OMEP’S Annual Report 2022
DEFINING NEW COMMITMENTS FOR A TRANSFORMATIVE EARLY CHILDHOOD CARE AND EDUCATION (ECCE)
OMEP’S Annual Report 2022

DEFINING NEW COMMITMENTS FOR A TRANSFORMATIVE EARLY CHILDHOOD CARE AND EDUCATION (ECCE)
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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Defining new commitments for a transformative early childhood care and education (ecce)

**Presentation by the World President, Mercedes Mayol Lassalle**

The year 2022 posed new challenges for the work at OMEP. The number of people infected by COVID-19 started to decrease, which enabled children, families and educators to return to their ECCE programs and services, and all of OMEP to start working face-to-face at the national, regional and world levels.

As noted in the 2020 and 2021 reports, the members of OMEP’s national committees (NC) worked tirelessly in the framework of our 2020-2022 Strategic Plan, marked by the highly dystopian and unforeseeable context of the COVID-19 pandemic, which heightened the injustice and inequality that already threatened the right to wellbeing and development of young children. It seems as though humanity is recovering from this terrible time, but it is still marked by increasing environmental issues, and economic, social, educational and cultural crises, directly impacting early childhood. Moreover, the rise in violence, conflict, war and the arms industry as well as the lack of dialogue and consensus between governments and groups in power worldwide in 2022 resulted in serious risks for children, families and communities, challenging us to double our commitment not only with Sustainable Development Goal (SDG) target 4.2, but also with target 4.7, which highlights the importance of education for peace, citizenship, human rights and sustainable development. These targets need to be articulated with the 48 targets focused on early childhood of the 169 total targets outlined in the SDGs, particularly connected to goals 1, 2, 3, 4, 5, 6, 8, 10 and 16, in order to ensure a comprehensive approach and the defense of the human rights from birth.

It is a given that education is an enabler for guaranteeing other rights, but it is also the great driver for the achievement of the SDGs and, for this reason, due to the critical context faced in 2022, it is essential to count on the efforts of both state actions aimed at protecting the human rights of children and achieving the 2030 Education Agenda, and civil society organizations solidarity actions. This is why, during 2022, we continued honoring OMEP's slogan: “Rights from the start: early childhood care and education for all”, and working so that this becomes a reality in all children's lives.

In 2022, it became evident like never before that, in order to achieve the SDGs and face the great crises caused by COVID-19, it was necessary to begin working towards the transformation of education to open doors for our young children to grow up in a more peaceful, fairer, happier, more humane and more egalitarian world. To this end, OMEP worked unwaveringly to join the proposal from the United Nations Secretary General, António Guterres, and UNESCO, who summoned us to the Transforming Education Summit (TES) and Pre-Summit. Since early childhood is always overlooked in political agendas, the World President and OMEP's representatives in the United Nations system were always present “like wasps”, insisting and reminding that public policies and society at large need to face the tremendous debt owed to young children. During this process, OMEP fought for a spot and obtained a special place in the development of the World Conference on ECCE (WCECCE2022), as well as in the definition of the commitments outlined in the Tashkent Declaration.
In spite of the goals achieved in 2022, our advancements still prove to be insufficient, especially for children up to the age of 3 or 4 years old, and there is still much to be done to reach the targets defined in the SDGs. However, we recognize and appreciate the results achieved during this last year, and we will continue working non-stop to achieve the goal of a transformative ECCE.

Regarding the specific OMEP area of organization and governance, in 2022 and in spite of the lack of economic resources, we were able to increase our presence in the world and, in July 2022, we held a successful on-site World Assembly and Conference (WAC2022) in Athens, carefully planned by OMEP Greece's National Committee. We also built on the knowledge obtained during the months spent in lockdown and integrated transformative strategies to our actions that have enabled members to be closer, to have stronger communication, more visibility and better articulation, guided by the framework of the Strategic Plan. Likewise, the WAC2022 allowed us to review the Plan and define the scope of work for the next 3 years.

To conclude, I would like to thank you for your trust in my work as World President and for having re-elected me for my second and final term, which will help strengthen and advance our initiatives.

In this 2022 Annual Report, it is possible to recognize the commitment and work that everyone has done: the National Committees, the representatives in the United Nations system and UNESCO, the coordinators of the flagship initiatives, the World Secretariat team and the members of the World Executive Committee (EXCO), whom I encourage to keep working with commitment, energy and urgency for the realization of human rights of all early childhood worldwide.

Mercedes Mayol Lassalle
World President at OMEP
About this report

The 2022 Annual Report combines the input from all the members and representatives at OMEP. To this end, guidance documents were drafted based on the areas of work of OMEP’s 2020-2022 Strategic Plan. These guidelines were sent to the members of the EXCO, the representatives in the UN system and the coordinators of World Projects for them to draft their reports. Following the same areas, a platform was designed for the National Committees (NCs) to upload their reports: www.omepannualreport.org

The data gathered is presented in this document, divided into 7 chapters and an annex. The first 5 chapters correspond to the strategic areas. The chapters about the strategic areas highlight the key points in each one, they present the reports from EXCO members, UN system representatives and World Projects, and a general overview of what was reported by the NCs. The sixth chapter focuses on the financial aspects and finally the last chapter presents a series of conclusions. The annex outlines general information about OMEP.

In order to reflect the experiences and work in each committee, some activities by region are highlighted in the report. Still, it is important to note that the 2022 annual reports from the 49 NCs who provided their input will be available in OMEP’s website, under the Where we work section. It should also be pointed out that, in the cases in which countries only delivered their report via email and did not submit it in the platform designed to collect and analyze the data, the information they provided has been partially included in this document.

NCs that submitted their report

AFRICA: Angola, Burkina Faso, Cameroon, Ghana, Mauritius, Nigeria, Sierra Leone.

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

EUROPE: Bosnia and Herzegovina, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, France, Germany, Greece, Israel, Italy, Poland, Portugal, Russia, Slovakia, Sweden, Switzerland, Turkey, Ukraine, the United Kingdom.

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

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

70% of all NCs submitted their 2022 report.
1. THE AREA OF POLITICAL ADVOCACY

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

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

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

1.1 EXCO’s work on political advocacy

1.1.1 The work from the World Presidency in the area of political advocacy

Reported by the World President at OMEP, Mercedes Mayol Lassalle

The political advocacy work from the World President’s (WP) perspective was focused on monitoring, promoting and advancing the human rights defined in the Convention on the Rights of the Child (UNCRC), together with the Sustainable Development Goals and particularly with the 2030 Education Agenda targets. Articulating with these topics, the WP continued focusing her work on the flagship initiative of the Decade for Early Childhood Care and Education, for which she drafted a document that describes this initiative for the political advocacy work. Likewise, a new section for the Decade has been created in OMEP’s website: https://omepworld.org/decade-ecce/. At the moment, the preliminary document is available to read, download and share. Also, continuous actions were taken to demand urgent peace, disarmament and dialogue in terms of the war and conflict that threaten the world. OMEP states that governments must comply with the United Nations Charter to protect children’s rights at the highest level of priority through dialogue and negotiation.

The WP participated in several political forums held by regional and global political organizations, representing OMEP, increasing our exposure and strengthening relationships with members of governments, UN organizations, the Children’s Rights Committee, civil society organizations, networks, universities and other relevant stakeholders, with the goal of influencing the development of legal frameworks, public policies and other strategies to protect and advance the right to early childhood care and education (ECCE).

During 2022, the activities related to political advocacy work were essentially held in 4 connected events:

- the Global Partnership Strategy for Early Childhood
- the Transforming Education Pre-Summit, held at UNESCO
The area of political advocacy

- the Transforming Education Summit, held in the United Nations
- the World Conference for Early Childhood Care and Education (WCECCE2022), held in Tashkent, Uzbekistan

GLOBAL PARTNERSHIP STRATEGY FOR EARLY CHILDHOOD
The Global Partnership Strategy for Early Childhood (GPS) kicked off by the end of 2020 and demanded great involvement from the WP in the development of multiple meetings, which were held online due to the pandemic. The document created establishes the Global Partnership Strategy for Early Childhood, a fundamental cornerstone in the inter-agency and intersectorial work.

TRANSFORMING EDUCATION PRE-SUMMIT
The WP and Daniéle Perruchon, OMEP’s representative in UNESCO, participated in the Transforming Education Pre-Summit, held on June 28-30, 2022, at UNESCO’s headquarters in Paris. The WP, Mercedes Mayol Lassalle, was a speaker on a side event, co-organized with UNESCO and the Right to Education Initiative (RTE): “The need to expand the international legal framework”, with the participation of colleagues from RTE, CLADE, the Global Campaign for Education (GCE) and other key organizations. One of the points made was the need to reinforce state obligations from early childhood education and care to secondary and adult education, adopting a holistic approach, improving access and eliminating all barriers. Video: https://www.youtube.com/watch?v=K0xDSfOP7I

TRANSFORMING EDUCATION SUMMIT – TES
In the United Nations, the Transforming Education Summit (TES) was held for the first time at it’s headquarters in New York, in September 2022. OMEP was represented by Maria Pia Belloni and Jessica Essary, representatives in the UN, and by the WP. Together with UNESCO, the Right to Education initiative (RTE), Human Rights Watch (HRW) and the Global Campaign for Education (GCE), OMEP drove the initiative for a new international legal framework that guarantees the right to free education in early childhood. From the TES, the following achievements should be highlighted, from which it is fundamental to work on definitions that are specific for early childhood:

- The Commitment to Action on Foundational Learning: Ensure basic education as a key element to transform education. Available at: https://www.unicef.org/learning-crisis/commitment-action-foundational-learning
- The Call to Action on Financing Education: “Investing More, More Equitably and More Efficiently in Education”. Available at: https://transformingeducationsummit.sdg4education2030.org/system/files/2022-09/TES%20SS6_Financing%20Education_Cta_8%20September_Web.pdf to assume the moral, political and economic obligation of investing in education and promoting global initiatives to achieve more financial, technical and political support to implement at the national level a series of calls to action launched in the Summit.
- The importance of youth participation in the education field was also highlighted, and different aspects of the situation and career of educators as key facilitators of a transformative education were reviewed.

WORLD CONFERENCE FOR EARLY CHILDHOOD CARE AND EDUCATION (WCECCE2022)
In November 2022, the World Conference for Early Childhood Care and Education (WCECCE2022) took place in the framework of the Transforming Education Summit and the Global Partnership Strategy for Early Childhood.
The area of political advocacy

- The WP was a member of the Program Committee and appointed the Regional Vice President for Europe as her backup. OMEP had 7 representatives in Uzbekistan:
  » Mercedes Mayol Lassalle, World President at OMEP
  » Udomluck Kulapichitr, Vice President for Asia Pacific
  » Adrijana Višnjić-Jevtić, Vice President for Europe
  » Lisbeth Gouin, OMEP’s representative at UNESCO
  » Danièle Perruchon, President of OMEP France and OMEP’s representative at UNESCO
  » Jessica Essary, OMEP’s representative at the United Nations
  » Lily Wong, President of OMEP Singapore

OMEP’s participation at the WCECCE2022

Tashkent, Uzbekistán

- The WP was part of the drafting committee for the Tashkent Declaration and Commitments for Action to Transform Early Childhood Care and Education on November 16, 2022: https://unesdoc.unesco.org/ark:/48223/pf0000384045
- Among the activities, the thematic report “Building and strengthening the legal framework on ECCE rights: Achievements, challenges and actions for change” created thanks to the collaborative work between OMEP, the Latin American Campaign for the
The area of political advocacy

Right to Education (CLADE, for its Spanish acronym), the Right to Education Initiative (RTE), Oxford Human Rights Hub (Oxford University), the UN Special Rapporteur on the right to education (UHCHR) and UNESCO. Available at: https://www.wcecce2022.org/en/resources-s

• During the WCECCE2022, OMEP took part in the following specific activities:
  1 Introductory session: Non-State Actors Forum: Joint Introductory Session.
  3 Parallel session about inclusion, quality and wellbeing: Right from the start: Ensuring quality and inclusive early education care and education for all.
  4 Parallel session on Policy, governance and finance: Building and strengthening legal framework on ECCE rights: Achievements, Challenges and Actions for Change.
  5 Parallel sessions in Program innovations: Greening ECCE.
  6 Side event 11: Infants and toddlers – children playing for a sustainable life.
  7 Side event 15: Right from the start: The role of civil society actors and partnerships in advancing ECCE.
  8 Plenary session: Transforming Education Summit follow-up and voices of partners. https://www.youtube.com/watch?v=iHF6-8xMgd4

• Prior to the WCECCE2022, the WP was called to the Regional Education Office for Latin American and the Caribbean (OREALC, for its Spanish acronym, at UNESCO) to carry out to specific activities related to the Regional Report on Early Childhood Education and Care (ECCE) for Latin America and the Caribbean:
  » Finalizing a regional report on ECCE in Latin America and the Caribbean during the past decade. Drafting an introductory framework and a set of recommendations.
  » Developing the main speaker role at the Regional Consultation on Early Childhood Care and Education in Latin America and the Caribbean and preparing the final document derived from the consultation.

