ABOUT OMEP

The World Organization for Early Childhood Education (OMEP) is an international and non-profit nongovernmental organization that works to defend the rights to early childhood care and education (ECCE) since 1948. OMEP defends and promotes children's rights all around the world and supports the activities that grant them more access to high quality care and education. OMEP is currently present in 60+ countries, holds a special role as an advisory body in the UN, UNESCO and ECOSOC, and is represented in meetings of other organization with similar objectives.
STARTING POINT

STRATEGIC PLAN FOR 2023-2025

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 defends Early Childhood Care and Education (from now on referred to as ECCE) as a right and tool to respect other rights such as comprehensive development, citizenship, well-being and dignity for all the children around the world.

In 1950, in Vienna, the second World President of OMEP Suzanne Herbinière Lebert said:

“We want EARLY CHILDHOOD everywhere to have everything they need, everything they are ENTITLED to: protection, but also EDUCATION.”

In the more than 70 years since its creation, OMEP has placed early childhood as a fundamental stage in human development and defended education as a public commodity and a universal human right. Moreover, it has collaborated in the development of a broad outlook regarding early childhood education that defines care and education as two intertwined social practices that are the responsibility of states, families and communities.

Following this framework, OMEP aims its actions and projects towards guaranteeing human rights, building peace, developing active citizenship, strengthening democracy and overcoming inequalities and discrimination. Moreover, it focuses on expanding scientific research and 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. OMEP's actions also underscore the importance of adequate financing so that public ECCE policies can guarantee equality in access to quality education. Fighting injustice and inequality in access and quality of education has also been central in OMEP's work in the last 70 years, as it helps build fairer societies for children's full development.

The 2020-2022 Strategic Plan set the foundations by recovering OMEP's history and projects and enriching them with new perspectives and establishing clear guidelines to “stop talking and start doing”. In the last few years, under the pervasive influence of COVID-19, OMEP held on to its Strategic Plan to deepen its humanitarian work to mitigate the effects of the pandemic on early
childhood and in ECCE. To do so, it had to strengthen systems, policies and national strategies, encourage knowledge and help educators, caregivers and families. Moreover, the plan included a cross-divisional strategic axis that the organization had not worked with systematically before: communication. Incorporating communication strategies both internally and externally has been highly beneficial in accomplishing OMEP's objectives.

The 2020-2022 Strategic Plan was evaluated by presidents and National Committee representatives in the World Assembly held in Athens in July 2022. The contributions that followed the work carried out there were fundamental to the continuity and development of initiatives for the next two years.

The new 2023-2025 Strategic Plan aims to:

- Deepen the work carried out to honor the institution's slogan, “Rights from the start: early childhood education and care for all.”
- Guide the work of National Committees and of the World Executive Committee to work alongside states and societies to respect the commitment of providing all children with equitable, inclusive, quality and adequately funded ECCE.

This document aims to serve as a compass and journal that guides and ensures the strengthening of a solidary OMEP that can develop a comprehensive, professional and democratic work based on organizational expertise and the experience of all its members, including teachers, researchers, activists and early childhood rights advocates.
SLOGAN, VISION AND AIMS

2023-2025 STRATEGIC PLAN

SLOGAN

“Rights from the start: Early childhood education and care for all.”

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.

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.¹.
- 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.

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, as this is seen as a fundamental pillar that guides OMEP's actions in general, and this strategic plan.

B - THE SECOND PILLAR OF THIS 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. The UNCRC is therefore another transcendental pillar that guides the action of OMEP, influencing and collaborating on the formulation and promotion of policies, laws, programs, proposing knowledge-based practices, collaborating in professional training and research, articulating local, regional and global actions focused on early childhood rights.

