In its 70 years of existence, OMEP became a global benchmark in defending the human rights of children from birth to 8 years old. OMEP’s work has focused on education as a right and tool for the achievement of other rights: comprehensive development, citizenship, well-being and dignity of all children around the world. In the early 1950, in Vienna, the second World President of the OMEP Suzanne Herbiniére Lebert said:

“Over the past seven decades, OMEP has contributed by guiding its projects and actions to:

- show that early childhood is a fundamental stage of human development and with it begins the construction and development of knowledge, values, attitudes, skills that have a founding and lasting impact throughout the life of every human being;

- argue that education is a public good and a universal human right that begins with birth and develops throughout life;

- affirm that education is a tool for the achievement of other rights;

- contribute to the development of a broad vision of early childhood education that engages States, families and communities in a variety of contexts;

- guide education towards the achievement of human rights; to the construction of peace and active citizenship, the strengthening of democracy and the overcoming of inequalities and discrimination;

- expand research and scientific production in the field of childhood pedagogy, in order to ensure quality in early childhood care and education and to collaborate in the construction of sound, rich, appropriate, timely and relevant public policies for young children;

- combat injustices and inequalities of access and quality in the enjoyment of rights, contributing to the building of fairer societies for the full development of children;

- recognize the importance of education for sustainable development, helping to educate caring citizens and responsible builders of cultures of peace and able to protect life on our planet;

- advocate so that public policies for early childhood care and education (ECCE) have the necessary financing to guarantee equity in access and quality.

"We want early childhood everywhere to have everything they need, everything they are entitled to: protection, but also education."
A- THE FIRST PILLAR OF THE STRATEGIC PLAN IS THE OMEP CONSTITUTION

The OMEP MISSION is raised in Article 2.1 of its Constitution: to defend and promote the rights of the child with special emphasis on the right to education and care worldwide. To this end, OMEP shall help any undertaking which could promote access to quality early childhood education and care.

B- THE SECOND PILLAR OF THE STRATEGIC PLAN IS THE CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC)

The Convention on the Rights of the Child (UNCRC) is the international treaty, ratified by almost every State in the world, which recognizes the human rights of children and obliges governments to comply with them. In General Comment No. 7 (2005) the Committee on the Rights of the Child reaffirms that “Young children are right holders” and should be applied holistically in early childhood, taking into account the principles of universality, indivisibility and interdependence of all human rights. While States have priority responsibility, civil society must also contribute to the realization of the rights of all young children, influencing and collaborating on the formulation and promotion of policies, laws, programmes, proposing knowledge-based practices, collaborating in professional training and research, articulating local, regional and global actions focused on early childhood rights.

As we affirmed in the statement of the Panama Assembly (OMEP, 2019):

We, members of the World Executive Committee of the World Organization for Early Childhood Education (OMEP), presidents and delegates of the National Committees present at the 71st World Assembly in Panama endorse our commitment to move forward in the realization and implementation of the CRC, always giving priority to the best interests of the child.¹

C- THE THIRD PILLAR OF THE STRATEGIC PLAN IS THE SDGS AND THE AGENDA EDUCACION2030

In 2015, with the adoption of the Sustainable Development Goals (SDGs) Agenda, the world’s States set out to continue and deepen their efforts to overcome the great problems facing humanity and the planet. Thus, in the next 15 years, the countries committed to act in the following areas:

- **People**: to end poverty and hunger and ensure that all human beings can realize their potential with dignity and equality, in a healthy environment.
- **The planet**: to prevent its degradation, through sustainable consumption and production, sustainable management of its natural resources and measures to tackle climate change.
- **Prosperity**: ensuring a prosperous and fulfilling life for all, with economic, social and technological progress compatible with nature.
- **Peace**: fostering peaceful, fair and inclusive societies.
- **Partnerships**: mobilizing the means to implement the Agenda based on global solidarity and focused on the poorest and most vulnerable, with the collaboration of all countries, all stakeholders and all people.