OTHER POLITICAL ADVOCACY ACTIVITIES

• The WP participated in the III Regional Meeting of Ministers of Education of Latin America and the Caribbean, organized by UNESCO in Buenos Aires. The topics of discussion were the participation mechanisms for the follow-up and acceleration of the 2030 agenda and the Transformation Education Summit (TES). During the meeting, the President had the opportunity to meet with several ministers from the region, to present the ECCE Decade project and to establish links with members of the UNICEF Regional Office for Latin America and the Caribbean. During these dialogues, common concerns related to the monitoring of the indicators of target 4.2 were exchanged. For more information: https://omepworld.org/es/iii-reunion-regional-de-ministras-y-ministros-de-educacion-de-america-latina-y-el-caribe/


• Thematic report: Building and strengthening the legal framework on ECCE rights Achievements, challenges, and actions for change, 2022. The WP reviewed the thematic report. For more information: https://unesdoc.unesco.org/ark:/48223/pf0000383594
INTERNATIONAL COOPERATION WITH OTHER CIVIL SOCIETY ORGANIZATIONS

In order to boost synergies to work for the achievement of the 2030 Agenda, the WP works hard with other NGOs.

- Together with the *Global Campaign for Education (GCE)*, which OMEP has been an active member of since 2021, we have participated in the *One Billion Voices for Education Campaign*. In December 2022, the WP was appointed member of the Board of the GCE representing international NGOs for the 2023-2026 period.
- The WP forms part of a working group together with the Right to Education Initiative (RTE) to research the privatization of education in early childhood and carry out the initiative of the new legal framework on the right to education in early childhood.
- Apart from this, the WP is also a fellow in the *Privatization in Education and Human Rights Consortium (PEHRC)*, which gathers prestigious NGOs and colleagues from around the world. This involves participating in many activities led by the group and with other organizations, such as the Children’s Rights Committee, and governments. Thanks to the PEHRC, the UN Human Rights Council approved the resolution sponsored by 54 States, reaffirming its acknowledgment of the *Abidjan Principles* on the right to education, and encouraging States to act against commercializing education, and demanding the UN to work together with the Global Partnership Strategy (GPE) to implement it.

DECLARATIONS IN FAVOR OF POLITICAL ADVOCACY

Representing OMEP, the WP has supported the following declarations:

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<th>Date</th>
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<td>FEBRUARY 2022</td>
<td>Civil Society Declaration for the CSocD60. Inclusive and resilient recovery from COVID-19 for sustainable livelihood, wellbeing and dignity for all. For more information: <a href="https://www.youtube.com/watch?v=x11sHQZS_wQ">https://www.youtube.com/watch?v=x11sHQZS_wQ</a></td>
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<td>MARCH 2022</td>
<td>Appeal to protect children and families forcibly displaced from Ukraine. Subcommittee on Migrant and Refugee Children of the UN Committee on Migration. For more information: <a href="https://ngo-migration.org/task-force/refugee-children/">https://ngo-migration.org/task-force/refugee-children/</a></td>
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<td>MAY 2022</td>
<td>Global civil society priorities towards the 2022 International Migration Review Forum (IMRF). 12 Key Ways for States to Get Back on Track. NGOCommittee on Migration (NGO CoM). For more information: <a href="https://migrationnetwork.un.org/international-migration-review-forum-2022">https://migrationnetwork.un.org/international-migration-review-forum-2022</a></td>
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<td>SEPTEMBER 2022</td>
<td>Call to invest in integrated child protection systems that meet the needs of children in migration. <a href="https://static1.squarespace.com/static/5e60f6d23a934b793314f68d/t/6334f1d596862b4f78e3132d8c/1664359771521/Joint+civil+society+statement_migration.pdf">https://static1.squarespace.com/static/5e60f6d23a934b793314f68d/t/6334f1d596862b4f78e3132d8c/1664359771521/Joint+civil+society+statement_migration.pdf</a></td>
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**OCTOBER 2022**

Key Recommendations. 2022 Human Rights Council Annual Day on the Rights of the Child. Child’s Rights Connect Taskforce on child’s rights and family reunification and UNICEF. For more information: [https://reliefweb.int/sites/reliefweb.int/files/resources/2022ADRC%20key%20recommendations.pdf](https://reliefweb.int/sites/reliefweb.int/files/resources/2022ADRC%20key%20recommendations.pdf)

**NOVEMBER 2022**


In addition, OMEP elaborated and disseminated:

**OMEP WORLD ASSEMBLY DECLARATION “STOP WARS AND VIOLENCE. URGENT CALL TO PEACE, DISARMAMENT, AND DIALOGUE.”**

Athens, July 13th 2022 action of the 73° OMEP World Assembly 2022

[https://omepworld.org/es/declaraciones-mundiales-de-la-omep/](https://omepworld.org/es/declaraciones-mundiales-de-la-omep/)

1.1.2 The work of the Regional Vice Presidents in the area of political advocacy

**AFRICA**

*Reported by Nyamikeh Kyiamah*

The Vice President was invited as a guest of honor to the 2022 AECE Award (Africa Early Childhood Education Awards), which took place on November 19, 2022, in Ghana.

This annual event seeks to celebrate early year’s educators, institutions, stakeholders, and change-makers for their remarkable contributions to the early childhood education sector in Africa. This initiative is organized by the Transformational Empowerment and Rural Integration in Africa Foundation (TERIA) in partnership with the Ministry of Gender Children and Social Protection, UNESCO Ghana, the Ghana Tourism Authority, the Human Rights Reporters Ghana, World Vision International Ghana and hosts of other stakeholders working in the education sector across Africa.

**ASIA PACIFIC**

*Reported by Udomluck Kulapichitr*

**RELATIONSHIPS WITH UNESCO AND UNICEF AND OTHER REGIONAL BODIES**

The region’s relationships with UNESCO, UNICEF, and early childhood NGOs depend on the ongoing strong involvement of active individuals and representatives who establish links that may last according to retirement of board members or the change of former UNESCO or UNICEF officers due to both retirement and move to new Regional Offices.

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

Normally NGOs are not involved in the meetings of Ministers of Education of the region unless they are invited as partnerships or individuals in the National Committees holding positions that require their attendances and responsibilities such as guest speakers, etc.

As OMEP has a Special Consultative Status (ECOSOC/United Nations) and has Official Partnership with UNESCO, OMEP Vice President for the Asia Pacific Region was invited to attend at the 2nd Asia-Pacific Regional Education Minister’s Conference on SDG4-Education 2030 (APRE-MC-II) during 5-7 June 2022 in Bangkok, Thailand.

**MONITORING THE PROGRESS OF SDG 4 IN THE REGION**

To monitor the progress of SDG 4 in the region, information shared during the Regional Meetings by the National Committees regarding their progress and compliance with SDG 4.2 and
exemplary actions from some countries such as OMEP Singapore and OMEP Thailand on launching extensive preschool teacher training programs, and the influence of several National Committees on educational policies for quality ECCE. As for National Committees, Myanmar and Iran that have socio-political problems, it is not known the conditions of ECCE and the progress of SDG 4 at this time. Attempts to reach for success contact and renewal relationships are still underway.

MANAGEMENT OF SUPPORT AND FINANCING

To manage support and financing, as OMEP is a non-profit organization and the work of the Vice President is a volunteering position, therefore the region depends on volunteering support for most of the activities and work within the region. The stability and support for financial management of each individual National Committee are varied. The sources of financial support may come from research grants, donations, conducting workshops, etc. In particular, Chulalongkorn University, Navamindradhiraj University and Jantairivittaya School have provided institutional support for the Vice President. There is also support from the high GDP countries to some countries whose National Committees are still facing financial instability for the payment of their OMEP Annual Fee.

Academic support through involvement with collaborative projects and researches, university lecturers and student’s visits, school visits, participation as guest speakers, workshops and joint publications are some of the ongoing academic supports among National Committees in the region.

Emotional support is also regarded as special and sustains our relationships in the region. During COVID-19 pandemic, we shared and supported our thoughts and hopes for the betterment of our loved ones, and especially young children and their families to get through this difficult time safely.

NETWORKING WITH OTHER CIVIL SOCIETY ORGANIZATIONS AND UNIVERSITIES

In networking with other civil society organizations and universities, each National President and the committee members have their individual links and connections. Since most National Presidents are university lecturers, the networking with universities is quite strong in the Region. At the regional level, civil organizations that have a strong link with OMEP are ARNEC, Save the Children, Rotary, and World Organization of the Scout Movement (WOSM).

MEETINGS OR DISCUSSION SEMINARS ON EMBLEMATIC INITIATIVES, ADVOCACY ISSUES, IDENTIFICATION OF THE MAIN ECCE PROBLEMS IN THE REGION

The platform used for discussion and sharing of ideas, issues, concerns, and reports on regional projects are mainly through the Regional Virtual Café, Regional Meetings and Assemblies.

RESEARCH OR STUDIES TO SUPPORT ADVOCACY

Regarding research or studies to support advocacy, each National Committee focuses on the uniqueness of their national interest. While Thailand has been conducting a longitudinal study based on executive functions that is now resulting in transforming preschool teacher training curriculum to promote socio-emotional development of young children, Australia has been focusing on studies with teachers/educators in order to advocate for their own well-being. The OECD Starting Strong series has earlier provided comparable international information on Early Childhood Care and Education (ECCE) to support countries and jurisdictions in their review and redesign policies in order to strengthen their delivery of quality services. However, since the launch of the OECD’s International Early Learning and Child Well-being Study (IELS) which involves the use of standardized testing of school readiness with five-year olds, National Committees of the region have been concerned. There are studies about transition into primary schools in New Zealand and the Educational Act in Thailand that forbids the use of a screening exam for entering first grade. Movements in providing quality programs for the under-three in this region are also witnessing in many countries including Japan, Singapore, and Thailand.
EUROPE

Reported by Adrijana Višnjić-Jevtić

RELATIONSHIPS WITH UNESCO AND UNICEF AND OTHER REGIONAL BODIES

OMEP France represents OMEP to UNESCO Headquarters. In 2022 Danièle Perruchon and Lisbeth Gouin participated in most of the activities set out by UNESCO in Paris and in other places. Together with other NGOs, OMEP developed parallel activities for example, conferences on special days like the International Day for Peace (September 21st).

PARTICIPATION IN THE MEETINGS OF MINISTERS OF EDUCATION OF THE REGION

OMEP has no access to politicians on a European level. However, most NCs are actively communicating with their governments and the responsible Ministries for ECCE. They are guests at each other’s conferences and seminars. Usually, OMEP representatives serve on committees that develop the national curriculum and other policy documents. A few NCs also participate in activities that monitor the implementation of the SDGs.

The VP participated in a meeting with the Bulgarian Minister of Education and Science Academy, Nikolai Denkov, where the work of OMEP was presented. OMEP Bulgaria and the Ministry agreed on cooperating with the purpose of improving children’s life quality in the country. It was evident that the OMEP is recognized as a partner that enables networking with experts from all over the world.

OMEP Czech Republic has representation in the interdisciplinary group for preschool education at the Ministry of education, as well as in a group of specialists who are responsible for the revision of the Czechs curriculum documents for preschool education in the country. Dana Moravcová, President of the OMEP Czech Republic National Committee, was named Chair.

