participation in multiple high-level dialogues and consultations** with UNESCO, UNICEF, the Global Campaign for Education (GCE), ActionAid, Right to Education Initiative, TaxEd Alliance, among others.

INTERNAL KNOWLEDGE DISSEMINATION WITHIN THE OMEP NETWORK

In 2024, OMEP strengthened the political and pedagogical training of its global network through:

- Circulation, translation, and collective analysis of the *Guiding Principles for ECCE* (UNESCO–UNICEF, 2024).
- International pedagogical campaigns such as the Global Action Week for Education (GAWE) and OMEP's Global ESD Project.
- Calls to share best practices in resilience, play, sustainability, toy libraries, and governance, supported by technical and pedagogical resources.

CONTRIBUTIONS TO GLOBAL KNOWLEDGE-BUILDING PROCESSES

The WP, representing OMEP, participated in:

- Technical consultation for monitoring the Tashkent Declaration, developing a methodological proposal.
- Critical review of the draft *Guiding Principles for ECCE* (see reference in the advocacy area).
- Contributions to the Zero Draft of the 2025 World Social Summit Political Declaration, advocating for explicit inclusion of early childhood within social justice and sustainable development frameworks.
- Development of a multilingual repository of best practices in ECCE, in coordination with the Regional Vice Presidencies, scheduled for launch in 2025.

COLLABORATIVE PROJECTS AND RECOGNITIONS

- Supervision of the launch of the second edition of the OMEP Award for New ECCE Researchers and Educators, with a global call, blind review, and international evaluation. More information: <https://omeworld.org/project/premio-para-nuevos-investigadores-y-educadores-de-la-aepi/>
- Recognition of OMEP as a key technical partner by universities, foundations, international organizations, and government agencies. In 2024, this recognition manifested through alliances, formal invitations, and active participation in joint actions with UNESCO Headquarters, UNICEF Argentina, the Government of La Pampa, the municipalities of Santa Fe and Concepción del Uruguay (Argentina), the Early Childhood Commission of the Government of Jamaica, the Ministry of Education of Cuba, among other stakeholders committed to improving ECCE policies and systems.

2.2. OMEP's Projects and Publications

2.2.1. IJEC - International Journal of Early Childhood

This report was prepared by the OMEP World Presidency to synthesize and communicate in a clear and accessible way the extensive technical and specialized report prepared by the new Editor-in-Chief, Dr. E. Jayne White, who assumed the position in 2025, replacing Prof. Ali Kemal Tekin, whose term concluded in December 2024. This version offers a representative synthesis of the editorial, thematic, and metric contents corresponding to the year 2024, for institutional dissemination purposes and to raise awareness of the journal's impact in the field of early childhood.

INTRODUCTION

The *International Journal of Early Childhood* (IJEC) continues to establish itself as a leading platform for the dissemination of relevant and rigorous scientific research in the field of early childhood education and care. Its purpose is to promote the exchange of knowledge among researchers, practitioners, and policymakers worldwide, with a special focus on the rights, well-being, and development of children from birth to eight years of age. Throughout 2024, IJEC

has maintained its commitment to publishing high-quality empirical research, as well as systematic reviews, essays, and book reviews. Particular emphasis has been placed on the inclusion of applied research aimed at drawing implications for policy and professional practices across diverse sociocultural contexts, including low- and middle-income countries. IJEC has also continued to strengthen its international perspective by expanding its network of authors, reviewers, and readers around the world.

EDITORIAL PRODUCTION

During 2024, IJEC published three issues corresponding to Volume 56, in April, August, and December, respectively. A total of 34 articles were published throughout the year, distributed as follows:

VOLUME / ISSUE	DATE OF PUBLICATION	ARTICLES PER NUMBER	TOTAL PAGES
VOLUME 56 / N°1	April 26th 2024	8	188
VOLUME 56 / N°2	August 20th 2024	9	194
VOLUME 56 / N°3	December 2nd 2024	17	330
TOTAL		34	712

Regarding open access, IJEC continues to promote the OpenChoice model, facilitating open access publication for a growing number of articles, which has significantly contributed to its visibility, impact, and global reach. Among the articles published in 2024, a substantial portion were open access, reinforcing the journal's commitment to the democratization of knowledge. Likewise, special issues have been published addressing emerging and highly relevant topics in the field of early childhood, strengthening IJEC's position as a journal sensitive to the contemporary challenges of early childhood education.

THEMES AND CONTENT VARIETY

During 2024, IJEC maintained a diverse and inclusive editorial line, publishing articles addressing a wide range of topics relevant to early childhood education and care in global contexts. Manuscripts that provided empirical evidence, critical reflection, and innovative proposals on current challenges in early childhood were actively encouraged. Predominant topics included, among others:

- Child participation, citizenship, and agency from early childhood.
- Teaching and learning in multicultural and multilingual contexts.
- Digital technologies and learning in hybrid environments.
- Cognitive, emotional, and social development of young children.
- Education for sustainable development and climate action in early childhood.
- Inclusion, equity, and social justice in early childhood education.
- Public policy, governance, and financing of Early Childhood Care and Education (ECCE).
- Teacher training, professional development, and working conditions of educational staff.
- Health and nutrition research related to child development.
- Intercultural and comparative studies on curricular models.

In addition, IJEC expanded its thematic coverage by publishing research from an increasingly diverse range of geographic, sociocultural, and disciplinary backgrounds. The journal has strengthened its commitment to an interdisciplinary approach, including contributions from education, psychology, sociology, public health, anthropology, and other social sciences.

In particular, the 2024 issues gave visibility to studies conducted in Global South contexts, promoting a more representative and plural view of early childhood realities around the world.

RECEPTION AND EVALUATION OF MANUSCRIPTS

During 2024, the IJEC journal received a total of 277 original manuscripts, representing an increase compared to the 229 manuscripts received in 2023. This upward trend confirms the growing interest in publishing in IJEC and the journal’s international recognition. Editorial decisions made during the year were distributed as follows:

EDITORIAL STATUS	TOTAL (2024)
ACCEPTED	29
REJECTED	213
WITHDRAWN BY AUTHOR	12

The **acceptance rate** in 2024 was **10.6%**, marking a decrease compared to 17.4% in 2023. This decline reflects both the strengthening of editorial quality standards and the increasing competitiveness of the evaluation process. The **rejection rate** was 78%, and the voluntary withdrawal rate by authors reached 4.4%.

Furthermore, IJEC maintained its commitment to rigorous peer review. Manuscripts underwent one or more review cycles, during which originality, methodological rigor, thematic relevance, and theoretical and practical contribution of each article were assessed. It should be noted that, as part of the editorial process, support continued to be offered to those authors whose manuscripts, although promising, required restructuring or substantive improvements to meet publication standards. However, this support was provided selectively, given the limited availability of resources.

GEOGRAPHICAL ORIGIN OF THE MANUSCRIPTS

Throughout 2024, IJEC received manuscripts from a wide range of countries, reaffirming its international profile and the sustained interest of the global academic community in the field of early childhood education and care. The 277 original submissions reflected significant participation from countries such as the United States, Australia, Turkey, China, Spain, the United Arab Emirates, Hungary, Indonesia, Israel, South Africa, and the United Kingdom. Manuscripts were also received from traditionally underrepresented regions such as sub-Saharan Africa, Latin America, the Middle East, and Central Asia. Among the countries with the highest acceptance rates were Spain, the United Arab Emirates, Hungary, Indonesia, and Israel, highlighting a growing diversity in the authorship published by the journal. Notably, there was an observed increase in the quality of submissions from non-English-speaking countries and the Global South. In addition, several articles featured international co-authorships, which strengthened academic collaboration among researchers from different regions of the world. This trend fosters greater knowledge exchange and supports a truly global perspective on key issues related to early childhood.

EDITORIAL EVALUATION CRITERIA

IJEC maintains a rigorous peer-review process that ensures the scientific quality and professional relevance of articles. In 2024, the editorial team continued to apply clear and consistent criteria to ensure that each publication represents a significant contribution to the field of early childhood education and care. The main evaluation criteria were:

- **Thematic relevance and international significance**, with an emphasis on topics of interest to a global and professional audience.
- **Representativeness of approach and context**, considering methodological and geographical diversity, especially from low- and middle-income countries.
- **Methodological rigor and analytical soundness**, with clarity in design, ethical procedures, and transparency in analysis.
- **Contribution to knowledge and practice**, prioritizing innovative research with potential impact on policy and practice.
- **Quality of writing and presentation**, in accordance with international editorial standards.

When manuscripts with high potential were identified, the editorial team offered support for their improvement and adaptation, although this support was limited and selective given the growing number of submissions.

IMPACT, VISIBILITY AND CIRCULATION

During 2024, the *International Journal of Early Childhood* (IJEC) further consolidated its position as a leading scientific publication in the field of early childhood education and care. Its growing visibility, the expansion of its readership network, and the sustained improvement of its bibliometric indicators reflect the international recognition it has achieved.

While many of the formal indicators currently available correspond to the year 2023, they demonstrate a positive and consistent trend: a **JCR Impact Factor of 1.3**, a **CiteScore (Scopus) of 6.2**, an **h5-index of 24** on Google Scholar, and a **Q2 ranking** in the “*Education & Educational Research*” category of the Journal Citation Reports (position **345 out of 600 journals**). These metrics position IJEC among the most influential journals in the field internationally.

In terms of usage and readership, **244,967 article downloads** were recorded in 2024, with a monthly average exceeding 20,000 requests. Most access came from the United States, Australia, Indonesia, the Philippines, and Spain, primarily through search engines such as Google and Google Scholar, as well as institutional platforms.

The journal's **social and media presence** also grew stronger, with **61 mentions** across social networks, blogs, and specialized media outlets, and over **140 accesses via SharedIt**, a tool that allows for legal and open sharing of published content. Several articles achieved notable altmetric scores, reaching up to **41 points** for their media impact.

IJEC continues to expand its reach through a distribution strategy focused on digital access, immediate availability, and indexing in major scientific databases such as SCOPUS, Web of Science, ERIC, PsycINFO, and Dimensions. The table of contents (TOC) alert system has helped keep a growing global readership informed and engaged.

This outlook reaffirms IJEC's commitment to the **equitable circulation of knowledge, global accessibility**, and the strengthening of connections between **research, policy, and practice**. The journal positions itself as a key platform for highlighting **relevant, innovative, and rights-based research** dedicated to the well-being of children in all contexts.

CONCLUSIONS

The year 2024 marked a period of consolidation and growth for the *International Journal of Early Childhood* (IJEC), reaffirming its role as a rigorous, inclusive, and pluralistic scientific platform in the field of early childhood education and care. Through the enhancement of its editorial quality, the growth of its impact metrics, and its increasing openness to geographical and thematic diversity, IJEC has made a significant contribution to the production and dissemination of knowledge relevant to early childhood around the world. The notable increase in manuscript submissions, the strengthening of a global network of authors and reviewers, and the continued improvement of editorial timelines all testify to the journal's dynamism and the edito-

rial team's commitment to academic excellence and equitable access to knowledge. Looking ahead, IJEC will continue to support empirical and applied research, interdisciplinary dialogue, and the building of bridges between academia, public policy, and educational practice. With a firm foundation in the defense of children's rights, the journal will remain a welcoming space for critical thinking, informed debate, and diverse voices that enrich the field of early childhood.

2.2.2 OMEP: Theory into Practice - ISSN 2796-7867

Reported by Camila Hirsch, World Secretariat

EDITORIAL COMMITTEE

General Coordinator: Mercedes Mayol Lassalle, OMEP World President

Regional Coordinator: Nyamikeh Kyiamah, VP for OMEP Africa

Assistant & Editor: Camila Hirsch Romerstein, María Clara Radunsky

Co-edition: Juana Alfonso

Design: Isabel Alberdi

SCOPE

This virtual magazine's main focus is sharing educational practices dedicated to early childhood education around the world. Its proposal is flexible, responsive, free, has an ISSN registration and is available online: <https://omeworld.org/es/omep-teoria-en-la-practica/>

In every edition, OMEP: Theory into Practice is consolidated as a tool for sharing knowledge within the OMEP community, which is broadcast to society at large. Its digital format allows readers to connect with people from various fields and disciplines, and to access different approaches from a perspective that embraces cultural and geographic diversity. Since 2020, its multilingual nature also allows for the publication of articles in the organization's three official languages.

2024 PUBLICATIONS

The seventh edition of the magazine was dedicated to sharing the results of the UNESCO Participation Programme 2022-2023 project, which focuses on Education for Sustainable Development (ESD) in Early Childhood Care and Education (ECCE) in Africa. This decision was motivated by the conviction that promoting access to inclusive, quality, and sustainable education is essential to transforming learning environments, empowering educators, strengthening communities, and ensuring the well-being of young children.

In 2022, OMEP World, together with the Vice-Presidency for Africa and five African National Committees—Burkina Faso, Cameroon, Ghana, Kenya, and Nigeria—presented this project for the UNESCO Participation Programme 2022-2023. With the financial support provided, the initiative began in August 2022 and ended in December 2023. The project, called ESD in ECCE: Shaping Sustainable Learning for *Young African Children*, specifically addressed three Sustainable Development Goals (SDGs): SDG 4.2, SDG 4.7, and SDG 4.c, all related to ECCE quality, sustainability, and teacher qualifications.

This issue presents five articles reflecting innovative experiences from the national committees, showcasing the diversity of approaches and strategies used to achieve the project's objectives. Listed below in their original language:

- "Transforming Education: A Journey to Sustainable Learning Environments". OMEP Nigeria.
- "Transformer les communautés par le développement écologique et le jeu". OMEP Cameroon.
- "Empowering Education through Play: The Toy Library Initiative". OMEP Kenya.
- "Growing Sustainability: We Grow What You Eat". OMEP Ghana.

- “Formation au Jeu de Qualité : Une Initiative d’Éducation Durable”. OMEP Burkina Faso.

These articles address topics such as strengthening teacher training to promote quality play, implementing toy libraries as a teaching resource, recycling waste materials, developing community gardens to promote healthy and sustainable eating, and creating inclusive and environmentally friendly educational spaces.

Among the main objectives of the UNESCO Participation Program, we can highlight:

- Empower educators and community actors to deliver quality education, strengthening inclusive learning outcomes, with special attention to children from disadvantaged families.
- Create positive school climates with accessible resources, and foster cultures of sustainability through training and support processes.
- Promote cultures of sustainability specifically through the training of educators for play, learning, and sustainable development.
- Create accessible, quality educational environments using affordable resources and training for caregiver educators.

The documented experiences demonstrate the project’s positive impact on local communities, overcoming challenges such as a lack of resources and specific training, and generating sustainable practices that transform educational environments and improve learning opportunities for young children. The enthusiastic engagement of schools and communities has demonstrated strong alignment with the Sustainable Development Goals, creating an environment where innovative educational practices can thrive, benefiting children and their families. This approach allowed OMEP to maintain the spirit of the original plan, while each country adapted it to its context, contributing to the development of ESD in ECCE while ensuring that meaningful actions were taken to improve young children’s learning in each country and establish effective teaching strategies.

MANUSCRIPT SUBMISSIONS

The call for each issue of *OMEP: Theory into Practice* includes a publication schedule, criteria for article submission, an author’s guide with a framework for text structure and writing, and an accompanying publication authorization form.

MANUSCRIPT EVALUATION CRITERIA

Unlike many other journal evaluation systems, which discourage publication with excessive requirements, *OMEP: Theory into Practice* has a rigorous peer review system (early childhood professionals from the organization) who analyze the articles received according to several established indicators that consider aspects such as relevance, intentionality, content, context, methodology, development of strategies, resources used and significant moments, achievements in relation to the problem situation or need addressed, conclusions and projections, and the reference material used. All through a qualitative assessment.

If necessary, evaluators send comments and observations to enrich the submitted texts. The process focuses on supporting empowerment and professional development through collaborative and collaborative development, highlighting research and practice as starting points. This approach was not followed in this particular issue, as the articles were written by the OMEP core team, taking input from the reports submitted by each country, as well as the final report submitted to UNESCO, and validating the content with the local coordination teams of each committee.

TIP PERFORMANCE INDICATORS FOR 2024

In 2024, five articles were published by colleagues from Burkina Faso, Cameroon, Ghana, Kenya, and Nigeria—from OMEP’s Africa region—highlighting the impact and visibility achieved by

the UNESCO Participation Program on that continent. Regarding language, three articles were submitted in English and two in French.

Once this issue was published on the OMEP website, messages of thanks were sent to the participating teams.

At the time of writing this report, the editorial team does not yet have quantitative data on website visits, downloads, or the specific impact of social media outreach. In this regard, we reiterate the need to structure an outreach campaign that invites National Committees and the general public to share previously published issues of the journal, and especially to reinforce the calls for articles to enrich the content and add other perspectives.

For this initiative to be sustained over time, one of the objectives of the dissemination strategies would be to strengthen the participation of the five OMEP regions and promote the circulation (visits, consultations, and downloads) of the different issues of the journal and the reading of the various articles published.

2.3. The activities of the National Committees in the area of Knowledge Management

2.3.1 Participation in “OMEP 2024 Webinars”

60% of NCs participated in OMEP's 2024 Webinar Series

AFRICA

OMEP Cameroon mentions that the webinars served as a source of inspiration for local experts.

OMEP Sierra Leone actively participated in the webinars and plans to use the recordings in future training sessions.

ASIA PACIFIC

OMEP Japan used OMEP World webinars posted on YouTube for its meetings.

EUROPE

OMEP France published French summaries of the webinars on its website and social media, with links to OMEP's global conferences, making the content easier to access.

OMEP Ukraine participated as an observer in the webinars via YouTube @omepworldtv and plans to further integrate these resources into its future work.

LATIN AMERICA

OMEP Ecuador actively participated in both the production of local webinars and the dissemination of OMEP's global webinars.

OMEP Mexico participated as an observer in global webinars and shared key content on social media.

NORTH AMERICA AND THE CARIBBEAN

OMEP United States participated in the seminar “Strengthening the Right to Education: A New Treaty to Guarantee Free Preschool and Secondary Education for All Children”.

2.3.2 Participation in the OMEP Blog “Rights from the Start”

Less than 10% of NCs report having published articles on the OMEP Blog “Rights from the Start”

AFRICA

No NC from this region reported having published articles on the Blog.

ASIA PACIFIC

No NC from this region reported having published articles on the Blog.

EUROPE

OMEP France published “After Tashkent, much remains to be done...” by Gilles Pétreault, OMEP representative at UNESCO, and “Beyond Neuroscience and Economics: Transforming Early Childhood Education” by Gilles Pétreault, Mercedes Mayol-Lassalle, and Anouk Pernot.

LATIN AMERICA

OMEP Argentina published “Educational Walks: Dreaming, Deciding, Leaving, and Returning,” by Patricia Guijarrubia.

OMEP Uruguay published “The legacy of the founders: Celebrating Enriqueta Compte y Riqué” by Elizabeth Ivaldi.

NORTH AMERICA AND THE CARIBBEAN

No NC from this region reported having published articles on the Blog.

2.3.3 Participation in IJEC publications

ASIA PACIFIC

4% of NCs report having published articles in IJEC during 2024

Members of OMEP Hong Kong – China have published several articles in IJEC (International Journal of Early Childhood). They are also collaborating with the delegation from Japan on an upcoming publication in IJEC.

- Sun, J., Wang, Y., Li, J. et al. (2025). The Need to Go Beyond “Basic Knowledge and Basic Skills”: *Development and Validation of the Early Mathematical Content Inventory for Preschool Teachers*. IJEC. <https://doi.org/10.1007/s13158-024-00413-1>
- Liang, C., Zhang, L. & Sun, J. (2025). *The Comparative Impact of Digital and Print Storybook Reading on Preschool Children’s Comprehension and Vocabulary Learning: A Two-Decade Meta-Analysis*. IJEC. <https://doi.org/10.1007/s13158-024-00410-4>
- Rao, N., Yang, Y., Gong, J. et al. (2025). *Regional Disparities in Family Environments, Preschool Quality and Early School Attainment in China*. IJEC. <https://doi.org/10.1007/s13158-025-00418-4>

2.3.4 Participation in OMEP virtual magazine: Theory into Practice

48% of the NC participated in the virtual magazine OMEP “Theory into practice”

To access Issue 7 of the magazine, please click on the following link:

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

2.3.5 Participation in other publications at local, national or international level

48% of the NCs participated in other publications.

AFRICA

NIGERIA	Currently reorganizing the OMEP journal and will soon publish between five and twelve articles. A newsletter with various articles, not available online, has been elaborated.
MOROCCO	"The Impact of Educational Robotics on the Executive Functions of Preschool Children" has been accepted for publication in the «Journal of Hunan University Natural Sciences (Chine)»Volume 52(3), 2025; It is part of the efforts to promote the results of experimental research related to the educational robotics project and strengthen the visibility of the SMF's work within the international scientific community.

ASIA PACIFIC

COUNTRY	PUBLICATION
REPUBLIC OF KOREA	Developed a "Standard for Transitional Education for 5-Year-Olds" for all ECCE institutions in Korea, available at: I-Nuri, https://i-nuri.go.kr/main/board/index.do?menu_idx=262&manage_idx=118
SINGAPORE	The book on world childcare
THAILAND	Thailand: Ltd.

EUROPE

COUNTRY	PUBLICATION
BELGIUM	Lammens, L., Dom, L. y van Daele, S. "The importance of nature experiences in out-of-school care: how can a systematic literature review inform policy makers in Flanders?", presentaron los resultados como un póster en la conferencia OMEP EU en Kristanstadt, presentación de artículo en EECERA: BOANA: "Arguing for children's nature experience in out-of-school care and activities (BOA) in Flanders – A systematic review", y como un informe de investigación publicado: https://www.researchgate.net/publication/386372726_leder_kind_recht_op_natuur_Vier_argumenten_pro_natuurbeleving_in_de_buitenschoolse_opvang Van Daele Siska y Lisandre Bergeron Morin presentaron "Sustainability in ECEC contexts: seeking for innovative, interactive and individualised professional development pathways." en la Conferencia de Kristanstadt.
BULGARIA	La principal publicación de OMEP en 2024 es el Libro de Actas del evento más grande e importante organizado por OMEP Bulgaria a nivel nacional en 2024: la Conferencia Nacional de OMEP Bulgaria "PRESCHOOL EDUCATION: TRADITIONS, REALITIES, PERSPECTIVES", organizado en colaboración con la Universidad de Stara Zagora y la ciudad de Kazanlyk (6-8 de junio de 2024).
CROATIA	www.omep.hr/radovi/Zbornik_OMEP_2023.pdf
SPAIN	Las publicaciones se encuentran disponibles en el blog OMEP España

GERMANY	<ul style="list-style-type: none"> • Intervention by the Child and Youth Welfare Association (AGJ): For a Cross-Sectoral and Multidimensional EU Child and Youth Policy – Even in Light of Politically and Financially Altered Conditions! (https://www.agj.de/fileadmin/files/positionen/2025/AGJ-Intervention_EU_Child_and_Youth_Policy.pdf) • Discussion paper: Thinking together - knowledge bases of cooperation for healthy growing up in the health system and inclusive child and youth services • Position paper: Promoting joint action - cooperation for healthy growing up in the healthcare system and inclusive child and youth services • Position paper: Professionals at the limit?! Workloads in child and youth welfare and health-promoting strategies. • Statement on the government draft 'Draft law to strengthen structures against sexual violence against children and young people'
GREECE	<p>Proceedings of the 74th OMEP World Conference. Early Childhood Education in the 21st century: new perspectives and dilemmas. (https://www.omep.gr/sinedria/286-74th%20omep-world-conference-athens,-13-15-07-2022%20.html) Proceedings of the 13th Penhellenic OMEP Conference: Understanding and promoting children's play in the 21st century century, for a better future (https://www.omep.gr/sinedria/287-13-panellinio-synedrio.html)</p>
ISRAEL	<ul style="list-style-type: none"> • Aram, D., & Meoded Karabanov, G. (2024). Israeli parenting in times of crisis: Behavior of preschoolers' parents before the outbreak of the coronavirus, during the first lockdown and a year later (Dapim) (Hebrew) • Besser-Biron, S., Bergman Deitcher, D., Elimelech, A., & Aram, D. (2024). Preschool teachers' literacy beliefs, their evaluations of children's writing, and their recommendations for ways to support it. Reading and Writing, 1-24. https://doi.org/10.1007/s11145-024-10549-0 • Bergman Deitcher, D., Aram, D., & Abramovich, D. (2024). Parents' Literacy Beliefs and Activities and Their Children's Early Literacy Skills: Variability & Stability Over Six Months. Behavioral Sciences. 14(11), 1038; https://doi.org/10.3390/bs14111038 • Aram, D., & Ziv, M. (2024). Introduction to the Special Issue: Early Childhood Education in Israel. Early Child Development and Care, 194(5–6), 645–654. https://doi.org/10.1080/03004430.2024.2365451
SLOVAKIA	<p>Institutioinfantium (version of OMEP Slovakia) ISSN 2989-381X Peer-reviewed scientific journal on issues of preschool education The journal is registered with the Ministry of Culture of the Slovak Republic: EV 290/24/EPP. https://omep.sk/wp-content/uploads/2024/07/CASOPIS_II_OME_P_1_2024-ISSN-nove.pdf https://omep.sk/wp-content/uploads/2024/12/CASOPIS_II_OME_P_2_NOV_2024.pdf Publication: Inspirations for washing hands in kindergarten https://omep.sk/wp-content/uploads/2024/11/INSIRACIE-K-UMYVANIU-RUK-V-MATERSKEJ-SKOLE.pdf Proceedings of the professional conference: Kindergarten is for all children https://omep.sk/wp-content/uploads/2024/12/Materska-skola-je-pre-vsetky-deti-2024_zbornik-1.pdf</p>
SLOVENIA	<p>The book Elevate to Educate, Unleash Your Potential as an Early Childhood Educator by Klavdija Svet https://a.co/d/4agBKHV LAURE, Maruša, HABE, Katarina. Stimulating the development of rhythmic abilities in preschool children in Montessori kindergartens with music-movement activities : a quasi-experimental study. Early childhood education journal. Mar. 2024, vol. 52, iss. 3, str. 563-574, tabele, graf. prikazi. ISSN 1082-3301. https://link.springer.com/article/10.1007/s10643-023-01459-x, Digitalna knjižnica Univerze v Mariboru – DKUM, Repozitorij Univerze v Ljubljani – RUL, DOI: 10.1007/s10643-023-01459-x, DOI: 20.500.12556/DKUM-87076. [COBISS.SI-ID 146112259] PESEK, Matevž, MAROLT, Matija, PANGERŠIČ, Bor, PLEVNİK, Nina, KLAŽ, Helena, OREL, Ula, LEVA, Hana, JELEN, Leja, MOLIČNIK, Nika, LAURE, Maruša. Little troubadour : an open source platform for enhancing musical skills in preschool children = Trubadurček : odprtodostopna platforma za razvoj glasbenih spretnosti za predšolske otroke. V: HMEĻAK, Maja (ur.), MARINŠEK, Miha (ur.). Teaching for an inclusive, technologically competent and sustainable society : book of abstracts : [International Scientific and Art Conference Rethinking Childhood III, Maribor : 4th of October 2024]. 1st ed. Maribor: University of Maribor, University Press: = Univerza v Mariboru, Univerzitetna založba, 2024. Str. 71-72. ISBN 978-961-286-900-7. https://press.um.si/index.php/ump/catalog/view/893/1338/4414. [COBISS.SI-ID 213798659]</p>

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RUSSIA	Organization of project activities in preschool educational institutions on the example of the Golden Pedagogical Ring project (L. Shevchenko, M. Stepanova).

LATIN AMERICA

COUNTRY	PUBLICATION
PANAMA	Contributed the writings presented at the World Congress in Thailand to the preschool English curriculum, which will be implemented by the Ministry of Education.
PERU	“Visiones de la educación actual y del futuro en Iberoamérica. Reflexiones sobre los contextos y las condiciones educativas en Iberoamerica.” Autoras Liliana Muñoz y Olinda Vilchez. In: https://kiosko.magisterio.co/library/publication/16924053126
URUGUAY	“Origen y celebración del día del Jardín de Infantes en el Uruguay” BY Gravina, Alicia. Magazine: Institutio infantium. Omep Sloveno 2 /2024.
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NORTH AMERICA AND THE CARIBBEAN

COUNTRY	PUBLICATION
CANADA	<ul style="list-style-type: none">• The National Committee (NC) has created a new scientific journal in French, which will publish seven articles in the spring of 2025: 1. Analyses didactiques liées au raisonnement spatial : tâches et techniques basées sur deux dispositifs de puzzle Marilyn Dupuis Brouillette (accepté) 2. Mathématiques à l'éducation préscolaire : réflexions sur des situations à dimension adidactique en contexte de jeu libre Charlaïne St-Jean (accepté) 3. Prévention ciblée par l'orthopédagogue en mathématiques et approche développementale à l'éducation préscolaire : l'apport d'un projet de coconstruction Isabelle Deshaies, Colombe Lemire, Océanne Éthier, Johanne Valois (accepté) 4. Les interventions de soutien de l'enseignant.e dans le jeu de l'enfant : revue de la littérature Isabelle Deshaies, Océanne Éthier et Laurence Ruest (accepté) 5. Étude sur la conceptualisation de la mémoire de travail et du contrôle inhibiteur à l'éducation préscolaire 4 ans Océanne Éthier et Isabelle Deshaies (en cours d'évaluation) 6. La qualité des environnements éducatifs inclusifs en services de garde éducatifs à l'enfance : les pratiques inclusives mises en oeuvre et les défis à relever. Manon Boily, Nathalie Goulet, Patrizia Villotti ; Nathalie Andwandter Cuellar ; Sara Lachance ; Marie-Christine Allaire, Nawel Hamidi et Tamie Jean-Baptiste, T. (accepted). 7. TBD• The National Committee has published articles in the professional journal of the AÉPQ (Association for Preschool Education of Quebec), in the section reserved for OMEP-Canada: 1. Un nouveau site web à l'OMEP-Canada (Jean-Yves Lévesque) 2. Une expérience inoubliable au 12e congrès de l'OMEP-Asie-Pacifique à Sydney en Australie (Manon Boily, Mélanie Bélanger, Martine Bertrand, Marie-Christine Allaire, Tamie Jean-Baptiste 3. Aller à la rencontre des enfants et des enseignantes (Élisabeth Jacob) 4. Pédagogie autochtone et petite enfance : renouer avec l'environnement local (Hélène Larouche et Diane Campeau).