In this sense, we recognize education as a powerful tool to improve people’s lives and to help in social development, providing solutions to the problems of sociocultural, political, environmental and economic sustainability.

Since the adoption of the EDUCATION 2030 Framework for Action, OMEP is committed to its achievement, focusing on SDG4: Ensure inclusive and equitable, quality education and promote lifelong learning opportunities for all.

At the current historical juncture, ECCE faces major challenges:

1. **incorporate the millions of children** who do not have access to ECCE.
2. **improve the quality** of the systems and services offered.

It is not enough to point out that early childhood is an important step, we must work together to ensure that States guarantee the universal right to quality education and care ensured by adequate and sustainable funding.

That is why OMEP advocated to include a specific Goal about early childhood: **Target 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education**, is a challenge to which we are committed, but it also raises the need to perfect it and improve it in its conception and scope.

But this goal is not the only one we must attend to; we are also challenged by other complementary goals:

**Target 4.5** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations.

**Target 4.7** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.

The means of implementation targets are also concerned with the action and follow-up of OMEP:

**Target 4.a** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

**Target 4.c** By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.
**SLOGAN**

*Rights from the start: early childhood education and care for all*

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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.

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**AIMS**

- Contribute to the *consolidation of universal and comprehensive public policies*, which ensure equitable, inclusive, quality and adequately funded ECCE.

- Promote global and national initiatives and strategies that ensure the *full exercise of the human right to education and care* for all children, from birth to 8 years of age, with an “educare" perspective.

- Expand and disseminate *pedagogical knowledge*, based on research and developing spaces and opportunities for the joint construction of knowledge, in order to enrich teaching practices and ensure educational quality.

- Strengthen the work and *professional development of educators* through training, continuous updating, and participatory research.

- Recognize the *knowledge and experiences of educators* integrating their vision in the elaboration of global policies and strategies related to ECCE.

- Value the role and *voices of young children*, demanding consideration of their perspectives and the compliance with the principle of best interests of the child, both in policy formulation and in educational practices.

- Consolidate *international cooperation with organizations* of the United Nations system, States and their education systems, civil society organizations and universities, in order to create synergies to collaborate in the achievement of the 2030 Agenda.

- Deepen *democracy and participation* within the organization by ensuring its enrichment through the incorporation of new members, along with the recognition of the trajectory of its partners, strengthening its institutional culture and sustainability.

- Capitalize and make visible the *achievements of the projects developed* by OMEP, highlighting the diversity, variety and wealth of knowledge, actions, experiences and trajectories of National Committees.

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1. POLITICAL ADVOCACY

By political advocacy we mean the processes carried out by OMEP to influence public policies and resources allocation decisions within political, economic, social and institutional systems, aimed at protecting the right to ECCE.

Since its foundation, in 1948 OMEP has had consultative status at the United Nations and UNESCO. In 2014, OMEP achieved Special consultative status. To strengthen the action, it is essential to continue increasing visibility and credibility by acting together with the agencies of the UN system and with governments in building public policies that directly and indirectly impact children’s lives.

OMEP’s actions include lobbying, approaching governments, legislators and leaders’ including activities such as media campaigns, public conferences, research or survey publications, dissemination, etc.

Since the adoption of the Agenda Education2030, OMEP is committed to ensuring compliance with SDG 4.2 by following its progress and monitoring its compliance, as well as investments and expenditures, demanding transparency in governance and budgetary processes.

FLAGSHIP INITIATIVE
- Early Childhood Decade
- General Comment on the Right to Early Childhood Education
- Follow-up of Agenda Education2030 and SDG Indicators 4.2.
2. KNOWLEDGE MANAGEMENT

Knowledge management involves the development of knowledge and competences within OMEP for the purpose of sharing and applying it among members and with global agencies, governments, institutions, and communities related to ECEC.

This task involves the collection, construction and dissemination of knowledge that will enable OMEP to be strengthened as scientific and pedagogical reference specialized in ECEC, which also collaborates to inform its action of political advocacy. Among its strategies, OMEP will continue to develop innovative approaches, collecting and sharing good practices, producing knowledge and gathering research, reports and position papers, to accompany constructive dialogues that contribute to advancing the achievement of the right to education for children.