OMEP Israel has served for years as the spokesperson of babies and toddlers, whose voices are not heard. They have been repeatedly calling for recognition of the fact that children are not born at the age of three, and that the state should take responsibility for its citizens since birth. At the beginning of the school year, steps were taken in this direction, and the Ministry of Education began accepting the responsibility for babies since birth. Still, the responsibility is mainly on functioning licenses and supervision, and too little on education.

The VP attended the Second World Conference on Early Childhood Care and Education held from November 14 to 16, 2022 in the capital of Uzbekistan, Tashkent. The conference brought together more than 2,000 participants from around 150 countries, including 70 ministers in charge of early childhood education. OMEP had an important role in it. The participants discussed the challenges and effective practices in early and preschool education and the imperative to undertake obligations so that by 2030 all girls and boys have access to a quality ECCE. The conference was divided into four days: pre-conference day, solution day, policy day and commitment day. On all four days, activities were held in which various stakeholders took part, whose interests is ECCE. 16 side events organized by partners and 20 parallel sessions focused on four main topics were held: Inclusion, quality and well-being, Workers in early and preschool education, Policy, management and finance, and Program innovations. The main conference event identified the main challenges in early and preschool education - the lack of educators and the quality of early and preschool education itself. The European Region had 4 representatives Ingrid Pramling Samuelsson (UNESCO chair), Adrijana Višnjić-Jevtić (VP for European region), Danièle Perruchon (UNESCO representative) and Lisbeth Gouin (UNESCO representative). Pramling Samuelsson and Višnjić-Jevtić organized a side event “Infants and toddlers - children playing for sustainable life”. Both participated in the parallel session “Greening ECCE” during the WCECCE.

LATIN AMERICA

Reported by Desirée López de Maturana L.
ESTABLISHING REGIONAL CONTACTS WITH UNESCO, UNICEF AND OTHER INSTITUTIONS
The Vice President permanently works together with these organizations and Chilean Congress representatives in the Comisión Futuro Niñez del “Congreso del Futuro” [Future Childhood Committee of the “Congress of the Future”].
The region performs joint work with these global organizations, through representatives in different countries close to OMEP, and who participate actively in the activities carried out by these organizations.
It is important to note that our colleagues from the preparatory Committee in Paraguay have a guiding and fundamental role in UNICEF and in the defense of children and teenagers in this country.
This is still a topic to continue working on from the Regional Vice Presidency.

PARTICIPATION IN THE MEETINGS HELD BY THE MINISTERS OF EDUCATION IN THE REGION
There was no opportunity for this.

MONITORING OF THE ADVANCEMENT ON SDG 4 IN THE REGION
This is one of the main topics discussed in the Future Childhood Committee.
All the NCs have worked on it continuously.
The most important work we are developing is with our participation in the Group for Education, Research, Science and Technology (GEACT, for its Spanish acronym) to monitor the 2030 Agenda.
Our regional representatives participate continuously in the Educational Sustainable Development projects worldwide.

MANAGEMENT OF SUPPORT AND FINANCING
It has not varied from last year, which is why I insist on the point that resources have been gained through applying to research and consulting work. Additional actions for financial support are pending through donations from individual contributors or organizations that are able to collaborate. The importance of organizing seminars, consulting, research, among other actions, has also been noticed to increase the number of resources.
In line with this, we gained financing value from the support provided by universities and other State institutions to host talks, launch books and organize the logistics for the different events. In particular, the University of La Serena continues supporting the Regional Vice Presidency’s initiatives, providing institutional resources to carry out our tasks.

JOINT WORK WITH OTHER CIVIL SOCIETY ORGANIZATIONS AND UNIVERSITIES
The work at the regional level progresses mainly with the support from and collaboration with other organizations and universities.
During 2022, we worked closely with CLADE, EDUCO, SES Foundation, and Arcor Foundation.
We have established work with 18 Chilean universities to carry children’s voices to the constituency consultation.
In general, NCs have a relationship with the universities because members work there, so the bond is permanent.

NORTH AMERICA AND THE CARIBBEAN
Reported by Christiane Bourdages Simpson

RELATIONSHIPS WITH UNESCO AND UNICEF AND OTHER REGIONAL BODIES
Contacts with UNESCO, UNICEF and other agencies are made through information transmitted by the EXCO and by the National Committees, notably at their general assemblies.

PARTICIPATION IN THE MEETINGS HELD BY THE MINISTERS OF EDUCATION IN THE REGION
As for meetings of Ministers of Education, only in Canada do all provinces and territories have a body representing them. As part of the preparations for the WCECCE agenda, UNESCO organized a consultation meeting and asked Canada and France to co-chair. This was part of a series of meetings for UNESCO’s six world regions. Canada was part of Group 1, which includes Wes-
that the area of political advocacy

tern Europe and North America. The Group 1 consultation meeting took place in September
2022. I attended the meeting as an observer. The themes identified during the various exchang-

ges were included in the regional report and contributed to the work of the World Conference
held from November 14 to 16, 2022, in Tashkent, Uzbekistan

1.2 Reports from the representatives in the United Nations system

1.2.1 United Nations representatives in New York
Reported by Donna Akilah M. Wright

AIMS AND PURPOSES
OMEP’s purpose is to educate and promote global initiatives and strategies that ensure the
human right to equitable, inclusive, and high-quality early childhood education and care. Its
members achieve this goal through the dissemination of research based pedagogical knowl-
dge and best practices in caring for young children and supporting their families through its
international, national and local networks. This dialogue places early childhood at the center
of the global agenda within discussions of public policies, strategies, and funding that ensure
high quality education and care for the youngest and most vulnerable children. OMEP’s aim is
to continue its international cooperation with organizations of the United Nations sys-
tem, States and their education systems, civil society organizations and universities, in
order to collaborate in the achievement of the United Nations 2030 Agenda and the Uni-

SUMMARY STATEMENT OF GROWTH IN PARTICIPATION AT UN
OMEP representatives in 2022 continue to advance the achievement of the development agen-
da of the Economic and Social Council (ECOSOC) and the United Nations at large. Representa-
tives are committed to expanding the understanding that every sustainable development goal
affects the well-being of our youngest children, and therefore, ultimately the future of human
progress. The SDGs that were addressed through UN OMEP team members expanded from
SDG 3 (Good health & well-being) and 4 (Quality Education) to include addressing SDG 5 (Gen-
der Equality), SDG8 (Promote decent work for all), 10 (Reduced Inequalities), 11 (Sustainable
Cities and Communities) and SDG 16 (Peace and Justice Strong institutions). Additionally, OMEP
UN Team members supported the UN drive to extend its communication and advocacy of UN
goals. The committees that UN OMEP team members participated in were the Committee on
Migration, particularly the Sub-committee Children and Migration and the Sub-committee on
Xenophobia; Committee on the Family, Committee on Education Language and Literacy, Com-
mittee on UNICEF, and the Committee on the Status of Women

OMEP’S CONTRIBUTION TO THE WORK OF THE UNITED NATIONS
The information below details UN OMEP team member participation.
• OMEP representatives organized Monthly Membership Meetings of the NGO Com-
mittee on Migration: Sub-Committee Children in Migration – SDG 3
• OMEP representatives served as a Nominations Committee Member, United Nations
NGO Committee on Migration
• OMEP representatives initiated a thrust for bi-directional training for migrants and
the communities that receive them to support mutual understanding of diversity, NGO
Committee on Migration: Sub-committee on Xenophobia -SDG 16 (February 2022)
• OMEP representatives served as Co-chair for Resource List Development, Protecting,
Supporting, and Educating Migrant, Refugee, and Displaced Children around the World
United Nations NGO Committee on Migration, Subcommittee on Children in Migration.
https://sites.google.com/view/com-resource-list/home -SDG 3, SDG 4, SDG 10, SDG 11,
SDG 16 (November 2022)
The area of political advocacy

• OMEP representatives made several presentations on Child Rights and the CRC based on material in book chapter published last year- **SDG 10** (February- November 2022)
• OMEP representatives attended meeting on Consultation of ECOSOC with NGOs in consultative status with ECOSOC- **ALL SDGS** (December, 2022)

**PARTICIPATION IN MEETINGS OF THE UN**

• OMEP representatives drafted a statement in response to the war in Ukraine regarding its refugee crisis. It was distributed to all Member States- **SDG 3** (January 2022)
• OMEP representatives organized Committee on Social Development’s side event-“Hope starts in the cities. Building a brighter future for migrant children and families”- **SDG 1** (15, February 2022)
• OMEP representatives attended NGO Committee on the Family to advocate for the needs of the most vulnerable children- **SDG 3** (2, February 2022)
• OMEP representatives attended the NGO Committee on Education Language and Literacy meeting to reestablish collaborations in the post-pandemic time - **SDG 4** (16, February 2023)
• OMEP representatives attended International Migration Review Forum, the primary intergovernmental platform on the progression and implementation of the Global Pact for safety for migrant children – **SDG 3** (17- 2, May 2022)
• OMEP representatives attended Webit Global Impact Forum: Early Education for Children Affected by Crisis supporting safe, orderly and regular migration- **SDG 4** (28, June -1, July 2022)
• OMEP representatives attended the Transforming Education Summit, which reinstated education as a core theme and identified prospective development partners such as civil society - **SDG 4** (16-19, September 2022)
• OMEP representatives attended Nurturing the Spiritual Development of Children in the Early Years: A Dialogue with Religious Actors to promote advocacy for migrant children - **SDG 3** (23, January 2023)
• OMEP representatives attended the NGO Committee on Education Language and Literacy meeting to reestablish collaborations in the post-pandemic time - **SDG 4** (16, February 2023)
• OMEP representatives advocated for a Global joint-statement supporting children and their families during ongoing crisis in Syria and Turkey promoted by the Early Childhood Peace Consortium (signed by OMEP)- **SDG 3** (February 2023)
• OMEP representatives attended the NGO Committee on UNICEF meeting to explore future collaborations- **SDG 3** (February 2023)
• OMEP representatives attended NGO Committee on Family to advocate for Global Parent Education- **SDG 3** (4, February 2023)
• OMEP representatives planned Committee on Social Development Side Event-“Don’t Steal My Childhood! Child Labor and Children in Migration” to advocate against migrant child labor- **SDG 8, SDG 10** (10, February 2023)
• OMEP representatives attended UN Water Conference, to support the need for clean water for the most vulnerable children- **SDG 3** (22-24, March 2023)
• OMEP representatives presented an Oral Statement to the Commission on Population and Development (CPD56) emphasizing the need to return to the 2003 inclusion of education as a core theme. For the first time in twenty years, education was re-inserted and Early Childhood Education was referenced- **SDG 4** (12, April 2023)
• OMEP representatives attended Forum on Financing and Development Outcomes and Means to Implement 2030 Agenda to advocate for funding early childhood edu-
The area of political advocacy

cation and care, including children who are in vulnerable circumstances-SDG 8 (17, April 2023)
• OMEP representatives attended UN Emergency Platform- Summit on the Future to advocate for migrant children- SDG-3 (20-23, April 2023)
• OMEP representatives attended Second Civil Society Town Hall w/ President of the UN General Assembly- SDG 10 (20, April 2023)
• OMEP representatives participated in the launch of the Call to “Stop Stealing Children’s Lives”. The Subcommittee on Children in Migration is sending out appeal to the UN Member States in the occasion of the UN Day Against Child Labor (12, June 2023)- SDG 3 (March - June, 2023)

COOPERATION WITH UN BODIES
• OMEP representatives met with the Special Representatives of the Secretary General on Violence Against Children to explore possible collaboration-SDG 4 (June, 2022 & April 2023)

INITIATIVES TAKEN IN SUPPORT OF THE UN SUSTAINABLE DEVELOPMENT GOALS
• OMEP representatives participated in UN International Day of Peace- SDG 3 (21 September 2022)
• OMEP representatives launched the initiative with Community Based Organizations to build an advocacy platform to promote the protection of migrant and refugee children’s rights in NYC- SDG 10, SDG 11, SDG 16 (1, November 2022)
• OMEP representatives in the Committee on Migration: Sub-committee on Children and Migration contributed to preparation of video clips of interviews of migrant children in New York City -SDG 10 (February 2022- ongoing)

1.2.2 UNESCO Paris and UN Geneva representatives

Reported by Danièle Perruchon and Lisbeth Gouin

PRESENTATION

The representatives at UNESCO Paris and the UN headquarters in Geneva are Danièle Perruchon, Lisbeth Gouin and, as World President, Mercedes Mayol Lassalle. Their main goal is to support collaborative work and the close relationship that OMEP holds with the United Nations system since its creation in 1948, as well as to inform and get involved in different proposals and projects. As permanent representatives, they participate in different activities of the NGO-UNESCO Liaison Committee, among many others.