C - THE THIRD PILLAR OF THE STRATEGIC PLAN IS THE SDGS AND THE EDUCATION AGENDA 2030

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. In this sense, the SDGs have made us see 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. ²

Since the adoption of the EDUCATION 2030 Framework for Action, OMEP is committed to its achievement, understanding that actions oriented towards children are also fundamental to the realization of all other SDGs: ending poverty and hunger, guaranteeing well-being and healthy lifestyles, reaching gender equality, reducing disparities and building fairer and more inclusive societies. That is why OMEP advocated including a specific Goal about early childhood: This a challenge to which we are committed, but it also raises the need to perfect it and improve it in its conception and scope.

Following the humanitarian crisis caused by the COVID-19 pandemic, early childhood was neglected in national political agendas, aggravating the debts to early childhood. Including those children who currently do not have access to ECCE and improving the quality of systems and services are two pressing challenges.

In the past three years of work, OMEP intensified its political advocacy work, raising the urgent need to work together with multiple actors and stakeholders, so that States guarantee the universal right to an inclusive and quality education assured by adequate and sustainable financing.

The Global Partnership Strategy - GPS\(^3\) was founded in 2021 to foster political initiatives and galvanize collective action, under the leadership of Princess Laurentien of the Netherlands, UNESCO’s Special Envoy, and Stefania Giannini, UNESCO’s Assistant Director-General for Education. The GPS developed through an innovative dialogue with ministers of education of selected

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https://unesdoc.unesco.org/ark:/48223/pf0000380077
countries, agencies associated to UNESCO, specialists and civil society organizations. OMEP played an active role in the process of developing and defining the final document and work commitments. The GPS renews the basic principle put forth by the 2030 Agenda, “no child left behind”, and calls on countries once again to assure that services destined to early childhood are fully inclusive, accessible, equitable and sensitive to gender disparities and each child’s development.

Months later, following the framework of the Transforming Education Summit (TES), UNESCO started organizing the World Conference on Early Childhood Care and Education 2022 (WCECCE2022). This UNESCO intergovernmental meeting (Category II) aimed to reaffirm the right of all young children to quality care and education from birth to 8 years of age, and urge Member States to renew their commitment to invest in Target 4.2 (SDGs). UNESCO collaborated with key organizations and networks involved in GPS, such as UNICEF, the World Bank, the Global Partnership for Education (GPS), the OECD, Save the Children, the World Health Organization, ECDAN and OMEP. A Conference Program Committee was established with UNESCO as chair and the Government of Uzbekistan as co-chair and OMEP as one of its members.

OMEP members actively participated during the WCECCE2022 sessions. The OMEP World President was also part of the Drafting Committee of the Tashkent Declaration⁴, approved in November 2022, which renews and strengthens the commitments and political action of OMEP to transform ECCE. The declaration puts inclusive and quality early childhood education and care back on the agenda as a fundamental tool for comprehensive development, lifelong learning, gender equality and social equity and, fundamentally, sustainable development where all children have the opportunity to develop their full potential. The guiding principles and strategies for the development of a transformative ECCE established in the Declaration are a central pillar of the 2023-25 Strategic Plan, guiding OMEP’s actions to promote and collaborate with the States and society as a whole to comply with the Commitment to developing competent early childhood systems that ensure equitable, inclusive, quality and adequately funded education for all.

⁴ UNESCO (2022). Tashkent Declaration and Commitments to Action for Transforming Early Childhood Care and Education; UNESCO: Paris. https://unesdoc.unesco.org/ark:/48223/pf0000384045?posInSet=1&queryId=bdf33f30-d60a-4f7f-8b0f-70fa0855dfd1
Equitable and inclusive quality ECCE services
A. Improve the relevance and quality of ECCE curricula and pedagogy
B. Ensure quality, equitable and inclusive ECCE services for all children, prioritizing the most vulnerable
C. Protect and guarantee the right to ECCE during and after emergencies and protracted crises
D. Establish relevant ECCE monitoring and evaluation systems
E. Introduce and strengthen early childhood interventions that take into account the challenges and needs of all children and that allow them to thrive and fulfill their potential
F. Improve transitions within ECCE and primary education
G. Strengthen education for peace and sustainable development from early childhood