2.3.6 Other knowledge management activities of the National Committees

AFRICA

OMEP Cameroon established a commission for the creation of a national OMEP journal. In addition, it organized three conference-debates in Yaoundé on three topics: play and child development, early school adaptation, and teacher responsibility and equity in the classroom. OMEP Nigeria held a national conference, with participants from different parts of Ghana, Morocco, and the Democratic Republic of Congo.

ASIA PACIFIC

OMEP Korea held an international virtual seminar to share the status of transitional education in various countries around the world. Sweden, Croatia, Canada, and Korea participated, and the seminar provided a significant opportunity to share the challenges of transitional education in various countries and explore future strategies.

OMEP Thailand organized keynote addresses, symposium programs, paper presentations, and posters.

EUROPE

Organized the National Conference “Preschool Education: Traditions, Realities, Perspectives” in collaboration with Stara Zagora University and the Municipality of Kazanlyk (June 2024), as well as regional exchanges of information and best practices in person and online.

OMEP Czech Republic continued its participation in the Erasmus+ project “ESD for ECE: Sustainability from the Start” (2022-2024), developing an online curriculum on Education for Sustainable Development in early childhood with partners from Sweden, France, Ireland and Croatia, funded by the EU.

OMEP Germany maintained exchanges with other OMEP organizations and national committees, incorporating findings from those organizations into its internal work. European members were invited to a meeting on inclusive childcare, with fruitful results that they plan to replicate.

OMEP Russia organized an electronic library of pedagogical resources for teachers.

LATIN AMERICA

OMEP Argentina held the 17th International Meeting on Early Childhood Education: “Diálogos y propuestas para una educación infantil transformadora”, along with cooperation agreements and arrangements with various universities, teaching colleges, provincial and national institutions and organizations for workshops, congresses, conferences, and debate series for OMEP members and non-members. In addition, it organized virtual workshops, discussions, an OMEP Podcast Series, and book presentations. Together with IPA Argentina, he held the Game Day Celebration in the City of Buenos Aires.

OMEP Ecuador organized the Third International Congress on the Development and Challenges of Management and Direction in Early Childhood Education, organized by the University of Guayaquil, Faculty of Philosophy, Letters and Educational Sciences. In commemoration of Children’s Day week, the school presented a series of forums to the educational community featuring early childhood specialists. She created the Early Childhood Teacher Workshop Series, an initiative organized by OMEP Ecuador, the Galapagos Conservancy, the Ecos Foundation, and other prominent organizations committed to quality education for children.

OMEP Venezuela actively participated in the design of research related to Community-Based Inclusive Pedagogy for Early Childhood with a gender approach and community participation (OMEP-CLADE collaboration), Study on Obstetric Violence as Gender-Based Violence Related to Rights from the Start, Study: They participated in two books of collective productions on Early Childhood (Venezuela and Chile) and in the research on the Training of Trainers for Inclusion in the Early Childhood Education teaching profile.

NORTH AMERICA AND THE CARIBBEAN

OMEP Canada produced a scientific journal, a professional journal, the AÉPQ professional journal. Organized symposia at the OMEP International Conference in Bangkok.

2.3.7 Impact of the action of the National Committees in the Area of Knowledge Management: achievements and challenges

AFRICA

According to reports, **achievements** in teacher training related to inclusive education and educational well-being have been observed in the region, thanks to the organization of training and awareness-raising events, such as workshops, conferences, and mass celebrations. The promotion of sustainable practices and gender equity emerged as a common thread across several initiatives, although resource **challenges** persist in consolidating these actions.

NCs in the region face significant challenges, including limited government support, insufficient funding, and low member participation. As priority goals, they seek to strengthen alliances with universities and early childhood researchers, improve infrastructure, train educators, and strengthen knowledge exchange by focusing on target areas.

ASIA PACIFIC

The NCs report significant **achievements** in terms of academic production, having published research, articles, and books, collaborative work with governments in some cases, and organizing seminars and hybrid events that facilitated knowledge exchange on SDGs, with local and international participation.

Among the **challenges**, they mentioned the decline in the number of members, especially young ones, and the resulting work in small teams that limits their effectiveness. They seek to strengthen OMEP's visibility with governments to influence public policies, improve the flow of internal information, and balance the work demands of its members with volunteer work. Reliance on professionals with busy schedules makes it difficult to carry out additional activities.

EUROPE

In this region, the NCs cited as **achievements** the exchange of knowledge through symposia, conferences, and seminars, where topics such as the links between education, art, and culture in early childhood were explored. In addition, educational tools and academic publications were developed, addressing topics ranging from sustainability to refugee children's rights, childhood in war contexts, and the right to access water.

NCs face **challenges** due to operational difficulties, such as language barriers, low participation in in-person events compared to high virtual demand, and the limited availability of university professionals to carry out new activities. At the same time, they report strategic challenges, such as strengthening the scientific committee, publishing in specialized journals, and incorporating underexplored topics such as creativity and artistic languages into pedagogy. They also mention the need to improve internal organization, increase active membership, and optimize the use of digital channels (blogs, YouTube) for dissemination.

LATIN AMERICA

The NCs highlighted **achievements** such as promoting the dissemination of knowledge through podcasts, discussions, and seminars, and significant advances in research. Projects such as toy libraries were consolidated, alliances were established with FLACSO and public and private universities, and in some cases, territorial reach was expanded. Furthermore, participation in academic networks (such as RENAPEP) and the holding of the Latin American Assembly, along with the inclusion of members who work simultaneously in government and academia, demonstrated OMEP's active presence. They also mention progress in the diversification of topics addressed, which delve into inclusion, gender, affectivity and sustainability, curricular policies, and violence prevention.

The committees point to **challenges** in disseminating and promoting the program to reach a larger number of teachers, partly due to reduced membership, a lack of financial resources, and funding difficulties, in addition to the limitations of establishing sustainable quotas in a context of crisis in early childhood education programs. Teacher workloads often affected participation in activities, necessitating innovative recruitment strategies. At the same time, the need was identified to strengthen written production training among educators, increase their participation in platforms such as the Blog and International Magazine, and consolidate publishing alliances to facilitate publications. The instability of public policies and the low level of implementation of global knowledge management projects highlight additional challenges.

LATIN AMERICA AND THE CARIBBEAN

The NCs in the region reflect a wide variety of contexts, ranging from solid institutional structures to highly vulnerable situations. This heterogeneity directly influences the capacity of the national committees to act in a sustained and coordinated manner.

Among its **achievements**, Canada stands out for its intense knowledge production: the creation of journals, the organization of symposia and seminars, institutional partnerships, and international recognition in education for sustainable development. Individual efforts in the United States and the virtual continuity of teacher training in Haiti are also valued.

However, significant **challenges** remain. In Haiti, insecurity prevents almost all committee activity. In the United States, low membership and participation make institutional action difficult. These realities require strengthening regional cooperation and providing differentiated support to each committee.

3. Education

The Education area is one of OMEP's greatest strengths, thanks to the valuable work of its National Committees, made up of teachers, professors, researchers, teacher trainers, and pedagogy specialists from all regions of the world. This broad community of knowledge, experiences, and commitments underpins OMEP's educational action with a critical, inclusive, and transformative approach.

From a human rights and child participation perspective, OMEP promotes a pedagogy grounded in knowledge, open to innovation, and in dialogue with diverse cultures, knowledge, and contexts. Its objective is to guarantee the human right of children to a quality education from early childhood, as a basis for comprehensive development, social justice, and the transformation of our societies.

Within this framework, OMEP maintains a strong commitment to Education for Sustainable Development (ESD) from early childhood. For more than a decade, she has developed teaching proposals and resources with an ecological, ethical, cultural, and participatory approach.

OMEP also promotes the Play and Resilience: the Toy Libraries project, which reaffirms that play is a fundamental human right of children, as well as a powerful pedagogical tool and a source of emotional, relational, and cultural well-being.

In 2023, OMEP organized the **76th World Conference and Assembly** in Bangkok, as well as multiple regional and national conferences, and seminars specifically aimed at teachers and educational professionals. These training, exchange, and collective reflection activities constitute a central strategy for advancing capacity building, enriching pedagogical practices, and generating knowledge across the various ECCE systems.

This work also aligns with the commitments made in the Tashkent Declaration and within the framework of the Education 2030 Agenda, with the goal of building transformative, inclusive, and equitable ECCE that contributes to ensuring the current well-being of children and building more sustainable, democratic, and peaceful societies.

3.1 EXCO's Work on Education

3.1.1 The World President Work on Education

Informed by OMEP World President: Mercedes Mayol Lassalle

Education is a core dimension of OMEP's global action, guided by the principles of equity, inclusion, social justice, and sustainable development. The World President (WP) is responsible for promoting and coordinating the organization's educational initiatives, fostering the active participation of National Committees, and strengthening capacities to develop critical, cultural, and transformative pedagogies. Her leadership drives the development of global projects, international dialogue, knowledge production, and advocacy for the right to early childhood education.

In 2024, work in this area was guided by a commitment to **educational quality**, in alignment with **SDG Target 4.2**, which aims to ensure access to quality early childhood care and education for all children, and **Target 4.7**, which promotes education for sustainable development, human rights, gender equality, and global citizenship.

In addition, the work was aligned with the “Guiding Principles and Strategies for the Urgent Transformation of ECCE” outlined in the **Tashkent Declaration** (2022), particularly the call to ensure **inclusive, equitable, and quality ECCE services**, improve curricula and pedagogies, foster effective care, protect rights in crisis contexts, and ensure monitoring and evaluation with the participation of children, families, and communities.

From this perspective, the World President developed a rich and diverse educational agenda, with notable participation as keynote speaker, presenter, and panelist at numerous international and regional conferences and events. The lectures addressed topics such as children’s rights, ECCE governance, educational quality, sustainability, transformative pedagogy, and family engagement. Below are some of the main engagements of the year:

- Conference in Nigeria: “Step Beyond All Together” – Special opening message at the Nigerian National Congress, in support of the Africa region and the promotion of foundational learning from a rights-based perspective.
- Participation in the EdHeroes Global Forum 2024, in the session organized by OMEP under the theme “Cultural Heritage in Education,” focusing on cross-cutting issues such as decolonization, educational coexistence, heritage and cultural diversity, mother tongues, Indigenous communities, artistic languages, creativity, and critical thinking. Mercedes Mayol Lassalle (Argentina), World President of OMEP, coordinated, presented, and commented on the session, offering a political-pedagogical vision from early childhood and cultural rights perspectives.
- Keynote at the international virtual conference “On Children’s Rights,” organized by Adam Mickiewicz University in Poznań and the Polish Committee of OMEP, addressing the right of children to live free from violence, exploitation, and abuse, and offering a perspective from ECCE and the cultural transformation required to guarantee these rights.
- Presentation at the Pedagogical Congress of Almirante Brown (Adrogué, Argentina): “Debates and Proposals for a Transformative Early Childhood Education.”
- Lecture at the International Colloquium on Early Childhood in Cuba: “The Need for Information and Research on the Right to Care and Education in Early Childhood,” offering a critical perspective on knowledge production to support public policies in ECCE.
- Lecture in La Pampa (Argentina) on “Play to Grow, Develop, and Learn in Early Childhood,” held when World Play Day, highlighting the centrality of play as a right, cultural practice, and driver of holistic development.
- Presentation at the OMEP International Conference (WAC 2022) in Bangkok: “The Meaning of Transformative ECCE: The Right to Inclusion, Equity, and Quality,” addressing the fundamental pillars of transformative education from a rights-based perspective.
- Lecture at the Congress on Early Childhood in a Contemporary Pedagogical Key, organized by the Faculty of Humanities and Sciences of the National University of the Litoral and the Education Secretariat of the Municipality of Santa Fe: “Transforming the Future: Early Childhood Education and Care in Today’s Global Context.”
- Presentation at the Policy Forum on Local Child and Adolescent Care in Entre Ríos (Argentina): “Key Concepts for Rethinking Early Childhood Education and Care,” promoting a comprehensive, situated, and rights-based perspective.
- Conference in El Salvador at the XXIII Pan American Congress on the Rights of Children and Adolescents, held during the 4th Pan American Forum of Children and Adolescents and the 98th Regular Meeting of the IIN-OAS Directing Council: “Early Childhood in the Americas and the Caribbean: Challenges, Arguments, and Proposals Toward a Decade of Action.”

These interventions reinforced OMEP's pedagogical leadership at the global level and promoted an approach committed to children's dignity, cultural relevance, play-based learning, and family participation. They also helped to underscore the urgent need to invest in ECCE as a strategic policy for achieving an inclusive, peaceful, and sustainable social transformation.

3.1.2. The work of the Regional Vice Presidents on Education

AFRICA

Reported by Regional Vice President: Nyamikeh Kyiamah

IMPLEMENTATION OF PROGRAMS AND ACTIVITIES AIMED AT IMPROVING ECCE QUALITY.

At the 36th Annual Conference of OMEP Nigeria, a training session was held with an emphasis on play-based activities for young children, developed by Teaching Strategies, Education Partners from the United States.

COORDINATION OF GLOBAL OMEP PROJECTS SUCH AS EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD), WASH FROM THE START, PLAY AND RESILIENCE, AND THE OMEP RESOURCE BANK.

After successfully completing the UNESCO PP (Participation Program) for 2023–2024, OMEP Africa also received a new award to participate in Part 2 of the UNESCO PP (2024–2025). This time, the beneficiaries were: the Democratic Republic of the Congo (DRC), Kenya, and Sierra Leone. The project is titled Toy Libraries: Learning Life Through Play, and it forms part of the Play and Resilience project.

CAPACITY-BUILDING EFFORTS FOR EDUCATORS, CAREGIVERS, AND POLICYMAKERS.

I joined OMEP Ghana for two Training sessions for its members on the wellbeing of the teachers/facilitators. The committee realised that the wellbeing of the facilitators was just as important as the technical training for the teachers. There was the need to take care of the mental health of facilitators to help them behave with sane and healthy minds to approach their work with children.

I also joined OMEP Nigeria during their 36th Annual Conference. I joined a panel discussion of school safety. There was a training with emphasis on play-based activities for early child developed by Teaching Strategies, Education Partners from USA.

ASIA PACIFIC

Informed by Regional Vice President: Sandie Wong

PUBLICATIONS

- Ass. Prof Kym Simoncini (OMEP Australia) continues to seek a Publisher for a paper / book based on a Seminar given at the APR in 2023.
- APR Presidents are frequently encouraged to submit papers for Theory Into Practice.
- President OMEP Japan is working with Theory Into Practice to publish a paper on play.

PRESENTATIONS

OMEP Japan organized and facilitated the Asia Pacific Seminar on the topic of culture and play for the WAC. Seven countries participated: Aotearoa New Zealand, Australia, China, Japan, Hong Kong China, South Korea and Thailand. Presentations included information about songs and play in each country.

OMEP Hong Kong delivered two seminars to support frontline practitioners. One related to STEAM education and another to supporting young children with hearing impairment.

OMEP'S NEW SCHOLAR AWARD

OMEP Korea continues to provide and manage the New Scholar Award with AP President Sandie Wong contributing to reviewing papers. In 2024, there was a strong response to the call for submissions for the New Scholar Award. The quality of submissions was high. Therefore, three awards were given– one for an Early Career Researcher awarded to a researcher from Spain;

and two post-graduate awards awarded to HDRs from China and Australia. The Award was presented at the OMEP World Assembly.

Actions for international days: Information about International Days continue to be shared.

Support in World projects and coordination of Working Groups: The APR will continue to support World Projects. On-going challenges across our region include access to safe drinking water; ESD; children's rights to early childhood education.

EUROPE

Reported by Regional Vice President: Adrijana Višnjić Jevtić

OMEP National Committees (NCs) continue to demonstrate strong engagement through diverse initiatives in early childhood education and care (ECEC). Various committees organized professional development activities such as job shadowing opportunities for professionals working in childcare and early childhood education, fostering cross-cultural exchange and contributing to Sustainable Development Goals (SDG) targets 4.2 and 4.7. The findings from these activities are expected to inform future conference presentations and academic publications. Executive committees have also developed important publications offering recommendations for ECCE improvements across different communities.

National conferences have been a major platform for advancing early childhood topics. Several committees hosted national or regional conferences in collaboration with universities and educational institutions, covering themes such as promoting children's play for a better future, education for sustainable development, and the protection of children's rights. These conferences provided opportunities for dialogue, sharing best practices, and fostering academic partnerships. Some events were specifically focused on critical topics like children's rights, offering forums to discuss both opportunities and challenges in children's participation and protection.

Numerous study visits, seminars, and educational exchanges have been organized, including visits to early childhood centers known for innovative approaches, such as those inspired by Reggio Emilia. Committees also cooperated with associations focused on children's rights and child advocacy, enhancing the quality and scope of their initiatives.

Several NCs initiated or expanded national programs aimed at promoting sustainability, health, inclusive education, and well-being among young children. Programs included initiatives on green schools, healthy lifestyles, child-friendly environments, emotional well-being, and partnerships with toy libraries to support educational play.

Efforts toward Education for Sustainable Development (ESD) have been particularly prominent. Some NCs participated in international projects like Erasmus+, developing online-based courses to support preschool educators in integrating sustainability education into their daily practices. Participation in public fairs and exhibitions has further amplified outreach and engagement with broader educational communities.

The importance of strengthening the educational process remains a priority, with several NCs focusing on consolidating efforts to enhance curriculum content and teaching methods. Workshops, webinars, and interdisciplinary conferences offered additional opportunities to exchange knowledge and promote continuous professional development. Almost all NCs celebrate one or more of the five OMEP honorary international days, with International Children's Day on November 20 being the most widely celebrated event, reflecting a shared commitment to children's rights and well-being.

The Vice President for Europe has been active in supporting and participating in various initiatives, including serving as a member of the ESD project group, reflecting OMEP's long-standing commitment to promoting sustainability through education. Since 2010, OMEP World has sponsored competitions recognizing outstanding sustainability projects, with awards supporting members' participation in World Conferences. A student award competition was launched

in 2019, encouraging young professionals to contribute ideas for a sustainable future. In 2024, three European countries participated in the ESD Awards competition, showcasing the ongoing vitality of OMEP's sustainability efforts.

LATIN AMERICA

Reported by Regional Vice President: Desirée López de Maturana Luna

PUBLICATIONS

- INFANCIAS. Tiempos y Espacios con Sentidos y Trascendencias (2024 p.118 -123). La Educación de la Primera Infancia. Aportes de una educadora etnógrafa.
- INFANCIAS. Tiempos y Espacios con Sentidos y Trascendencias (2024 p.238-246). Algunas ideas que perfilan la situación de las infancias en Latinoamérica

NORTH AMERICA AND THE CARIBBEAN

Reported by Regional Vice President: Asiya Foster

During the Professional Development Institute hosted by **OMEP Jamaica** from May 20-24th, 2024. OMEP President, Mercedes Mayol Lassalle, delivered the keynote address and a workshop session, and OMEP Regional Vice President, Asiya Foster, delivered two workshop sessions during the event.

OMEP-Canada hosted the first regional webinar for NAC with 22 attendees present. Planning for additional sessions will commence soon. In the future, to increase participation, the webinar events will be shared not only with OMEP members but regional collaborative partners. In addition, as an extension of the webinar series, there will be a secondary mini Community of Practice event titled "Partners in Practice" that will allow webinar attendees to continue discussions, share lived experiences from their environments and collaborate with regional partners. Sessions will have a series of guided questions provided to attendees in advance. Mini- CoP sessions will be held a week after the webinar and scheduled for 1 hour.

OMEP-Jamaica participated in the following international days: Global School Play Day and International Play Day, and promoted the importance of play for the month of February through the Early Childhood Commission's social media platform; Had Child Rights Poster Competition; participated in World Literacy Day and partnered with UNICEF in painting hopscotch at schools and donating Climate Change books.

OMEP-Canada held 13 webinars in 2024. Among these, 7 webinars were intended for educational childcare service directors (0-5 years); 5 webinars were presented to preschool teachers (kindergarten 4 years and kindergarten 5 years), and 1 webinar was offered at two conferences following the OMEP-Canada general assembly. Currently, they are rebroadcast and accessible to all OMEP-Canada members. The President of OMEP-CANADA chaired all the webinars with the Vice-President of OMEP-Canada. Beforehand, there were several meetings with each of the speakers to plan the content of the conference. The President of OMEP-Canada was involved in all the steps to establish partnerships with the speakers as well as in publicity.

The OMEP-Canada CPE La Petite Patrie won the 2024 international ESD competition, and the winners presented their project at the 2024 OMEP conference in Bangkok, Thailand.

The Regional Vice President for NAC and members of the OMEP-Canada National Committee presented several individual presentations at the 2024 OMEP World Conference in Bangkok. Topics included early childhood refugee support programs,

The OMEP NAC Regional Vice President currently leads efforts for the OMEP Fundraising and Finance working group, which was established during the 2024 World Assembly in Bangkok.

OMEP-Canada EXCO and members are active participants of the Francophone working group, which was established during the 2024 World Assembly in Bangkok.

3.2. World Projects

3.2.1. OMEP's work on ESD for early childhood in 2024 and the ESD Awards

Report prepared by the OMEP ESD leadership team: Ingrid Pramling Samuelsson, Ingrid Engdahl, Eunhye Park, Selma Simonstein, Adrijana Višnjić-Jevtić, Petra Vystrčilová, Judith Wagner.

EARLY CHILDHOOD EDUCATION FOR A SUSTAINABLE WORLD

Education for Sustainable Development (ESD) in its early years has been one of World OMEP's flagship projects for 16 years. Its continuing success and impact are evidenced by the number of ESD projects and the many varied applications submitted each year via the OMEP committees around the world, in 2024 the total numbers of participants are 183 567 children, 44 000 families, 81 237 educators and 6 645 others, including community members.

ACTIVITIES RELATED TO AGENDA 2030

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 subgoals 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 solely an educational issue, relegated to the side-lines of discussions concerning economic recovery. Education in general, and especially ECCE, must be put at the core of discussions and policy building, because, as research clearly shows, the best investment for societies is to invest early in the citizens of tomorrow. OMEP has worked hard to include concepts to promote high quality education. Its ESD project is one important aspect of this effort.

OMEP is the only organisation that continuously calls attention to the important role of young children (birth to 8 years old) in child-/family/education-related policy discussions, as well as education meetings and conferences. The ESD Committee and the ESD projects submitted for the annual award play a crucial role in World OMEP's activities with the goal to make the voice of young children heard through presentations, publications, and our UNESCO Early Childhood Resource Bank (<http://ececresourcebank.org/index.php>), where we frequently add information about new projects and ESD activities.

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 2 358 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 organisations.

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. Four winner projects were presented during the OMEP World Assembly and Conference in Bangkok 15 – 19 of July 2024. Three of the winners also presented their projects at an OMEP ESD webinars (in 2025).

THE COURSE SUSTAINABILITY FROM THE START

Sustainability from the Start: An Online ESD Curriculum for ECE is an Erasmus+ project finishing in 2024. Engdahl, Višnjić-Jevtić and Vystrčilová are members of the steering group. 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 final online course Sustainability from the Start was launched at the European OMEP Conference in Kristianstad, Sweden, on April 24-26, 2024. end of September. It may be downloaded for free from the app ECE Academy. It is available in Croatian, Czech, English, French, Spanish and Swedish. The Spanish edition was launched in Chile on December 3, 2024, by Ingrid Engdahl in an OMEP Webinar at the Universidad Finis Terae, Santiago de Chile, Chile, in presence of the translators Selma Simonstein and Flavia Livacic.

The course has been disseminated widely, especially in the five involved countries, and by December 2024 attracted around 2 000 participants from Sweden 55%, Croatia 15%, Australia 7%, Czech 5%, Ireland 5%, France 4%, UAE 2%, Japan 2%, US 1%, UK 1%, Canada 1%, Latin America and Other 2%. The course was presented at the conferences in partners countries (Croatia, Czech Republic, France, Ireland, Sweden) and the EECERA conference in Brighton in September (Engdahl, Višnjić-Jevtić). Within OMEP, the course was promoted at the OMEP European Assembly and Conference in Sweden (April) and OMEP WAC in Bangkok (July)

The National Agency for Education in Sweden has adopted the course as an official professional development module, available via the Agency's website.

OMEP ESD RATING SCALE PROJECT

The OMEP ESD Rating scale continued through 2024. Some participants use the scale for research purposes and publish papers based on the Scale. In most countries, the Scale is used for monitoring and assessing the pedagogical quality of education for sustainability, and as an indicator for re-orienting their teaching towards sustainability.

A larger research and development program in Sweden (Sustainable Preschool) have used the Scale over a period of 3.5 years, see articles below. In Sweden, the OMEP ESD Rating Scale is recommended by the National Agency for Education.

DISSEMINATION OF ESD

Committee members have promoted advocacy and research on ESD in the Early Years in many ways throughout 2024, including:

Ingrid Pramling Samuelsson participated in UNESCO's webinars about sustainability as well as about Early Childhood Care and Education, during the year. She has represented her university as a UNESCO Chair as well as OMEP. Ingrid Pramling Samuelsson and Ingrid Engdahl were researchers in a large research and development program called Sustainable Preschool with 300 participants from 9 different communities. As researchers in the program, they gave lectures and developed tasks for the participants to carry out in practice, including the OMEP ESD Rating Scale and the course Sustainability from the Start. The findings in the programme are reported in articles, see below.

Višnjić-Jevtić has been involved in research on sustainable practices based on OMEP tools (OMEP ESD Rating Scale and the course Sustainability from the Start) in Bosnia and Herzegovina, Croatia and Slovenia.

OMEP SWEDEN runs a campaign: Nappy free children earlier, with Ingrid Engdahl, Margareta Blennow and Therése Saksø, two medical doctors. Earlier and improved toilet training has positive consequences for the children and the environment and leads to reduced costs for homes and ECEC Settings. As the nappies are not compostable, reducing the numbers contributes to a sustainable society. The campaign was presented at OMEP Bangkok 2024.

In February 2024, OMEP Canada arranged a webinar where Ingrid Engdahl presented Développement durable dès le plus jeune âge, and OMEP Canada president Professor Manon Boilly and OMEP ESD Award winners introduced ESD in Quebec linked to the programme Environnement Jeunesse.

The interaction between cultural heritage and sustainability was highlighted in May 2024 at a seminar in Athens coordinated by the Swedish Institute and OMEP Greece. Ingrid Engdahl, Bibi Karlsson and Erica Strand talked about Sustainability from the Start – Early Childhood Education for Sustainability.

OMEP Norway, Aihua Hu, and the Research Centre KINDknow at the University of Western Norway, Elin Eriksen Ødegaard have developed a subproject Water and Waterscapes, linked to the OMEP Project Wash from the start. A pilot study, including New Zealand, Norway, Tanzania and Thailand, was presented at OMEP Bangkok 2024.

PUBLICATIONS BY TEAM MEMBERS IN 2024

- Ärlemalm-Hagsér, E., Pramling Samuelsson, I., & Engdahl, I. (2024). Hållbar förskola ur ett forskningsperspektiv [Sustainable preschool from a research perspective]. In IFOUS, Hållbar förskola: Små steg - stora avtryck [Sustainable preschool: Small steps – big impressions]. IFOUS. <https://ifous.se/hallbar-forskola/>
- Engdahl, I., Pramling Samuelsson, I., & Ärlemalm-Hagsér, E. (2024). How preschool education in Sweden contributes to cultures for sustainability: Rights and Equity at the core of ECEfS? I J. M. Davis & S. Elliott (Red.), Young children & the environment: Early education for sustainability (3 ed., pp. 255–273). Cambridge.
- Engdahl, I. (2024). Honouring the competences of young children. Tímarit: Icelandic Journal of Education, 33(1), 151–163. <https://ojs.hi.is/index.php/tuuom/article/view/3990>
- Pramling, N., & Pramling Samuelsson, I. (2024). Engaging children in what-if thinking through read-aloud conversations in early childhood education for sustainability, European Early Childhood Education Research Journal, i-first, <https://www.tandfonline.com/doi/full/10.1080/1350293X.2024.2437760>
- Pramling Samuelsson, I., Engdahl, I., & Ärlemalm-Hagsér, E. (2024). Att genomföra systematiska barnsamtal: Till nytta för hållbarhet i förskolan. Educare, (2), 84–106. <https://doi.org/10.24834/educare.2024.2.889>
- Pramling Samuelsson, I., Engdahl, I., & Ärlemalm-Hagsér, E. (2024). What content in early childhood education for sustainable development is present in Swedish preschools? International Journal of Changes in Education, 1, Online first. <https://www.>

researchgate.net/publication/383756528_What_Content_in_Early_Childhood_Education_for_Sustainable_Development_is_Present_in_Swedish_Preschools

- Višnjić-Jevtić, A., & Rajić, V. (2024). Becoming a pre-school teacher: developing competence for human rights education and education for democratic citizenship in Croatia. In I. Visković, Z. Začlona, & I. Radovanović (Eds.), *Pedagogy in Education Practice* (pp. 89-106). University of Split, Faculty of Humanities and Social Sciences.