GOALS AND PURPOSES

The UN Geneva and UNESCO representatives have the following goals:
1. To influence decision-making in the highest levels;
2. To enable collaboration and participation with relevant stakeholders in public policies related to early childhood; and
3. To strengthen OMEP’s exposure and credibility in our points of view regarding the wellbeing, rights and education of children from birth to 8 years old.

Through its Regional Vice Presidents and National Committees, OMEP forms networks and collaboration with UNESCO in their local and regional offices in order to develop different projects and initiatives. OMEP has participated in the regional Education Ministers Summits and in UNESCO’s technical meetings. OMEP also takes part in events related to the international days of education, peace, literacy, girls, teachers, mother tongue and other key topics.
OMEPS CONTRIBUTION
AT UNESCO
• Global Partnership Strategy (May 18, June 27 preparation)
• Transforming Education Pre-summit (June 28-30)
• Transforming Education Summit, NY (September 16-19)
WEBINARS AND MEETINGS
• Webinar series on ESD “Climate change education for social transformation. On the road to COP27”
• Launch of the new Global Network of education stakeholder called “ESD-Net 2030”
• The Ocean Decade: Catalyzing support and commitment
• UN Groundwater Summit
• Seminars on contemporary ethical issues (Ethics of Artificial Intelligence, Boys’ disengagement from education)
• Preparatory meetings and webinars for the TES Pre-summit June 28-30 and for the World Conference on Early Childhood Care and Education, held in Tashkent (Neuroscience and Early Childhood, PE decade proposal, preparation for speeches...)
• Participation in the World Conference on ECCE 2022 (WCECCE) in Tashkent
• Revision of the 1974 Recommendation
• Meeting of non-governmental partners (NGP)
CELEBRATION OF INTERNATIONAL/WORLD DAYS
• International Day of Education
• International Mother Language Day
• International Women’s Day
• International Literacy Day
• International Day of Peace
• World Teachers’ Day
• Human Rights Day
WITH THE NGO-UNESCO LIAISON COMMITTEE
• Meetings and participation in the International Festival for Peace 2022 held in Tolosa, Spain
• Science technology, innovation and entrepreneurship for the Achieving the SDGs
• 13th NGO/UNESCO Forum Ottawa Nov. 21-22: Mobilizing NGOs for the Decade of Indigenous Languages and the Ocean Decade
• NGO survey and partnership with UNESCO
• Webinar on NGO partnership in Europe

PARTICIPATION IN ACTIVITIES OF THE UNITED NATIONS SYSTEM
INTERNATIONAL CONFERENCES
• Participation in the International Conference of NGOs – ICNGO (December 14-16, 2022). “Breaking barriers – What role for civil society organizations towards a sustainable future”. How the diversity of NGOs can be a lever and not an adversity. What value NGOs add to UNESCO. How to improve communication between NGOs, the Liaison Committee, Member States (survey) and UNESCO. Opportunities and challenges for NGOs in a multi-stakeholder approach to the SDGs. New York Education Summit and the Futures of Education, towards a new social contract of solidarity for education and lifelong learning. OMEP proposal for an Early Childhood Forum 2023-2024. Election of the new 2023-2024 Liaison Committee.
• Video of Day 1 of the ICNGO
• Video of Day 2 of the ICNGO
• Video of Day 3 of the ICNGO
CELEBRATION OF INTERNATIONAL/WORLD DAYS

- **January 24: 4th International Day of Education:**
  “Changing Course, Transforming Education”.
  As suggested in the recent *UNESCO World Report on the Future of Education*, transforming the future requires a balance between people, nature and technology: revolutionary opportunities but challenges to equity, inclusion and democratic participation. Presentation of the most important transformations that need to be nurtured to realize everyone’s fundamental right to education and build a more sustainable, inclusive and peaceful future. The debate focused on how to strengthen education as a public enterprise for the common good, how to drive digital transformation, support teachers, protect the planet and unleash the potential of every individual to contribute to collective well-being....

  “*In these exceptional times, the status quo is no longer possible. If we want to transform the future, if we want to change course, we must rethink education. It is about forging a new social contract for education, as proposed by UNESCO’s Futures of Education report, published in November 2022. We need to repair past injustices and orient the digital transformation around inclusion and equity. And we need education to fully contribute to sustainable development – for instance, by integrating environmental education in all curricula and by training teachers in this field.*” Audrey Azoulay, UNESCO’s Director General.

- **February 21: International Mother Language Day:**
  “Using technology for multilingual learning: challenges and opportunities”
  Enhancing the role of teachers in the promotion of quality multilingual teaching and learning.
  Technology has the potential to address some of the greatest challenges in education today. It can accelerate efforts towards ensuring equitable and inclusive lifelong learning opportunities for all if it is guided by the core principles of inclusion and equity. Multilingual education based on mother tongue is a key component of inclusion in education.
  A recent UNESCO, UNICEF, World Bank and OECD survey on national education responses to COVID-19 school closures of 143 countries showed that 96 per cent of high-income countries provided remote learning through online platforms for at least one education level compared to only 58 per cent of low-income countries. In low-income contexts, the majority of countries reported using broadcast media such as television (83%) and radio (85%) to support continuity of learning. Obviously, teachers lacked skills and readiness for using distance teaching. Many learners lacked the necessary equipment, internet access, accessible materials, adapted content, and human support that would have allowed them to follow distance learning. Moreover, distance teaching and learning tools, curricula and content are not always able to reflect language diversity.

- **March 8: International Women’s Day**
  The *International Women’s Day (OMEP France, information only available in French)* theme is “*Breaking stereotypes, combating gender prejudice*” around the right to education for gender equality, by transforming the mentalities of families, communities, institutions and governments, building trust, inter-generational dialogue and breaking the silence.
  Solidarity with women, girls and boys in Ukraine, Afghanistan and all countries in conflict and vulnerable situations.
  OMEP honors our founders: Alva MIRDAL, Lady ALLEN of HURTWOOD, Suzanne HERBINIERE-LEBERT, Marie BARTUSKOVA.
Video: Honoring women founders of OMEP

September 8: International Literacy Day
The celebration theme is “Transforming literacy learning spaces” to build resilience and ensure quality, equitable and inclusive education for all. How to remove barriers and adapt to environmental conditions in relation to ESD.
Summary of the information document: International Literacy Day and Prizes 2022, transforming literacy learning spaces.

September 21: International Day of Peace
For the International Day of Peace 2022, UNESCO's group of NGO partners brought together the contributions of some twenty choirs from around the world in their Festival for Peace project, under the aegis of the NGO Liaison Committee, in Tolosa, Spain.

October 5: World Teachers’ Day
The celebration theme is “The transformation of education begins with teachers”.
“You cannot teach today the same way you did yesterday to prepare students for tomorrow.” John Dewey
“The world has committed to transform education and to address the main obstacles that prevent teachers from leading this transformation. The recent report from the International Commission on the Futures of Education, Reimagining our futures together, calls for a new social contract for education, one in which teachers are at the center and their profession revalued and reimagined... The valuable work that teachers do must also be translated into better working conditions and pay...” Audrey AZOULAY, UNESCO's General Director.

Messages for World Teachers’ Day 2022

December 10: Human Rights Day
The Human Rights Day theme of this year is “Dignity, Freedom and Justice for All” and call to action is #StandUp4HumanRights.
“Celebrating Human Rights Day reminds us that human rights cannot be taken for granted and that their safeguarding requires commitment on a daily basis. This is the motivation for the work we do and it is the raison d'être of both the United Nations and UNESCO”. Audrey AZOULAY, UNESCO’s General Director.

EDUCATION FOR SUSTAINABLE DEVELOPMENT
“The time to learn and act for our planet is now!”


“Climate change education for social transformation. On the road to COP 27”, a series of 8 webinars, organized by UNESCO and United Nations Framework Convention on Climate Change (UNFCCC) leading up to COP27. The goal is to achieve a more “green” and eco-responsible approach in every education policy and curriculum by exploring the essential role of climate change education and how to harness its transformative power, in the run-up to COP27.

1 Why climate change education for social transformation? April 26, 2022: The discussion focused on the gaps in education policies and curriculum, and the direction we want to take towards the necessary social transformation towards decarbonization and sustainability, as well as a renewed understanding of climate change education today.
More information, Video recording, Event summary

2 How climate change knowledge can become action, March 31, 2022: Reviews the core skills, values and actions as well as knowledge that are required for transformative climate change education that will bring about social change.
The area of political advocacy

Agenda, More information, Video recording
3 Education for post-carbon green economies, June 28, 2022: Discusses structural transformation towards post-carbon green economies and a 1.5-degree lifestyle, as well as how knowledge, skills, values and actions relevant to economic transition can be integrated into education policies and curricula.

Agenda, More information, Video recording
4 Now or never: Adapting teaching and learning in a changed climate, July 26, 2022: Reflects on our new realities shaped by the inevitable consequences of climate change. Within this context, the conversation will examine the teaching and learning that are needed to help learners adapt and live in the changed climate, including the importance of social and emotional learning.

Agenda, More information, Video recording
5 Our future starts with you: How to become a climate change champion, August 30, 2022: Reviews transformative pedagogies for civic action and the role of youth, educators and women as agents for social change.

Agenda, More information, Video recording
6 The ancient futures: Un-learning and re-learning our way towards a post-carbon future, September 27, 2022: Discusses the values and practices of harmony embedded in traditional knowledge and indigenous communities across the world, and how they help us visualize a post-carbon future. Good practice stories will be shared to inspire a brighter future for collective efforts fighting against climate change.

Agenda, Video recording
7 Getting ready to scale up climate change education at COP27, October 25, 2022: Reviews the gaps, challenges and opportunities in promoting climate change education for social transformation in education and sustainable development policies and curricula. The discussion will present concrete strategies to promote the greening of every education policy and curriculum, particularly around COP27.

Agenda, Video recording
8 Post-COP27 climate change education: Where do we go from here? November 29, 2022: Closes Season 1 by looking back at COP27 and its key takeaways, achievements, and commitments made related to climate change education

Agenda, More information, Video recording
- UNESCO launched the new ESD-Net 2030 global network of education stakeholders on October 4, 2022. An outgrowth of the previous Global Action Programme (GAP), this network aims to facilitate the implementation of the ESD 2030 framework and its implementation roadmap by enhancing knowledge sharing, collaboration, mutual learning, advocacy, monitoring and evaluation, the unique role of the cultural sector in ESD integration, innovative practices that can be used to implement ESD in everyday life across a diversity of contexts.
- “The Decade of the Oceans: Catalyzing support and commitment”, September 13, 2022. The United Nations Decade of Ocean Sciences for Sustainable Development (2021-2030) includes a wide range of activities such as educational curricula, art, installations, environmental actions, and advocacy. Intergovernmental Oceanographic Commission of UNESCO (IOC/UNESCO).
- UN-Water Summit on Groundwater, December 6-8, 2022. The Summit aims to draw attention to the topic of groundwater at the highest international level. In fact, it supplies almost half the world’s drinking water, around 40% of water for irrigated agriculture and around 1/3 of the water needed for industry. It sustains ecosystems, maintains the base flow of rivers and prevents land subsidence and seawater intrusion.
Groundwater is an important part of the process of adapting to climate change, and is often a solution for people who do not have access to safely managed water. Despite these facts, groundwater, as an “invisible” resource, is out of most people’s minds. Still, as the availability of surface water diminishes (due to human activities and climate change), dependence and pressure on groundwater will continue to grow. In many places, human activities are overexploiting and polluting groundwater. In other places, we simply don’t know how much water there is. Meanwhile, water scarcity is on the increase, already affecting around 2.7 billion people worldwide for at least one month a year.