ECCE Personnel
A. Strengthen systems for the education and professional development of ECCE staff
B. Increase the attractiveness of the ECCE profession and offer career advancement opportunities
C. Regulate ECCE personnel in the non-state sector
D. Improve support for parents, families and other caregivers

Innovation to encourage transformation
A. Harness scientific evidence to innovate and transform ECCE policies and practices
B. Make access to digital technology equitable, inclusive, non-intrusive, safe and ethical, and ensuring the protection of children's rights in the digital environment
C. Diversify learning spaces, internships, and ECCE offerings

Politics, governance and financing
A. Ensure a whole-of-government, multi-sectoral and integrated approach to ECCE policy development, provision and coordination
B. Protect and mobilize financial resources for ECCE
C. Improve data, monitoring and evaluation of ECCE policies, practices and programs
D. Improve policy and legal frameworks to ensure that the right to education includes ECCE

The commitments of the international community and civil society established in the Tashkent Declaration are a guide for the design and realization of OMEP's strategies and activities in its 2023-2025 agenda, while OMEP has participated in its definition process and has committed to compliance.
A. Develop and strengthen collaboration and interinstitutional alliances in the spirit of the Global Partnership Strategy for Early Childhood (GPS) that was jointly developed and launched in 2021.

B. At the official request of governments, mobilize and strengthen international assistance to support ECCE and ensure that it is further included in global initiatives such as the Global Partnership for Education and Education Cannot Wait.

C. Promote and support innovative international financing mechanisms, with the consent of the States, that mobilize an additional, more equitable and efficient allocation of financial resources for ECCE and/or the expansion of cost-effective and evidence-based interventions.

D. Support national ECCE systems to ensure the quality, timeliness and reliability of reports and the monitoring of the guiding principles and strategies of this Declaration, develop capacities, tools and guidelines for countries that need support and provide advice and support for the formulation and implementation of evidence-based and data-based policies.

Examine the feasibility of supporting and enshrining the right to ECCE in an international legal instrument, particularly in the context of the UNESCO-led Initiative on the Evolution of the Right to Education.

G. Promote dialogue in favor of international cooperation and solidarity, strengthening the participation of civil society and facilitating and supporting international, regional and national networks and platforms dedicated to ECCE, such as those in Europe, Central Asia, the Arab States, Asia and the Pacific, Latin America and the Caribbean, and Africa.

These commitments require developing and strengthening international and inter-institutional dialogue and collaborations, and supporting national ECCE systems to ensure compliance with the Declaration’s commitments, developing capacities and tools for monitoring and providing advice and support for the formulation and implementation of transformative educational policies and practices. These key lines of action guided the design of this Strategic Plan, and are reflected in the emblematic areas and initiatives proposed by OMEP for the 2023-2025 cycle that seek to work towards a transformative ECCE.
WHAT FOR: OUR MISSION
This strategic plan has been designed to guide the work of OMEP in the 2023-2025 cycle. In line with the emblem that guides the work of OMEP, the purpose of this plan is to strategically plan and organize the work of the organization in pursuit of the defense and realization of the full exercise of rights from the beginning: education and care in the first childhood for everyone. The objectives of this plan are based, as previously developed, on its three pillars: the OMEP Constitution, the Convention on the Rights of the Child, and recent global commitments with children.

WHAT: OUR GUIDING PRINCIPLES AND STRATEGIC AREAS
The guiding principles established in the Tashkent Declaration have been a fundamental input in identifying the areas to work towards achieving transformative ECCE for all. These principles confirm the importance of the strategic areas established by OMEP in its strategic plan for the previous cycle, which will be sustained and strengthened in the cycle that is beginning. OMEP will continue to focus its efforts on four specific strategic areas - Advocacy, Knowledge Management, Education and Organization - and a cross-cutting area, Communication.