Again, we want to express sincere gratitude to the Vice Chancellor of the University of Gothenburg for supporting the ESD Leadership Committee's work.

At its meeting in Gothenburg from 19th to 21st April 2024, hosted by the University of Gothenburg and financed by Vice Chancellor of the University, the ESD Committee, reviewed 25 proposals and selected the winners based on a scoring rubric and quality criteria. In addition, the committee determined the focus for the 2025 award, developed the call for proposals and the applications, and revised the selection criteria.

CONCLUDING WORDS

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 ECEC settings.

3.2.2. World Project "Peace" 2024 Report

Report prepared by the Vice President of OMEP Japan, Mie Oba

OMEP ACTIVITY: PAPER CRANE WORKSHOP FOR PEACE

People in charge of the project: Mie Oba

Cooperation of OMEP Japan: Tomoko Nasukawa (President), and 7 members of OMEP Japan
At the OMEP World Conference (Bangkok), we held a paper crane workshop to promote peace. (Approximately 30 people participated)

After understanding the story of the girl who was exposed to the atomic bomb in Hiroshima, the origin of why the paper crane became a symbol of peace, the participants listened to an explanation of peace in the early childhood education curriculum in Fukuyama City, Hiroshima Prefecture, and then all the participants worked on making paper cranes based on the video that Oba had made to explain how to make them.

The finished paper cranes were arranged to form a large collaborative work (cranes spreading their wings across the world), and the participants wrote the word "peace" in their native language (English, French, Spanish, Japanese, Chinese, Croatian, Bengali, etc., with the addition of Ukrainian in the hope of peace in Ukraine).

This work was displayed near the reception desk during the conference, and it provided an opportunity for many participants to become aware of solidarity and peace through creative activities.

This workshop will also be held at the World Conference in Bologna.

PEACE APPEAL EXHIBITION IN FUKUYAMA CITY, HIROSHIMA PREFECTURE

Organizer: Fukuyama City, Hiroshima Prefecture

Since 1991, this project has been an attempt to foster a culture of peace through the process of young children folding paper cranes and then using these cranes as materials to create a large artwork together.

Since 2013, Oba has invited students from the Early Childhood Education Department of Fukuyama City University to participate in the project every year. They have been working together on collaborative art projects at ECCE facilities. In 2024, the students who participated in the project demonstrated the Kamishibai of Hiroshima's story that Oba created in 2006 with survivors of Hiroshima, experienced the finger play for Peace with children (Oba created with the Peace Kamishibai), learned the meaning of the paper cranes together, and then they folded paper cranes aiding each other. (Three steps of Oba's Peace Education Practice Theory, ESD Award 2019)

In 2024, 77 organizations exhibited collaborative works, including 72 ECCE facilities, 4 after-school care facilities, and 1 women's organization. The number of participants was approximately 7,700 (including young children, elementary school students, adults, and teachers).

PEACE MEETING, FUKUYAMA CITY WAR MEMORIAL CEREMONY (AUGUST 8TH: FUKUYAMA AIR RAID DAY)

Hosted by Fukuyama City, Hiroshima Prefecture

At the 2024 Peace Meeting, a workshop was held (Organizer: Mie Oba) where children worked together to make a large origami crane and small cranes. Three students from the Early Childhood Education Department of the Faculty of Education at Fukuyama City University also assisted the children with their work.

The children helped each other and exchanged ideas as they worked together to make one giant paper crane that was bigger than their own height. The giant paper crane they made, along with many other smaller cranes, were dedicated at the commemoration ceremony held in the evening.

There were around 150 participants in the paper crane workshop (including young children, elementary school students, parents and teachers).

3.2.3. Sustainability Report "Water and the Aquatic Landscape: Local Conditions for Children's Access to Water"

Reported by OMEP Norway

People in charge of the project: Elin Eriksen Ødegaard y Aihua Hu.

PROJECT STATUS

In 2024, the pilot activities and study were disseminated, and new strategies were developed from the evaluation of learning points from the pilot to prepare for a larger project.

PARTICIPATING COUNTRIES IN 2024

Tanzania Tanzania Early Childhood and Community Development (TECD), led by Nemes Dans-tan and Gabriel Ndijuye

New Zealand OMEP-NZ and Canterbury University, led by Jayne E. White and Ngaroma Williams

Norway OMEP-Norway, KINDknow Research Center, Western Norway University of Applied Sciences, and UiT – The Arctic University of Norway, Grøne Laerdal, Laerdal Municipality, led by Elin E. Ødegaard, Aihua Hu, and Veronica Bergan.

BRIEF DESCRIPTION OF THE PROJECT

In 2024, the activities and pilot study were disseminated, and new strategies were developed based on the evaluation of the pilot's learning points to prepare for a larger project. The project involves children and staff at an international level in water-related activities, allowing children to explore where water comes from, what it means to them in their local communities, and to raise awareness about appreciating and protecting water landscapes and water sources. It

aims to expand their understanding of water as a concept and vital resource for children and their families across all contexts, nations, and cultures.

Access to improved water and sanitation is a fundamental human right and essential to the health and development of children. There is significant geographic variation in access to safe drinking water between continents, regions, countries, and even within countries. Although water is essential for human life, it is often taken for granted and undervalued. Ensuring global access to clean and safe water for drinking and sanitation is one of the most pressing challenges facing humanity today.

With this initiative, the project invites OMEP members around the world to organize a collaborative exploration with children aged 4 to 8. Specifically, it encourages educators and children to explore the conditions of their water supply for washing and drinking and to express their thoughts about how they find water sources, how they experience available water, and what it means to them.

As a starting point, we invite early childhood education professionals to explore together with children:

- 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?

MAIN OBJECTIVE IN 2024

Engage children to explore, co-create and shape alternative futures.

The project aims to contribute to new generations of children exploring, experiencing, and understanding their local waterscapes. In doing so, we anticipate and hope that children will cherish and protect water landscapes and water resources. By inspiring children and communities, the objective is:

- to broaden their understanding of water as a concept and as a practice that are interwoven with global practices
- raise awareness of children's rights to clean water for good health
- to evaluate the pilot and to create a strategy for the creation of a world project
- disseminate results from the pilot project to apply for funding for the main project

PROGRESS OF ACTIVITIES IN 2024

The project was disseminated at the OMEP World congress in Thailand in July

The project was disseminated at a symposium at the European Early Childhood Educational Conference (EECERA) in September.

A comparative study from the three countries started and is a work in progress

An article was published: White, E.J., Williams, N. & Martin, K. Worrying with Children and Water in ECEC: Exploring the Pedagogical framing Effects of Actions for Climate Change. IJEC (2024). <https://doi.org/10.1007/s13158-024-00392-3>

A pilot film was created: Goia, F. Ødegaard, E.E. & Havre, S. (2024). Children exploring the River Lærdal. A KINDknow & MediLab Production.

We applied for funding to UNESCO New Zealand and UNESCO Norway : NZ was rewarded from UNESCO NZ and UNESCO Norway declined the application.

CHALLENGES IN 2024

Obtain project funding

Number of participants by 2024

Achieve three project partners working together as a team in collaboration with additional partners, ECE centers, and communities.

3.2.4. Project Toy Library / Play And Resilience

Responsible of the project: Lilian Oloo (OMEP Kenya)

Project coordination, training development, and implementation oversight for the African Region: Nyamykeh Kyiamah (OMEP Africa) - Regional Vice Presidency coordination, strategic planning, and liaison with UNESCO and participating countries.

Jarka Kreskociová (OMEP Slovakia) - Implementation and expansion of the Toy Library initiative in Slovakia, fundraising, and international collaboration.

STAGE OF THE PROJECT AS OF NOW

Ongoing and Expanding:

The project, built upon the foundation of the UNESCO Participation Programme (2022-2023), has transitioned into a phase of sustainable growth and expansion, with a focus on replicating successful models in new regions.

In time Regional Vice Presidency coordinated the project, each National Committee presented its own action plan for their country considering their own challenges and needs, and their experience and expertise on Education for Sustainable Development.

Burkina Faso – Educators training in pedagogical material development, Cameroon – Change through eco-development and play, Ghana – Grow what you eat, Kenya – Toy Library, Nigeria – ECE in ECCE: activity based low cost, no cost initiative. From waste to experiential play, learning & development.

Thanks to Camila Hirsch and Maria Clara Radunsky and Vice President for Africa Nyamykeh Kyiamah the OMEP's project initiative of the UNESCO Participation Programme is continuing in 2024.

PARTICIPATING COUNTRIES IN 2024

- OMEP Kenya: Leading the development and dissemination of best practices for Toy Library implementation.
- OMEP Ghana: Focused on integrating "Grow what you eat" into the Toy Library program.
- OMEP Africa (Regional Coordination): Facilitating collaboration and knowledge sharing among participating countries: Burkina Faso, Cameroon, Nigeria
- OMEP Slovakia: Implementing the first regional Toy Library initiative in response to local and international needs.
- Uganda (Initial Phase): Training and certification of Ester Nduhukire, marking the beginning of Toy Library implementation. Initiative by OMEP Slovakia and OMEP Kenya.

BRIEF DESCRIPTION OF THE PROJECT

The Toy Library project is a comprehensive initiative designed to promote children's development and resilience through access to quality play materials and play-based learning experiences. It is grounded in the principles of:

Article 31 of the CRC (Right to Play): Ensuring that all children have the opportunity to engage in play and leisure activities.

Quality Early Learning Solutions: Providing developmentally appropriate play experiences that foster cognitive, emotional, social, and physical growth.

Sustainable Development Goals (SDGs) and ESD: Integrating sustainable practices and environmental awareness into play activities.

MAIN OBJECTIVE IN 2024

To significantly expand the Toy Library network within the reach of every child, particularly in Africa, through training, resource provision, and collaborative partnerships.

To establish sustainable Toy Library models that address the specific needs of diverse communities and create a sustainable way to replicate the toy library initiative in new countries.

To continue to implement the UNESCO Participation Program from 2022, and to continue to expand the program's reach.

ACTIVITIES AND PROGRESS IN 2024

Africa's Community Outreach: "Come and Play Sessions," nutrition and psychosocial support programs, and outreach programs were organized to reach children and families.

Material Development: Resources and training materials were developed to support the implementation of play-based learning activities.

Lending Services and Mobile Toy Libraries: Lending services and mobile Toy Libraries were established to provide access to toys for children in communities with limited resources.

International Days Celebrations: Promote awareness of children's rights and the importance of play.

OMEP Slovakia's Initiative: OMEP Slovakia established a Toy Library in Moldava nad Bodvou, supporting both Ukrainian refugee children and Roma children living in generational poverty.

Training and Capacity Building: OMEP Kenya conducted extensive training sessions on Toy Library setup and administration, playful parenting, material development, and play-based learning.

Uganda Initiative: Ester Nduhukire received training and certification from OMEP Kenya, laying the groundwork for the establishment of a Toy Library in Jinja, Uganda.

Fundraising: OMEP Slovakia organized a fundraising campaign to support the Uganda initiative.

UNESCO Participation Program: Continued implementation of the program, with the focus on the expansion of the program. This brought about participation of OMEP DRC and OMEP Slovakia.

CHALLENGES IN 2024

Resource constraints: Securing adequate funding and resources to support the expansion of the Toy Library project.

Cultural and Linguistic Diversity: Adapting play-based learning strategies to meet the diverse needs of children from different cultural and linguistic backgrounds.

Logistical Challenges: Overcoming logistical barriers to reach remote and underserved communities.

Sustainability: Ensuring the long-term sustainability of Toy Library initiatives.

Global Instability: The war in Ukraine have made the projects goals more beneficial in Slovakia.

Communication: Coordinating communication between the various countries involved in the project.

NUMBER OF PARTICIPANTS IN 2024

The project directly impacted thousands of children, parents, and educators across the participating countries.

The OMEP Slovakia initiative impacted hundreds of children. The project demonstrated the power of play as a tool for promoting children's development and resilience. The OMEP Slovakia initiative has shown that the toy library program can be implemented in many different situations.

The international collaboration between OMEP Kenya and OMEP Slovakia was crucial to the project's success. The training of Ester Nduhukire in Uganda has allowed the project to expand. The project's focus on SDGs and ESD enriches Toy Library's paradigm shift on the the world of play, to promote sustainable practices and environmental awareness. The continuation of the UNESCO participation program has allowed the project to continue to expand more in Africa.

3.2.5. OMEP New Scholar Award – OMEP NSA

Report prepared by the OMEP work team for NSA: Soonhwan Kim, Minyoung Jang, Catherine Carroll-Meehan, Gabriela Etchebehere Arenas, Sandie Wong.

BACKGROUND OF THE OMEP NEW SCHOLAR AWARD

The **OMEP New Scholar Award project** was proposed by the national committee of Korea and approved in 2019 by the world assembly of OMEP. It is an international project of OMEP that promotes study and research related to early childhood education and care in order to facilitate the understanding of the rights and needs of young children worldwide.

Early childhood education and care vary around the world under different socio-cultural background and educational contexts. OMEP has served as a worldwide platform for the sharing and development of ECEC around the world. In this regard, the **OMEP New Scholar Award project** aims to recruit early career researchers from around the world, as well as to strengthen networking in younger generations within OMEP, ultimately allowing for the sustainable development of the wellbeing of children on an international level.

OMEP NEW SCHOLAR AWARDS 2024

A call for applications for the 3rd OMEP New Scholar Award has been distributed to OMEP national committees in Feb 2024. There were 20 applications for NSA from across three regions: 12 from Asia (Australia, China, Korea, Singapore, Vietnam), 5 from Europe (Italy, Spain, Turkey), 2 from Latin America (Cuba, Uruguay), and 1 from North America (Canada). An award winner for the categories of post graduate student and early career researcher has been selected as below. The 3rd NSA ceremony and winner presentation was held in the 2024 OMEP World Conference in Thailand.

THE 3RD OMEP NSA AWARDEES

- Andrea Otero Mayer, Consuelo Vélaz de Medrano & Eva Expósito Casas (Spain, Early career researcher award winner). Research title: Understanding key factors in quality early childhood education care for children under 3
- Lynette Cheng & Sarah Powell (Australia, Post graduate student award winner). Research title: Critical multimodal literacy in early childhood education
- Kuai Song & Li Hou (China, Post graduate student award winner). The impact of parenting burnout on electronic media use of preschoolers

It is remarkable to note that the number of participants in the OMEP NSA Competition, which is held in association with the OMEP International Congress each year, has increased year on year. This is an opportunity for young early childhood researchers and educators around the world to understand, be interested in, and participate in OMEP.

On the other hand, the number of countries and continents participating in the NSA Competition is still somewhat limited, and more guidance and promotion of the NSA World OMEP project by national committees is needed to encourage participation from a wider range of countries and continents.

3.2.6. OMEP's Contribution to the Culture of Peace

Reported by Lisbeth Gouin, OMEP's representative to UNESCO and a peace activist, she has been contributing for over ten years, along with a group of NGOs officially associated with UNESCO, to the celebration of the International Day of Peace on September 21.

This group has the support of the NGO-UNESCO Liaison Committee.

In 2024, OMEP took over leadership of this collective, previously led by the International Association of Peace Educators (AIEP). This participation is part of OMEP's broader mission to strive

for peace from early childhood, emphasizing the fundamental role of preschool education in building a peaceful world.

CONTEXT

UNESCO's motto is based on the idea that "since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed."

Building peace through education, science, culture, communication, and information in the minds of men and women is UNESCO's mission.

According to the definition of the United Nations General Assembly (January 15, 1998), the Culture of Peace is "a set of values, attitudes, modes of behavior and ways of life that reject violence and prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation among individuals, groups, and states." According to the resolution (72/137), "the efforts and activities of civil society organizations with a view to promoting a culture of peace throughout the world are encouraged to be continued and intensified..."

Strengthening the culture of peace seems more necessary than ever in a world that has entered the Anthropocene, in a society experiencing multiple crises where armed conflicts, poverty, inequality, discrimination, and climate change are causing forced migrations of entire populations and the denial of human rights, especially in the education of young children, girls, and women.

The collective acts in accordance with the definition of Goal 16, Target 1 of the SDGs, the 2030 Agenda, for populations, for the planet, for prosperity, for peace, in order to "promote peaceful and inclusive societies for sustainable development" and for Goal 17, which is to "promote partnerships to achieve the goals."

Furthermore, this initiative is directly related to Sustainable Development Goals (SDGs) 4.2 and 4.7, which respectively emphasize universal access to quality pre-primary education and education for sustainable development, peace, and human rights from early childhood.

It is an opportunity to remember that peace is not just the absence of violence, but an ongoing process that involves respect, dialogue, and cooperation.

Committing to peace and the right to peace is one of the fundamental rights that OMEP defends for all child citizens from birth.

OBJECTIVES

In line with the UNESCO Framework for Culture and Arts Education (2024), the MONDIACULT 2025 Conference recognizes culture as a full-fledged objective of the post-2030 Agenda, alongside education.

- Encourage civil society to promote a culture of peace and nonviolence to build a sustainable and inclusive society that respects cultural diversity and coexistence.
- Promote a culture of peace through the arts and all artistic expressions, such as dance, song, puppetry, visual and graphic arts, allowing for the combination of artistic identity and cultural diversity.
- Celebrate the International Day of Peace with a local, regional, international, grassroots, and intergenerational event, including a live performance promoting peace and nonviolence to strengthen coexistence.

HISTORY

Since 2012, this group of partner NGOs has been committed to celebrating the International Day of Peace through cultural, inclusive, and intergenerational events in different regions of the world:

In 2014, an international event for all audiences was carried out based on a script about peace ("Tell Me, How Do You Play Peace?"), performed by puppets, of which a selection of 10 videos

was presented at the Charleville-Mézières International Puppet Festival, France. <https://www.youtube.com/watch?v=-Sil6MiKe-8> (link in French)

In 2018, visual art creations on the theme “Drones and Robots at the Service of Peace” were presented during the International Day of Peace celebrations in Tunisia. <https://www.youtube.com/watch?v=ThiNEwPCrfe> (link in French)

A bilingual book published by the NGO group addressed the role of robotics and artificial intelligence in peacebuilding through the reflections of children, youth, and adults.

In 2022, on the occasion of the Day of Peace, a choral singing festival for peace was held in Tolosa, province of Guipúzcoa (Spain), featuring children, young people, and adults from all five continents, at the invitation of TOPIC, a member of the International Federation of Choirs and Europa Cantat. <https://youtu.be/ZF4o-ZmOdgQ> (link in French)

FROM WORDS TO ACTIONS

The goal of “*Danse et Paix en Partage 2024*” is to create an international dynamic of dance for peace in which dance groups, through our NGOs around the world, commit to participating in the celebration of the International Day of Peace at the local, national, regional, and international levels.

Dance is an essential artistic expression, as are singing, puppetry, and the visual and graphic arts. Dance has the power to rebuild our relationship with the world and with others, thus contributing to coexistence. It develops personal development, self-esteem, empathy, control of one's body and destiny, group awareness, and collective commitment.

“Action through dance on bodies that are subjected to discrimination, social exclusion, or suffering has the potential to give a new meaning to areas of the body that carry stigma, disabilities, or markers of marginalization.” (Atelier Danse pour des corporéités migrantes - Dance Workshop for Migrant Bodies by Catriel García Saslavsky).

The group of NGOs officially associated with UNESCO, with the support of the NGO Liaison Committee, under the patronage of the French National Commission and UNESCO's SHS, Culture, and Communication sectors, organized and supervised the celebration of the Day of Peace around dance.

72 groups of all ages and from all regions of the world signed up for the project, but 36 dance videos from 18 countries were ultimately received. These videos were assembled by videographer Claude YVANS into a mosaic film featuring free choreographies on the theme of peace. https://youtu.be/l8YrE0P4z_Y

AT UNESCO

On November 25, 2023, a side event during the 42nd General Conference brought together all NGOs committed to the culture of PEACE to present and discuss the “*Danse et Paix en Partage 2024*” project, before around thirty people.

On September 24, 2024, an event co-produced with the Association of Former Officials of UNESCO (AAFU) and hosted by the collective, brought together around 100 people in Room IX. On behalf of the French National Commission for UNESCO (CNFU), Secretary-General Alexandre Navarro spoke at the opening session alongside Firmin E. Matoko, Assistant Director-General for Priority Africa and External Relations at UNESCO, Mr. David Adams, Coordinator of the Culture of Peace News Network and former Director of the Action Programme for the Culture of Peace and Unity for the International Year for the Culture of Peace at UNESCO (proclaimed in 2000), and Mr. Patrick Gallaud, President of the Association of Former Officials of UNESCO (AAFU) and Advisor to the CNFU.

The French Commission reiterated its firm and constant commitment to civil society working for peace. This support is part of the Commission's continued efforts on the MONDIACULT

agenda, whose next meeting is scheduled for 2025 in Barcelona, and in defense of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions.

The exchanges and stories from the numerous participating NGOs highlighted peace engineering, as well as the links between education and the culture of peace, and between science and peace. The organizers also shared with participants the videos resulting from the call for projects organized prior to this event and disseminated by the Commission in June 2024.

A representative from UNESCO's Humanities and Social Sciences sector and Jonathan Hollander, founder and artistic director of a dance company, delegations, NGOs, and civil society representatives committed to peace led the debate moderated by Marie-Claude Machon-Honoré and participated in two roundtable discussions:

i Peace in All its States, with Nathalie Kessler, founding president of the NGO Pangée, who presented peace engineering; Roland Nivet, national secretary of the International Association of Peace Educators' Peace Movement; and the participation of the Federation of Scientific Workers on Science and Peace.

ii Inspiring stories, in which NGOs represented by Marie-Odile Payen of ATD Quart monde; Georges Dupont of Communication and Information; François Lo Jacomo of the Union of Esperantists; and Tiffany Mc Swaker, of Dance and Spirituality shared their actions in support of the culture of peace.

On October 24, 2024, a webinar brought together 36 project participants to review the "Dance and Peace in Sharing-2024" project, congratulate each other on the project's success, which enabled them to move from theory to practice, from words to deeds, and present a choreography created for peace. The idea of continuing the project emerged, and an invitation was extended to perform in Morocco in 2025.

The goal of the 2025 edition is to continue and build on the work carried out around "Danse et Paix en Partage", in order to create an international dynamic of the arts for a culture of peace. This follows the proposal by the president of Espace Médiation (EsMed) during the September 2024 event at UNESCO headquarters to host the 2025 edition in Morocco.

Participants in the "Danse et Paix en Partage 2024" project are invited by the NGO community to continue their commitment and create a dance and/or other arts video.

This is the co-organization and production of an intergenerational cultural event, with institutional support, featuring dances, artistic presentations, videos, expression workshops, debates, and lectures centered around the central theme: peace in all its states!

AIEP: International Association of Peace Educators

AMI: International Montessori Association

ATD Cuarto Mundo

BPW: Business and Professional Women

CICT: International Film, Television and Communications Council

FMTS: World Federation of Scientific Workers

OMEP: World Organization for Early Childhood Education

UEA: Universala Esperanto - Asocio

UNIMA: International Puppetry Union

3.2.7. UNESCO Participation Program 2024–2025. The Toy Library Project: Learning about Life Through Play

In 2023, OMEP World, together with the Vice-Presidency for Africa and the National Committees of Kenya, DRC, and Sierra Leone, presented a project entitled "The Toy Libraries Project: Learning about Life through Play" for the UNESCO Participation Programme 2024–2025. With the financial support provided, implementation began in late 2024 and will continue throughout 2025.

UNESCO's Participation Programme complements the organization's regular activities by analyzing, evaluating, and supporting the implementation of national, subregional, interregional, and regional projects submitted by member states and NGOs. For many years, OMEP has developed and coordinated global projects focused on Play and Resilience in Early Childhood Care and Education (ECCE). The current project continues that legacy, highlighting the power of play as a tool for resilience, well-being, and sustainable learning.

Although originally conceived as a unified initiative, the project was adapted to respond to the diverse realities and contextual needs of each participating country. This flexibility allowed each National Committee to implement its own playroom project based on shared principles and goals, while remaining deeply connected to the communities it serves. In this way, OMEP reaffirms its commitment to meaningful, locally rooted educational action that promotes the rights, development, and joy of early childhood around the world.

ACTIONS TAKEN IN 2024

During the first months of 2024, OMEP National Committees in Kenya, DRC, and Sierra Leone began the preparatory phases of implementing their toy library projects, approved under the UNESCO Participation Programme 2024–2025.

Common actions included:

Mapping of community or institutional spaces where activities will be carried out

Contact with government agencies and civil society organizations

Conditioning of spaces, acquisition of materials and toys

Organization of activities linked to key dates such as World Read Aloud Day

Start of the first training workshops and community sessions

Each committee adapted these actions to its local reality and established alliances with relevant organizations.

SUBMITTED PROJECTS

Three playroom projects were approved under the common theme of Play and Resilience, focusing on promoting comprehensive early childhood development through play, with an emphasis on the right to play, sustainability, and community participation.

OMEP KENYA: "TOY LIBRARIES: THE BEST START IN LIFE"

Location: Nairobi

Scope: Access to quality play materials and capacity building for families and caregivers.

Strategies: Mobile toy library, "Come and Play" sessions, toy loans, nutritional support, ESD, and international day celebrations.

OMEP SIERRA LEONE – "UNLOCKING CHILDHOOD POTENTIAL THROUGH PLAY"

Location: Freetown

Scope: Community space for toy lending and skill development for caregivers and teachers

Activities: Training, play sessions, workshops, creation of a resource guide, and partnerships with educational and government institutions

OMEP DRC: "LEARNING ABOUT LIFE THROUGH PLAY"

Location: Kinshasa.

Scope: Cultural change in favor of play as a pedagogical strategy. Strong emphasis on social awareness.

Activities:

Toy production using local materials, phased training, symposia, and inter-ministerial work to institutionalize the toy library.

FORECASTS FOR 2025:

Activities planned for 2025 include:

- Full implementation of toy libraries in all three countries
- Continuation and deepening of workshops with families, teachers, and caregivers
- Celebration of International Day of Play (June 11)
- Regional gaming meetings, seminars, symposia, and publications
- Participatory evaluation of projects and systematization of experiences
- Strengthening institutional alliances and planning for long-term sustainability

Each committee has defined a clear timeline with sequential phases ranging from local implementation to international events.

3.2.8 Francophone Commission

Reported by Gilles Petreault, President of OMEP France

The OMEP World Assembly in Bangkok created the OMEP Francophone Commission in July 2024.

Its objectives are aligned with OMEP's strategy:

- Strengthen the impact of OMEP's political advocacy, particularly in low- and middle-income countries.
- Produce and share knowledge in French, to better analyze national or regional situations, to strengthen the capacity of stakeholders to design and carry out actions adapted to their situations.
- Building closer relationships between, on the one hand, the committees of French-speaking countries where ECCE needs are greatest and, on the other hand, international organizations and technical and financial partners.

The Francophone Commission of the OMEP (CF-OMEP) currently includes representatives from committees in Africa (7: Burkina-Faso, Cameroon, Democratic Republic of the Congo, Republic of the Congo, Morocco, Senegal, Togo), North America (1: Canada) and Europe (2: Belgium, France). The French-speaking members of the OMEP from any committee can also participate in the work. In accordance with the OMEP constitution, its operation is monitored by a member of the executive committee (EXCO).

The establishment of the commission on October 17, 2024, made it possible to adopt a work program:

Action 1: build a shared knowledge base on ECCE to better understand the issues each country faces; the aim is to gather bibliographic resources in French from as many CF-OMEP countries as possible, which are easily accessible and limited in number for easy reference.

Action 2: present and share knowledge by organizing three webinars on major themes for OMEP:

- *Education for sustainable development:* organized on January 22, 2025, by OMEP-Canada, with presentations from OMEP committees in Canada, France, Morocco and the DRC, as well as a presentation of OMEP's action for ESD; this event brought together 125 participants and a recording is available [to be made by OMEP-France].
- *Awakening to linguistic and cultural diversity:* organized on April 2 by OMEP-Morocco, with presentations by a UNESCO program specialist on languages, and OMEP committees from Argentina, Canada, Morocco and the DRC.
- *Strategies for improving the quality of ECCE:* organized on May 14 by OMEP-France, with presentations from the committees of Burkina Faso, Canada, France with Belgium and Luxembourg, and Morocco.

This sharing of knowledge continues with the organization in Bologna of two symposiums in French (with slides also in English) on two subjects related to children's rights, play and expression.

Action 3: Strengthen local engagement and partnerships with international organizations.