- Seminar on contemporary ethical issues: 29th (Ordinary) Session of the IBC / Joint Session of the IBC and the IGBC / 12th (Extraordinary) Session of COMEST, September 20, 2022. The work of the IBC, the IGBC and COMEST is indispensable for ensuring a better understanding of contemporary ethical issues and enabling UNESCO to develop normative and policy initiatives to address them. This year, reflections will focus on issues ranging from the ethics of climate engineering to the principle of solidarity and cooperation, as well as lessons learnt from the COVID-19 pandemic. During the session, the IBC and COMEST will also launch their reports adopted in 2021 on the Ethical Issues of Neurotechnology, the Principle of Protecting Future Generations, the Ethics of the Internet of Things (IoT) and the Ethics of Land-Use.
- Ethics of Artificial Intelligence, February 24, 2022. Preparation for the First Global Forum on the ethics of artificial intelligence, with the theme, “Ensuring inclusion in the AI world”, hosted by the Czech Republic on December 13, 2022, in Prague. It marks an important milestone towards building a robust international coalition ensuring the ethical development and use of AI worldwide following the adoption of the Recommendation on the Ethics of AI in November 2021.
- Boys’ disengagement from education, April 7, 2022. No Child Left Behind: Launch of the global report on Boys’ disengagement from education. Girls have more difficulty accessing education and are more likely than boys to be out of school, particularly at primary level. However, boys are at greater risk of repeating grades, failing to progress and complete their education, and not learning while in school. Globally, 132 million boys are out of school. That’s more than half of the global out-of-school youth population and more than the 127 million girls who are also out of school. Ensuring access to quality education for all is not a zero-sum game. It is important to ensure that a focus on achieving gender parity and equality does not ignore boys. Supporting boys does not mean that girls lose out and vice-versa. On the contrary, equal education opportunities benefit both girls and boys and the broader society.
- Participation in the work of UNESCO’s NGO Liaison Committee: https://ngo-unesco.net/
  » NGO survey and partnership with UNESCO, December 1, 2022: results presented at CIONG, how to improve communication
  » Webinar NGO partnership Europe region, December 5, 2022, to strengthen the NGO network
- Non-Governmental Partners (NGP) meeting, October 7, 2022, on the theme of thematic debate and NGO relations with partners: Added value? Operational capacity? Key players? Co-executors?
INITIATIVES FOR THE SUSTAINABLE DEVELOPMENT GOALS (SDGS)

- **Initiative “Poems for Peace” by a coalition of solidarity NGOs, partners of UNESCO** (SDG 4.2, 4.7, 16): Association Montessori Internationale (AMI), World Union of Catholic Teachers (WUCT) and World Organization for Preschool Education (OMEP). The competition is organized by the Académie de la Poésie Française (ADLPF) [Academy of French Poetry]. The competition is sponsored by Le printemps des Poètes [The Spring of Poets], the French National Commission for UNESCO and the Côte d'Ivoire National Commission for UNESCO. To promote the French language, the competition is open to all French-speaking people. Poetry, universal and free, transcends established discourse. More than ever, it has its place in a world in crisis, where the fight for culture and peace are one and the same. This competition is in keeping with UNESCO's mission, and is part of its celebration of Peace Day and Poetry Day. The initiative, which is aimed at a wide audience from the age of six upwards, gives young people the chance to be inventors of language by daring to put their imagination at the service of peace. It also aims to build bridges between generations and promote cultural diversity, one of UNESCO's priorities.

- **Initiative by the NGO partners to promote a new book on education for peace (SDG 16) OMEP co-ordinates the project.** A group of official NGOs in partnership with UNESCO has been working since 2012 to organize the International Day of Peace on September 21, based on the UN's resolutions in the framework of peace culture (resolution 52/15 adopted by the UN General Assembly in November 1997).

  - We are certain that education for peace is absolutely necessary in our world, and that it requires solidarity among NGOs and partnership with our organization, as well as disseminating our intercultural and intergenerational bonds that show best practices and invite people to reflect and change their minds. After celebrating the 2018 International Day of Peace in Tunisia, which focused on a reflection about “Drones and Robots for Peace”, the group decided to publish a book to immortalize this original topic. This book is proof of the commitment to peace culture of hundreds of people in all regions of the world, through pictures done by children, young people, creators, artists, experts in the area of robots and AI, psychologists and NGO representatives. This educational, illustrated book will thus contribute for children to develop selflessness, solidarity, curiosity and critical thinking, as well as to show future generations that they have a great role to play, whether it is managing AI or, at least, using it ethically, according to the global survey on AI launched by UNESCO (41st General Conference). The book, funded by individual donations, was published in October, 2022.

- **Initiative “ESD for EPPE, sustainability from the start”, Erasmus OMEP Europe project.** Creation of an online course in 3 languages, English, French and Swedish, accessible free of charge anywhere in the world via the edChild application. It comprises 8 training modules in Education for Sustainable Development based on the 4 ESD axes: environmental, socio-cultural, economic and political. It is designed for early childhood educators, teachers and students. This 3-year project, 2022-2024, is led by OMEP Sweden and involves the committees of 4 other countries: France, Ireland, the Czech Republic and Croatia. The year 2022 was devoted to drafting the 8 training modules; 2023 will see their implementation in the classroom, notably through twinning activities with countries in Europe and different regions of the world under the responsibility of OMEP France, in partnership with the University of Aix-Marseille; in 2024, there will be an assessment of all the actions carried out, as well as their valorization and dissemination. Three multiplier events are planned, both face-to-face and hybrid. The first took place in France in October 2022. The other two will be held in Croatia and Sweden. Two face-to-face (or hybrid) training
The area of political advocacy

stays will also be organized in the Czech Republic and Sweden. A Teams platform has been set up for communicating and filing documents.

DESCRIPTION OF THE REPRESENTATIVE TEAM’S MAIN STRENGTHS

• As education is one of the cross-cutting vectors of all UNESCO’s sectors, the representatives take part in all reflections on the evolution of the world, and on UNESCO’s major themes and strategies. They give priority to meetings on education, and in particular early childhood education, work to achieve the SDGs 2030, respect for rights, peace education, ethics and ESD.
• The representatives are well-informed about the workings of the institution, and work both in bipartism with the sectors and under the aegis of the Liaison Committee or groups of partner NGOs.

MAIN ASPECTS TO IMPROVE

• It is increasingly a question of young people’s platforms, and young people’s points of view: it would therefore seem important to have inter-generational work at OMEP to train young people and give them a place in the representations. We need people who are very available for this time-consuming voluntary work.

1.2.3 CCNGO representation

Reported by Mercedes Mayol Lassalle

The WP is an appointed member of the Coordination Group of the CCNGO for the Collective Consultation of NGOs on Education 2030 (CCNGO-Education 2030), representing international NGOs that have official representation in the Coordination Group at UNESCO. During 2022, the WP was present in around 12 online meetings, drafting documents and declarations and participating in important UNESCO and United Nations initiatives and meetings. The work within the framework of the new Global Education Cooperation Mechanism (GCM) continued after being re-designed last year. The new Global Education Cooperation Mechanism (GCM) adopted in the 2021 Global Meetings for Education proposes a strengthened High-Level Steering Committee (SDG4 HLSC) to act as guiding body for education worldwide. In line with the Incheon Declaration and the Education 2030 Framework for Action, the SDG4 HLSC provides strategic guidance, monitors progress and makes recommendations on strategic areas and actions to be focused on. It also provides an overview and looks for adequate financing, and it fosters the harmonization and coordination of related activities. Its membership is representative of the global educational community, with a ‘Leaders Group’ of 28 ministers, Heads of Agency, and organizational leaders, and a corresponding ‘Sherpa Group’ of senior technical representatives. The latter will provide strategic support to the Leaders Group and will lead the technical work for the three HLSC’s Functional Areas, with the support of the Inter-Agency Secretariat (IAS).

Two members of the CCNGO on Education 2030: Mr. Refat Sabbah, President, Global Campaign for Education, and Ms. Helen Dabu, Secretary General, Asia South Pacific Association for Basic and Adult Education (ASPBAE) are members of this mechanism in representation of the whole CCNGO. The other members, including OMEP’s WP, support the actions undertaken by these representatives.

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

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

### JANUARY

### FEBRUARY
- Meeting of the Sherpa Directors’ Committee. Final report of the strategic examination of functional area 1 regarding the Global Education Cooperation Mechanism on how to move forward.

### MARCH
- Review of the keynote statement of the Transforming Education Summit (TES). The appointed representatives of the CCNGOs in the Global Education Cooperation Mechanism (GCM) have been automatically included as CCNGO and CSOs representatives for the TES Advisory Committee.

### APRIL
- Participation in the CCNGO prior to the Sherpa meeting on May 16-17. Discussion on the background documents and development of collective or position papers. Report on activities completed, mainly by the CCNGO representatives on the new structure of the Global Education Cooperation Mechanism (GCM) and the High Level Steering Committee (HLSC).

### MAY
- Contribution to the background documents for the Sherpa meeting on May 16-17, which you are encouraged to review and share within your networks in preparation for our preparation call (the Sherpa meeting itself), for which you will receive a suggested date shortly.

### MAY - JUNE
- Organization to ensure representation and participation from the CCNGO GCM in the Transforming Education Summit (TES) Pre-Summit meeting to be held in Paris on June 28-30. All the information related to the Pre-Summit and main Summit (including the different consultations that are being held) can be found in this UN dedicated website: [https://www.un.org/en/transforming-education-summit](https://www.un.org/en/transforming-education-summit).

### JUNE
- Drafting and commenting on the Call to Action on Management project from the High Level Steering Committee.

### JUNE-AUGUST
- Review of the thematic Action Tracks documents from the TES.

### JUNE-SEPTEMBER
- Meetings of the TES Advisory Committee, where the side project on the UN Secretary General’s Vision Statement for the Strategy was presented, and input and feedback was collected from the Advisory Committee members.

### SEPTEMBER

### OCTOBER
- Participation in the monitoring process of the TES in the High Level Steering Committee (HLSC) to ensure that the political funding obtained and the global movement for the TES actually result in concrete actions. Participation in discussions on the TES results and how the HLSC should translate the monitoring of the TES and its wider SDG4 leadership agenda into concrete actions and what should be the role of its different platforms and partners, of the Coordination Group of NGOs and the wider network for the implementation of SDG 4, included in the monitoring of the TES.