HOW: FLAGSHIP INITIATIVES
Based on the definition of the strategic areas, and in line with the commitments of civil society established in the Tashkent Declaration, the projects, activities, actions and strategies that OMEP will carry out to achieve its goals have been reviewed and designed. To this end, a series of emblematic initiatives were defined and redesigned, which are detailed in what follows in this plan.
STRATEGIC AREAS
2023-2025 STRATEGIC PLAN
1. POLITICAL ADVOCACY

OMEP intends to renew its efforts to influence public policies, their implementation and resource allocation decisions aimed at protecting the right to early childhood education and care.

For this reason, it carries out lobbying actions, approaching governments, legislators and leaders, and activities such as campaigns, conferences, seminars, publications, surveys, dissemination actions, among others.

Giving continuity to the actions undertaken in the previous cycle, this 2023-25 Strategic Plan will work to address the weakness of ECCE’s public policies, marked by the fragmentation of governance, low public financing and the privatization of ECCE. For this reason, OMEP starts from the commitment defined in the Tashkent Declaration in relation to Politics, Governance and Financing: guaranteeing a multisectoral and integrated government approach; protect and mobilize financial resources for ECCE; improve data, monitoring and evaluation of policies and programs, and improve policy and legal frameworks to ensure the right to ECCE.

To increase the ability to influence and add voices in solidarity, the networking carried out in the last three years will be strengthened together with different actors: the Rapporteur on the Right to Education of the Office of the High Commissioner for Human Rights, UNESCO’s Human Rights Unit and the United Nations. It will also strengthen OMEP’s links in the Global Campaign for Education (GCE) and its regional networks and alliances with the Right to Education Initiative and Human Rights Watch, among other organizations.

To guide this work, the emblematic projects corresponding to this area are defined:

**The Decade for ECCE** OMEP has managed to include this initiative in the GPS within the strategy "Promote international and national coordination and collaboration" - Strategic Priority 5.2: Promote multisectoral and multi-stakeholder cooperation, collaboration and coordination at the national, subnational and local levels. To boost support for ECCE in all countries, the proclamation of a United Nations Decade for Early Childhood Care and Education will be proposed to the UN General Assembly. The Decade will offer a set of guidelines and political
strategies that governments can use to guarantee that boys and girls in early childhood enjoy their enshrined rights. This initiative implies the development of intense work with national governments and the construction of alliances with other civil society organizations. Based on the recognition of universal rights, this initiative will place the protection and restitution of the rights of children in situations of poverty, migrants and refugees, and with disabilities at the center. An impulse of this magnitude would encourage Member States to implement, strengthen and scale up policies, plans, and strategies that ensure the comprehensive development, well-being, and dignity of children from birth. This would make it possible to incorporate boys and girls who currently do not have access to the various care and education systems and services and, at the same time, would improve the quality of care and education of the new generations of citizens in a fair, equal and inclusive way.

**New Legal Framework on the Right to Early Childhood Education.** Early childhood care and education is a right. However, the international human rights framework for ECCE has not yet been explicitly stated, as it has been for other levels of education. In this context, the States do not consider the obligation to universalize the offer and the private sector reached a very high participation in the provision, financing and organization of ECCE services. The right to ECCE must be supported by the legal framework of human rights, so that States can harmonize established obligations with political commitments. In the 2021-22 Strategic Plan, it had been proposed to promote a General Observation of the Children's Committee, but based on the work carried out with UNESCO, the Special Rapporteur on the Right to Education of the OHCHR/UN and her team, Right to Education Initiative, Human Rights Watch and Oxford University Law School, among other experts, the perspective has been expanded. The goal is to promote the development of a new adequate legal framework that allows early childhood education to be recognized as a human right in international law and as a legally binding obligation in international law.