The main action was the organization, on March 19, of a UNESCO/OMEP webinar in French, designed in close collaboration with UNESCO's education policy section.

This event included contributions from the head of section, Gwang-Chol Chang and Rokhaya Diawara, education program specialist at UNESCO, Joa Keis, from the Global Partnership for Education (GPE), as well as specialists from UNESCO programs in Abidjan and Kinshasa and the president of OMEP.

140 people participated in this webinar, which is available for replay, with all the materials used, and which is to be adapted into English for countries located on the African continent. (See especially: <https://www.omepfrance.fr/actualites/actualites-omep-mondiale>)

New events on topics raised by participants (ECCE for displaced populations, in isolated environments, for better inclusion) are planned for 2025-2026.

An initiative to support the organization of study trips was also planned. Little has been achieved in this regard this year, but it is worth keeping this option open.

For the coming year, a few prospects are already being considered:

- Continued knowledge sharing by targeting bibliographic records on the themes of webinars that could be organized.
- Organization of two or three webinars per year on topics to be defined: one of them could be on the draft guiding principles on the right to ECCE.
- Organization of webinars in cooperation with UNESCO on the topics already mentioned.
- Development of a digital correspondence program between schools/centers in different countries (for teachers/educators and children).

This first year of operation of the Francophone Commission of the OMEP has been fruitful. Warm thanks are due to the committees and individuals involved who, despite already having significant commitments, have been able to make room for these new projects.

3.3. The work of the National Committees in the area of Education

3.3.1. Participation in the Global ESD Project: OMEP-EDS Rating Scale and OMEP ESD Annual Education Competition 2024

To learn more about this project, visit the OMEP website: <https://omepworld.org/es/educacion-para-el-desarrollo-sostenible-eds/>

14% of NCs reported participating in the Global ESD Project: OMEP-EDS Rating scale, and 12 %in the OMEP ESD Award 2024.

AFRICA

OMEP Cameroon conducted awareness-raising activities in five schools about the OMEP assessment scale.

ASIA PACIFIC

OMEP Japan implemented the OMEP-ESD Rating Scale for preschool teachers to identify problems and share examples of how implementing the indicators improved the ESD environment.

LATIN AMERICA

OMEP Peru reported that fifteen early childhood education institutions participated.

NORTH AMERICA AND THE CARIBBEAN

OMEP USA sent the invitation through its membership and received inquiries.

3.3.2. Participation in other ESD-related activities

AFRICA

60% of the NCs reported having participated in other ESD-related activities.

OMEP Senegal, in collaboration with the NGO Cause Première and the Ziguinchor Academy Inspection, designed a program called “Green School” to introduce children from an early age to the spirit of environmental protection and sustainable development.

OMEP Morocco organized a webinar on environmental education in collaboration with the Mohammed VI Foundation for Environmental Protection in December 2024, with the participation of educators and families.

ASIA PACIFIC

OMEP Japan reported that it has four ESD research project groups: ECCE Application Translation, Environment, Diversity, and Economics from ECCE.

OMEP South Korea organized an ESD training program for kindergarten teachers for the second consecutive year, in collaboration with the Korea Labor Welfare Corporation, which supports workplace kindergartens. Through this seminar, teachers improved their understanding of ESD and discovered examples of effective practices with infants and toddlers. This was reflected in South Korea winning the OMEP World ESD Award every year.

EUROPE

OMEP France participated in the Erasmus EDD from the Start (ECE Academy) project, translating materials and organizing a symposium at the regional conference, as well as promoting its adaptation in Africa (GREF).

OMEP Russia organized the “Quality Week in Kindergartens in Russia,” offering events, seminars, and consulting services.

OMEP Italy participated in the work of the national network, the Italian Alliance for Sustainable Development, with advocacy activities in government institutions.

LATIN AMERICA

OMEP Argentina continued its participation in the “My Patio Is the World” Award, organized in conjunction with the ARCOR Foundation, which recognizes innovative ESD projects in early childhood developed by institutions or programs dedicated to ECCE in five countries in the region.

OMEP Uruguay joined the Coordination of the National Environmental Education Network (RENEA), participating in various events such as the RENEA Annual Assembly and the Sustainable Uruguay Expo in June 2024. It promoted participation in the “My Patio Is the World” award, organized in conjunction with the Arcor Foundation.

OMEP Venezuela continues its support for the innovative “Conuquitos Comunitarios” project, carrying out various activities to produce small gardens for planting and harvesting food within the framework of environmental preservation and care, incorporating seeds and elements from planting and soil into educational activities, and promoting appreciation and enjoyment of nature. Through these actions, they strengthen the perspective of affectivity, implications, approach, and impact on early childhood and society in general.

NORTH AMERICA AND THE CARIBBEAN

OMEP Canada won the 2024 EDD competition; organized an international webinar for the Francophone Commission of OMEP World; designed several resources on sustainable development; conducted research and presented the results at scientific conferences.

OMEP Haiti participated in the National Conference on Preschool Education organized by the Ministry of National Education in September 2024.

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

17% of NCs reported participating in activities related to the global “WASH from the Start” project and 56% celebrated National Handwashing Day.

AFRICA

OMEP Cameroon conducted a handwashing awareness campaign in eight schools, promoting hygiene habits.

OMEP Senegal collaborated with an NGO to distribute detergent kits in preschools.

ASIA PACIFIC

OMEP Thailand implemented handwashing activities in educational institutions.

OMEP Singapore sent reminders to all childcare centers regarding handwashing habits.

OMEP Japan posted the information on its website for public information.

EUROPE

Members of **OMEP Greece**, preschool teachers, implemented relevant programs in their schools.

OMEP Russia organized the massive “Global Handwashing Day” flash mob, with the participation of more than 14,000 children and adults.

LATIN AMERICA

OMEP Panama celebrated the Day nationwide in 2,000 schools, holding activities such as murals, conferences, and open houses.

OMEP Venezuela coordinated activities with seven member institutions and 115 children, linking handwashing with games, stories, and community eco-protection projects.

NORTH AMERICA AND THE CARIBBEAN

OMEP USA engaged 66 children, their families, and 14 teachers in handwashing activities.

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

AFRICA

19% of NCs reported participating in the Play and Resilience Resilience/Toy Libraries project, and 52% in other activities related to the right to play and play in ECCE.

OMEP Sierra Leone inaugurated the first Play Library in Sierra Leone. The UNESCO Participation Programme 2024-2025 approved the play centre proposal submitted on behalf of Sierra Leone and two other African countries.

OMEP Nigeria celebrated World Play Day, declared by the UN for the first time.

ASIA PACIFIC

OMEP Australia initiated Play Library projects in the Pacific and donated toys to Play Libraries in Papua New Guinea.

OMEP Thailand mentioned that outdoor play activities and unstructured materials are the main activities promoted in preschools and kindergartens.

EUROPE

OMEP Slovakia reported that **2024 was marked by global challenges**, including the ongoing war in Ukraine, which had a direct impact on the organization’s initiatives. In this context, it launched the **Toy Library initiative** in the city of **Moldava nad Bodvou**, aimed at supporting **Ukrainian children** as well as **Romani children** from the region who are living in generational poverty. Additionally, it **raised funds to support children’s play in Africa**, collaborated with the **OMEP Kenya Toy Library**, and jointly developed an initiative to promote a **Toy Library in Uganda**.

OMEP Russia organized a teacher competition titled “The Skill of Teachers: Dolls as Guardians of Cultural Heritage,” which brought together over **150 dolls in traditional costumes** from across the country, along with **educational presentations** about them.

LATIN AMERICA

OMEP Venezuela continues its project “A Game for Every Day.” In educational centers where members are present, special activities were carried out with an emphasis on traditional Venezuelan games, such as kite flying, spinning tops, perinola, garrufio, tag, hide and seek, and palito mantequillero, as well as various ball games.

OMEP Mexico reported that it provided services in toy libraries in the State of Mexico, Querétaro, and Oaxaca, and organized activities to explore both theoretical and practical approaches to free, guided, and cooperative play in educational settings.

OMEP Colombia designed and offered experiential courses and workshops, which led to the production of pedagogical knowledge.

NORTH AMERICA AND THE CARIBBEAN

No National Committee in this region reported participation in other activities or projects related to the right to play or play in ECCE during the year 2024.

3.3.5. National seminars and conferences in 2024

65% of the NCs held national conferences and seminars.

AFRICA

OMEP NATIONAL COMMITTEE	CONFERENCE AND SEMINAR
ANGOLA	“Culture of Peace” activity in kindergartens. The main theme was bullying, with the participation of approximately 100 children.
BURKINA FASO	In-person conference on educational inclusion with 150 participants.
CAMEROON	Organization of three in-person conferences and debates in Yaoundé on the following topics: Play and Awareness, How to Ensure a Child’s Successful First Steps in School, and Teacher Responsibility and Equity in the Classroom.
GHANA	Held the seminar on Socioemotional Well-being, attended by 55 teachers
NIGERIA	National Conference “Rights from the Start” held in a hybrid format, with over 120 attendees and around 30 children participating — www.omepnigeria.org

DEMOCRATIC REPUBLIC OF THE CONGO	Training of school principals on classroom supervision visit mechanisms in Brazzaville and Pointe Noire.
TOGO	National Week of Early Childhood and the Family. Held in person, with over one hundred participants.
MOROCCO	International Seminar “Parenting in Early Childhood: Building Healthy Relationships and Supporting Holistic Development.” International Seminar on “Continuous Professional Development of Educators: Cultivating Excellence in Practice,” held in collaboration with Haute École Léonard de Vinci in Belgium. The seminar highlighted the framework for Outdoor Education as well as the systems implemented at the University of Applied Sciences, in connection with the reform of pedagogical training in French-speaking Belgium.

ASIA PACIFIC

OMEF NATIONAL COMMITTEE	CONFERENCE AND SEMINAR
HONG KONG - CHINA	<ul style="list-style-type: none"> • Seminar: “The Latest Advances in Teaching Children with Hearing Disabilities,” led by Ms. Pang Lau (Ms. Seung Man Pang Lau). In-person format. https://www.omep.org.hk/blog/11298/ • Seminar: “Child Science and Scientific Education in Kindergartens,” led by Dr. Zhang (Dr. Jun Zhang, Nanjing Normal University). Virtual format. https://www.omep.org.hk/blog/11280/ • Seminar-workshop: “When Montessori Meets Van Gogh,” led by Ms. Carol To (Elementi Education Organization). 23 participants. • Workshop on traditional culture curriculum and a parent-child carnival on cultural heritage titled: “Heart of China, Roots of China, We Are Proud to Be Chinese.” • 32nd Annual General Assembly featuring keynote talks on: <ul style="list-style-type: none"> • “The Power of Language in Freedom of Movement: Implementation and Exploration of the ‘Little Foot Time’ Program at Shajing Central Kindergarten,” by Ms. Zhang (Chun Xia Zhang, Shajing Central Kindergarten) • “Promoting Positive Values in Children Through Reading,” by Dr. Lee (Dr. Diana Pui Ling Lee, University of Hong Kong) • In-person format. • https://www.facebook.com/photo?fbid=875300981431124&set=a.406434134984480
JAPAN	<ul style="list-style-type: none"> • Annual Assembly. Open lectures and member exchange meetings. Hybrid format, with 19 in-person participants and 14 online. • Conference “Looking Back, Moving Forward: Progressing on the UN Sustainable Development Goals in the Asia-Pacific Region.” Hybrid format, 20 in-person participants and 14 remote. • OMEP World Conference 2024 “From the Start for ECCE: One Step Beyond, All Together.” 17 in-person participants and 13 online.
SOUTH KOREA	International seminar on transitional education for 5-year-old children, with approximately 70 participants.
THAILAND	<ul style="list-style-type: none"> • Organized the 76th OMEP World Assembly and Conference titled “Rights from the Start for ECCE: Moving Forward All Together. One Step Beyond, All Together,” held July 15–19, 2024 at Chulalongkorn University and the Centara Grand at Central World, in in-person format only. • The Assembly was attended by 115 participants, and the Conference by 580 participants.

EUROPE

OMEPA NATIONAL COMMITTEE	CONFERENCE AND SEMINAR
BELGIUM	Knowledge sharing opportunities on sustainability and nature games were organized during each of the three study visits OMEPA conducted in the three language communities. The number of participants ranged from 10 to 20.
BULGARIA	OMEPA Bulgaria National Conference "Preschool Education: Traditions, Realities, Prospects", organized in collaboration with Stara Zagora University and the city of Kazanlyk, with over 50 speakers and 100 participants: university professors, kindergarten teachers, kindergarten directors, psychologists, resource educators, experts, etc. The presentations were reviewed, and the conference proceedings were published in late 2024.
ISRAEL	Conference at Tel Aviv University on appropriate parenting behavior in times of war. In-person, with approximately 200 participants.
PORTUGAL	<ul style="list-style-type: none"> Conference "Types of Bonds and Their Impact on Parental Relationships," by Prof. Gustavo Nicolás Fischer, João de Deus Museum, Lisbon (consortium with ESE João de Deus). In-person. Roundtable discussion "Multicultural Schools," moderated by journalist Bárbara Wong; with the participation of Diogo Silva, coordinator of the "A Rodar-E9G" project; Alexandre Homem Cristo (Undersecretary of State and Education); Filinto Lima (National Association of Directors of Public Schools and Groups); and Joana Lopes (João Villaret School Group). ESE Lisbon. https://www.youtube.com/watch?v=jB6yN5vxU3E
RUSSIA	<ul style="list-style-type: none"> Conference "The Work of the Russian OMEPA Committee. For Kindergartens in Moscow," attended by more than 250 teachers. "Quality Week" was held, with the participation of more than 300 teachers. Organization of the Nevsky Assembly, with more than 150 participants.
TURKEY	<ul style="list-style-type: none"> Employment Criteria for Preschool Teachers - Employment Issues for Preschool Teachers. Online https://www.tooegd.org.tr/duyurular/okul-onesi-egitim-programi-fikir-toplantisi-asansor-konusmasi-teknigiyle Symposium on Digitalization and Early Childhood Development. Over 100 participants.
UKRAINE	<p>Conference "Innovations in Preschool Education: Theory, Experience, Perspectives"</p> <ul style="list-style-type: none"> Participation in the International Electronic Conference on the "On Children's Rights" series. Organizers: Adam Mickiewicz University, Poznań, Poland. Presentation "Strategy for Creating a Safe Educational Environment "Security Umbrella". Social Adaptation of the Individual in Modern Society from the series: Psychological Components of Sustainable Development of Society: The Search for a Psychological Justification for the Challenges of Modernity. Proceedings of the XI International Scientific and Practical Internet Conference, 2024. https://www.inforum.in.ua/conferences/32/140/944 Participation in the organization of the International Scientific and Practical Internet Conference "Personality and Society: Methodology and Practice of Modern Psychology" https://www.inforum.in.ua/conferences
UNITED KINGDOM	Student conference to promote OMEPA UK and the Annual General Meeting, organized by Liverpool Hope University. In-person, with 120 participants, both students and members.

LATIN AMERICA

OMEPA NATIONAL COMMITTEE	CONFERENCE AND SEMINAR
ARGENTINA	17th International Meeting on Early Childhood Education: “Diálogos y propuestas para una educación infantil transformadora” with 196 attendees, including educators, students, teachers, and principals from across the country and other Latin American countries. The event was held in person. Five workshops addressed the meeting’s thematic axes from different perspectives. Seventeen open-ended experiences were presented, and a space for researchers was inaugurated, where nine research projects were presented as a result of the academic committee’s evaluation of the papers received. Nine stands were set up with educational materials.
CHILE	International Seminar. Early Childhood Education for Sustainability Topic: ESD Modality: Hybrid Number of participants: 100, 30 in person, 70 online.
ECUADOR	<ul style="list-style-type: none"> • The Third International Congress on the Development and Challenges of Management and Leadership in Early Childhood Education, organized by the University of Guayaquil, Faculty of Philosophy, Letters, and Educational Sciences. Hybrid format, with 300 participating teachers. • Conference-workshop: “Nuevas Historias con los niños para el mundo”, by the president, Dr. Cinthya Game Varas, in person, with 150 participating teachers, within the framework of the Third Pedagogical Workshop for Secondary Education Teachers on Education for Peace, organized by the National Roundtable Corporation for Education in Values. • In commemoration of Children’s Day week, the Salesian Polytechnic University of Ecuador (UPS) presented a series of forums to the educational community through the Early Childhood Education program in Guayaquil. The forums were held in person, with 200 students and faculty participating. • OMEP Ecuador, represented by Dr. Cinthya Game Varas, presented the topic of the Importance of Early Childhood Education (ECE) in the discussion. • Series of Workshops for Early Childhood Teachers, an initiative organized by OMEP Ecuador, the Galapagos Conservancy, the Ecos Foundation, and other prominent organizations. This program consisted of four virtual workshops and a closing interactive keynote address, designed to strengthen pedagogical capacities in early childhood and foster a comprehensive and meaningful learning environment. Facilitators: María José López, Delegate of OMEP El Oro; Tania Zambrano, Delegate of OMEP Manabí; Elba Domaccin, Vice President of OMEP Ecuador; Pilar Caicedo, Preschool Director of CAH Guayaquil; Cinthya Game Varas, President of OMEP Ecuador; and Desirée Maturana Luna, Regional Vice President of OMEP Latin America; as well as founding members of OMEP Ecuador. Hybrid format. Number of participants: 84 teachers from Galapagos. • III International Conference on Child Development Through Technology, University of Guayaquil. Hybrid format, 325 faculty and student participants. • Third International Seminar. “Educación Inicial en el contexto actual”. University of San Gregorio de Portoviejo. Online format, 230 faculty and student participants.
MEXICO	<ul style="list-style-type: none"> • Seminar “Escuela Familia binomio importante en la educación” In-person, 200 participants. • Conference on the solar eclipse, to raise awareness of its implications for development and care. The conference was held virtually, with the participation of 10 teachers and administrators, and 240 children. The main topics covered were education, family, child abuse and neglect, challenges in teaching practice, and sustainable development.
PANAMA	In-person seminars on socioemotional education, psychomotor skills, and values for teachers, with 50 to 100 participants.
PERÚ	Keynote International Panel “El interés superior del niño y la protección efectiva de sus derechos”. Hybrid format with approximately 100 participants. https://www.facebook.com/share/p/17xzwLH7wU/
URUGUAY	<ul style="list-style-type: none"> • “Educar y cuidar a la primera infancia en contextos de violencia”, by Prof. Carmen Rodríguez Principal, on childhood and violence. Hybrid format, with 200 participants. • “Pensar y conversar con las infancias” by Daniel Brailovsky, on the relationships between adults and children in early childhood. Hybrid format, 30 participants. • “Uso sustentable del agua subterránea”, by Prof. Lucía Samaniego Bissio, on responsible water use (in the context of drought). Hybrid format, 15 participants.

NORTH AMERICA AND THE CARIBBEAN

OMEP NATIONAL COMMITTEE	CONFERENCE AND SEMINAR
CANADA	<ul style="list-style-type: none">• 15 Seminars. Virtual format• 4 Conferences in collaboration with the Quebec Council of Educational and Childcare Services.

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

46% of NCs reported having celebrated th International Day of Peace.

AFRICA

OMEP Cameroon states that it called for peace in the Far North and the English-speaking region, as well as for children’s right to be protected and educated, condemning the efforts to prohibit the opening of schools.

OMEP Senegal reports that a lack of communication materials prevented the message from being widely disseminated. However, the inclusion of children with disabilities was discussed so that landmine victims would feel involved in all peace-related issues.

OMEP Sierra Leone encouraged schools to have children perform short plays, write poems, songs, or draw pictures about the meaning of peace. Six schools participated with more than 300 children.

ASIA PACIFIC

OMEP Japan posted the information on its website for public information.
OMEP South Korea distributed information to committee members that day.

EUROPE

OMEP France celebrated the International Day of Peace at UNESCO on September 24, 2024, by presenting the “Sharing Dance and Peace 2024” project at UNESCO. Two OMEP videos were presented among 36 during an event that brought together 80 people (https://youtu.be/l8YrE-0P4z_Y). OMEP held an online seminar for 36 people on the topic of a Culture of Peace.

OMEP Slovakia reports that activities were held in all kindergartens with Ukrainian children and their families, as well as in various centers and organizations, with discussions, interviews, storytelling, photo and film screenings on the topic. Approximately 1,778 Ukrainian children attend kindergartens.

LATIN AMERICA

OMEP Panama reports that children nationwide are making doves and releasing white balloons.
OMEP Venezuela held meetings with principals and teachers to organize commemorative activities for the children. The teachers presented songs, puppets, storytelling, and role-playing different situations with educational intent, while the children drew and performed skits.
OMEP Mexico disseminated information on social media and created posters alluding to the theme.

NORTH AMERICA AND THE CARIBBEAN

OMEP Canada shared the information on social media.
OMEP USA conducted activities at two institutions, with 866 children and their families.

3.3.7. Celebration of International Teachers' Day (October 5)

60% of NCs reported having celebrated International Teacher's Day.

AFRICA

OMEP Sierra Leone reported that six schools with more than 300 children encouraged students to write essays about "My Teacher" or draw pictures to give as gifts. Some teachers were invited to lunch by their school administration. Posters were also distributed to publicize the event.

OMEP Morocco reported that the Moroccan Foundation for Preschool Education posted a message of recognition and gratitude on its social media for all preschool educators.

ASIA PACIFIC

OMEP Japan posted the information on its website for public information.

OMEP South Korea distributed the information to committee members that day.

EUROPE

OMEP Slovakia reported that the Nitra Region committee organized a Teachers' Conference on October 5, 2024, on the occasion of International Teachers' Day, entitled "Teachers of the 21st Century, Colors of Life," with the international participation of Dr. Art. Maria Vassiliada, President of OMEP Cyprus, under the auspices of the city of Nové Zámky and the Nábrežná Kindergarten. The conference focused on key topics such as preventing teacher burnout, supporting mental health, the nuances between aesthetics and environment, the influence of colors on children, and children's rights. The program also included an overview of OMEP's activities worldwide, presenting events in Bangkok, Singapore, and Australia. The conference featured workshops and expert discussions.

OMEP Ukraine stated that the celebratory activities included thematic events, competitions, and presentations of gratitude and awards to teachers from 150 schools and 58 kindergartens.

LATIN AMERICA

OMEP Ecuador sent a communication regarding the date to its teacher database, which now has more than 500 registered teachers, and also published and shared messages disseminated by OMEP worldwide.

OMEP Mexico held workshops and a camp with 10 schools, 250 children, and 21 teachers.

NORTH AMERICA AND THE CARIBBEAN

OMEP USA held the celebration at an institution, with 66 children and their families.

3.3.8. Celebration of World Play Day (June 11)

AFRICA

44% of NCs reported having celebrated World Play Day.

OMEP Cameroon commemorated the importance of education through play with a communication to a rural area of Galim Tignère.

OMEP Sierra Leone reported that six schools with more than 300 children encouraged children to play different types of games to promote the importance of play for children's development and well-being.

ASIA PACIFIC

OMEP South Korea distributed the day's news to committee members.

EUROPE

OMEP Ukraine mentioned that World Play Day typically hosts various events to promote and popularize gaming as an important part of culture, such as tournaments featuring popular video games, discounts and special offers, and presentations of new games and technologies in the educational field. He thanked the Japan National University for its financial support, especially Mie Both, which enabled the donation of toys, play equipment, and materials for children's creative activities. He also thanked Jarko Kreskovcov, President of the Slovak National University, for the donation of toys donated by volunteers.

LATIN AMERICA

OMEP Peru published an infographic, available at:

<https://view.genially.com/66571d75b0d2f3001519e136>, and the Dialogue "Play in Early Childhood," available at

<https://www.facebook.com/100003971105671/videos/432477989748854/>

OMEP Venezuela conducted a social media campaign on the importance of play in early childhood and organized rotating traditional game stations in eight institutions across five states. OMEP Argentina organized an activity, in conjunction with IPA Argentina, featuring a time of play and reflection led by Miguel Ángel Roldán.

NORTH AMERICA AND THE CARIBBEAN

OMEP USA shared information among members and through individual member actions.

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

AFRICA

65% of NCs reported having celebrated World Children's Day

OMEP Angola celebrated with poetry and dance activities.

OMEP Sierra Leone hosted an activity in which children read about children from around the world and paraded in traditional children's clothing from around the world.

OMEP Morocco shared a message and a statement, and the Moroccan Foundation for Preschool Education reaffirmed its commitment to ensuring that all Moroccan children have equitable access to quality preschool education.

ASIA PACIFIC

OMEP Japan published the information on its website for public information.

EUROPE

OMEP Finland stated that the Central Union for Child Welfare coordinates communication activities on children's rights in Finland and organizes an annual week-long event on children's rights in schools, early childhood education centers, and leisure groups. More information (in Finnish): <https://www.lapsenoikeudet.fi/>

OMEP Italy held a pedagogy festival with in-person and remote participation.

OMEP Russia reported that it has been organizing a pedagogical project called "We Want Together..." for seven years, where children discuss their wishes in an accessible, creative way.

LATIN AMERICA

OMEP Ecuador participated in the “Pasa la voz” magazine that month, focusing on play.

OMEP Mexico shared information through social media and collected basic food supplies to distribute to children in vulnerable areas.

OMEP Uruguay disseminated information and participated in various activities as a member organization of the Children and Adolescents Platform, including the 1st National Congress on Children and Adolescents and the “Rights Week” Fair. It also invited educators to work on the “Color Your Rights” project, sending their projects to OMEP Uruguay for display at the Rights Fair.

NORTH AMERICA AND CARIBBEAN

OMEP USA shared important dates among members and, through individual actions, provided information about the CRC and its importance, and invited organizations and institutions to participate and share their activities.

3.3.10. Other national celebrations

AFRICA

OMEP NATIONAL COMMITTEE	NATIONAL CELEBRATIONS
CAMEROON	September 9 and 10, 2024 - World Literacy Day. OMEP Cameroon participated at the invitation of UNESCO.
GHANA	World Read Aloud Day
MAURITIUS	Independence Day Celebration End-of-year activities with the apprentices
NIGERIA	June 16, Day of the African Child. In Oyo State, children were able to learn about different African countries and experience their language, culture, and cuisine.
DEMOCRATIC REPUBLIC OF THE CONGO	The first edition of the great preschool festival in the Congo
SIERRA LEONE	<ul style="list-style-type: none"> • June 29 - International Mud Day • February 21 - International Mother Language Day • January 24 - International Day of Education • February 7 - World Read Aloud Day • June 16 - Day of the African Child • November 19 - World Toilet Day
MOROCCO	<ul style="list-style-type: none"> • International Education Day • International Mother Language Day • International Women's Day • World Water Day • World Environment Day • International Literacy Day • Arabic Language Day • National Holidays: • Independence Manifesto Anniversary • Labor Day • Throne Day • Anniversary of the Recovery of Oued Eddahab • King and People's Revolution • Youth Day • Green March Anniversary • Independence Day

ASIA PACIFIC

OMEP NATIONAL COMMITTEE	NATIONAL CELEBRATIONS
SINGAPORE	Early Childhood Teachers' Day
THAILAND	Mother's Day Father's Day

EUROPE

OMEP NATIONAL COMMITTEE	NATIONAL CELEBRATIONS
BULGARIA	March 3, 2021 - Bulgarian National Day May 24 - Bulgarian Alphabet, Enlightenment, and Culture Day November 1 - Bulgarian Luminaries Day
FRANCE	February 21 - International Mother Tongue Day.
ITALY	January 24 - International Day of Education March 20-27 - Storytelling in Education Week April 22 - International Mother Earth Day 3rd Sunday in May - National Popular Music Day June 11 - World Day of Play September 21 - International Day of Peace October 5 - World Teachers' Day October 15 - Global Handwashing Day October 26 - National Day of Folklore and Popular Traditions November 20 - World Children's Day and National Tree Day
PORTUGAL	April 8 - International Roma Day May 25 - Africa Day June 1 - International Children's Day November 20 - Universal Children's Rights Day
RUSSIA	International Theatre Day Ocean's Day Bird Day Mother's Day International Women's Day Snowman Day and others.