### NOVEMBER
- Participation in the monitoring of the TES prior to the HLSC meeting on December 8-9.

### DECEMBER
- Participation of the representatives of the CCNGO in the High Level Steering Committee (HLSC) meeting for the SDG 4 in Paris, on December 8-9.
1.3 Activities on political advocacy from the National Committees

1.3.1 Monitoring the CRC at the national level

35% of the NCs reported that they are monitoring the CRC through different activities.

| REGION                      | INITIATIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| AFRICA: NIGERIA            | OMEP Nigeria has shared the CRC with some of the state governments and with all current OMEP State chapters. Through the implementation of the ESD & Activity Based Low Cost, NO Cost Project, educators have been trained in strategies to engage children, enable them participate in their learning and empower them to be active change agents in creating an Eco-friendly Sustainable Environment. Children are encouraged to express their thoughts through competitions to showcase their Creative representation on issues concerning climate education, Going Green and Child's Right through, music, Creative writing, Poetry and use of the 7REs in Art, Craft, fashion, Science etc. Seminars and workshops are organized to educate parents and teachers on supportive strategies to enhance children’s independence, resilience, make them creative life-long learners etc. |
| ASIA PACIFIC: JAPAN        | OMEP Japan has developed a Japanese scale on the rights of young children for local governments. Over the past two years, they have monitored nearly 100 administrative organizations, interviewed some administrative organizations, summarized their contents, and issued a report. They have also created a CYR magnet to raise awareness among OMEP members and ECCE professionals about children’s rights from the Start.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| EUROPE: CYPRUS             | We organized an international one-day conference and an artistic exhibition and artistic workshops for children.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| LATIN AMERICA: VENEZUELA   | In every meeting and activity, it is highlighted how fundamental it is to guarantee ECCE as a HUMAN RIGHT. Inter-sectorial articulation has been requested to monitor the social investment being made for early childhood in all sectors. The need to develop public or official information on the real ECCE data related to education (access, children covered, persecution, formal and community centers) and health in early childhood has been requested multiple times. Training spaces have been offered in order to strengthen educators’ professional knowledge on topics regarding the exercise of the human right to early childhood education.                                                                                                                                                                                                                                                                                                                                                                                                 |
| NORTH AMERICA AND THE CARIBBEAN: UNITED STATES OF AMERICA | While the USA has signed the treaty, the country has still not ratified the CRC. We continue to promote legislation that promotes the equality, equity and inclusion of all children regardless of their country of origin, religion, gender or gender identity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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

47% of the NCs participated in the monitoring of the achievement of SDG 4 and targets 4.2 and 4.7.

| REGION                      | ACTIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| AFRICA: CAMEROON           | OMEP has advocated the resumption of schooling in the conflict zones of the Far North, in the face of Boko Haram, and the Anglophone Zone, in the face of the Anglophone Secessionist rebellion.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| ASIA PACIFIC: NEW ZEALAND  | As a member of the Early Education Federation, we monitor our Government Strategic Plan for early childhood. Aotearoa NZ has a high participation level in early childhood. We fully support SDG4. NZ has 90% of children in a diverse range of early childhood services - kindergarten childcare, Playcentre, Kohanga Reo, Pacific Island Language Nets, Montessori, Home based, etc. Support for neuro diverse children may inhibit participation. We hold webinars for the sector. Webinars on sustainability 4.7: We have been involved in research with Pacific Island Nations on mitigating climate change in early childhood funded by the Edward Van Leer Foundation and monitored by ARNEC. We have held zoom meetings with a sustainable development focus. Supporting students to apply and win OMEP ESD award. We attended zoom professional development to gain a global perspective. Digital resource formulated to support children's rights on our website: https://www.omepaotearoa.org.nz |
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<table>
<thead>
<tr>
<th>REGION</th>
<th>ACTIONS</th>
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<tbody>
<tr>
<td>EUROPE: BELGIUM</td>
<td>With the support of the Prince Philippe Fund of the King Baudouin Foundation, OMEP Belgium organized three visits of practitioners in the field of childcare and early childhood education and teachers and researchers from higher education in Ghent, Antwerp, Leuven, Liege, Luxembourg, Brussels and Eupen. Together, the participants visited daycare facilities, primary school and out-of-school care centers in Ghent, Seraing and Eupen with the aim of identifying the strengths and challenges of early childhood care and education in Belgium’s three language communities. During the visits, the participants exchanged interesting practical experiences. These experiences were carefully recorded in a notebook and a summary report was made for each community. Both targets 4.2 and 4.7 were addressed in this exchange project.</td>
</tr>
<tr>
<td>LATIN AMERICA: COLOMBIA</td>
<td>Direct involvement from the national table for private education to discuss and strengthen the public policy on early childhood education. Promotion and development of workshops, such as qualification spaces for educational agents, around topics related to attention to diversity in early childhood, and best practices for care, parenting and wellbeing.</td>
</tr>
<tr>
<td>NORTH AMERICA AND THE CARIBBEAN: UNITED STATES OF AMERICA</td>
<td>We continue to support legislation and actions that promote equal access to early education and care as well as sustainability for a better community and world. (i.e., Childcare Development Block Grant Act; Children’s Interagency Coordinating Council).</td>
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1.3.3 Initiatives to influence decision-making on ECCE policies

65% of the NCs report having participated in different initiatives to influence decision-making on ECCE policies.

<table>
<thead>
<tr>
<th>REGION</th>
<th>INITIATIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRICA: BURKINA FASO</td>
<td>Participation in meetings of the partnership framework for education and training actors</td>
</tr>
<tr>
<td>ASIA PACIFIC: SOUTH KOREA</td>
<td>We completed a digital resource for teachers formulated to support children’s rights. It raises questions that could influence center policy. We are an active member of a child rights collaboration group, Tick4kids, who advocate for children’s rights particularly leading up to the elections. We write submissions and contribute to surveys to the Ministry of Education and local council. We attend Early Education Federation meetings where decisions are made across the early childhood sector on what issues to raise with the Ministry of Education. We hold webinars that raise awareness of topics like climate change, child rights. We have led research on climate change and early childhood. We have held zoom meetings open to all members and beyond while rōpū (chapters) have held face to face professional development.</td>
</tr>
<tr>
<td>EUROPE: ITALY</td>
<td>In the first months of 2022, through its representatives, the committee sent a contribution for the drafting of the first 0-6 pedagogical guidelines and the national guidelines for early childhood education services; a historic step that saw the committee at the forefront for the promotion of educational professionals in this area, with special attention to male figures.</td>
</tr>
<tr>
<td>LATIN AMERICA: BRAZIL</td>
<td>Monitoring the Plano Municipal da 1ª Infância em Santos [Municipal Plan on early childhood in Santos]</td>
</tr>
<tr>
<td>NORTH AMERICA AND THE CARIBBEAN: UNITED STATES OF AMERICA</td>
<td>We continue to support legislation and actions that promote equal access to early education and care as well as sustainability for a better community and world. (i.e., Childcare Development Block Grant Act; Children’s Interagency Coordinating Council).</td>
</tr>
</tbody>
</table>

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

- 62% of the NCs worked with local, regional or national governments.
The area of political advocacy

- 51% with educational centers.
- 58% with other NGOs.
- 33% with foundations.
- 29% with UNESCO and UNICEF.

Other institutions the NCs worked with during 2022

Moreover, the NCs reported having worked with universities, research centers, unions and syndicates, and cultural centers.

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

53% of the NCs celebrated World Children's Day.

- In the African region, for example, posters and messages were shared.
- In Asia Pacific, communications were sent out via email and posts were published on their websites.
- In Europe, conferences were organized, where educators shared activities and strategies to promote children's rights, awareness campaigns were launched on social media, specific projects were carried out, activities in different educational centers were supported and workshops for parents were developed.
- In Latin America, national awareness campaigns were launched, round tables were held, and activities in different educational centers were carried out with the participation of families and the community.
- In North America and the Caribbean, statements and specific articles about children's rights were drafted, as well as texts to educate children on their rights (the right to play, to be named, to not be trafficked, among others).

1.3.6 The impact of actions in the area of political advocacy from the national committees: achievements and challenges

58% of the NCs believe that they had a strong impact in this area, while 29% believe the impact was weak. Pakistan, Japan, Colombia, Russia and Cyprus rate their impact as very strong, while Bosnia and Herzegovina rate it as very weak.

Regarding achievements, NCs highlight the development of national and local strategies to strengthen ECCE and advocate for human rights in early childhood; the creation of position
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papers and declarations for government public officials, UNESCO, UNICEF and other organizations related to ECCE; and the joint work with other organizations to take a position on legislative changes, public policies and curricular guidelines. Many NCs value that OMEP keeps being a key reference regarding ECCE policies. They also highlight the implementation and development of projects on relevant ECCE topics and the organization of events with the participation of various stakeholders. Some NCs make a point of increasing work with research centers, universities, teachers in training, and professional educators, as a means to drive change and improve practices. NCs emphasize OMEP’s ability to work with governments (in their different levels) bringing together theory, politics and practice, to generate true and transformative impact in the communities.

Among the challenges, the NCs mentioned the national and local epidemiological measures that were maintained in some regions during 2022, which hindered the implementation of some activities and strategies. The flow of financial and human resources, as well as the development of skills, are two points to be improved to have a greater impact in public policies. In line with this, the NCs point out that a lot of resources are needed in terms of time and people to reach a greater exposure and maintain meaningful communications and collaboration with our governmental and non-governmental partners, both at a local and national level. Finally, they mention that raising the voices of young people, especially those of the young professionals that are facing the current educational challenges, is a key aspect to improve OMEP’s advocacy in policies.
2. THE AREA OF KNOWLEDGE MANAGEMENT

Knowledge management involves the development of knowledge and skills inside OMEP so that its members and other world organizations, governments, institutions and communities related to ECCE can share and apply them. This task involves collecting, developing and promoting knowledge that allows OMEP to position itself as a scientific and pedagogical referent specialized in ECCE, which, in turn, enables it to support its political advocacy actions. Among its strategies, OMEP will continue developing innovative approaches, collecting and sharing best practices, generating knowledge and conducting research, and publishing reports and position papers to support constructive dialogues that contribute to achieving the right to early childhood education. Likewise, OMEP will continue to offer consulting and technical, scientific and pedagogical assistance to governments for the development of public policies aimed at early childhood and for the creation of quality ECCE systems for all.

2.1 EXCO’s work on knowledge management

Reported by Mercedes Mayol Lassalle

ONLINE SEMINARS BY OMEP

The OMEP online seminar series is one of the most relevant activities in this area, proposed and organized by the World Presidency. In 2022, two global webinars were held:

MAY 31

Seminar #6 of the OMEP seminar series “Understanding the role and influence of non-state actors in early childhood care and education”, in partnership with the Right to Education Initiative (RTE) and UNESCO’s Global Education Monitoring Report (GEM Report). It is available in three languages in the YouTube channel @omepworldTV in the following links:

- English: Understanding the role and influence of non-state actors in early childhood care and education: https://www.youtube.com/live/NxmI8SKz2wU?feature=share
- Spanish: Comprender el papel y la influencia de las OSC en el cuidado y la educación de la primera infancia: https://youtu.be/RMnlA36WZ8
RTE and OMEP held the seminar #7 “ECCE and Privatization: towards inclusive access for all”. The WP presented the current context of the privatization of ECCE services and talked about the work OMEP is carrying out on ECCE and privatization in collaboration with RTE. The keynote speaker was Mathias Urban, professor and director of the Early Childhood Research Center (ECRC) in the Dublin City University, Ireland, who discussed the complexity of the privatization of ECCE and the need to understand it from all viewpoints, pointing out the challenges posed by marginalizing demographic control. Rajakumari Michaelsamy, chair of the ECCE program at RTE, presented the new global survey on privatization, developed jointly between RTE and OMEP. It is available in three languages in the YouTube channel @omepworldTV in the following links:

- English: ECCE and Privatization: towards inclusive access for all: https://www.youtube.com/live/ZIlmyhrGXxo?feature=share
- Spanish: AEPI y privatización: hacia un acceso inclusivo para todos: https://youtu.be/fmk8oFyKzaA
- French: Série de séminaires OMEP . EPPE et Privatisation : vers un accès inclusif pour tous: https://youtu.be/3Yu7MMCjxRw

EDUCATION AND CARE IN THE FIRST THREE YEARS OF LIFE

The complete name of this research project is “Right to care and education in the first three years of life” and it is in charge of Nadia Milena Henao García, Sebastián Gómez Jaramillo, Ma-yerly Llanos Redondo, Astrid Eliana Espinosa Salazar, and Mercedes Mayol Lassalle. This project is developed within the framework of the cooperation agreement between the World Organization for Early Childhood Education (OMEP) and the Tecnológico de Antioquia University (TdeA), with the research group Senderos, early childhood branch.

The project’s main goal is to understand how the right to ECCE in its different modalities and educational contexts is guaranteed in the first three years of life. Below are some of the findings:

- **Identify legal and curricular frameworks that support early childhood education (ECE) in the first three years of life.** A diversity of guidelines, documents, frameworks and formats are found to be set for each country, which means that the goals are different and respond to the specific characteristics, needs and interests of each place.

- **Identify the concepts (meanings) in ECE regarding the right to early childhood care and education in the first three years of life.** Educators assign these meanings: offer respectful, loving and empathic care; satisfy the basic needs: nourishment, hygiene, health, articulation with the family and other caregivers; guarantee comprehensive play; and ensure play is carried out as a central activity.

- **Determine which practices are implemented in ECE to provide pedagogical support to children in the first three years of life related to the right to ECCE.** The experiences valued include those aimed at developing communication, daily life, activities for physical development, play, artistic expression, and exploring their surroundings.

- **Analyze which discourses provide pedagogical support to children in the first three years of life related to the right to ECCE.** The role as teachers and educators is highlighted.