**Strengthening the governance and financing of ECCE.** In the last three years, OMEP has worked on the study of the phenomenon of privatization in relation to state obligations for provision and the enormous inequalities in access to ECCE. For this reason, OMEP participates in the Privatization in Education and Human Rights Consortium (PEHRC) and has been supporting the dissemination and application of the Abidjan Principles for the development of inclusive and equitable public policies. In this sense, research will continue on non-state actors in ECCE and the need to regulate their activities. Regarding the financing of ECCE, work will continue on political advocacy to ensure sufficient financing, as the central key to guarantee inclusive, equitable and quality ECCE. Therefore, we will promote the development of more knowledge and information on the subject, together with the Global Campaign for Education (GCE).^5^

^5^ NGOs, foundations and universities from all over the world participate in the consortium.
Monitoring the right to ECCE and SDG 4. Another of OMEP’s commitments, indicated in the Tashkent Declaration for civil society organizations, is to “Support national ECCE systems to guarantee the quality, timeliness and reliability of reports and the monitoring of the guiding principles and the strategies of this Declaration, developing capacities, tools and guidelines for countries that need support and providing advice and support for the formulation and implementation of policies based on data and evidence.” To materialize these commitments and ensure the monitoring of the application of the CRC and the global commitments linked to SDG 4, OMEP will strengthen its organizational powers to:

- Contribute to national, regional and global monitoring of the progress or setbacks of SDG 4
- Disseminate the studies and reports of the UNESCO GEM Report, the UNESCO Institute for Statistics, UNICEF and other relevant organizations
- Prepare and submit “shadow reports” to the Committee on the Rights of the Child
- Collaborate in the Observatory on the financing of education and others
2. KNOWLEDGE MANAGEMENT

OMEP intends to strengthen its role as a scientific and pedagogical reference specialized in early childhood for the development of knowledge and skills, in order to share and apply them among members and with global agencies, governments, institutions and communities related to early childhood.

OMEP collects, shares good practices and brings together research, reports and position papers to accompany constructive dialogues that contribute to advancing the achievement of the right to early childhood education. Likewise, it provides advice and technical, scientific and pedagogical assistance to governments for the formulation of public policies aimed at early childhood and for the development of ECCE systems. This task implies the collection, construction and dissemination of knowledge that strengthens OMEP as a source of scientific and pedagogical reference specialized in ECCE and that collaborates to inform its political advocacy action.

Taking the previous Strategic Plan as a source of reference, the flagship initiatives will be strengthened and continue to be developed:

**IJEC - International Journal of Early Childhood.** The International Journal of Early Childhood (IJEC) is OMEP’s research journal that aims to contribute to an international and critical scientific debate on research and practice in the field of early childhood, emphasizing the right to education and care from birth. IJEC provides an important voice for research with young children and early childhood education and care, in various social and cultural contexts.

**OMEP: Theory in Practice.** The publication aims to share educational practices dedicated to early childhood through a flexible, responsible, accessible and free proposal. The edition goes through a rigorous peer review evaluation system, but the focus of the articles is on supporting the empowerment and professional development of educators through the joint construction of an epistemology of practice. Its virtual edition allows readers free access to a very diverse multicultural and geographical pedagogical universe, which enriches the proposal with a variety of professional and human perspectives.

**New Scholar Award.** The OMEP Award for New Investigators is a global project that promotes studies and research related to early childhood education and care in order to facilitate understanding of the rights and needs of young children around the world. It is
supported and financed by the National Committee of the Republic of Korea. Every year, the OMEP New Prize for Researchers Committee reviews abstracts and selects up to two prize applications: one for a graduate student (who is pursuing a master’s or doctoral degree) and one for a researcher who is in the beginning of your career (with up to 5 years left to obtain your doctorate).