SLOVAKIA	<ul style="list-style-type: none"> • June 1 - International Children's Day • April 2 - International Children's Book Day: "Afternoon with a Book": reading a picture book co-created by children and the teacher, creating children's books, visiting libraries with children, dramatizing stories and creating illustrations for them, purchasing new titles. • April 7 - Health Day: a week without sweets, newsletters for parents, tasting of spreads and healthy meals. • April 15 - Art Day: verbal and artistic interpretations of important works by Slovak and foreign authors. Visit to the nature gallery. April 22 - Earth Day: edible tableware, energy savings in kindergartens, art in nature (land art), waste collection and cleanup of the kindergarten and nature environment, mandalas made with natural products. • May 10 - World Movement Day: physical and sports activities in kindergartens and surrounding areas. Traditional public theater compositions or competitions are gradually being organized. • May 15 - World Day of Families. Family Day was celebrated in kindergartens in individual classes, at school events, and in public. Children made gifts for their parents and learned poems and songs about family. • May 16-20 - Outdoor Zumba Week: mini-golf with parents. • June 1 and November 20 - International Children's Day: games, dances, competitions, movement games, nature excursions, etc., in kindergartens and other venues. • September 23-30 - European Week of Sport: Daily weekday sports mornings, biking to kindergarten, overcoming an unconventional obstacle course, and circle games. • November 4 - Kindergarten Day in Slovakia. Celebration of children in kindergartens: educational games, activities, competitions, sports games, music and movement games, dances, kindergarten anthem. Talks with children, creation of poems and artwork. Public appearances, promotion of the day on the streets with joint marches.
TURKEY	<ul style="list-style-type: none"> • New Year's Day and Ramadan • April 23 - National Sovereignty and Children's Day • Mother's Day • May 19 - Atatürk Commemoration • Youth and Sports Day • August 30 - Victory Day • October 29 - Republic Day • November 24 - Teachers' Day
UKRAINE	<ul style="list-style-type: none"> • Ukrainian Unity Day, Knowledge Day, Children's Day of Ukraine, Unity Festival, Family celebrations dedicated to the International Year of the Family, Defenders of the Fatherland Day, Independence Day of Ukraine, Flag of Ukraine Day, Mother Language Day.
UNITED KINGDOM	<ul style="list-style-type: none"> • World Autism Days • World Down Syndrome Day • World Book Day • "Children at the Table" • "Save the Children" (Ceasefire Campaign)

LATIN AMERICA

OMEPA NATIONAL COMMITTEE	NATIONAL CELEBRATIONS
ARGENTINA	For each national anniversary, the committee prepares relevant material that is communicated on social networks and is available on our website.
CHILE	<ul style="list-style-type: none"> • October 9 - Activities celebrating the 160th anniversary of Chilean public early childhood education. Pontifical Catholic University, San Joaquín Campus, Santiago. • October 15 - Renacer Kindergarten. Quinta Normal, Santiago. • October 24 - Activity organized by the Presidency of the Republic. Catholic University of the Most Holy Conception, Concepción.
COLOMBIA	<ul style="list-style-type: none"> • May 15 - Teachers' Day • April 26 - Children's Day

ECUADOR	<ul style="list-style-type: none"> • April 13 - Teachers' Day • June 1 - Children's Day • November 13 - Education Day
PANAMA	<ul style="list-style-type: none"> • March - Museum Day, to familiarize children with the theme • September - Values Month
PERU	<ul style="list-style-type: none"> • International Day of Women and Girls in Science • World Autism Awareness Day • International Earth Day • International Workers' Day • Mother's Day • Early Childhood Education Day • International Day of Play • World Environment Day • Father's Day • Teacher's Day • National Holidays
URUGUAY	<ul style="list-style-type: none"> • March 10 - National Kindergarten Day • April 25 - Day Against Child Abuse and Violence • May 26 - National Book Day • June 5 - Environment Day • September 22 - Teachers' Day • First Friday in October - Baby Day
VENEZUELA	<ul style="list-style-type: none"> • January 15 - Teachers' Day • January 24 - International Day of Education • March 8 - International Women's Day • March 18 - National Day of Indigenous Children • April 2 - World Autism Awareness Day • April 22 - Earth Day • April 23 - World Book Day • July - Month of the Child. This is a key month for OMEP Venezuela. Four activities were held during the month: World Breastfeeding Week; Global Action Week for Education (SAME 2024). Activities specific to the country's cultural diversity were incorporated: key dates for Venezuelan sentiment were addressed, such as the celebration of the Dancing Devils of Venezuela (a World Heritage Site). The festivities of Saint John the Baptist. Songs and drumming with the participation of children and families. The presentation of the map of Venezuela. I am Venezuelan and I live in Caracas.

NORTH AMERICA AND THE CARIBBEAN

OMEPA NATIONAL COMMITTEE	NATIONAL CELEBRATIONS
CANADA	<ul style="list-style-type: none"> • September - National Day of Truth and Reconciliation • September 24 - Peace Day • October 5 - World Teachers' Day • October 21 - National Educators' Week • November 18-24, 2024 - Week of the Young Child • November 20 - Universal Children's Day • August - Teachers' Return to School • May 27-June 2 - Quebec Childcare Education Services Week

4. Organization

The OMEP Organization constitutes the operational and structural basis for sustaining its ethical, political, and pedagogical action in defense of the human right to education and care in early childhood. Its purpose is to consolidate a plural, open, democratic, and participatory space that empowers its members to think, understand, dialogue, plan, and act for the benefit of children on all continents.

OMEP governance is complex and diverse. Its World Executive Committee is composed of seven people: One President, five Regional vice Presidents and one Treasurer, all in voluntary positions. This characteristic, which is a source of legitimacy and commitment, also requires the support of a professionalized World Secretariat, composed of at least two or three people who can carry out administrative management efficiently and continuously.

Given OMEP's global presence, it is essential to strengthen the coordination and support of the Regional vice Presidencies and National Committees, promoting their sustainability, renewal, and effective participation. In this context, the need to review institutional practices that hinder the full participation of all countries in the World Assemblies is highlighted, as is the need to move toward the creation of a solidarity fund to support the committees facing the greatest difficulties, ensuring the principle of equity within the organization.

To ensure the future of **OMEP**, it is essential to expand its social base. The incorporation of **young professionals and students** is strategic and urgent, not only to ensure generational renewal, but also to enrich the processes with new voices, knowledge, and energy. In this regard, a new initiative is being promoted to actively involve younger generations at all levels of the organization, fostering their participation, leadership, and creativity.

Financing remains one of the main challenges. Institutional sustainability requires attracting new resources, effectively collecting annual dues from National Committees, establishing strategic alliances, and designing a **fundraising plan** appropriate to the current context. At the same time, it is essential to **restructure the institutional budget** in a manner consistent with the objectives of the Strategic Plan and the current historical moment.

4.1 EXCO's Work in the Organization Area

4.1.1 Actions of the World President in the Area of Organization

Reported by the World President, Mercedes Mayol Lassalle

During 2024, the World President (WP) carried out active and committed leadership aimed at strengthening governance, institutional planning, the growth of the global network, and the sustainability of OMEP. This work was conducted in a highly complex context, with multiple challenges that demanded leadership skills, ethical decision-making, and long-term strategic vision.

The organization area is a key dimension of institutional management, as it coordinates the legal, administrative, political, and human frameworks that enable OMEP to function as a global, democratic network committed to human rights. However, it is also a particularly sensitive area, where structural tensions, differing viewpoints, and resistance to change converge.

Throughout the year, the WP had to manage complex processes related to the consolidation of new committees, the planning of Assemblies, the building of institutional consensus, and the overcoming of financial obstacles. These challenges were addressed with determination,

transparency, and openness to dialogue, always prioritizing the common good of the organization and its global mission in favor of early childhood.

The institutional transformation that OMEP is undergoing, within a changing international context, has generated diverse reactions. In some cases, more conservative sectors within the organization have expressed difficulty understanding the magnitude of the historical and paradigmatic changes affecting education, human rights, and international cooperation. This has created tensions around decisions aimed at updating OMEP's operational frameworks to ensure its relevance, legitimacy, and effectiveness.

At the same time, new actors, leaderships, and internal dynamics have emerged, demanding a more open, representative, and inclusive organization. The process of organizational strengthening has involved not only revising rules and procedures but also building an institutional culture based on shared responsibility, mutual recognition, intergenerational solidarity, and diversity of voices.

76TH WORLD ASSEMBLY AND CONFERENCE ORGANIZATION (WAC 2024)

Held in Bangkok (Thailand) from July 15 to 19, in coordination with the Thailand National Committee, the event gathered over 600 participants from 35 countries. The WP led the institutional and political organization of the event, including:

- The preparation and coordination of the World Assembly sessions, in which new memberships and key decisions were approved.
- The definition of high-level symposia and panels with participation from international organizations and renowned experts.
- The approval of the 2024 OMEP World Declaration, focused on promoting a United Nations Decade for Early Childhood Care and Education (ECCE) as a global strategy to place early childhood at the center of political agendas, strengthen systems, expand access, improve quality, ensure equity and inclusion, and promote ECCE as a right and a sustainable public good.

WAC 2024 was an institutional, political, and technical milestone that consolidated OMEP as a key actor in defending the right to early childhood care and education. The prominent and active presence of representatives from UNESCO, UNICEF, ARNEC, RTE, ECDAN, the Global Campaign for Education (GCE), and other global networks, as well as the explicit recognition of OMEP as a strategic technical partner, contributed to unprecedented international visibility.

The event strongly positioned OMEP's voice in global discussions on ECCE quality, inclusion, sustainability, financing, and governance, reinforcing its legitimacy as a political and pedagogical reference. It also served as a space for gathering, reflection, and strategic planning, energizing OMEP's action toward the final stretch of the 2030 Agenda and beyond.

EXTRAORDINARY ASSEMBLY

In response to the unprecedented situation of the 2024 budget not being approved during the Bangkok Assembly, the WP convened an Extraordinary World Assembly in virtual format. This decision made it possible to resolve the contingency transparently and participatively, leading to the presentation and approval of the 2024–2025 budgets.

The process involved facing internal tensions, differences in judgment, and the need to maintain institutional operations responsibly. It was an exercise in active governance that restored financial stability and reaffirmed trust in the organization's leaders.

FUNCTIONING OF THE WORLD EXECUTIVE COMMITTEE (EXCO)

Monthly virtual meetings and one in-person session in Bangkok were held with EXCO members. The WP focused on the systematization, monitoring, and coordination of agreements, reinforcing a collaborative work approach.

In this context, proposals were made to improve the operational functioning of EXCO, its relationship with the regions, and support for national committees, acknowledging the diversity of situations and needs.

In terms of regional coordination, the WP maintains direct, fluid, and constant communication with most national committees, using tools such as WhatsApp, email, and personal calls. This closeness has been key to sustaining institutional support and building a dynamic of horizontal, shared dialogue. However, not all regions engage in the same way. In particular, the Regional Vice Presidency for Europe has not maintained continuous relations and tends not to regularly include the WP in regional meetings. This highlights an opportunity to improve cohesion, transparency, and effective collaboration across all levels of the organization.

REVIEW OF THE ADMINISTRATIVE MANUAL

A new version of the Administrative Manual was developed, updating technical, operational, and legal aspects. This process was led by the WP with support from an ad hoc working group and the World Secretariat team.

The consolidated text reflects a regulatory adaptation effort to strengthen OMEP's institutional framework, in line with democratic principles and the need for clear rules. Final approval was postponed until 2025 to integrate feedback from all regions.

GROWTH OF THE COMMITTEE NETWORK

In 2024, nine new Preparatory Committees were approved: Morocco, Nepal, Senegal, Malawi, Honduras, India, Togo, the Dominican Republic, and the Republic of the Congo. Additionally, Jamaica and the Democratic Republic of the Congo were recognized as National Committees. This territorial expansion represents a strategic and sustained advancement in strengthening OMEP's global presence. It expresses the organization's firm commitment to equity, diversity, participation, and building a truly representative and plural network.

At the same time, it entails major institutional challenges: expanding support capacities, improving communication mechanisms, and reinforcing organizational strengthening and political coordination efforts. This process required intense and continuous work by the WP and Secretariat, who provided personalized guidance, follow-up, and advice to each new committee to ensure effective integration into OMEP's institutional life and compliance with formal and ethical requirements for consolidation.

PARTNERSHIPS WITH UNIVERSITIES AND ACADEMIC CENTERS

In 2024, the WP consolidated strategic relationships with key academic institutions through participation in conferences, seminars, and scientific-pedagogical exchange spaces. These collaborations, built from the political and technical role of the WP, helped position OMEP as a qualified stakeholder in policy-making, knowledge generation, and ECCE training.

Noteworthy collaborations include those with the Early Childhood Research Centre at Dublin City University (Ireland), the Tecnológico Universitario Argos (Ecuador), and the Universidad Nacional de La Plata (Argentina), among others. These partnerships enhanced visibility of OMEP's priorities, promoted knowledge exchange, and strengthened ties with the academic community in various regions.

INSTITUTIONAL AND FINANCIAL SUSTAINABILITY

In 2024, work intensified on one of the most sensitive and strategic areas for OMEP's future: financial sustainability. This area presents a dual structural weakness, which was acknowledged and addressed by the WP:

On one hand, the international context has become increasingly adverse, with multiple concurrent crises—economic, geopolitical, and climatic—that have affected resource availability for cooperation and educational funding, especially in the civil society sector.

On the other hand, within OMEP, there is a persistent need to strengthen institutional capacities for fundraising, reduce reliance on membership fees, and develop sustained strategies for securing and managing external funding.

In response, the WP promoted specific actions to raise awareness about the importance of National Committees fulfilling their membership fee obligations and worked to secure sponsor support, highlighting the direct link between funding and organizational effectiveness. Meetings, targeted communications, and personalized outreach were carried out in coordination with the World Treasurer.

Additionally, together with the Regional Vice President for North America and the Caribbean, the WP proposed the creation of a Working Group on Funds and Financing, aimed at collectively developing a global strategy that combines innovation, cooperation, and partnerships. However, progress was limited due to low participation and weak engagement from invited members, reflecting the urgent need to develop new competencies, methodologies, and commitments in this area.

This line of action must continue and deepen in 2025, with a renewed call for collective and shared work aligned with OMEP's principles and objectives.

WORLD SECRETARIAT AND COMMUNICATION: EFFICIENCY, COMMITMENT, AND LEGITIMACY

One of the fundamental pillars of OMEP's functioning in 2024 was the work of the World Secretariat and Communications team, whose performance far exceeded expectations in terms of operational efficiency, technical quality, ethical commitment, and professionalism.

Composed of a small yet highly skilled team, this group demonstrated exceptional capacity in sustaining OMEP's global operations with agility, reliability, and unwavering dedication to its institutional mission. Their work provided not only continuous and unconditional support to the WP, but also extended to key activities throughout the year, including:

Supporting the Thailand National Committee and operationally organizing the 76th World Assembly and Conference (WAC 2024) in Bangkok

Providing technical and communication support for all global projects led by EXCO members, such as the UNESCO Participation Programme in Africa, the Education for Sustainable Development Awards, the organization of international webinars, advocacy campaigns, communications production, and collaboration with partners.

Despite their strong performance, the team faced resistance from some conservative sectors within the organization, which expressed doubts about their legitimacy or questioned their consolidation as a structural part of OMEP's operations. These tensions were addressed with professionalism and openness, reaffirming the need for a stable, technical-professional support structure that provides solidity, continuity, and international projection for the organization.

The strengthening of the World Secretariat and the Communications area is an essential condition for OMEP's future development. They represent a key factor for institutional cohesion, operational efficiency, and responsiveness to the growing demands of the international context. Ensuring their continuity must be a strategic priority to guarantee the sustainability and effectiveness of OMEP's global action.

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

AFRICA

Reported by the Regional Vice President: Nyamikeh Kyiamah

ACTIONS TAKEN TO PROMOTE THE GROWTH AND STRENGTHENING OF NATIONAL COMMITTEES.

VP organised a Virtual Café in June to strategize for the election of a new Vice President for Africa. My term concluded in 2024, but since there was no candidate there was the need to make preparations towards getting a suitable candidate for 2025.

We had another Virtual Café in November to discuss the Extraordinary meeting scheduled for 13 December 2024. This was to explain the essence of the Extraordinary meeting and to make sure all committees were fully apprised of the modalities for the meeting. Also to encourage their attendance and participation.

CHALLENGES AND LESSONS LEARNED

IDENTIFICATION OF MAJOR OBSTACLES ENCOUNTERED

Travelling within Africa can be quite expensive. The African committees are not well-funded. And they do not engage in fundraising activities. Most rely on their own finances, which are inadequate. This means it is very difficult to have in-person regional meetings. Network instability in some of the countries also makes virtual meetings not as efficient as would be ideal. Also I notice that the committees do not prepare well before the virtual meetings.

ANALYSIS OF SOLUTIONS IMPLEMENTED AND KEY TAKEAWAYS

We have had to nevertheless rely on virtual meetings. The following strategies were adopted for successful meetings:

- Getting Committees to prepare their responses to items on the Agenda. This helps them prepare well for the meetings.
- Try to persuade a committee to host a regional conference: OMEP Nigeria hosted a Regional Conference during their 35th National Conference in Abuja in October. Five countries: DRC, Ghana, Morocco, Nigeria and Sierra Leone were able to attend.

FUTURE PLANS AND RECOMMENDATIONS

PROPOSED STRATEGIES TO ENHANCE THE EFFECTIVENESS OF OMEP'S GLOBAL-REGIONAL COORDINATION

Organise an online webinar/workshop or virtual café after each WAC to enlighten the group, especially for those who were not able to attend. And for OMEP Africa this is almost 70% of the group.

SUGGESTIONS FOR STRENGTHENING REGIONAL LEADERSHIP, GOVERNANCE, AND IMPACT

To get the committees in the Region to be more involved with the work of OMEP in their countries.

ASIA PACIFIC

Reported by the Regional Vice President: Sandie Wong

OPENING OF NEW COMMITTEES

Nepal and India were approved as Preparatory Committees at the 2024 WAC. However, there has been only limited engagement at APR meetings with these two countries. Malaysia has also expressed an interest, supported by Singapore, but there has been no further progress.

STRENGTHENING THE DEMOCRATIC FUNCTIONING OF THE NC

Professor Sandie Wong (Australia) continued to serve as VP for the Asia Pacific region. Dr. Soonhwan Kim continued to serve as Treasurer. Sandie and Soon regularly attend Executive Meetings.

STRENGTHENING THE STRATEGIC PLAN OR WORK AGENDAS OF THE NC

To support and achieve the aims of the OMEP World Strategic Plan, OMEP APR meeting agendas are structured in line with the strategic plan and offer an opportunity for countries in the

region to share understandings, challenges and advocacy about ECEC in the region. The regional committees are continuing to develop close connections. VPs presented together at a symposium at the World Assembly in 2024.

The economic development of the NCs, to guarantee their participation in the Assemblies, the payment of the Annual Fee, financing ideas and fundraising. APR Presidents are frequently reminded about the importance of paying annual fees to World OMEP – and compliance is high. The APR is very diverse with countries varying greatly in regard to economic security. Several OMEP AP countries continue to provide, or are considering providing, solidarity fees for developing countries in the region.

PROJECT PRESENTATIONS, ORGANIZING MEETINGS AND REGIONAL ASSEMBLIES

Financial and logistical constraints continue to make it difficult to plan for an OMEP Asia Pacific Regional Conference. OMEP Hong Kong is investigating its capacity to host a conference in 2027.

PROMOTING THE INCORPORATION OF YOUNG PEOPLE INTO OMEP

Some APR committees have been successful in increasing membership of young people. However, recruitment remains a challenge in many regional committees.

MAIN STRENGTHS OF THE REGION

There continues to be strong commitment to OMEP and ECCE in the region. In regard to OMEP APR, participation in APR meetings remains relatively high. The main challenge across the region continues to be attracting new and young members. With diverse languages spoken across this region, communicating remains challenging. In regard to ECCE provision, workforce shortages remain the main issue, with wealthier nations continuing to recruit from international contexts.

ASPECTS TO IMPROVE IN THE REGION IN RELATION TO THE ACTION AND RESPONSIBILITIES OF THE VP AND EXCO

We will maintain communication to foster increased understanding across the region. The main foci in 2025 are to (i) advocate for the Decade of Early Childhood and (ii) support the World Assembly and Conference in Bologna.

EUROPE

Reported by the Regional Vice President: Adrijana Višnjić Jevtić

Currently, there are 27 National Committees (NCs) in Europe and two Preparatory Committees – Slovenia and North Macedonia. Many NCs have established local chapters to reach broader communities and respond to the specific needs of children. Most Committees are actively engaged in various activities. Despite the ongoing war, the Ukrainian NC remains active and continues to organize activities within the country.

Several NCs have undergone leadership changes. France, Spain, and the Czech Republic have elected new presidents and renewed their boards. Iceland has formed a new National Committee and has rejoined OMEP activities, along with Lithuania.

However, some NCs – specifically Bosnia and Herzegovina, Denmark, and Switzerland – do not currently participate at the regional or global levels. They neither submit reports nor pay the membership fee, although they may still be active nationally. Switzerland has formally requested to leave the OMEP community, and Latvia was excluded at the World Assembly in Bangkok due to inactivity.

NCs across Europe are engaged in a variety of initiatives. Collaboration between countries has strengthened, with partnerships forming between France and Japan, Poland and the Slovak Republic, and Croatia and Japan.

Several NCs organize annual conferences and training sessions to promote early childhood education and support organizational funding. Many are involved in joint projects such as the Erasmus+ project “ESD for ECE”, which develops educational content on sustainable develop-

ment, and the OMEP ESD Rating Scale project, which continues to gain strong participation, particularly from Sweden. The “Color Your Rights” project also sees active engagement among European NCs. OMEP Norway is establishing a new project and applying for Erasmus funding. Efforts to attract younger members have become a strategic priority. Some committees are successfully involving younger professionals, either through board positions or specific youth activities.

Communication among NCs is maintained through regular web meetings and Virtual Cafés, offering opportunities to discuss the Strategic Plan and share best practices. In-person collaboration was further enhanced during the Regional Assembly and Conference hosted in Sweden, where 18 countries participated.

Financial sustainability remains a widespread challenge. Most NCs face difficulties securing steady funding and organize events, projects, and training sessions to support their budgets. Membership rejuvenation is also a concern. While some NCs are successful in bringing in young professionals, others continue to struggle with leadership renewal and broader youth engagement.

Non-participation at the regional and global levels persists among a few committees, affecting overall cohesion. Although Iceland rejoined the activities with a new committee, Bosnia and Herzegovina, Denmark, Latvia, Lithuania, Spain, and Switzerland remain inactive at the international level.

Several organizational developments have occurred. In Denmark, efforts are underway to re-establish the Danish NC through ongoing contacts with Danish academics. In Hungary, discussions with early childhood education experts aim to establish a Preparatory Committee.

Overall, OMEP Europe continues to grow stronger through joint projects, international cooperation, and renewed efforts to build a more connected and youth-engaged organization across the region.

OMEP Italy will host World Assembly and Conference 2025 so very intensive preparation is undergoing with VP being chair of Scientific Committee.

MAIN STRENGTHS OF THE REGION

The European region stands out within OMEP as the region with the highest number of National Committees (NCs), reflecting its significant strength and influence. This strength is further reinforced by the close geographical proximity of many countries and the availability of efficient transportation networks, which make collaboration across borders feasible and practical. These conditions support the organization of joint projects, professional exchanges, study visits, and participation in events hosted by different NCs, creating a vibrant culture of mutual support.

Europe’s strong position is also evident in its relatively well-regulated early childhood education and care (ECCE) systems, which promote accessibility and inclusivity for all stakeholders. The European Union places high priority on the right to inclusive and high-quality ECCE, actively emphasizing the improvement of professional competencies among ECCE experts and promoting investment in early childhood initiatives. This broader political and social environment provides a supportive framework that enables National Committees to pursue OMEP’s objectives more effectively. Advocacy efforts for ECCE are often strengthened by strong educational policies, creating opportunities for enhanced networking and cooperation.

The region’s long standing tradition and history in ECCE further contribute to its ability to implement early childhood initiatives successfully. Relationships with the academic community add another layer of strength, facilitating research collaborations and the production of joint publications focusing on practice, policy, and research. These partnerships not only enhance the visibility of early childhood education issues but also ground them in rigorous academic research.

Furthermore, European countries benefit from the opportunity to collectively apply for European Union funding. This possibility simplifies the implementation of large-scale projects and activities that aim to promote and protect the rights and well-being of young children across the region.

FUTURE ACTIONS AND POSSIBILITIES

Each region within OMEP has its unique characteristics, which highlights the critical importance of providing time and space for National Committees (NCs) to convene, exchange experiences, and strengthen collaboration. Facilitating regular communication among NCs and encouraging the systematic sharing of best practices—such as celebrations of honorary days, the promotion of Sustainable Development Goals (SDGs), and the advancement of children’s rights—is essential to building a vibrant regional network. Publishing successful initiatives from NCs, highlighting innovative projects and campaigns, could further inspire collective action across the region.

Strengthening OMEP’s representation within European Union decision-making structures is an urgent priority. The EU periodically establishes committees and issues recommendations that directly impact early childhood education and care (ECCE), yet OMEP has often remained on the margins of these processes. Therefore, it is essential to ensure OMEP representatives are included and actively involved in EU-level bodies dealing with ECCE policies. Building stronger relationships with EU representatives, and strategically using OMEP’s recognized position at UNESCO, will be key to advocating more effectively for children’s rights at both the regional and international levels.

Regional conferences must be expanded and sponsored with greater ambition, ensuring the participation of policymakers, researchers, educators, and civil society organizations. Special initiatives such as intern exchange programs across NCs could be introduced, allowing young professionals and students to experience ECCE practices in different countries, thereby fostering cross-cultural learning and building future leadership within OMEP. Additionally, the development of a European podcast series dedicated to early childhood education topics could significantly boost OMEP’s visibility, providing a dynamic platform to share experiences, showcase research, and advocate for ECCE priorities to a wider audience.

The Vice President for Europe must continue to actively support National Committees by encouraging their participation in world events, strategic meetings, and policy consultations. Transparent communication must be maintained to ensure that NCs are informed, involved, and motivated. Special emphasis should be placed on enhancing NCs’ contributions to global OMEP initiatives and on promoting greater engagement in regional and international advocacy efforts.

Recruiting new member countries remains a critical goal for the future. Outreach strategies should include targeted approaches to countries currently outside the network, offering them opportunities for collaboration and emphasizing the benefits of joining OMEP. Future regional projects could prioritize youth engagement through international exchanges, student involvement in conferences, and leadership development initiatives designed to prepare the next generation of advocates for early childhood education.

Additionally, efforts must be made to reestablish communication with non-active committees, offering them support and encouragement to rebuild their presence and activities. Supporting these committees through mentorship, capacity-building programs, and resource-sharing initiatives can help reintegrate them into the broader OMEP network.

Finally, raising the visibility of OMEP across Europe remains essential. This includes granting greater advocacy responsibility to regional Vice Presidents, developing stronger partnerships with universities and media outlets, and positioning OMEP as a leading voice in early childhood education. By embracing innovation, expanding partnerships, and empowering younger generations, OMEP can secure a stronger, more influential presence both in Europe and worldwide.

LATIN AMERICA

Reported by the Regional Vice President: Desirée López de Maturana Luna

INAUGURATION OF NEW COMMITTEES (NC)

During 2024, two new Preparatory Committees were opened in the region: Honduras in partnership with the Dakar Forum, and the Dominican Republic. Both were presented and approved at the World Assembly in Bangkok 2024.

STRENGTHENING THE DEMOCRATIC FUNCTIONING OF NCS: RENEWAL OF THE BOARD OF DIRECTORS AND PRESIDENTS

In the region, we have worked hard to advance the growth and strengthening of the organization. By 2024, Venezuela will have a new board of directors, and Mexico is completing the legal procedures to elect its new board, given that the current president will not be seeking reelection. As noted in previous reports, the continued presidency of some national committees is based on the legitimacy of a democratic election and the provisions and regulations of OMEP's statutes, which do not administratively prevent long-term tenure in these positions.

The previous report referred to the low participation of some committees in the region, such as Brazil, Bolivia, and Guatemala. During 2024, the Guatemalan committee will be closed, and at the same time, efforts to reinstate it began, with a new leadership. Brazil has reestablished its signature activity, standing out in regional events such as "My Patio is the World" and participating in high-level meetings such as the UNESCO Global Meeting, whose focal point was harnessing the transformative power of education to forge peaceful, equitable, and sustainable futures, held in Fortaleza, Brazil. Bolivia remains relatively inactive, and discussions have been held to ensure that decisions and changes necessary for its recovery can be made at the local level. In general, the committees' activity in the region is unwavering and their leadership is truly strengthened.

STRATEGIC PLANS OR WORK AGENDAS OF THE NCS

As in the previous report, I must point out that the actions each committee undertakes are guided by the management axes outlined in the Global Strategic Plan. This document consolidates efforts and allows committees to map their work, identifying their strengths and weakest or least addressed aspects of their action plans. Through this vice-presidency, the documents that theoretically support the organization's work are permanently made visible in meetings, conversations, gatherings, and assemblies with the national committees. These include the Decade of Early Childhood document, the Declaration of the Rights of the Child and some observations, the Tashkent Declaration, the commitments to the 2030 Agenda, and the agreements of the Global Campaign for Education, which provide the necessary input to impact and advance the challenge of financing education from the outset. In this way, each committee and the region as a whole combine their activities to respond to the challenges of the organization for the full right to education from early childhood.

In general, the region is characterized by ongoing activities organized by each committee, such as seminars, workshops, courses, document development, articles, research, interviews, book publications, etc. In general, the region is characterized by ongoing activities organized by each committee, such as seminars, workshops, courses, document development, articles, research, interviews, book publications, etc. The weakness always lies in the lack of visibility of the actions and articles in the instances opened by OMEP worldwide, which leaves the region in a state of apparent apathy and inactivity.

During the year, special emphasis was placed on working with early childhood educators and other professionals to address topics such as access, education for sustainable development (ESD), quality, interculturality, play, gender, artistic languages, and learning experiences in everyday and formal educational settings, among others.

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

The situation of committees in the financial sector has progressively worsened since the pandemic. There is a general perception of impoverishment, which affects the payment of fees and the ability to participate in activities that require payment. In this sense, the fees, when they exist, are truly marginal, only covering the costs of executing the event, with no room for capitalization.