- **Determine the ECE contexts and scenarios that children experience in the first three years of life related to the guarantee of the right to ECCE.** The diversity of institutions in which children are inserted as part of guaranteeing their right to care and education is valued, and the different ways of naming them depending on their country of origin shows the cultural diversity.

- **Identify who has a role in guaranteeing the right to ECCE in the first three years of life.** It is confirmed that the socially shared concept is that the family is still the main responsible party for care and education in the first three years of life, followed by school or an educational institution, overlooking the responsibility of the State, the community and the co-ownership of society as a whole.
INTERNATIONAL JOURNAL OF EARLY CHILDHOOD (IJEC)
The new Editor of the Journal, Dr. Ali Kemal Tekin, reports on this in the corresponding section. Since March 2021, all of OMEP's members have free access to all issues of IJEC through OMEP's website www.omepworld.org. To get this service, OMEP pays an annual fee to Springer Editorial.

OMEP: THEORY INTO PRACTICE
In 2022, the new management model for the Journal was established, with input from the Tecnológico de Antioquia University on tasks related to the assessment of publications and editorial coordination. Issue number 5 was published with its ISSN. The articles published in this fifth edition collect experiences and lessons learned on ECCE during the pandemic. Colleagues from Argentina, Colombia, Hong Kong-China, Israel, Japan, Russia, New Zealand and Uruguay participated.

DIGITAL LIBRARY
The WP is driving the development of a digital library to access annual reports and OMEP's historical publications, as well as the ESD Resource Bank https://omepworld.org/sdm_categories/esderesourcebank/. This is a space that will keep growing with the input from all our National Committees and members.

2.2 OMEP's publications and projects

2.2.1 IJEC
Reported by the Editor-in-Chief, Ali Kemal Tekin

- **Editor-in-Chief**
  - Ali Kemal Tekin

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  - E. Jayne White, University of Canterbury, Aotearoa, New Zealand

- **Language Editors**
  - Madeleine Baillargeon, Canada (Articles in French)
  - Eliana Verónica Romo, Chile (Articles in Spanish)

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  - Iskender Gelir, Siirt University, Turkey
  - Jennifer Guevara, Dublin City University, Ireland
  - Libby Lee-Hammond, Murdoch University, Australia
  - Fathi Ihmeideh, The Hashemite University, Zarqa, Jordan
  - Sirene Lim, Singapore University of Social Sciences, Singapore
  - Laurent Gabriel Ndijuye, Western Norway University of Applied Sciences, Bergen, Norway
  - Jane Page, University of Melbourne, Australia
  - Eunhye Park, Ewha Womans University, Republic of Korea
  - Frances Press, Manchester Metropolitan University, United Kingdom
  - Anna-Maija Puroila, University of Oulu, Finland
  - Gloria Quinones, Monash University, Frankston, Australia
IJEC – INTERNATIONAL JOURNAL OF EARLY CHILDHOOD

IJEC publishes articles on a wide range of topics related to early childhood education and care. Articles published are expected to have an applied and empirical focus. Research implications for policy and practice should be identified and ideas should be able to be applied across diverse national contexts. IJEC publishes articles with qualitative and quantitative research methodologies and draws on knowledge from different disciplines across the social sciences. IJEC is published three times per year. In 2022, the number of articles published and dates of publication are indicated in the table below.

<table>
<thead>
<tr>
<th>VOLUME/ISSUE</th>
<th>PUBLICATION DATE</th>
<th>ARTICLES PER ISSUE</th>
<th>PAGES PER ISSUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOLUME 53 / ISSUE 1</td>
<td>April 2022</td>
<td>8</td>
<td>164</td>
</tr>
<tr>
<td>VOLUME 53 / ISSUE 2</td>
<td>August 2022</td>
<td>8</td>
<td>156</td>
</tr>
<tr>
<td>VOLUME 53 / ISSUE 3</td>
<td>December 2022</td>
<td>8</td>
<td>170</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>24*</td>
<td>490</td>
</tr>
</tbody>
</table>

* 8 Open Access

MANUSCRIPT SUBMISSIONS

There were significant increases in the number of manuscripts submitted to many academic journals, including for IJEC across 2021. Because of COVID and its global impact, the number of submissions to IJEC were high in 2020. However, due to lockdowns during the pandemic, it was difficult to conduct studies and thus the number of reports based on the limited number of studies also declined in 2021. This situation posed challenges. Having said that, the call for papers through the networks and social media through the efforts of Editor-in-Chief and OMEP helped to attract more paper submissions.

Research on COVID’s impact on education and professional practice, as well on children and families, was an important focus in many manuscripts submitted to IJEC. However, the EIC tried to diversify the topics of publications in the journal as there were already many publications on this topic. Comparative cross-country studies, digital learning, arts in early childhood, physical development, cognitive issues and other domains of early childhood education and development were targeted and got published representatively. After a decline in the number of manuscript submissions from 2020 to 2021, the number of submissions gained momentum again in 2022 and climbed up to 155 in total.

The table below summarizes activity for manuscript submissions for IJEC from 2016 to 2021.

<table>
<thead>
<tr>
<th>PRESENTATIONS</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL MANUSCRIPTS SUBMITTED</td>
<td>93</td>
<td>95</td>
<td>111</td>
<td>203</td>
<td>129</td>
<td>155</td>
</tr>
<tr>
<td>TOTAL ACCEPTANCES*</td>
<td>24</td>
<td>22</td>
<td>10</td>
<td>26</td>
<td>34</td>
<td>26</td>
</tr>
<tr>
<td>TOTAL REJECTIONS AND TRANSFERS**</td>
<td>55</td>
<td>57</td>
<td>54</td>
<td>121</td>
<td>95</td>
<td>129</td>
</tr>
</tbody>
</table>
The current acceptance rate is in line with typical annual acceptance rates for mid-level education journals (i.e., 15 - 30% acceptance rate). For prestige education journals with high impact factors, acceptance rates may be less than 10%. The journal has become more competitive over the last year and the acceptance rate has declined to 17.7%, right above the mid-level education journals.

* Acceptances includes articles to be published in 2023;
** Rejections include manuscripts rejected at various stages: reject before review, reject after external review, or reject after revision. Total rejections may include submissions from the previous year that were not finalized in the year of submission. Transfers refers to submissions that were not in scope for publication in IJEC, for example, not focused on ‘early childhood years’ (children aged birth to 8 years) or specialized and technical topics, which may be transferred to another Springer journal.

**ASSESSMENT CRITERIA TO EVALUATE MANUSCRIPTS**

- **Relevance of topic for the IJEC international readership**: A manuscript must be of general interest to an early childhood education professional audience and for readers across different national contexts.
- **Representativeness of topic and context**: Research accepted in IJEC should be representative to the domains, research techniques, and the diverse contexts in the field.
- **Theoretical significance**: Research published in IJEC should make a difference in the way early childhood teachers and educators understand important issues that can inform further research, policy, and practice.
- **Methodological and analytical rigor**: Manuscripts must clearly describe the research design and ensure that ethics processes in the research are outlined. Information on methodology should include recruitment of participants, data collection and procedures, and approaches to the data analysis. Transparency in reporting is essential to enable others to evaluate the research processes and the trustworthiness of the findings. Transparency is also important so that others can replicate the research in other contexts to build new knowledge across international contexts.
- **Quality in report of the research findings and discussion of those findings**: Research findings must be clearly reported in clear and specific language. Contributions to new knowledge for the early childhood field should be identified and implications for theory, policy, or practice outlined.

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

**NATIONAL CONTEXTS OF PUBLISHED PAPERS IN 2022**

Manuscript submissions were received from 47 countries across 2022.

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

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th># SUBMISSIONS</th>
<th>ACCEPTED</th>
<th>REJECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>TURKEY</td>
<td>22</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>USA</td>
<td>17</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>INDONESIA</td>
<td>10</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>AUSTRALIA</td>
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<td>7</td>
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<tr>
<td>COUNTRY</td>
<td># SUBMISSIONS</td>
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</tr>
<tr>
<td>GREECE</td>
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<tr>
<td>KAZAKHSTAN</td>
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<td>TAIWAN</td>
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<td>IRAN</td>
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<td></td>
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<td>KUWAIT</td>
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<tr>
<td>NEW ZEALAND</td>
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<tr>
<td>INDIA</td>
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<tr>
<td>JORDAN</td>
<td>3</td>
<td>1</td>
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<tr>
<td>UAE</td>
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<td>2</td>
</tr>
<tr>
<td>HONG KONG-CHINA</td>
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<tr>
<td>FINLAND</td>
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<tr>
<td>SPAIN</td>
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<tr>
<td>IRELAND</td>
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<tr>
<td>CANADA</td>
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<td>2</td>
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<tr>
<td>SAUDI ARABIA</td>
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<td>SWEDEN</td>
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<tr>
<td>SOUTH AFRICA</td>
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<td>CROATIA</td>
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<tr>
<td>BANGLADESH</td>
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<tr>
<td>ARGENTINA</td>
<td>2</td>
<td></td>
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<tr>
<td>EGYPT</td>
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<td>MALAYSIA</td>
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<td>QATAR</td>
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<td>UNITED KINGDOM</td>
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<td>HUNGARY</td>
<td>1</td>
<td>1</td>
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<td>ISRAEL</td>
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<tr>
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<tr>
<td>HONG KONG</td>
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<td>1</td>
<td></td>
</tr>
<tr>
<td>PORTUGAL</td>
<td>1</td>
<td></td>
<td>1</td>
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</tbody>
</table>
The area of knowledge management

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th># SUBMISSIONS</th>
<th>ACCEPTED</th>
<th>REJECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRANCE</td>
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<td>MALTA</td>
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<td>ETHIOPIA</td>
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<td>MACEDONIA</td>
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<tr>
<td>SOUTH KOREA</td>
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<tr>
<td>THAILAND</td>
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<td>PAKISTAN</td>
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<td>GHANA</td>
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<td>PHILIPPINES</td>
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<td>MEXICO</td>
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<td>JAPAN</td>
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</tr>
<tr>
<td>CHILE</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>155</strong></td>
<td><strong>26</strong></td>
<td><strong>129</strong></td>
</tr>
</tbody>
</table>

PERFORMANCE INDICATORS FOR IJEC

SPEED OF PROCESSING.
Minimizing turnaround time is important to authors, especially from initial manuscript submission to the first decision on possible publication. An important goal for journals is to maintain reasonable turnaround rates. As it can be seen in the table below, the number of days from submission to first decision has significantly dropped during the editorial effort in this regard. The data is not available for 2022 yet.

Number of days from submission to first decision

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>94</td>
</tr>
<tr>
<td>2021</td>
<td>79</td>
</tr>
</tbody>
</table>

USAGE.
As it is illustrated in the table below, the number of downloads has significantly increased due to the efforts of the new editor in chief to cover current, important, and related content in the field. The data is not available for 2022 yet.

Number of articles downloaded from website

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>158 732</td>
</tr>
<tr>
<td>2021</td>
<td>268 069</td>
</tr>
</tbody>
</table>
The area of knowledge management

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

Note: These are 2020 Impact factors as these statistics for 2022 are not available yet.

- **CiteScore**: 1.10 in 2020 increased to 3.8 in 2021
  CiteScore: Count of the number of citations received for all articles in 2020, articles published in the previous three years; divide the number of citations by the number of articles published in the journal in the previous three years. A 3-year publication window is considered long enough to capture citation peaks for most articles across the majority of disciplines.

- **SJR**: 0.53 in 2020 increased to .79 in 2021
  SCImago Journal Rank (SJR). Uses the number of citations received by articles published in the journal and weights the number of citations by importance or prestige of journals from which citations were derived.

- **H Index**: 21 in 2020 increased to 25 in 2021.
  H index: A measure of impact that does not take account of differing citation practices across fields, unlike the weighted SJR rank. It is used to compare journals within a field.

(*) Measures provided by Scopus.

The journal has been in Quartile 1 for the first time in its history in 2021. All performance indicators have been improved.