**ECCE Educators.** This initiative was planned in the 2020-22 Strategic Plan, but it was not developed due to the priorities raised by the COVID-19 pandemic and the lack of specific financing. In accordance with the concerns raised by various organizations, it is necessary to address and broaden knowledge in relation to ECCE educators:

- The GPS establishes as Strategic Priority 3.3 Improving the quantity and quality of the early childhood workforce. However, little is known about the situation of ECCE caregivers, educators and teachers. In 2013, OMEP participated in the Meeting of Experts on Policy Guidelines for the Promotion of Decent Work for Early Childhood Education Personnel, but this work has not continued.
- The United Nations Transforming Education Summit (TES) defined the Thematic Action Track: Teachers, teaching and the teaching profession
- The Tashkent Declaration includes educators in the Guiding Principles and Strategies for Transformative ECCE, mentioned above.

Within this framework, OMEP will deepen its work with UNESCO’s Section for Teacher Development and the International Working Group on Teachers for Education 2030, with the ILO, with Education International and other organizations, and with local governments, with in order to deepen knowledge about the situation of caregivers, educators and teachers. OMEP intends to have the necessary foundations to influence policies for dignifying work and expanding the availability of professional educators within ECCE.
3. EDUCATION

OMEP works so that all boys and girls have the right to quality education in early childhood.

For this purpose, all OMEP national committees carry out activities for the training and capacity building of caregivers, educators and teachers, professionals and other educational agents, as well as public officials and legislators. The committees organize congresses, seminars, courses, prizes and incentives in response to the training needs of the various actors in the ECCE systems, in different educational and social contexts.

Flagship initiatives have been developed for many years that must be sustained in order for them to progress and be related to the new international and national commitments. OMEP collaborates in the development of an acceptable and adaptable pedagogy focused on child participation, play, discovery, artistic languages, cultural appropriation, mother tongue, and other essential educational criteria.

Education for Sustainable Development - EDS. The systematic work on ESD began in 2008, and is based on the development of research and the elaboration of educational action projects. For these purposes, work is being done on the application of the EDS Rating Scale and the development of a free online Resource Bank. Likewise, annual awards are promoted for projects prepared by educators and students from all over the world, and another specific one for the Latin American region.

Within the framework of the transformation of the child population that participates in ECCE (children from different sociocultural groups, migrants, refugees and with disabilities), the importance of intercultural education that recognizes mother tongues, cultural practices of families of origin and needs of each boy and girl, rescuing the values of diversity, inclusion, tolerance and social cohesion. In this framework, the Tashkent Declaration, the Guiding Principles and Strategies for a transformative ECCE, indicate "strengthening education for peace and sustainable development from early childhood", and TES promoted a call to action for ecological education in order to prepare all students for climate change,
OMEP will continue to develop the projects proposed in the previous Strategic Plan, enriched by these new perspectives:

- The virtual course “EDD for ECCE”, Sustainable development from an early age, coordinated by the University of Kristianstad, Sweden, which brings together 5 OMEP committees from Sweden, Croatia, the Czech Republic, Ireland and France.
- The international study with the EDS Rating Scale
- The Resource Bank [www.eceresourcebank.org](http://www.eceresourcebank.org)
- The Annual International Teacher and Student Awards
- The “My Patio is the World” Award for Latin American countries.

Likewise, the projects related to the UNESCO Participation Program that involve 5 countries of the African region of OMEP in training actions for educators for the development of educational projects on ESD will continue to be developed during the year 2023.

**WASH from the start.** This project has been developed by OMEP since 2016, understanding that from early childhood boys and girls have the right to grow up and be educated in clean and safe environments. This initiative arose in association with the UNICEF WASH project (which in English condenses the words water, sanitation, hygiene). OMEP proposed an expansion of the original program covering early childhood. This project gained relevance and greater significance during the most critical years of the pandemic due to the importance of hand washing and access to the right to water. The project will continue in force in this new strategic plan.