PROJECTS PRESENTATION

During 2024, the OMEP-CLADE proposal will be refined, and the required work will be awarded in the call for tender for “Knowledge and Innovation Exchange (KIX) of the Global Partnership for Education (GPE) in a joint effort with the International Development Research Centre of Canada.

During 2024, the work between OMEP, the Coquimbo Territory Foundation of Chile, and CLADE was defined. The Project’s action plan was developed and titled “Pedagogía Inclusiva para la educación infantil en Guatemala y Honduras” (“Inclusive Pedagogy for Early Childhood Education in Guatemala and Honduras”). In December, the first approach to the territory was made through a kick-off workshop held in Guatemala, with the participation of the OMEP-CLADE regional team and the national teams from Guatemala and Honduras. The project involves scaling up a pedagogical model based on the Dialogic Learning methodology developed with the Territorio Coquimbo Foundation in Chile to three rural schools in each country. This has meant the production of support materials, virtual workshops, reports, weekly meetings, etc.

ORGANIZATION OF MEETINGS AND REGIONAL ASSEMBLIES

During the year 2024, between September 5 and 7, the XV Latin American Assembly and Conference of OMEP was held in Buenos Aires, Argentina, in conjunction with the 17th International Meeting on Early Childhood Education. The central theme was “Dialogues and proposals for transformative early childhood education.”

A second meeting was held on November 28 to address pending issues related to regional alignment in relation to the requirements of OMEP World.

On December 10, the VP along with two representatives from the National Committees, participated in the extraordinary World Assembly, the focus of which was the approval of the 2024 and 2025 annual budget.

COLLECTION OF THE EXPERIENCES PRESENTED AT THE OMEP LATIN AMERICA VIRTUAL CAFÉ

As I’ve previously noted, virtual coffees have helped strengthen regional cohesion, but more importantly, the relationship and commitment of national committees to OMEP globally. These conversations with the World President consolidate the perspectives, emphases, guidelines, and challenges that we plan as committees. Likewise, the updating of knowledge about early childhood is encouraged through conversations with experts focused on current issues, which allows for better support for actions, primarily those related to political influence.

POLITICAL ADVOCACY- REPOSITORY OF DECLARATIONS / MANIFESTOS / CAMPAIGNS

The region disseminated the OMEP 2024 Global Declaration through its various social media channels, and this vice president used it as a resource to contextualize alliances, interviews, and political advocacy actions, especially in presentations, talks, and speeches.

We continue with the campaign to promote and support committee participation in the My Patio is the World Award, a partnership between OMEP and ARCOR. Although OMEP’s coordination of the Award had been considered to be transferred to Chile in 2024, the conditions did not meet, and it remained in Argentina, consolidating only the change of coordinator.

The study on the EDS-OMEP Scale continues, and in December, the seminar “Early Childhood Education for Sustainability” was held in Chile, organized by the Chilean committee and attended by Dr. Ingrid Engdhal.

In 2024, we participated by supporting the Global March Against Child Labor campaign and, as part of the CLADE steering committee, we participated in the organization and planning of the Global Action Week for Education, with the motto: “Transformative education promotes social justice, peace, gender equality, and sustainable development.” The activities took place between April 22 and 26.

OMEPA LATIN AMERICA MEDIA AND COMMUNICATION PLAN

One piece of good news regarding the media plan is that at the regional level, it has been well received, and the number of views and followers on social media has increased, reaching a 30% increase in followers, 98% of whom viewed our posts.

As in the previous report, it is worth highlighting that the Regional Vice Presidency’s communications are aligned with the OMEP World media plan, using the corresponding logos and disseminating and forwarding all information emanating from OMEP World and the various committees in the region.

For internal communication in the region, WhatsApp groups were very useful for coordinating and disseminating activities in a timely manner.

STRENGTHS OF THE REGION

These principles haven’t changed, so I dare repeat what I’ve said in previous years: commitment to the organization and what it represents, genuine loyalty to those of us tasked with leading management at the national, regional, and global levels, which translates into ongoing work and willingness. The knowledge and professionalism of our partners to take on the defense of children’s human rights. In this same vein, we must have outstanding professionals in different disciplines, who are constantly producing and generating knowledge.

Likewise, the region is characterized by solidarity, cordiality and camaraderie among the NCs. There is a high level of productivity in activities, events, publications, and political participation and advocacy.

ASPECTS TO BE IMPROVED IN THE REGION IN RELATION TO THE ACTION AND RESPONSIBILITIES OF THE VP AND THE EXCO.

While support committees have been established for the various bodies, and there is a representative who supports the Vice President’s management at the intersectoral level, these bodies need to be strengthened through a document outlining tasks and commitments in order to:

- Strengthen regional organization.
- Strengthen communication and dissemination of the work carried out.
- Write and promote the dissemination of research generated by OMEP members in the region.
- Take advantage of the journals themselves to publish articles and studies.
- Manage the incorporation of young people into the organization. This was worked on during the year, but it needs to be consolidated.
- Be fluent in English as a second language.

NORTH AMERICA AND THE CARIBBEAN

Reported by the Regional Vice President: Asiya Foster

OMEPA-Jamaica transitioned from a preparatory committee to a National Committee during the 2024 World Assembly in Bangkok. OMEPA Jamaica joins OMEPA USA, OMEPA Haiti, and OMEPA Canada as fully formed National Committees in the North America and Caribbean region.

The region holds monthly updates and strategic planning meetings with regular representation from OMEPA USA, OMEPA Canada, and OMEPA Jamaica. Unfortunately, we have had no representation from OMEPA Haiti in 2024.

OMEP-Canada held a general assembly on November 21st, which included elections for new officers. There are now sixteen members on the administrative team. In January, the National Committee will regroup into five regions to expand across Canada.

OMEP-USA membership has significantly declined, and the current EXCO members (three in total) are working towards creating a strategic plan to reimagine the organization and increase interest and membership.

MAIN STRENGTHS OF THE REGION

OMEP NAC is the smallest region representing OMEP World, and this presents some challenges in our ability to have significant reach on OMEP priorities within the region. However, the Caribbean region is poised for deeper engagement in ECCE and ECD policy and advocacy, as many nations have highlighted the importance of the early years in their national agendas. To this end, the Regional Vice President hopes to spend significant time engaging government and civil society organizations across the Caribbean who may have an interest in partnering with or joining OMEP as a preparatory committee. OMEP-Jamaica has presented itself as a strong regional advocate for OMEP initiatives and continues to share information and invite partners to participate in regional activities. In addition, OMEP-Jamaica, through its annual PDI event, has provided both a platform and a gathering space to enhance regional child advocacy efforts.

OMEP-Canada has a strong research and training focus, which provides members within the OMEP NAC region with ongoing opportunities for continuing education related to the established priorities of OMEP World as well as ECCE issues relevant to the region.

OMEP-USA has struggled with low membership, an understaffed EXCO and overall engagement within the last few years, but continues to work on reestablishing the organization as a leader in national ECCE advocacy work. As a National Committee based in a country with a long history of engagement in ECCE policy and advocacy work, there is much to draw on in the form of collaborative public/private partnerships with organizations aligned with the OMEP mission.

ASPECTS TO IMPROVE IN THE REGION IN RELATION TO THE ACTION AND RESPONSIBILITIES OF THE VP AND EXCO

The OMEP NAC region, in collaboration with the National Committee EXCO, has established the following strategic priorities:

GOALS AND OBJECTIVES

- Building collaborative partnerships with like-minded organizations across North America and the Caribbean
- Adapting OMEP World initiatives to a North American and Caribbean context
- Increasing the number of National Committees in the NAC region
- Build advocacy efforts that support child rights and quality early care and education policies/programs
- Assist OMEP-Haiti in being a more active National Committee within the region and reestablish regular communication with OMEP-Haiti EXCO.

ANTICIPATED ACTIVITIES

- Quarterly webinars
- Member-led Community of Practice (CoP)
- Regional podcast
- Regional conference
- Advocacy for the UN Decade of Early Childhood
- Regional research collaborative in alignment with identified regional issues

ANTICIPATED NATIONAL/ REGIONAL COLLABORATIVE PARTNERS

- Organization of American States (OAS)/Inter-American Children's Institute (IIN)
- University of the West Indies
- CARICOM
- Institutes of higher education across the US and the Caribbean

ECCE REGIONAL ISSUES TO ADDRESS

Implementation of governmental ECD policies in localized settings

- Quality ECCE access and practices
- Child mental health and SEL
- Child trafficking
- Migrant and refugee children

KEY INTERNATIONAL/NATIONAL DATES TO HIGHLIGHT

- International Day of Education- January 24
- International Day of Play- June 11
- World Refugee Day- June 20
- World Peace Day/International Day of Peace- September 21
- World Teacher's Day- October 5
- International Day of the Girl Child- October 11
- World Children's Day- November 20
- Human Rights Day- December 10
- International Migrants Day- December 18

4.1.3. Funding and Financing Working Group

During the 2024 OMEP World Assembly and Conference in Bangkok, Asiya Foster, Regional Vice President for North America and the Caribbean, presented a proposal to create a Fundraising and Finance working group to help strengthen the financial foundations of our global network. In response, the Fundraising and Financing Working Group was formed, co-led by Asiya Foster (OMEP EXCO) and Cate Carroll-Meehan (OMEP UK). The mission of the working group is to equip every National Committee with the tools, strategies, and partnerships needed to thrive financially and fulfill OMEP's vision for early childhood education worldwide. The objectives established for the working group include:

Identifying resources, management strategies and enhancing transparency

- Establishing sustainable growth and capacity-building measures
- Leveraging collective impact and improving fundraising strategies
- Enhancing risk mitigation
- Building collaborative partnerships (regionally and internationally)
- Ensuring the provision of necessary funds to sustainably support OMEP's strategic plan implementation

In September, EXCO provided a summary to all National Committees outlining the discussions regarding OMEP's financial situation that were discussed in Bangkok, along with a copy of the meeting minutes and a formal introduction of the Fundraising and Finance working group. Regional virtual coffee meetings were also planned to provide National Committees an opportunity to ask further questions regarding OMEP finances and the newly established working group. In November, a 24-question survey was sent to all OMEP National Committee leadership teams to gather information on their current financial and fundraising practices, ensuring that we can continue advocating for young children's rights and education. The survey was completed by 44 National Committees, giving a response rate of 55%. Submissions by region included:

- Asia, 8 of 14
- Africa, 9 of 15
- Europe, 12 of 29
- Latin America, 11 of 17
- North America and the Caribbean, 2 of 4

In December, during the Extraordinary Assembly, the Fundraising and Finance working group shared summarized data from the completed surveys and encouraged interested members

to join the working group and provide additional expertise. However, no new members were added in 2024. The delivered presentation can be found [here](#)

The working group held two planning meetings in 2024 prior to the Extraordinary Assembly, one on September 16th and the other on October 8th.

4.2. Actions taken by National Committees in the area of Organization

4.2.1. Participation in the OMEP World Assembly in Bangkok, the World Conference and the Regional Assembly

54% of NCs that submit the 2024 report participated in the OMEP World Assembly in Bangkok.

AFRICA

Ghana, Nigeria, Morocco

ASIA PACIFIC

Australia, Hong Kong - China, Japan, South Korea, Singapore, Thailand

EUROPE

Bulgaria, Croatia, Czech Republic, France, Greece, Iceland, Israel, Italy, Portugal, Russia, Slovakia, Slovenia, Sweden, Türkiye, United Kingdom

LATIN AMERICA

Mexico, Panama, Uruguay

NORTH AMERICA AND THE CARIBBEAN

Canada, United States

69% of NCs that submit the 2024 report attended the Regional Assemblies.

AFRICA

Cameroon, Ghana, Nigeria, Sierra Leone

ASIA PACIFIC

Hong Kong - China, Japan, South Korea, Singapore, Thailand

EUROPE

Belgium, Bulgaria, Croatia, Czech Republic, Spain, Finland, France, Germany, Greece, Iceland, Israel, Italy, Portugal, Slovakia, Sweden, Türkiye, United Kingdom

LATIN AMERICA

Argentina, Chile, Ecuador, El Salvador, Mexico, Panama, Peru, Uruguay

NORTH AMERICA AND THE CARIBBEAN

Canada, United States

4.2.2. Participation in other national and international activities

AFRICA

OMEP Cameroon worked with other partners: “Peace For Ever” enabled children to participate in international peace exchanges; it collaborated with Prader Willy and Rare Diseases Central Africa on the “OMEP Kids Club” to raise awareness among parents about the need to consider children with special needs.

ASIA PACIFIC

OMEP Singapore chaired the Child Care Symposium workshop.

EUROPE

OMEP Belgium carried out Job Shadowing activities (direct job shadowing) among linguistic communities, study visits in all linguistic communities, and a local research seminar (systematic review).

OMEP France participated in numerous international events, including the OMEP Europe Conference in Kristianstad (UNESCO Symposium on the Use of the ECCE Academy App in France and Canada), the First UNESCO World Conference on Education Statistics in Paris, the 30th anniversary of the Salamanca Declaration, the International Congress on Neuroscience and ECCE, and others. It also organized symposia and webinars on inclusive education and educational rights.

LATIN AMERICA

OMEP Argentina organized and participated in intersectoral events on early childhood development, hosted a seminar in cooperation with FLACSO, and attended the first Education Congress organized by the Municipality of San Martín.

OMEP Chile, in conjunction with the Undersecretariat of Early Childhood Education, organized an international seminar on play and childhood participation and a regional seminar for the Maule Region Preschool Education Intendancy.

OMEP Uruguay issued statements on child vulnerability in contexts of violence, highlighting the increase in homicides of children and adolescents in the country, and participated in the XVII Early Childhood Meeting of OMEP Argentina.

NORTH AMERICA AND THE CARIBBEAN

OMEP USA participated and attended meetings held by the Regional Vice Presidents and webinars conducted by the Region’s National Committees.

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

More than 90% of participating NCs were satisfied with the relationship established with their Regional VP during 2024.

4.2.4. Assessment of the Strategic Plan: easiest and most difficult axes to work on

Most committees identify work in the Education area as more accessible, as it is directly linked to the professional and academic experience of its members and often relies on established resources, networks, and knowledge. The use of technologies, which has allowed for expanded participation through webinars, panels, and dialogues, is also cited as a facilitator.

The Education for Sustainable Development (ESD) axis also appears as a notable area of action, especially where there is participation in Erasmus+ projects, use of the OMEP-ESD scale, or institutional experiences with educational centers. In some cases, policy advocacy was also considered accessible when the committee is part of national networks or has ties to child-related authorities.

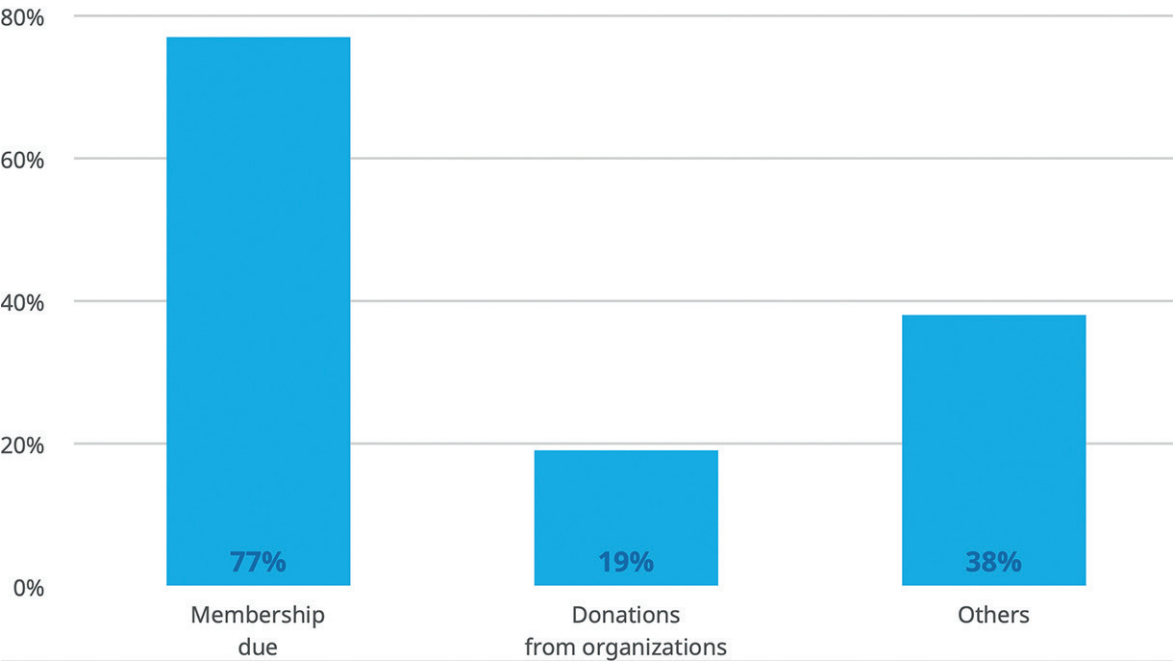
The Political Advocacy axis was mentioned as the most challenging, due to multiple factors: lack of access or dialogue with authorities, national political instability, and the difficulty in publicly positioning oneself on sensitive policies. Another limitation highlighted is the limited influence on established state agendas, especially in centralized or authoritarian contexts.

Likewise, many committees noted that Knowledge Management is complex due to a lack of time, human resources, and technical capabilities to produce and disseminate materials. Economic constraints, overburdened volunteer workloads, and communication and connectivity difficulties, especially in rural or conflict-affected contexts, were also mentioned as cross-cutting barriers.

This information highlights the need for differentiated support for committees based on their context, strengthening horizontal collaboration among peers, and investing in capacities for advocacy and the collective production of knowledge, which are key to advancing the achievement of OMEP’s strategic objectives.

4.2.5. Sources of financing and resources. Strategies to expand sources of financing and resources. Payment of annual fees

SOURCES OF FINANCING



Regarding funding sources, 77% of NCs report receiving funds through membership dues from OMEP members, this being the most frequently mentioned source. It is followed by “Donations from organizations” with 19%.

The “Other” category includes various sources, such as participation in competitions, workshops, agreements with foundations to develop projects, government/institutional subsidies, specific fundraising activities, and rentals.

STRATEGIES TO EXPAND SOURCES OF FINANCING

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

AFRICA

The NCs in the region face very diverse conditions regarding resource management. Some have been unable to develop financing strategies due to a lack of institutional structure, such as the absence of a headquarters or operational team to facilitate sustained work.

However, other committees have taken concrete steps to raise funds, such as organizing workshops, charity events, and donation campaigns aimed at members, family members, friends, and businesses. Mechanisms such as membership fees, paid training, and proposal writing have also been used to seek support from partner organizations or strategic partners.

These strategies, although uneven in scope and consolidation, demonstrate the potential and commitment of African committees to advance the sustainability of their actions, even in challenging contexts, through networking, creativity, and community work.

ASIA PACIFIC

The NCs in the region reported that financing strategies have been modest and timely. Some committees have not developed specific actions, while others have focused on increasing membership by disseminating OMEP activities.

Workshops were also organized for educational and fundraising purposes, and souvenirs and publications were produced for sale. These actions reflect an approach tailored to local capabilities, with potential for growth.

EUROPE

In the European region, OMEP national committees have implemented various funding strategies, combining public and private resources, as well as their own activities. Highlights include receiving grants from foundations such as the King Baudouin and Prince Philippe Foundations, as well as participating in Erasmus+ projects and other public calls in cooperation with networks and associations.

They have also generated revenue through conferences, training, webinars, and membership fees, including exclusive service packages for members. They have also generated revenue through conferences, training, webinars, and membership fees, including exclusive service packages for members.

However, some committees are facing significant financial pressures due to low membership revenue and reduced state funding. This has led to adjusting activities and actively seeking new sources of financial support, including contacts with political authorities and partnerships with educational institutions.

LATIN AMERICA

The NCs in the region declare that they have implemented strategies focused on strengthening membership as the main source of funding. This includes actions such as sending personalized emails to update payments, membership expansion campaigns, and, in some cases, increasing membership fees.

In addition, some committees have sought strategic alliances with organizations and participated in specific projects, such as the My Patio Is the World Award with the Arcor Foundation, which has helped consolidate their work and increase their visibility on social media. Projects in the field of early childhood have also been presented, and attempts have been made to access national and international consulting firms to finance operating expenses.

Although in several cases funding continues to depend almost exclusively on dues, these actions demonstrate a commitment to diversifying revenue sources and strengthening institutional ties as a way to sustain the committee's activities.

NORTH AMERICA AND THE CARIBBEAN

Of the NCs in the region, only Canada and the United States reported on their financing strategies. In the case of OMEP Canada, a series of free live webinars was organized, but access to the recordings was tied to membership and payment, which incentivized new members and generated sustainable revenue.

For its part, exploratory talks regarding possible subsidies and financial support were mentioned in the United States, although no specific actions implemented so far were detailed. These experiences reflect emerging approaches with room for consolidation, especially through institutional strengthening and diversification of revenue sources.

PARTICIPATION IN THE FINANCING WORKING GROUP

A total of 35 OMEP National Committees participated in the survey launched in 2024 by the Working Group on Funds and Financing, demonstrating positive feedback and shared concern about the economic sustainability of the organization's actions.

However, only 16 committees expressed interest in joining the working group in 2025, compared to 33 that did not. This difference suggests that, while there is awareness of the importance of financing, there are still concerns or limitations regarding active participation, underscoring the need to strengthen communication, clarify the group's functioning, and offer support to broaden and diversify participation in this strategic space.

PAYMENT OF ANNUAL FEES

Of the National Committees that reported, 37 confirmed they had paid the 2024 global annual fee, while 14 indicated they had not. Among those who did not make payments, the main reasons cited were economic difficulties, unstable situations, or a lack of information about institutional commitments. Some responses express the intention to regularize the situation during the course of the year.

Overall, these data show partial fulfillment of the financial commitment and highlight the need to strengthen institutional support, improve communication, and, above all, learn and implement new fundraising mechanisms, both locally and internationally. It is essential that committees explore creative and sustainable strategies to fund their activities and ensure their participation in the life of OMEP, promoting a more equitable, active, and resilient organization.

4.2.6. Incorporation of new members and young members

Of those reported, 34 NCs reported having added new members, while 20 indicated that they had not. The strategies used by the committees that successfully recruited new members ranged from personal invitations, social media outreach, and direct contact with educational institutions to organizing open activities such as workshops, conferences, and seminars, often making access to active membership conditional.

These results demonstrate a sustained effort by several committees to strengthen their membership, although they also show that a significant portion has not yet been able to expand its membership. This underscores the need to share best practices and continue promoting joint actions to support committees facing the greatest challenges.

On the other hand, the NCs reported the participation of young members. The numbers vary widely across countries, from committees with one or two young people to others with more than fifty. Some responses reflect difficulties in defining the term "youth" or accurately counting youth, suggesting the need to establish common criteria and improve registration mechanisms to strengthen youth participation within the organization.

During 2024, 28 NCs developed strategies to include young people on their boards, while 22 did not. The actions implemented ranged from the creation of children's clubs and volunteer programs to directly inviting students, young professionals, and new teachers to participate in activities, join work teams, or take on positions as members.

These experiences demonstrate progress toward generational renewal in several committees, although a significant proportion of committees still have not prioritized this dimension. It is essential to continue promoting youth leadership as a central component of institutional sustainability, sharing best practices and designing specific youth inclusion strategies.

4.2.7. Impact of the action of the National Committees in the area of Organization: achievements and challenges

AFRICA

The NCs in the region have achieved important achievements in the area of youth participation, although they are still in their infancy. Highlighted actions include awareness-raising campaigns, for example, on the inclusion of children with specific needs, the distribution of recycled educational materials in schools, and the promotion of peace through international exchanges between children. Other achievements are the regular organization of meetings, the recruitment of new national leaders, the submission of funding requests, and the recognition of members who have assumed national leadership roles, such as the case of a former president who was appointed minister.

However, the committees face significant structural and contextual challenges. These include difficulties in mobilizing young people, apathy or low participation among members, failure to pay dues, and severe financial limitations that prevent the organization from sustaining its activities. Added to this are obstacles such as a lack of legal recognition, insecurity, poverty, and inflation, and the need for more information and support from the World Committee to advance their goals. These challenges reflect the urgent need to strengthen institutional support, solidarity between committees, and the creation of sustainable strategies to ensure youth inclusion and empowerment in the region.

ASIA PACIFIC

The NCs in the region reported the addition of new members as their main achievements, with some committees adding between 30 and 40 people in the last year, which represents progress in expanding their membership. Also notable is the strengthening of internal relationships within some committees, such as in Thailand, where collaborative work with trust and a spirit of solidarity is emphasized.

Challenges cited include a lack of active members, difficulty attracting young people, and tensions stemming from cultural and intellectual differences between countries in the eastern and western parts of the region. Furthermore, since some national higher education institutions prefer not to engage with NGOs like OMEP, the need for more inclusive, intercultural, and collaborative strategies to strengthen youth participation and regional integration is evident.

EUROPE

The NCs in the region have developed various actions aimed at youth participation and institutional strengthening. Among the most notable achievements are the organization of in-person conferences and seminars, the creation of active local branches, the development of communication tools (such as social media and websites), and the inclusion of young researchers and students in organizational and training activities. Participation in initiatives such as job shadowing, visits to innovative educational centers, and the Kristianstad regional assembly is also

valued. Some committees have managed to build a more recognizable national identity, which has helped improve participation and attract new members.

However, the challenges are significant and varied. They mention teacher workloads, a lack of time and resources, the difficulty in attracting new members in the field of social care and education, and the need to better communicate the benefits of belonging to OMEP. Technological gaps also persist in some educational institutions, affecting participation in virtual activities. In crisis contexts such as armed conflict in some countries, efforts have focused on safeguarding the safety and well-being of children, which limits the development of other actions. Despite these difficulties, there is a commitment to continue moving forward, consolidating networks and spaces for youth participation.

LATIN AMERICA

The NCs in the region report that they have achieved significant success in expanding and energizing their work teams. Highlights include the formation of youth membership groups that visit teacher training institutes to present the organization, as well as the reactivation of student chapters. Several committees have developed workshops, seminars, and academic events that have been well-received by early childhood students and teachers. Agreements have also been signed with educational institutions, and the country's territorial and administrative presence has been strengthened, as in the case of OMEP Uruguay. At the regional level, there is a committed and coordinated effort among committees, with joint actions in support of children.

Among the most noted challenges are the financial difficulties in meeting membership and funding activities, as well as the need to increase revenue and build sustainable partnerships. Several committees face barriers to engaging young people, especially in contexts where incentives or compensation are not available. Challenges also include updating statutes, renewing leadership, and the need for new generations of educators to recognize the historical and current value of OMEP in their countries. In this context, it is key to continue strengthening communication, financial sustainability, and the political and pedagogical training of members.

NORTH AMERICA AND THE CARIBBEAN

The NCs in the region reported achievements related to institutional strengthening, detailed in other sections of the report, especially about knowledge management, organization of activities, and network expansion.

Some committees agree that the main challenges are the lack of time, participation, and sufficient human resources. In Canada, it is recognized that the workload is high and that more people would need to be involved. In the United States, the difficulty in sustaining the active commitment of members is highlighted. These limitations impact the possibility of expanding and diversifying actions, especially in relation to youth participation.

5. Communication

Communication is a strategic and transformative tool, indispensable for strengthening OMEP's political, pedagogical, and institutional actions. It cuts across all areas of the Strategic Plan, enhancing understanding, buy-in, collective leadership, and the organization's impact capacity. From this perspective, communication not only transmits information, but also **mobilizes meaning, builds community, and promotes the right to participation**, fostering the construction of a coherent, plural, and grounded global voice, in dialogue with the challenges facing early childhood around the world.

Communication at OMEP is based on two main components:

- The pedagogical component: aimed at raising awareness, training, and disseminating relevant knowledge about ECCE, children's human rights, and global agendas, using accessible languages and diverse formats.
- The dialogic component: this enables **democratic, horizontal, and ongoing dialogue** both within the organization, between the World Executive Committee, national and regional committees, and individual members, and externally, with other organizations, governments, social networks, and educational communities.

In line with the commitments made in the **Tashkent Declaration (2022)**, OMEP's communication promotes international cooperation, solidarity among peoples, and the strengthening of platforms and networks working for the right to early childhood care and education. Within this framework, an institutional Communications Plan is consolidated, managed by a professional team, with clear objectives, priority audiences, positioning strategies, and tools appropriate for each context.

Channels and formats have been diversified to achieve greater impact: newsletters, articles, campaigns, seminars, webinars, graphic pieces, audiovisuals, and social media content, with a consistent institutional style and a narrative based on human rights, inclusion, sustainability, and peace.

Strengthening OMEP's communication capabilities at all levels—global, regional, and national are essential for enhancing its legitimacy, expanding its reach, and generating greater ownership of its messages among key stakeholders in the educational community and society at large.

5.1. EXCO Work in the Area of Communication

5.1.1. Actions of the World Presidency in the Area of Communication

Reported by the World President, Mercedes Mayol Lassalle, Blog editor, Vanina Figule, and Gonzalo de la Cuadra Reveco, head of communications.

During 2024, the institutional communication strategy of OMEP was further strengthened, prioritizing clarity, coherence, and alignment with the organization's global priorities. Communication actions focused on improving access to information, supporting key initiatives, and increasing visibility of OMEP's positions in the international arena.