Technical, scientific and pedagogical advice and assistance will also continue to be provided to governments for the formulation of public policies aimed at early childhood and for the development of quality ECEC systems for all.

FLAGSHIP INITIATIVES
- Young Researchers Award
- Research project: ECEC World Map
- Education from birth to 3 years old (2021/2)
- ECEC educators
- IJEC
- OMEP: Theory into practice

3. EDUCATION

The Educational Area proposes to follow up in achieving the right to quality education for children in Early Childhood.

For 12 years, OMEP has been developing research and guidance linked to Education for Sustainable Development (ESD) enriching teaching with new experiences and reflections and expanding perspectives, sharing good practices and knowledge that help teachers strengthen their strategies, enriching school trajectories.

OMEP has a long history of carrying out other projects around the world, such as the Toy Libraries, Play and Resilience, WASH from the start and many other identified good practices.

OMEP’s actions are multiple and include education and capacity building in teachers, professionals and educational agents, as well as public officials and legislators.

It also offers Congresses, Seminars, Courses, Awards and Research attending to the training needs of the different actors of the ECCE systems in different educational and social contexts.

FLAGSHIP INITIATIVES
- Education for Sustainable Development - ESD
- ESD Rating Scale más
- ESD travel competition
- ESD student award
- ECEC resourcebank:www.eceresourcebank.org
- WASH from the start
- World OMEP Project “Colour Your Rights”
- Play and resilience
- World and Regional Conferences
4. ORGANIZATION

The ORGANIZATION area includes strategies to strengthen the management of OMEP, consolidating a plural, open, democratic and participatory space, which enables its members to think, understand, dialogue, project and act.

The governance of OMEP is complex as the World Executive Committee is composed of 7 people: President, five Vice-Presidents and one Treasurer. All are volunteer-based positions and therefore there must be a professionalized World Secretariat composed of at least two or three colleagues who can cover the administrative management, appropriately.

Within administrative management it is very important to have clear and up-to-date procedures, so it is a priority to carry out an update to the Administrative Guide. It should also be a priority to regularize and update the registration of the OMEP as a non-governmental organization before the competent authorities.

Also, due to its global extension and presence, the management of OMEP requires the strengthening of the Regional Vice-Presidencies and Committees, as well as the renewal, empowerment and support of the Representatives within agencies (United Nations and UNESCO).

Likewise, the practices that impede the full participation of all countries in the annual Assemblies should be reviewed and a solidarity fund should be sought to strengthen the committees guarantee their assistance.

In order to ensure the sustainability of OMEP, it is essential to recruit new associates, to organize new committees in countries where there are no, and to incorporate young professionals and students.

Democracy and broad participation require common criteria for action, so the consensual construction of a shared Code of Ethics is also a necessary task.

Funding is a critical issue: without funds it is not possible to manage any organization. It is a priority to raise funds, collect annual fees from Committees and to make agreements and partnerships with other foundations and donors. The budget should also be restructured according to the historical moment and the working goals and strategies.

Finally, it is essential to define both a Strategic Plan and the mechanisms for its evaluation and monitoring both in its processes and procedures, as well as in its results.

FLAGSHIP INITIATIVES
- Global Agenda
- Administrative Guide
- Code of Ethics
- Restructuring Financing
- Legal Enrollment
- OMEP Youth
TRANSVERSAL STRATEGIC: COMMUNICATION

Communication is a process that crosses all areas of the Strategic Plan as it allows to build understanding, adherence, leadership, and influence.

Communication has two main components, a) Pedagogical or educational, which involves information and awareness-raising and (b) dialogical, to ensure a democratic and permanent dialogue internally (between the OMEP committees and Executive Committee members) and externally, with other organizations, governments and social groups.

It has required the development of a Communication Plan (defined in a separate document) managed by a specialized professional team.

FLAGSHIP INITIATIVES
- New Website
- Social media
- Blog “Rights from the start”
- Annual campaign