**Color your rights.** The Creative Art project began in 2019 as a proposal by the OMEP Cyprus Committee within the framework of the commemoration of the 30th Anniversary of the Convention on the Rights of the Child. Its objective is to allow children to communicate their feelings and their knowledge about their rights and their relationship with the social, family and cultural world through art. The focus of the proposal values artistic languages, as inclusive forms of communication between people and privileged means of communication and expression for children. The project will continue to develop with different themes.

**Play and resilience: Toy libraries.** Play is enshrined as a human right in the UNCDN. Since its origins, OMEP has worked to realize this right within the framework of education and childhood development. Different global projects have been developed such as the "Toy library" and "Play and resilience". Faced with the advance of the "primarization" of ECCE and the imposition of pedagogies linked to primary school, the valuation of play and the inclusion of a play-oriented perspective is essential. The project has not advanced during the pandemic stage with the necessary force, Therefore, the actions to redefine and extend it will be strengthened.
World and Regional Conferences Since its creation, OMEP has organized World and Regional Conferences, to advance the achievement of ECCE quality, share research, lead to new debates, update knowledge on ECCE, provide support to teachers and other specialists in the first childhood. These activities will continue to be developed, both face-to-face and hybrid.

**World Commemorations.** In accordance with the timely approval of the OMEP World Assemblies, the organization commemorates the following world days: World Play Day, May 20; International Day of Peace, September 21; World Teachers' Day, October 5; Global Handwashing Day, October 15, and Universal Children's Day, November 20.
4. ORGANIZATION

OMEP develops strategies to strengthen its management, in order to consolidate a plural, open, democratic and participatory space that allows its members to think, understand, dialogue, project and act to achieve the goals defined by its constitution.

Taking the previous Strategic Plan as a reference, the following emblematic initiatives will be strengthened and will continue to be developed:

**Finance Restructuring.** OMEP has an extremely meager budget, which limits its possibility of action and the projection of its activities. Income is limited to receipt of annual dues payments from National Committees, royalties from holding regional or world congresses, and copyright from IJEC. Exceptionally, there is some financial support for a specific project at a regional or global level. For these reasons, it is necessary to develop a specific fundraising plan to seek resources to sustain operations and expand their scope.

**Procedure Manual.** This initiative was proposed in the 2020-22 Strategic Plan, but it has not been possible to carry it out. It is hoped that the Working Group created in order to systematize and update the Manual based on the new operational needs of the organization can finally produce an effective and operational result.

**Young OMEP.** OMEP, as a democratic NGO, needs to consolidate a representative structure within its membership that includes young people and students, guaranteeing their true participation on an equal footing with the generations and groups that currently hold power. The incorporation of young people cannot be focused solely on the need for generational change due to the "aging" of our organization's membership. Their voices must be heard and their agency capacity must be enabled effectively at all levels through intergenerational dialogue and the democratization of decisions and actions because this will nurture the organization in the present. Youth groups have formed within national committees in recent years, but for the most part, they have not been sustainable. Young people have quickly withdrawn, showing that they do not feel represented in the traditional discourses, spaces and mechanisms of OMEP. Young people participate little in decision-making spheres or in debates on key political or pedagogical issues, even though they are generally sensitive to the demands for equity and social and educational justice, environmental protection and cultural diversity.
Rather, they are included in subsidiary tasks, such as support for the organization of events, management of digital technologies, etc. The TES and the WCECCE2022 pointed out the importance of the role of young people as active agents to address a truly transformative, systemic, inclusive and representative, and long-term change. The TES Youth Declaration is a call for young people to participate meaningfully as full partners, and not just as beneficiaries, in educational policy definitions and decision-making, working together with their governments, teachers, civil society, international organizations, with the United Nations and other stakeholders. At the WCECCE in Tashkent, youth defined themselves as youth or future parents, educators, and key partners in achieving SDG 4.6

In this context, OMEP intends to advance in:

- **OMEP New Generation**: Promote intergenerational dialogue by strengthening the exchange between young people from all national committees. Youth working team.