A political-pedagogical, multilingual, and collaborative approach was maintained, with content related to human rights, sustainability, child participation, and monitoring of the Tashkent Declaration. Specific efforts were made to support the organization of the 2024 and 2025 World

Conferences, as well as the dissemination of priority institutional projects such as the Playroom initiative and the launch of the ECE Academy app.

The year was marked by the consolidation of communication work, with special emphasis on coverage of the WAC 2024, developing actions before, during, and after the event. In parallel, early planning for WAC 2025 was initiated. The deployed strategy strengthened OMEP's presence in the international public sphere and was positively valued by allied organizations and institutional actors committed to the defense of early childhood.

COMMUNICATION OF THE WORLD CONFERENCES: WAC 2024 AND WAC 2025

One of the main pillars of the Communication area in 2024 was the strategic support for the organization of the OMEP World Conference (WAC 2024). A visual identity and multilingual dissemination strategy was designed and implemented, including more than 44 graphic and audiovisual materials, translated into Spanish, English, French, and Chinese, aiming to expand the international reach of the event.

Anticipating possible logistical difficulties for in-person participation from Latin America and Europe, specific actions were deployed to encourage the presence of delegations from Asia, thereby fostering a more diverse representation. Collaboration with the national organizing committee was more intense than usual due to various unforeseen circumstances, in this context, the World Presidency reinforced communication actions with an agile and adaptive approach.

Examples of initial WAC 2025 materials: [ES](#) / [EN](#) / [FR](#) / [CH](#)

After the conclusion of WAC 2024, joint work with the National Committee of Italy began immediately to develop WAC 2025. In October 2024, the first communication materials were released, allowing for an early and planned institutional presence. Examples: [1](#), [2](#), [3](#)

OMEP WEBSITE

During 2024, the expansion and improvement of OMEP's institutional website (www.omepworld.org) continued, with the aim of enhancing accessibility, navigability, and ongoing updates. Special attention was given to optimizing the site for mobile phone use, recognizing that much of the access to information is made through these devices. Additionally, pages dedicated to institutional projects were created and improved, ensuring content was published in the three official languages: Spanish, English, and French. Maintaining the website required sustained effort to guarantee clear, updated, and culturally relevant information.

COMMUNICATION SUPPORT FOR THE WORLD PRESIDENT'S INTERNATIONAL AGENDA

As a key institutional figure and visible representation of OMEP, the World President actively participated in multiple activities held in various countries throughout 2024. The Communication area provided ongoing support to this agenda through the production and dissemination of messages, photographs, flyers, social media posts, informative notes, and audiovisual materials in the three official languages.

This work helped to highlight OMEP's sustained commitment to defending the right to education and integral development from early childhood, as well as strengthening the organization's public presence in international debate spaces.

Among the notable events covered were:

- UNESCO World Education Meeting 2024, in Brazil.
- 4th Pan-American Forum of Children and Adolescents, part of the 22nd Pan-American Congress of Children and Adolescents, in El Salvador.
- 17th Early Childhood Education Meeting "Dialogues and Proposals for Transformative Early Childhood Education," in Argentina.

- Constitution of the Technical Advisory Group at UNESCO, reflecting the necessary alliances and collaborations to advance the implementation and monitoring of ECCE commitments and policies.

Throughout the year, various activities related to monitoring the Tashkent Declaration and Action Commitments were also supported, including:

- Dissemination of materials and specific graphic campaigns.
- Publication of articles on the institutional blog and social networks.
- Production of multilingual audiovisual content on the role of governments, civil society, and international organizations.
- Participation of the World President in dialogue spaces with key international system actors, emphasizing the importance of ECCE on the post-2030 global agenda.

These actions reinforced the visibility of the Tashkent process and contributed to maintaining its centrality in OMEP's political advocacy.

INSTITUTIONAL BLOG "RIGHTS FROM THE START"

In 2024, editorial work on OMEP's blog, "Rights from the Start," continued, consolidating it as a multilingual space for critical reflection and the exchange of ideas on early childhood education and care.

A smooth coordination with the translation team was maintained to ensure publication in the three official languages (Spanish, English, and French), guaranteeing both accessibility and fidelity to the original content. In parallel, the editorial team managed the call for authors and the review of submitted articles, maintaining a rigorous process consistent with institutional quality standards.

Among the year's highlighted publications are:

The Rights of Children in 2024: Alert! by Michèle Olivain

Comprehensive Policies for Early Childhood: Literacy and Digital Technologies as Tools for Equity by Tamara Vinacur (Education Specialist, IDB Argentina) and Cora Steinberg (Education Specialist, UNICEF Argentina)

Beyond Neuroscience and Economics: Transforming Early Childhood Education by Mercedes Mayol Lassalle – OMEP World President, Gilles Petreault – OMEP France President and OMEP Representative to UNESCO, and Anouk Pernot – OMEP France Communication Team

The Legacy of the Founders: Celebrating Enriqueta by Elizabeth Ivaldi

After Tashkent, Much Remains to Be Done... by Gilles Petreault, OMEP Representative to UNESCO

COMMUNICATION CAMPAIGNS

Throughout 2024, several communication campaigns were developed to highlight OMEP's priorities and strengthen recognition of early childhood education and care as a fundamental human right. These campaigns included graphic, audiovisual, and narrative content produced in the three official languages, disseminated through the website, social networks, and other institutional channels.

- The topics addressed focused on:
- The pedagogical identity of early childhood education.
- The call to strengthen public policies from a rights-based approach.
- Promotion of seminars, workshops, and virtual events.
- Visibility of strategic projects promoted by OMEP worldwide.

TOY LIBRARIES

This project was supported by intensive production of audiovisual materials aimed at publicizing its objectives, methodologies, and experiences in various regions worldwide. These ma-

materials were designed to reinforce the project's dissemination, facilitate its appropriation by National Committees, and promote new local implementations.

Examples: [1](#), [2](#), [3](#)

SUSTAINABILITY FROM THE BEGINNING – ECE ACADEMY APP

On the occasion of the launch of the ECE Academy application, a communication campaign was carried out presenting this new digital tool as a resource for teacher training, pedagogical reflection, and the promotion of sustainable practices in early childhood. The campaign included promotional videos, explanatory graphics, and usage tutorials, accessible in the three official languages. Examples: [ES](#), [EN](#), [FR](#)

FOLLOW-UP TO THE TASHKENT DECLARATION

Specific campaigns were implemented to support the monitoring process of the commitments assumed in the Tashkent Declaration. These included institutional messages, graphic materials, and videos about the role of States, civil society organizations, and international alliances in the transformation of Early Childhood Care and Education (ECCE). Examples 1: [Es](#), [En](#) and Examples 2: [Es](#), [En](#)

CAMPAIGN “EARLY CHILDHOOD CARE AND EDUCATION ARE FUNDAMENTAL HUMAN RIGHTS FROM BIRTH”

Under this central message, various communication pieces were developed to reaffirm the rights-based approach guiding OMEP's work. The content — graphic, audiovisual, and narrative — focused on defending the right of all children, from birth, to receive quality care and education. The campaign was articulated with other political advocacy initiatives and was disseminated in the three official languages through institutional channels. Examples: [ES](#), [EN](#), [FR](#) and 2: [ES](#), [EN](#)

CAMPAIGN “THE HISTORY OF OMEP'S 75TH ANNIVERSARY AND THE UNIVERSAL DECLARATION OF HUMAN RIGHTS”

In 2024, a commemorative campaign was developed linking OMEP's historical trajectory with the 75th anniversary of the Universal Declaration of Human Rights. The initiative included the production of audiovisual content in Spanish and English, narrating OMEP's institutional journey in defending and promoting children's rights globally.

Examples: [Spanish version](#), [English version](#)

This campaign sought to reinforce institutional memory, highlight the organization's ethical commitment, and strengthen the connection between early childhood education and international human rights frameworks.

OTHER CONTENT

Within OMEP's sustained commitment to the strategic area of Education, content was disseminated related to two consolidated initiatives in the field of Education for Sustainable Development:

- 6th Annual Student Competition on Education for Sustainable Development, aimed at teacher training students and educators;
- 15th Annual Award for Education for Sustainable Development, aimed at recognizing outstanding projects presented by OMEP National Committees.

Both initiatives included specific communication campaigns for their calls, promotion, and dissemination of results, integrating into the organization's overall institutional visibility strategies.

CELEBRATION OF INTERNATIONAL DAYS

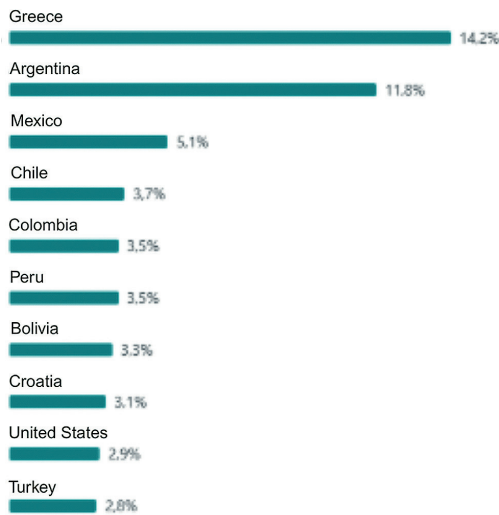
During 2024, OMEP developed specific campaigns to commemorate International Days promoted both by the organization and by the United Nations system. These campaigns included the production of graphic, audiovisual, and narrative publications, as well as the dissemination of activities carried out by various National Committees. The content was published in Spanish, English, and French, reflecting OMEP’s commitment to promoting children’s rights and building a culture of peace, equity, and sustainability.

Some of the highlighted dates were:

- World Play Day [ES](#) / [EN](#) / [FR](#)
- Human Rights Day [EN](#) / [ES](#)
- International Day of Peace [1](#) / [2](#)
- International Women’s Day [ES](#) / [EN](#) / [FR](#)
- World Teachers’ Day
- Handwashing Day
- Universal Children’s Day [ES](#) / [EN](#) / [FR](#)

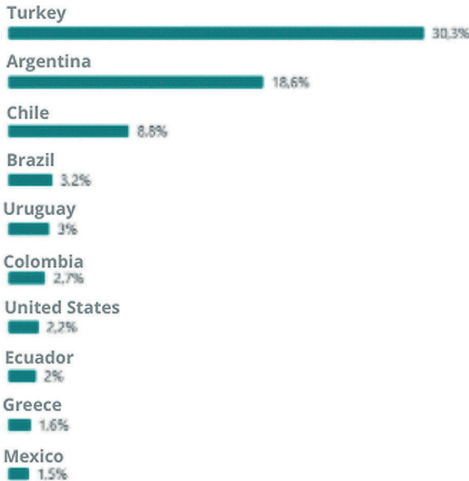
Facebook: countries with greatest interaction

Main countries

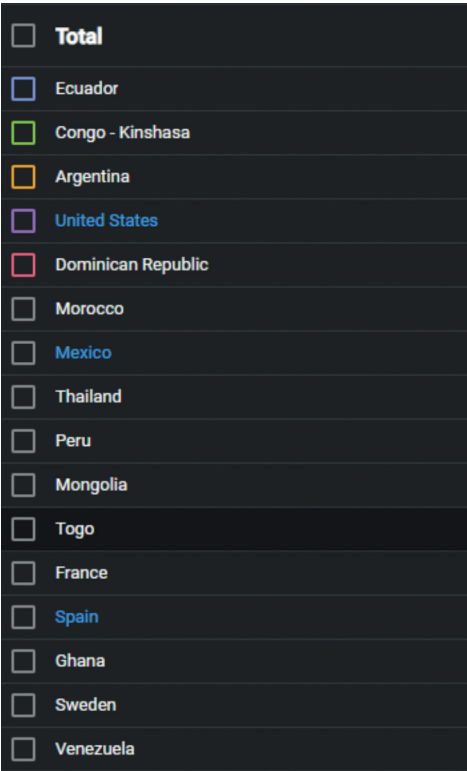


Instagram. Countries with greatest interaction with our content

Main countries



YouTube: countries with greatest interaction with our content



OMEP INTERNATIONAL SEMINAR SERIES

During 2024, the international seminar series organized by OMEP continued, with the aim of highlighting relevant knowledge, approaches, and experiences on issues affecting early childhood and their rights.

These virtual meetings served as a strategic tool for communication and political advocacy, while strengthening OMEP's ties with specialists, researchers, and representatives of educational and cooperation institutions around the world. The series also served to amplify the organization's pedagogical voice, generating spaces for collective reflection and the circulation of knowledge in different languages and contexts.

2024 VIDEOS AVAILABLE ON OMEP'S YOUTUBE CHANNEL

La historia del 75° aniversario de la OMEP y de la Declaración Universal de los Derechos Humanos <https://youtu.be/oXReBBBBjOo>

L'histoire du 75ème anniversaire de l'OMEP et la Déclaration universelle des droits de l'homme. https://youtu.be/GoT1CxFC1_U

Keeping the Promise: Leave No One Behind! Social Protection Responses to Forcibly Displaced Children. <https://youtu.be/SisdFp5ejnA>

Social protection for forcibly displaced children: a call to action (Jessica Essary, OMEP). <https://youtu.be/KcXihapx9UI>

Protección social niños desplazados por la fuerza: un llamado a la acción (Jessica Essary, OMEP). <https://youtu.be/s0a5Bl8cxdc>

Mercedes Mayol Lassalle (OMEP World President) Dissertation in the 76° OMEP World Conference. <https://youtu.be/s0a5Bl8cxdc>

Rokhaya Fall Diawara (UNESCO Headquarters, Paris) Dissertation in the 76° OMEP World Conference. <https://youtu.be/nre0AtapOPI>

Myo-Zin Nyunt (Deputy Regional Director, UNICEF East Asia) in the 76° OMEP World Conference. <https://youtu.be/04MF5J9ZJEA>

Sheldon Shaeffer (Asia Pacific Regional Network for Early Childhood) in the 76 OMEP World Conference. <https://youtu.be/armTVJKbUjY>

Betzabe' Butron, Former WHO Advisor on Child's Health in the 76° OMEP World Conference. <https://youtu.be/armTVJKbUjY>

Tuenjai Kongsombat (Inspector General of the Ministry of Social Development and Human Security). <https://youtu.be/oQS3CluPob8>

Mathias Urban, University of Dublin in the 76° OMEP World Conference. https://youtu.be/_T9193awnKc

Kyungah Bang, UNESCO Bangkok in the 76° OMEP World Conference. <https://youtu.be/woe1-iihNRU>

Asiya Foster, OMEP VP for North America and the Caribbean in the 76 OMEP World Conference. <https://youtu.be/AtNoren569U>

Phra Anil Sakya, Assistant Secretary to His Holiness Supreme Patriarch of Thailand. <https://youtu.be/h1Fi5C3jFZ4>

SOCIAL MEDIA AND OUTREACH METRICS

Social media is a central tool in OMEP’s communications strategy, enabling direct, dynamic, and continuous reach to a diverse audience around the world. In a context where much of social, informational, and professional life takes place on digital platforms, these networks offer an accessible window to showcase institutional work and connect with key audiences. Key metrics for evaluating the impact of this presence include reach (number of people who viewed content) and **interactions** (reactions, comments, shares, and other forms of engagement).

OUTREACH OF ALL SOCIAL MEDIA	INTERACTIONS WITH CONTENT
318.812	16.141
NUMBER OF VIEWS OF OUT CONTENT	REACTIONS, COMMENTS, SHARES

Social media is an essential tool in OMEP’s communications strategy, strengthening institutional visibility and generating engagement with diverse audiences. Engagement analysis (interactions such as views, reactions, comments, and shares) allows us to evaluate the impact of posts and guide future actions.

2024 CONSOLIDATED DATA

PLATFORM	OUTREACH	ENGAGEMENT (INTERACTIONS)
FACEBOOK	180.591	10.535
INSTAGRAM	53.325	3.534
YOUTUBE	63.252	388
TWITTER/X	21.644	1.684
LINKEDIN	1.128 (followers)	
BLOG	-	Individualized data per article

One of the most read articles this year was *“After Tashkent, Much Remains to be Done...”* by Gilles Pétreault.

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

AFRICA

Reported by the Regional Vice President: Nyamikeh Kyiamah

STRATEGIES TO IMPROVE OMEP'S PUBLIC IMAGE AND OUTREACH

I encouraged the committees, both National and Prep Committees, to celebrate OMEP celebration days by reminding them and giving them suggestions in terms of activities they can do with the children on those days to help project the image of OMEP in their countries.

- World Read Aloud Day Feb 2024
- World Play Day – 28 May 2024
- Global Handwashing Day – 15 October 2024
- Universal Children's Day – 20 November 2024

USE OF DIGITAL PLATFORMS AND MEDIA FOR ADVOCACY AND DISSEMINATION

WhatsApp groups are used a lot for sharing information.

ASIA PACIFIC

Reported by the Regional Vice President: Sandie Wong

DECLARATION DEL DECADE FOR EARLY CHILDHOOD CARE AND EDUCATION

All countries in the OMEP Asia-Pacific region were reminded of their commitment to the Declaration made at the 2024 World Congress. All countries were asked to share how they have lobbied in their respective countries for the establishment of a UN Decade of Early Childhood Care and Education: OMEP Aotearoa/New Zealand has taken a leading role in supporting advocacy approaches that will continue into 2025.

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

All communications are disseminated. All Facebook pages receive likes and shares.

THE IMAGE OF OMEP

Use of the logo, slogans, ethics: OMEP templates have been shared. Some countries have updated their websites.

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

Communication and connection across the region continue and is supported through quarterly virtual regional meetings. All meetings are documented, and minutes are shared with the region's regional committees and OMEP World.

MEETINGS, INTERVIEWS AND CONTACTS WITH NC

In 2024, the Asia-Pacific region held three virtual meetings (February, June, and October) and one in-person meeting (July) at the World Conference in Bangkok, Thailand. On average, 10 people from seven countries participated in the virtual meetings. Nineteen people from nine countries (Aotearoa/New Zealand; Australia; China; Hong Kong; Japan; Malaysia; Nepal; Singapore; South Korea; and Thailand) attended the in-person meeting.

EUROPE

Reported by the Regional Vice President: Adrijana Višnjić Jevtić

The National Committees (NCs) in Europe actively disseminate communications from World OMEP through various channels, including emails and social media platforms. Invitations to events, such as the Seminar Series, are regularly posted on national websites, shared across Facebook and Twitter, and circulated through blog entries. Blogs are an important communication tool, with several NCs, maintaining their own national blogs while also contributing posts to the OMEP World Blog series.

In recent years, the NCs have enhanced their communication strategies by developing new promotional materials aimed at attracting new members and increasing public engagement. They have expanded their use of social media to promote their activities and have adopted a more strategic approach in promoting conferences, projects, and campaigns. These promotions are often conducted through targeted invitations to universities and other organizations, as well as through press releases and open letters directed at the general public. Many NCs have established protocols for sharing communications received from World OMEP, ensuring information is regularly posted on their national websites and social media channels.

The Vice President (VP) for Europe has complemented these efforts by employing multiple channels of communication, such as web cafés, emails, newsletters, and social media platforms. Regular communication is maintained through the OMEP Europe Facebook page, and important updates are shared via the OMEP European Newsletters, which were distributed twice in March, and October. The VP's personal visits to Poland, Slovenia, Sweden, and United Kingdom have further supported and strengthened local NC activities and built deeper connections with members.

In addition to regular communication, NCs have embraced the visual identity of OMEP by incorporating the organization's logos into their events, publications, and promotional materials. Despite these advances, there are still challenges to be addressed. One priority is the establishment of a European communication group to enable more immediate and coordinated exchanges between NCs. Updating email lists and maintaining accurate contact information is also necessary to ensure smoother internal communication. Furthermore, there is a recognized need to continue efforts to attract more individuals to join OMEP activities and to enhance participation across all committees.

The overall development of communication within OMEP Europe reflects a strong commitment to visibility, collaboration, and growth. With continued improvements and greater integration across national committees, OMEP's mission for early childhood education can be strengthened even further.

LATIN AMERICA

Reported by the Regional Vice President: Desirée López de Maturana Luna

Having a network manager for the region has been a success, as it allows for up-to-date news, dissemination of campaigns, courses, and relevant information from the organization and other sources related to early childhood. This has led to an increase in followers and interest in the information we generate as an organization.

THE IMAGE OF OMEP: USE OF THE LOGO, SLOGANS, ETHICS

This hasn't changed, so, as in previous years, the use of logos, slogans, and ethics was imperative. This commitment has been strengthened in accordance with the guidelines of OMEP World. However, during the current year, the Brazilian committee reiterated the need to modify its logo, because unfortunately, during a previous administration, OMEP's corporate image was misused, violating our organization's normative and ethical codes. As such, today the logo is linked to that episode, which emotionally affects the members of that Committee. **This matter requires an urgent solution.**

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

As already noted, the region has a very efficient communication network, primarily through WhatsApp, Facebook, and Instagram. Emails are the least viewed, and reading is often called WhatsApp.

Another important aspect to highlight is that communication at the regional level was strengthened by the CLADE communications team, which, embracing the reciprocity of our partnership, amplifies the scope of what we need to communicate and disseminate. It's also worth

mentioning that some committees have the tools and expertise to create virtual interviews, videos, podcasts, and other spaces, which they generously share with other committees in the region, giving these events a regional character.

MEETINGS, INTERVIEWS AND CONTACTS WITH NCS

During 2024, conversations were held with almost all of the presidents to review specific situations. Again, as in previous years, there was an urgent need for discussions with the committee presidents of Brazil, Bolivia, Guatemala, and Colombia due to the low participation in regional activities. Also, with Mexico, the committee presidents were asked to continue the work of calling for new elections and convening a new board of directors. There was a positive response with Brazil, leaving a long-time partner familiar with the various contexts of the committee's administration as interim president. The president of Guatemala resigned, and the president of Bolivia did not make any changes. With Colombia, many attempts were made to generate an election and change the leadership to prevent further violations of the statute. During 2024, there was no favorable response, and attempts continued until the first months of 2025.

In general, the relationship with the presidents of the national committees is timely, fluid, and reciprocal in response to requests and needs.

NORTH AMERICA AND THE CARIBBEAN

Reported by the Regional Vice President: Asiya Foster

OMEP NAC will advertise for a communications intern to assist in creating and implementing a viable communications plan for the region that highlights our activities and supports OMEP NAC and National Committee initiatives. A job description has been emailed to National Committee presidents and will be disseminated to OMEP members across the region to encourage undergraduate and graduate student applications.

OMEP-USA updated their website interface to provide a more seamless interactive platform for members to engage with. The new website link can be found at <https://omepusa.org/>

OMEP-Canada provided regular social media communication to publicize their monthly webinar series. Webinar sessions were also recorded and made available to members who were not able to attend the live events.

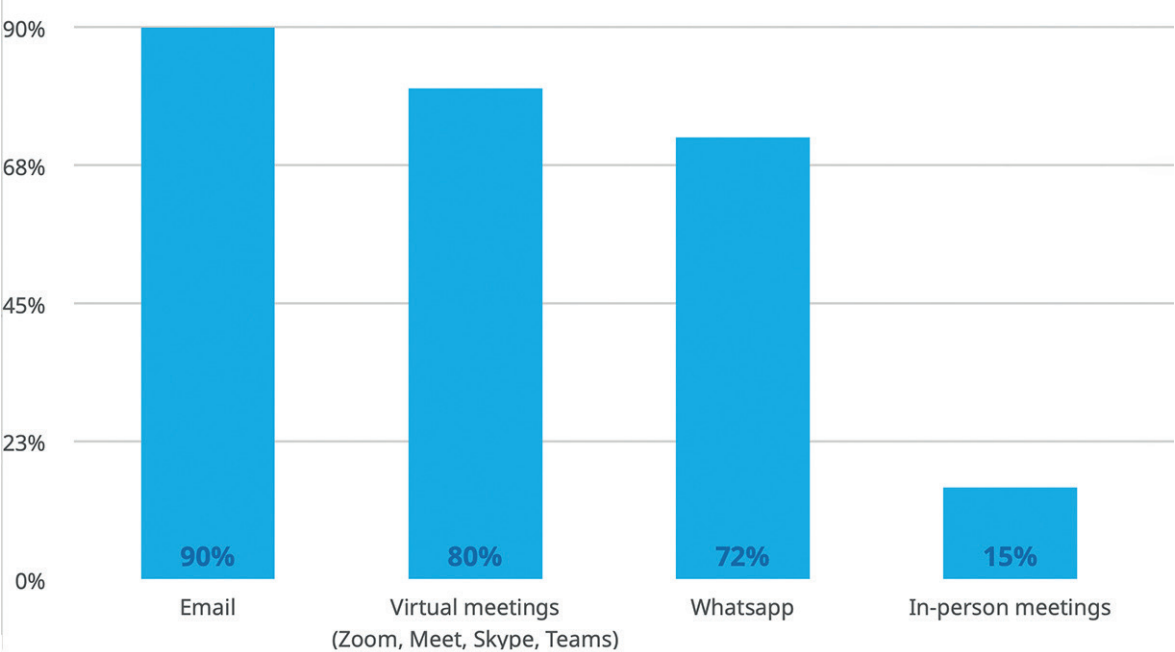
5.2. Actions taken by National Committees in the area of communication

5.2.1. Internal and external communication strategies and national communication plans

71% of NCs implemented a Communication Plan during 2024.

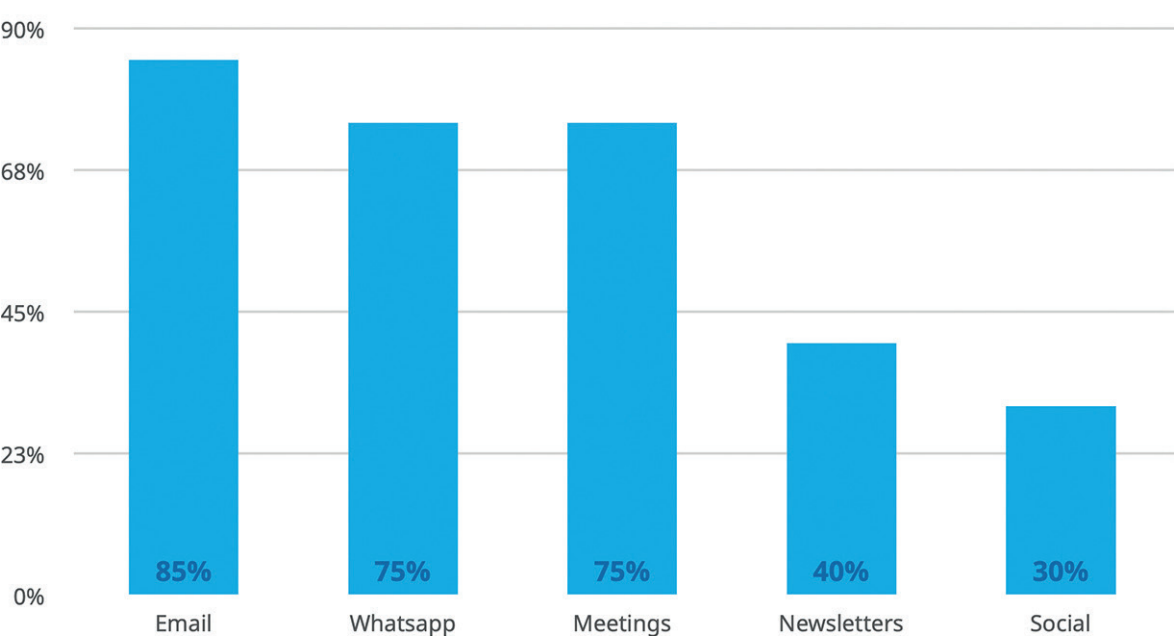
The committees primarily used digital media for their internal communication. The most used strategies were email messages, WhatsApp, and virtual meetings via Zoom, Google Meet, or Skype. Other tools mentioned were Microsoft Teams, Viber, the LINE app, and specific messaging groups. Along with these digital options, several committees maintained more traditional forms of communication such as in-person meetings, phone calls, and written correspondence. The combination of these methods reflects a mixed strategy adapted to local resources and contexts.

Internal communication strategies



To communicate with their members and the community, the committees prioritized the use of email and WhatsApp messages. Virtual meetings via Zoom and Google Meet, as well as the sending of newsletters, were also widely used for external communication. Several NCs pointed to the implementation of complementary strategies such as the use of social media (Facebook, Instagram, LinkedIn), official websites, blogs, and closed groups on platforms like Viber or Teams. Additionally, some experiences included in-person meetings, phone calls, and traditional postal mail, reflecting a blended approach that combines digital channels with traditional media to achieve greater reach and engagement.

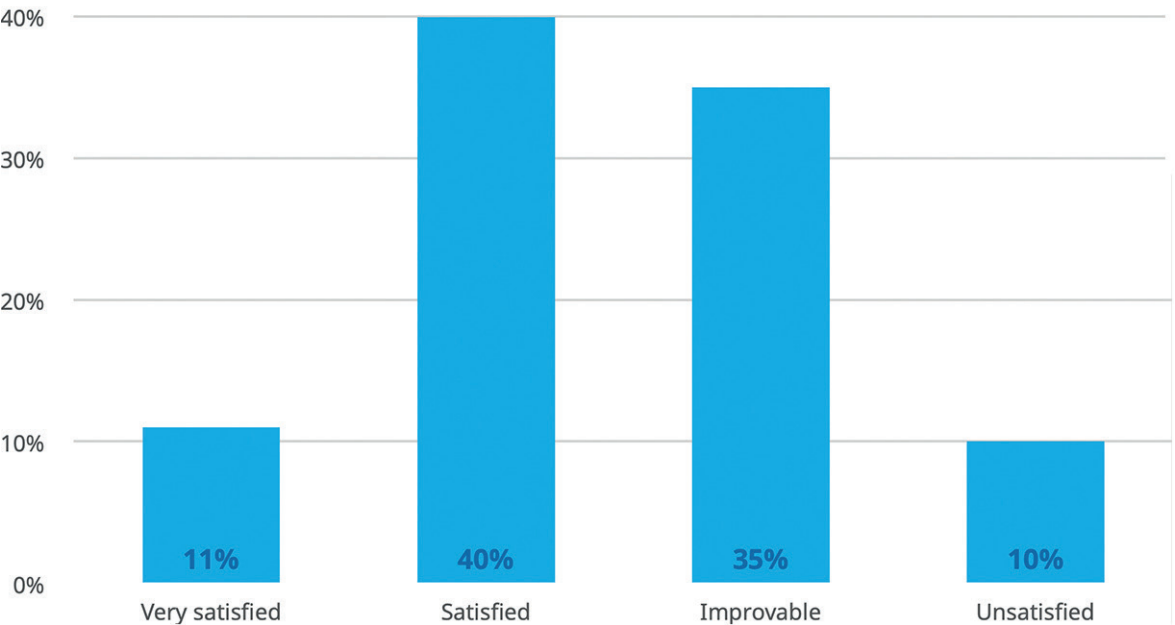
External communication strategies



5.2.2. Assessment of the NC’s strategies to disseminate their activities and their participation in the EXCO’s strategies and proposals

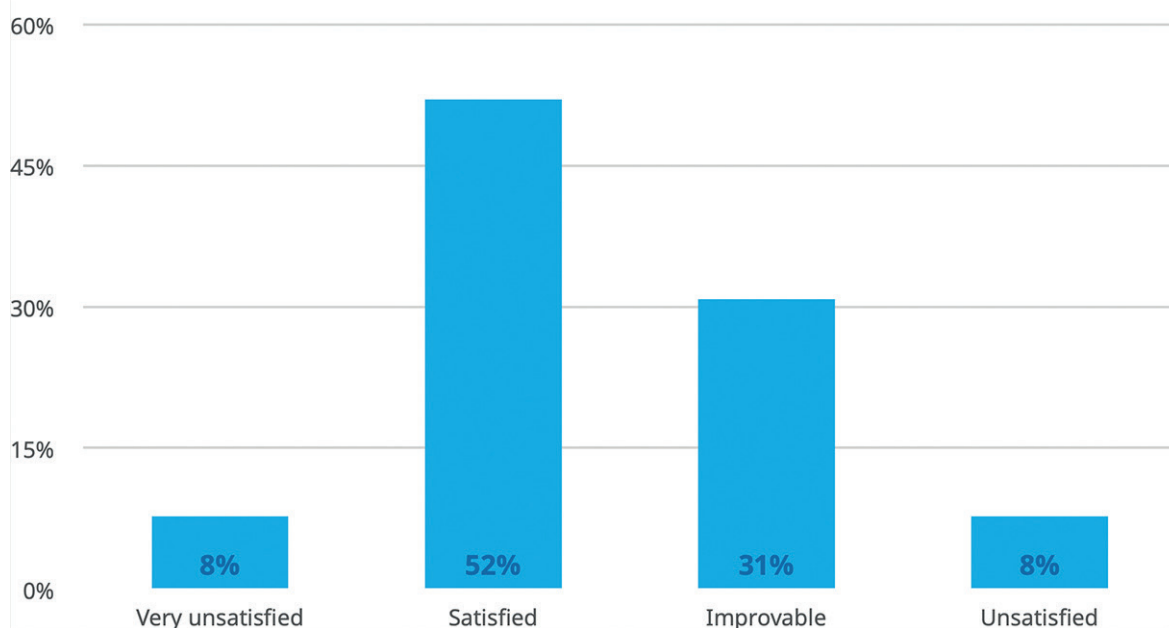
53% of NCs declared themselves satisfied or very satisfied with their own communication strategies. However, almost half considered this aspect still improvable, and less than 10% considered it unsatisfactory. The evaluations reflect both progress and challenges: those who expressed satisfaction highlighted the work on social media, the publication of newsletters, the creation of websites, and direct communication between members. On the other hand, those who gave negative evaluations pointed to obstacles such as a lack of equipment and connectivity, difficulties implementing proposed plans, a lack of specialized personnel, a poor communication culture, and time constraints due to other responsibilities. The need to expand outreach beyond the immediate circle of members and strengthen dissemination channels was also emphasized.

Assessment of the NC’s communication strategies



Most NCs reported having shared OMEP World’s social media posts at least once, although with varying frequencies. Some countries did this regularly or every time a new publication was issued, while others did so only occasionally or rarely. There are also cases where there are no official social media channels or where dissemination is done through personal channels, emails, or internal platforms like WhatsApp. Good practices are observed in several countries, such as the use of newsletters, content translation, and strategic distribution, although there remains a need to strengthen coordination and consistency in digital dissemination to expand the reach of OMEP World’s activities.

Assessment of the OMEP World's communication strategies



The responses reveal, in general, a positive assessment of the communication between the National Committees and the EXCO. In fact, 52% declared themselves satisfied and 7.7% very satisfied, indicating that nearly 60% perceived communication as adequate or excellent. Among the most frequently mentioned strengths were the fluidity and frequency of contact, the effective use of email and WhatsApp, and the willingness, kindness, and commitment of key figures such as the World Presidency, the Regional Vice Presidency, and the Secretariat. Institutional newsletters, the team's accessibility, and the support provided for the development of local plans were also valued. In some cases, the personal qualities of EXCO members, which foster a close and humane relationship, were even highlighted. However, 30.8% considered that communication could be improved and 7.7% rated it as unsatisfactory. Challenges cited included limited advance meeting planning, the need to adapt schedules to local work realities, and a desire for more interaction or dedicated time with each committee. Structural limitations were also identified, such as a lack of resources for in-person visits, and proposals for improvement were made, such as resuming opportunities for collaborative dialogue (e.g., virtual coffees) or establishing newsletters with information from other committees. Although some reported neither strengths nor difficulties, most agreed that there is a solid foundation of communication, with room to deepen coordination and exchange.

5.2.3. Main strengths and challenges of communication with the EXCO

AFRICA

Communication between the regional NCs and the EXCO was based primarily on emails and WhatsApp groups, allowing for a certain degree of fluid exchange. Some committees value the availability and timely response of the World President, World Secretary, and Regional Vice President, which facilitates institutional follow-up. However, others point to a lack of more personalized and direct interaction, in addition to the absence of in-person visits due to financial constraints. The need for more systematic and horizontal communication mechanisms was also mentioned, such as a monthly newsletter that would share experiences and activities among countries in the region. In some cases, the lack of institutional capacity and human resources dedicated to internal communication limited active participation.

ASIA PACIFIC

The NCs in the region reported a positive perception of communication with the EXCO. Overall satisfaction with the exchange and the smooth functioning of the email channel were highlighted as strengths. No specific challenges were mentioned, suggesting that, at least in the reported cases, communication is fluid and sufficient.

EUROPE

The NCs in the region highly valued communication with the EXCO, highlighting the transparency, accessibility, and willingness to engage in dialogue shown by the World President, the World Secretariat, and the Regional Vice President. Regular meetings, quick responses, and a collaborative approach were recognized, generating trust and support for local actions. Clarity in institutional and financial information was also noted as a key strength.

However, some committees cited minor challenges such as the infrequency of meetings in 2024 or the need to receive notices and instructions earlier to facilitate planning. They also suggested devoting more time to specific exchanges with each committee to strengthen support. Overall, communication was perceived as fluid, productive, and respectful, strengthening the sense of belonging to OMEP and the coordination between levels.

LATIN AMERICA

The NCs in the region highlighted as a strength the fluid, constant, and relevant communication with the Regional Vice Presidency, the Presidency, and the World Secretariat, through multiple channels such as email, WhatsApp, the website, and the blog. Particularly valued were their availability, close support, prompt responses, and continuous dissemination of activities and events. The commitment to institutional identity and the information quality of the newsletters and digital platforms was also recognized.

Among the challenges mentioned were the need to consider working hours and national calendars to facilitate greater participation, as well as the interest in restoring meeting spaces such as virtual coffees to foster political and educational dialogue between committees. Communication with the Global Treasury was perceived as more limited and focused on administrative aspects. Overall, a respectful and committed relationship was appreciated, strengthening regional coordination and collaborative work for early childhood.

NORTH AMERICA AND THE CARIBBEAN

The National Councils of Canada and the United States positively valued the communication with the EXCO, especially highlighting the leadership and warmth of the Regional Vice President, whose welcoming, organized, and committed attitude has been a key strength in the relationship. His approachability and willingness were recognized, which generated a collaborative and trusting work environment.

5.2.4. Impact of the National Committees' actions in the area of Communication: achievements and challenges

AFRICA

NCs in the region reported successes in strengthening internal communication through the use of digital tools, such as email, social media, and newsletters, which have facilitated contact and exchange among members, despite geographical distances. They also highlighted positive experiences of public visibility through events and strategic alliances.

However, they face significant challenges, such as a lack of resources to implement more effective and sustained communication strategies, limited national dissemination of OMEP's actions, and the need to strengthen ties with government institutions and the media. Poor

connectivity in some regions and member turnover also hampered the continuity of communication initiatives.

ASIA PACIFIC

The NCs in the region have achieved significant achievements in strengthening institutional communication, including the creation of new websites, newsletters, and the organization of seminars and virtual meetings. The active relationship with the Regional Vice Presidency was highlighted, which has facilitated participation in widely publicized regional meetings and activities.

However, challenges remain, linked to members' limited time availability, language difficulties in multilingual contexts, and the need to sustain voluntary participation in demanding work environments. The reports also highlighted the need to improve the effective implementation of planned actions and to ensure accessible means for internal communication between members.

EUROPE

Communication was recognized by the region's NCs as a fundamental achievement, as it is a strategic pillar of their work. Significant actions were highlighted, such as website renovations, newsletter production, and regular use of social media, including YouTube, Facebook, and Instagram channels. In addition, some committees have been active in traditional media such as television, radio, and print media, and participate in consultation processes with national education authorities.

They valued internal debate as a basis for formulating positions, and promoted collaboration between committees through meetings, webinars, and in-person and virtual gatherings. These strategies have helped raise awareness of OMEP's work and strengthen its impact at various levels.

However, they indicated that challenges persist, such as a shortage of volunteers, difficulties balancing local, regional, and global commitments, the need for resources to expand communication reach, and adverse social contexts (such as conflicts and political crises) that make it difficult to disseminate messages. Difficulties in maintaining active communication with all members due to workload or organizational constraints were also mentioned. Even so, there is evidence of a strong desire to consolidate and expand communication strategies throughout the region.

LATIN AMERICA

The NCs in the region highlighted the sustained growth in OMEP's visibility through social media, with increased followers and public interaction, as an achievement. The national committees highlighted OMEP's participation in academic events and its engagement with government and social actors, which positions it as a regional benchmark in early childhood. The reports also highlighted the importance of keeping members informed, with active internal communication and the constant use of digital media.

As challenges, the NCs pointed to the lack of specialized personnel and formalized communication plans in some committees. They also mentioned time constraints, financial resources, and the need to better systematize content dissemination. The NCs proposed advancing a regional strategy to strengthen OMEP's public presence, ensuring continuity and frequency in both internal communications and on social media, and promoting a common platform to consolidate experiences, knowledge, and data relevant to advocacy.

NORTH AMERICA AND THE CARIBBEAN

The NCs in the region cited as achievements the active communication and sustained monthly meetings organized by Regional Vice President Asiya Foster, recognized for her organization, warmth, and leadership. Social media such as WhatsApp groups were also used to maintain contact between committees, overcoming geographical distance and the limitations of joint action.

A regional webinar was organized, which helped consolidate the collective work. Among the challenges, they pointed to the low response of some members to action proposals, the complex political context in the region, and the decline in active membership. Despite this, progress has been made in strengthening communication and in the commitment to maintaining regional coordination.

6. OMEP Financial Statements 2024 - World Treasurer's Report

6.1. About 2024 FUNDS

FUNDS 2024	PROJECT	INCURRED
OMEPS ANNUAL INCOME		
1- MEMBERSHIP FEES	USD 34,900.00	USD 28,611.86
2- SPRINGER COPYRIGHT	USD 4,000.00	USD 4,378.09
3- WORLD CONFERENCE	USD 4,000.00	USD 3,945.00
3.1- WORLD CONFERENCE LOAN REFUND	USD 9,000.00	USD 9,000.00
4- REGIONAL CONFERENCES	USD 3,000.00	USD 1,175.00
5- DONATIONS / EXTERNAL FUNDINGS		
5.1- PAHO	-	USD 185.00
5.2- DOROTHY'S BEQUEST*	-	USD 12,868.44
6- OTHER INCOMES/BANK INTERESTS	USD 400.00	USD 3,783.96
2024 INCOME	USD 55,300.00	USD 51,078.91
7- BALANCE CARRIED OVER 2023		USD 21,706.22
TOTAL FUNDS		USD 72,785.13

*Dorothy Selleck's bequest is not included in the total incomes of 2024, nor in the total funds for 2024, as it will be managed separately.

ANNUAL FEE

The primary source of OMEP's income is the annual fee. In the 2024 budget, the projected income from annual fees was USD 34,900. However, only 70.92% of National Committees (56 out of 79) fulfilled their obligation, resulting in a total collection of USD 28,611.86. Committees from Australia, Norway, Slovakia, and Canada supported this effort through their contributions with solidarity fees.

OMEPS is currently reviewing the status of committees that have not been active or have failed to pay their dues for several years. These committees may be officially deregistered to ensure a more accurate projection of income in future budgets.

The annual fees were collected via bank transfers, PayPal, and cash. Specifically, thirty National Committees paid through banks, twenty-four via PayPal, and two in cash.

To improve financial stability and operational efficiency, OMEPS will implement a revised fee collection schedule starting in 2025. The collection period will now take place in January, with a transition period from 2025 to 2027 to support committees in adjusting to this change.

SPRINGER COPYRIGHT

In 2024, copyright royalties from Springer for 2023 were received in April, amounting to EUR 4,155.55. When converted, this contributed USD 4,378.09 to OMEP's funds.

WORLD CONFERENCE

The 2024 World Conference was held in Bangkok, Thailand. The total revenue generated from the conference was USD 3,945, which was transferred to the OMEP world account.

Additionally, OMEP Bangkok returned the money it had borrowed for the organization of the WAC 2024: USD 9,000.

REGIONAL CONFERENCES

The 2024 OMEP European Conference generated revenue totaling USD 1,175, which was also transferred to the OMEP world account.

DONATIONS/EXTERNAL FUNDINGS

In 2024, USD 185.00 from the remaining balance of the PAHO project was allocated as a donation to OMEP. Additionally, Dorothy's Bequest contributed USD 12,868.44 to OMEP's funds. However, this amount is designated exclusively for future projects and is not included in OMEP's general operational budget.

OTHER INCOMES/BANK INTERESTS

In 2024, there was **USD 3,783.96** in other income, which includes membership fees from previous years (excluding 2024 membership fees) and transfers resulting from the account reconciliation by the former treasurer.

6.2. About 2024 EXPENSES

EXPENSES	PROJECT	INCURRED
1- Executive Committee Expenses		
1.1 REGULAR BUDGET FOR THE WORLD PRESIDENCY	USD 18,000.00	USD 12,741.50
1.2 REGIONAL VICE PRESIDENTS AND WORLD TREASURER	USD -	USD -
2- World Secretariat		
2.1 WEB PAGE	USD 2,000.00	USD 2,010.00
2.2 OFFICE EXPENSES	USD 5,500.00	USD 4,729.36
2.3 EDITING JOURNAL OMEP: TIP	USD 1,000.00	USD 200.00
2.4 SECRETARY TEAM	USD 8,000.00	USD 8,000.00
3- Representations		
3.1 REPRESENTATIVES	USD -	USD -
3.2 MEMBERSHIPS	USD 3,000.00	USD 2,750.00
4- World Assembly Expenses		
4.1 TRAVEL EXPENSES EXCO	USD 7,000.00	USD 6,356.83
4.2 TRAVEL EXPENSES SECRETARIAT	USD -	USD -

4.3 EDITING AND PRINTING ANNUAL REPORT, AGENDA, ETC.	USD 2,000.00	USD 2,120.00
4.4 TRAVEL EXPENSES REPRESENTATIVES	USD 3,000.00	USD 2,034.00
5- World projects		
5.1 ESD AWARDS	USD 3,600.00	USD 2,400.00
5.2 COMMUNICATION PLAN	USD 5,000.00	USD 5,000.00
5.3 WEBINAR OPERATING COSTS	USD 3,000.00	USD -
5.4 SPRINGER ANNUAL SUBSCRIPTION 2023	USD -	USD -
6- Occasional Projects		
ECEC DECADE	USD 2,000.00	USD 940.00
7- Bank charges		
BANK CHARGES	USD -	USD 1,074.44
TOTAL	USD 63,100.00	USD 50,356.13

EXECUTIVE COMMITTEE EXPENSES

Regular budget for the World Presidency: In 2024, the World Presidency covered the costs of budget items related to the development of key initiatives and communication strategies, attendance at various meetings, professional consultancy, etc.

The World President attended meetings in Paris, Armenia, Jamaica, Brazil and other missions as OMEP, GCE and UNESCO representative/partner, among others. Total incurred USD 12,741.50

Regional Vice Presidents and World Treasurer: No expenses were recorded under this category in 2024.

WORLD SECRETARIAT

Web Page Maintenance: Expenses for maintaining the OMEP webpage amounted to USD 2,010.00.

Office Expenses: Included costs for translations, printing, stationery, and related materials, amounting to USD 4,729.36.

OMEF Journal Edition: Covered the design and edition of the publication, with total expenses of USD 200.00.

Secretariat Team: Payments for professional services amounted to USD 8,000.00.

REPRESENTATIONS

Representatives: No expenses were recorded under this category in 2024.

Memberships: Membership dues for the Global Campaign for Education amounted to USD 2,750.00.

WORLD ASSEMBLY EXPENSES

Travel Expenses for EXCO: Covered travel costs for Executive Committee members attending the World Assembly in Bangkok, amounting to USD 6,356.83.

Travel Expenses for Secretariat: No expenses were incurred under this category in 2024.

Editing and Printing: Included preparation and printing costs for the Annual Report, agendas, and related documents, amounting to USD 2,120.00.

Travel Expenses for Representatives: Collaboration for the travel costs of representatives attending the World Assembly, amounting to USD 2,034.00.

WORLD PROJECTS

ESD Awards: Four award recipients attended and presented their work at the world conference, incurring total expenses of USD 2,400.00.

Communication Plan: Managed the annual communication plan, with total expenses of USD 5,000.00.

Webinar Operating Costs: No expenses were recorded under this category in 2024.

Springer: Due to a new agreement, no expenses were incurred for the Springer subscription in 2024.

OCCASIONAL PROJECTS

Decade for Early Childhood Care and Education: Total expenses for this project amounted to USD 940.00.

BANK CHARGES

OMEP currently operates accounts in Korean won, US dollars, euros, and pounds. The Korean won account facilitates debit card transactions. However, managing multiple currencies simultaneously has caused discrepancies due to exchange rate differences. Bank transfer fees are covered by OMEP, and the total bank interests incurred in 2024 amounted to USD 1,074.44.

6.3. Overall Status

FUNDS 2024

2023 BALANCE CARRIED OVER	USD 21,706.02
2024 INCOME	USD 51,078.91
2024 EXPENSES	USD 50,356.13
BALANCE TOTAL (DECEMBER 31, 2024)	USD 22,429.00

Note 1: The 2024 FUNDS are calculated by combining the difference between the 2024 INCOME and 2024 EXPENSES with the 2023 Balance carried over to determine the final Balance total.

Note 2: This final balance does not include external funding or donations, such as Dorothy's Bequest.

6.4. Final comments

In 2024, the EXCO focused on addressing OMEP's financial challenges while ensuring preparedness for future uncertainties. A key priority was maintaining a reserve balance of USD 20,000 as a financial safety net to safeguard organizational stability and resilience against unforeseen circumstances. This was agreed upon at the World Assembly in Bangkok so that it could be finalized by the end of 2025.

Fortunately, this goal was achieved in 2024, a year earlier than originally agreed, and it must remain a consistent objective moving forward.

This year, the 2024 budget was implemented without formal approval from the World Assembly, posing additional challenges. Despite this, the President and EXCO members worked tirelessly to navigate these difficulties and ensure the organization's financial management remained stable and effective.

We extend our sincere appreciation to the Committees that consistently support OMEP's mission. Your dedication and contributions play a crucial role in strengthening our shared work.

We also wish to specially thank those who exemplify the spirit of solidarity by assisting other Committees during challenging times.

Looking ahead, we remain committed to financial sustainability by managing expenses prudently, expanding income streams, and ensuring transparency in all financial practices. With collective effort and shared vision, we are confident in OMEF's continued growth and development.

SoonHwan Kim

OMEF World Treasurer

7. Qualitative report on the suggestions of the National Committees by Strategic Area

As part of the OMEP Global Strategic Plan monitoring process, input was collected from the National Committees on the five strategic areas. The main qualitative findings by area are presented below, along with the number of countries that responded in each area.

7.1. Political advocacy

Number of responses received: 30 countries

The responses reflect a strong commitment to defending the rights of early childhood in adverse contexts, as well as a desire to strengthen relationships with governments and international organizations:

"West Africa, constantly a zone of unrest where children are the main victims, must have a strong strategy in agreement with local governments to carry out advocacy efforts."

(Burkina Faso Committee)

"OMEP should also send a note to the Ministries of Primary Education and Social Action."

(Cameroon Committee)

"If the OMEP Strategic Plan is also introduced to each country with the help of UNESCO, the government's acceptance will be more serious." (India Committee)

7.2. Knowledge management

Number of responses received: 30 countries

Notable proposals emphasize the need to expand access to contextualized knowledge and to strengthen collaborative production:

"I believe it is very important to promote exchanges between regions, countries, and cultures. We should value territorial experiences as both theoretical and practical foundations." (Argentina Committee)

"It would be interesting to have a database of research and pedagogical experiences led by the National Committees." (Chile Committee)

7.3. Education

Number of responses received: 29 countries

The suggestions focus on equity, access, and quality, with an emphasis on children's agencies and family participation:

"Support in designing educational projects for rural contexts with a rights-based approach." (Senegal Committee)

"Provide a multilingual educational resource bank to enrich each committee's proposals." (Peru Committee)

7.4. Organization

Number of responses received: 30 countries

There is broad recognition of the work carried out by the World Presidency and of the organization's territorial expansion, along with calls to strengthen coordination and sustainability.

Explicit acknowledgments were also made regarding the work of the OMEP World President, valuing her leadership and commitment to institutional improvement:

"I appreciate the efforts and dedication of the World President to improve the functioning of our organization." (Angola Committee)

"It would be useful to establish regional working groups with representatives from different countries, in order to jointly advance the strategic lines." (Colombia Committee)

"We need to strengthen internal capacities for financial sustainability and the retention of active members." (Paraguay Committee)

"I believe that the World President, Mercedes Mayol Lassalle, has done important strategic political work in defending the right to education and early childhood development. I think she has done quite well." (Ecuador Committee)

7.5 Communication

Number of responses received: 25 countries

The responses emphasize the need to improve multilingualism and expand reach on social media:

"OMEP should take some inspiration from the communication model of UNESCO or UNICEF." (Cameroon Committee)

"I would like to see translations into Indigenous and regional languages, and the use of more accessible formats for families." (Mexico Committee)

"It is essential to make our actions visible and connect them with major international debates." (Uruguay Committee)

7.6. General conclusion

The suggestions reflect a high level of commitment to OMEP's mission and a clear strategic vision from the committees. The proposals reaffirm the need to:

- Strengthen situated and proactive political advocacy
- Enhance the production and circulation of regional knowledge
- Expand educational outreach with equity and cultural relevance
- Consolidate sustainable and participatory organizational structures
- Improve multilingual communication and digital visibility

These contributions should be taken into account in the 2025 planning process and in the collective construction of a stronger, more diverse, and mission-aligned OMEP.

ANNEX - What is OMEP

For over 75 years, OMEP has become a global benchmark in defending the human rights of children from birth to 8 years old, focusing on early childhood care and education (ECCE). OMEP's work, present in more than 70 countries, has centered on education as a right and as a tool for the realization of other rights: comprehensive development, citizenship, well-being, and the dignity of all children around the world.

As the oldest and largest international, non-governmental, and non-profit organization focused on early childhood, OMEP holds Special Consultative Status with the United Nations Economic and Social Council (ECOSOC) and is part of the Collective Consultation of NGOs on Education 2030 (CCNGO/ED 2030) of UNESCO.

This trajectory inspires our motto Rights from the Start: Early Childhood Care and Education for All, and feeds our vision of building “a world in which all young children are respected as citizens from birth, fully enjoying all the human rights enshrined in the CRC, and developing comprehensively as whole, healthy, and happy people.”

OMEP'S PURPOSES

- 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 from an “educare” perspective.
- Expand and disseminate pedagogical knowledge based on research and the development of spaces for the joint construction of knowledge, to enrich teaching practices and ensure educational quality.
- Strengthen the professional and comprehensive development of educators through training, continuous updating, and participatory research.
- Recognize the knowledge and experiences of educators, integrating their perspectives in the development of policies and global strategies related to ECCE.
- Value the agency and voices of children, demanding their participation and the fulfillment of the principle of the best interests of the child, in both policy-making and educational practices.
- Consolidate international cooperation with the UN system, States and education systems, civil society organizations, and universities, creating synergies to collaborate in achieving the 2030 Agenda.
- Deepen democracy and participation within the organization by incorporating new members, recognizing the contributions of its associates, and strengthening its institutional culture.
- Capitalize and highlight the achievements of OMEP's projects, valuing the diversity, richness, and variety of knowledge, actions, experiences, and trajectories of National Committees.

WORLD EXECUTIVE COMMITTEE AND REPRESENTATIVES IN THE UN SYSTEM

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, and North America and the Caribbean. EXCO manages OMEP globally, interacting with National Committees, coordinating and guiding regional actions, and liaising with OMEP's representatives in the United Nations System. Since its foundation in 1948, OMEP has been accepted by the UN because its work program aligns with the objectives and purposes of the United Nations. Representatives at UN headquarters in New York and Geneva, at UNESCO, UNICEF, and other international or regional organizations are appointed by EXCO and 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

UN SYSTEM REPRESENTATIVES – UN HEADQUARTERS, NEW YORK

- World President/Director General: Mercedes Mayol Lassalle
- Main Representative: María Pía Belloni
- Administrative Director: Donna Akilah M. Wright
- Representatives: Kimberly Ann Kopko, Jessica N. Essary, Dina Castro

UN REPRESENTATIVES IN GENEVA

- World President: Mercedes Mayol Lassalle
- Additional Representatives: Lisbeth Gouin, Adrijana Višnjić

UNESCO REPRESENTATIVES

- Representatives: Mercedes Mayol Lassalle, Lisbeth Gouin, Danièle Perruchon, Gilles Petreault

OMEP NATIONAL COMMITTEES

OMEP IS PRESENT IN FIVE REGIONS

OMEP Currently has 64 National Committees and 15 Preparatory Committees.

AFRICA

8 National Committees and 7 Preparatory Committees:

Angola (prep.), Congo (prep.), Togo (prep.), Malawi (prep.), Morocco (prep.), Senegal (prep.), Burkina Faso, Cameroon, Ghana, Kenya, Mauritius, Nigeria, Sierra Leone, Tanzania (prep.), Democratic Republic of Congo.

ASIA-PACIFIC

12 National Committees and 2 Preparatory Committees:

Nepal (prep.), India (prep.), Australia, China, China-Hong Kong, Iran, Japan, Myanmar, New Zealand, Pacific Island Nations, Pakistan, Republic of Korea, Singapore, Thailand.

EUROPE

27 National Committees and 2 Preparatory Committees:

Germany, Bosnia and Herzegovina, Bulgaria, Belgium, Cyprus, Croatia, Denmark, Spain, Finland, France, Greece, Ireland, Iceland, Israel, Italy, Lithuania, Norway, Poland, Portugal, United Kingdom, Czech Republic, Russia, Slovakia, Sweden, Switzerland, Turkey, Ukraine, Slovenia (prep.), North Macedonia (prep.).

LATIN AMERICA

13 National Committees and 4 Preparatory Committees:

Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica (prep.), Cuba, Ecuador, El Salvador, Mexico, Panama, Paraguay (prep.), Peru, Uruguay, Venezuela, Dominican Republic (prep.), Honduras (prep.).

NORTH AMERICA AND THE CARIBBEAN

4 NATIONAL COMMITTEES:

Canada, Haiti, United States of America, Jamaica.

We thank all the OMEP National Committee Presidents, Executive Committee members, representatives of the United Nations system and UNESCO, and global project coordinators for their reports, which form the basis of this document.

General Coordination and Editing

Mercedes Mayol Lassalle, World President

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