- Young representatives of OMEP in the United Nations and UNESCO. Non-governmental organizations in official relationship with UNESCO have been required to designate a representative under the age of 35 to participate in the committee.

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OMEP intends to strengthen its communication as a transversal strategy of all its action. This is a fundamental tool for promoting a constructive dialogue among its members, consolidating a common and consensual position, and for making the organization and its work known to different interest groups directly and indirectly linked to early childhood.

The development of a Communication Plan was defined in the Strategic Plan of the previous period and has been led by a specialized professional team.

In the period that begins (2023-2025), OMEP will continue generating communication campaigns and will support those of other organizations related to the pursuit of the achievement of children's rights, with the aim of ensuring that all levels of civil society - political, private and educational - understand and defend the importance and particularities of ECCE as a human right. These actions are motivated by the commitment established in the Tashkent Declaration that encourages civil society organizations to "promote dialogue in favor of international cooperation and solidarity, reinforcing the participation of civil society and facilitating and supporting the international, regional and national networks and platforms dedicated to ECCE, such as those in Europe, Central Asia, the Arab States, Asia and the Pacific, Latin America and the Caribbean and Africa”.

The flagship initiatives of external and internal communication inaugurated in the 2020-2022 period remain as bases to be strengthened in the period that begins, related to the care of the image, institutional identity and brand of OMEP, the celebration of international days and the dissemination of projects and activities in different formats such as webinars, seminars, articles, statements, videos, visual pieces among others. However, the evolution of the projects requires incorporating or strengthening the following actions:

**STRENGTHENING IDENTITY AND COMMUNICATION:**

- Strengthening a unique and coordinated institutional identity (global, regional and local) of the work in the different social networks (Twitter, IG, Facebook)
- Strengthening the link between the organization's website, global blog and social media accounts
- OMEP on stage: publishing and monitoring content generated by the NC and the EXCO. During 2023, particular emphasis will be given to the OMEP 75th Anniversary celebration.
CAMPAIGNS:
- Towards the United Nations Decade for ECCE
- Global Action Week for Education (GAWE): articulations between OMEP and the GCE
- Commitments to ECCE (Tashkent Declaration and others)

SPECIAL CELEBRATIONS:
- Celebration of 75 years of OMEP, to publicize the organization, its history, scope, achievements, present and future.
FLAGSHIP INITIATIVES
2023-2025 Strategic Plan

- Strengthening the governance and financing of ECCE
- New legal framework on the Right to ECCE
- Monitoring the Right to ECCE and SDG 2.4
- Decade for ECCE
- International Journal for Early Childhood
- OMEP: Theory in Practice
- Young Researchers Award
- ECCE educators
- Wash from the Start
- Global and Regional Conferences
- World Commemorations
- Play and Resilience
- Education for Sustainable Development
- Colour your rights

Communication | Transversal area

- Strengthening identity and communication
  - Strengthening the institutional identity
  - Link between website, blog and social media
  - OMEP on stage
- Campaigns
  - Global Action Week for Education
  - United Nations Decade for ECCE
  - Commitments to ECCE
- Special celebrations
  - OMEP 75 years celebration
In order to receive constant feedback on the strategies and proposed actions and their development, the implementation of this strategic plan will have different monitoring and evaluation instances. In these spaces, which will be developed progressively throughout the cycle to cover (January 2023 - December 2025), the opinion and experience in the implementation of the plan of various OMEP members will be sought.

Under these purposes, the following instances are constituted as spaces for permanent monitoring and evaluation of this plan:

- *EXCO meetings*
- Individual meetings with vice-presidents
- Meetings with representatives at the UN and UNESCO

In particular, the Annual Reports are configured as a central tool for monitoring this plan. Through this tool, OMEP collects and systematizes a large part of the work carried out throughout the world in light of the areas and initiatives proposed in this plan, which will allow annual monitoring and analysis of the activities carried out and the points to strengthen.