2.2.2 OMEP: Theory into Practice - ISSN 2796-7867
Reported by Astrid Eliana Espinosa-Salazar

EDITORIAL COMMITTEE

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

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

In every issue, **OMEP: Theory into Practice**, gains strength as a tool to share knowledge from OMEP's community to society as a whole. Its digital format allows readers to get in touch with people from different areas and disciplines, and to access topics from different perspectives that include cultural and geographical diversity. Given its multilingual nature, since 2020, it also provides the possibility to publish articles in the three official languages of the organization.
2022 PUBLICATIONS
The journal’s fifth edition was focused on pedagogical experiences of educators and families during the COVID-19 pandemic, as well as on discussions about challenges and lessons learned to improve, resulting in the significant acknowledgement that, from crises and uncertainty, we can learn.
Detailed below are the six articles that highlight some of the strategies used during the pandemic to guide pedagogical processes:

- **Promoción del Desarrollo Integral en Primera Infancia** [Promoting a Comprehensive Development in Early Childhood]. Gabriela Etchebehere Arenas, Nicole Dovat Piferrer, Alejandra Pardo Villar, Mónica De Freitas De Lima. University of the Republic (UdelaR), OMEP Uruguay.
- **L’éducation et l’accueil de la petite enfance d’Hiroshima-La paix et « WASH »** [Early Childhood Care and Education in Hiroshima: Peace and “WASH”]. Mie OBA. Fukuyama City University, OMEP Japan.
- **El juego y la Educación Sexual Integral en la sala de 1 año** [Play and Sex Education in the 1-Year-Old Classroom]. Buenos Aires. Argentina.
- **Aportes de la Psicología a la transición educativa del nivel inicial al primer año escolar** [Input from Psychology for the Transition from Preschool Education to First Grade]. Carla Ruiz Montes de Oca, Gabriela Etchebehere Arenas. University of the Republic (UdelaR), OMEP Uruguay.

Below are the three studies that used the context of the pandemic to share findings that contribute to early childhood education:

- **Shared Book Reading at Home and at School Prior to and Since the COVID-19 Outbreak**. Aram Dorit, Croitoru-Cohen Tom, Meoded Karabanov Galia, Mor Laly. OMEP Israel.
- **The tension between professionalization and marketization**: Hong Kong kindergarten education during the coronavirus pandemic. Suzannie Leung, Ph.D.; Sarah Luk, Ed.D.; Icy Lee, Ph.D. The Chinese University of Hong Kong.

MANUSCRIPT SUBMISSIONS
At the end of each issue, the call for the next edition and the requirements to present articles is included. In 2022, articles submitted needed to focus on theoretical reflections and practices on the artistic experiences in the first years of life through images, movement, music and words.
The call includes the publication timelines, the criteria to present articles, a guideline for authors on structure and writing, as well as the authorization form for the publication.

ASSESSMENT CRITERIA TO EVALUATE MANUSCRIPTS
Contrary to the case in a great number of assessment processes in other journals that discourage authors to publish due to their excessive requirements, **OMEP: Theory into Practice**
has a thorough assessment process through peers (early childhood professionals from the organization), who analyze the articles according to an established set of indicators that focus on aspects like relevance, intention, content, context, methodology, strategy development, resources used and significant moments, achievements related to the challenge or need addressed, conclusions and projections, and reference material used. This is done through a qualitative review. Reviewers will send comments and feedback to add to the articles presented if needed. This process is focused on empowering and supporting the professional development of colleagues through a joint and collaborative construction that values research and practice as a starting point.

2022 PERFORMANCE INDICATORS FOR TIP
In 2022, we received participation from colleagues from Argentina, Colombia, Hong Kong-China, Israel, Japan, Russia, New Zealand and Uruguay, i.e., OMEP's regions of Latin America, Asia Pacific and Europe. Regarding languages, 5 articles were submitted in Spanish, 3 in English and 1 in French.

Given these data, the Editorial committee requests a promotion campaign to be launched, inviting the national committees and the public at large to share the issues that the journal has already published and especially reinforce the call to write articles in order to enrich the content and add new perspectives. For this initiative to the sustainable through time, one of the goals of the promotion strategy would need to be to encourage participation from all five of OMEP's regions, and to focus on driving circulation (number of visits, queries and downloads) to the different issues of the journal and the articles published.

2.2.3 OMEP New Scholar Award (OMEP NSA)
Report prepared by the OMEP work team for NSA: Soonhwan Kim, Catherine Carroll-Meehan, Gabriela Etchebehere Arenas, Minyoung Jang, Sandie Wong, Udornluck Kulapichitr

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 backgrounds and educational contexts. OMEP has served as a worldwide platform for the sharing and development of ECCE 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 2022
- Hyowon Suh (Korea, Post graduate student award winner). Research title: Kindergarten teachers’ perception on adoption of intercultural education via philosophical discussion
- Leung Kit-ying, Suzannie (Hong Kong-China, Early career researcher award winner). Research title: Pretend play in socially engaged art: Resisting neoliberalism through children’s voices.
2.3 Activities on knowledge management from the national committees

2.3.1 Participation in the 2021-2022 OMEP Seminar Series

65% of the NCs participated in the 2021-2022 OMEP Seminar Series

AFRICA
In Ghana, members on the NC participated in a webinar on ESD in early childhood, resulting in more schools adopting the ESD project supported by the committee. Cameroon used a video for this purpose.

ASIA PACIFIC
In Pakistan, two members on the NC participated in the national executive meetings and shared their content. In Ghana, participating members drafted and shared a brief report.

EUROPE
In Greece, the President of the NC participated in seminars and shared the conclusions with the members of the NC. Cyprus, apart from participating in the webinars, shared the videos with its members and partners. Portugal shared the invitation on social media (mainly Facebook). In France, the seminars were shared on its website (https://www.omep-france.fr/5-seminaire-eppe-et-privatisation/).

LATIN AMERICA
In Venezuela, members who participated in the different seminars shared the information with the rest of the NC using different strategies, such as summarizing and presenting key points and developing thematic dialogues. In Ecuador, the invitation was sent not only to the members and partners of the NC, but also to the Directors of careers in education from the universities in partnership with OMEP.

NORTH AMERICA AND THE CARIBBEAN
The NC of the United States was the only one in the region that reported having participated in this proposal.

2.3.2 Participation in the “Voices of OMEP” strategy and OMEP’s blog “Rights from the Start”

18% of the NCs reported having participated in the 2022 “Voices of OMEP” edition. Peru participated by creating and sharing a video on the country’s situation during the COVID-19 pandemic. Venezuela discussed challenges in ECCE and the NC.

The NCs of Venezuela and Colombia also took part together by discussing the topic of the preschool education curriculum in both countries and its main challenges.

Another strategy to share knowledge is OMEP’s blog “Rights from the Start”, whose goal is to establish a corpus that supports the organization’s actions and influence in the political and academic circles worldwide. 13% of the NCs reported having participated in the blog, including the national committees of Croatia, New Zealand, France and Poland.

ARTICLES PUBLISHED IN THE BLOG IN 2022
• Equal parenting through the eyes of society, by Adrijana Visnjic Jevtic
• Children learn by social modeling, by Eleonora Glavina
• The right to be an active participant in early childhood education, Glynne MacKey
• Difficult times for children’s rights, Michèle Olivain
• Mothers and peace, Pauline Ambrogi
In the post-pandemic context and the return to professional and personal activities with no restrictions in 2022, the participation of the NCs in these initiatives faced a significant decrease compared to 2021. Even though this is directly linked to having less time to write, it is important to reinforce the need to keep providing exposure to the pedagogical and political narrative promoted by OMEP and its community through this communication strategy.

2.3.3 Participation in IJEC and OMEP’s online journal: Theory into Practice
The International Journal of Early Childhood (IJEC) is OMEP’s research journal. This tool, which contributes to an international scientific discussion on the research and practice within early childhood, is published by Springer Nature editorial. OMEP’s members have free access to the material through OMEP’s website. 13% of the NCs reported having participated in IJEC.

SOME OF THE ARTICLES PUBLISHED

**Bosnia and Herzegovina.** Tamara Pribišev Beleslin, Aleksandra Šindić (co-authors). Unmasking Sustainability in Early Childhood Education: Teachers’ Voices from Bosnia and Herzegovina, Croatia, and Slovenia (https://doi.org/10.1007/s13158-022-00321-2).


**Ghana.** Emmanuel Dodzi Anyidoho. *Can the current state of physical settings of some rural public kindergartens serve as unique vehicles for holistic child development in Ghana?*

See the full report from the Editor of IJEC in section “2.2.1 IJEC” of this report.

Regarding OMEP’s journal: Theory into Practice #4, 2021, only 16% of the NCs reported having participated. Although this is still a small percentage, participation has increased compared to 2021. For the journal to gain strength and be fruitful, it needs the participation from colleagues from all the NCs, both submitting articles and sharing the issues already published.

SOME OF THE ARTICLES PUBLISHED


2.3.4 Participation in other local, national or international publications

51% of the NCs reported having participated in other publications, such as books, book chapters, articles and various types of reporting.

The NCs of Australia, Bulgaria, Hong Kong-China, Israel and Sweden informed that their members regularly participate in the development of different publications and articles, both at the national and international levels. Ecuador highlights their participation by collecting material for “Voices of OMEP”. Venezuela informs that the NC has worked hard in 2022 on writing a book (Cuidados en los primeros 3 años de vida [Attention and care in the first 3 years of life]) and the reports from a research piece conducted jointly with a Mexican and two Chilean universities. Both pieces are about to be published. On the other hand, New Zealand mentions that, in the last two years, the members of the NC have been working on a digital resource platform for educators to use as supporting material to the book on children’s rights (For Each and Every Child, originally published by UNICEF). OMEP New Zealand has celebrated an agreement with the Ministry of Education in the country to get funding and free re-printing and distribution of the book in early childhood education centers.

SOME PUBLICATIONS REVIEWED BY THE NCS


Korea. The NC has worked on publishing ESD for early childhood teachers. The book consists of two volumes, the first one is on the theories on ESD and SDGs and the second one is on the practical cases on ESD in early childhood settings. https://www.aicoreamall.kr/b2EFGdDetail.action?S_PROD_ID=628
2.3.5 Other activities related to knowledge management from the National Committees

82% of the NCs reported having participated in other type of activities related to knowledge management. The NCs inform having held or participated in projects, trainings, workshops, seminars, conferences and meetings. The NC of Bulgaria highlights the national conference “140 years of early childhood education in Bulgaria, achievement and projections” (June 23-24, 2022, Sofia), which received international participation and was organized by the Education and Art Sciences School of the Sofia University “St. Kliment Ohridski”, the Department of Early Childhood Pedagogy and the Media, and the OMEP’s Bulgarian national committee, to celebrate the 140th anniversary of the inauguration of the first preschool in Bulgaria, founded in 1882 in the city of Svishtov by Nikola Zhivkov. A total of 64 speakers, including members of OMEP, university professors, educators, directors, psychologists and university students, participated in the event. Likewise, the NCs report having carried out activities like promoting OMEP World’s publications, and creating and sharing national websites, newsletters, and blogs. In Argentina, the NC does Instagram Live events within the framework of the “OMEP near you” program, and also developed the 15th International Meeting for Preschool Education: “Places and times enabled for children. Weaving contexts and cultures” (video in Spanish: https://www.instagram.com/omepargentina/?hl=en).

2.3.6 The impact of actions in the area of knowledge management from the national committees: achievements and challenges

58% of the NCs believe they had a strong impact in this area, while 24% believe the impact was weak. Australia, Pakistan, Cyprus and Croatia rate their impact as very strong, while Bosnia and Herzegovina, Brazil and Ghana rate it as very weak. Regarding achievements, the NCs highlight that OMEP is recognized as an expert in the field of ECCE. In line with this, several NCs point out that OMEP has established itself as a key partner for the development of projects, conferences and workshops on early childhood care and education. Moreover, the NCs view as an achievement the permanent relationship they hold with educational centers, universities and the corresponding departments in charge of teacher training, which has enabled them to have a real impact on teachers’ practices through the implementation of different programs, projects and trainings. To conclude, OMEP’s participation
The area of knowledge management

in the World Conference for Early Childhood Care and Education (Tashkent, Uzbekistan) is highlighted by several NCs as a key milestone.

How do NCs rate the impact of their work in the area of knowledge management?

Regarding challenges, several NCs mention that the additional workflow involved in producing and managing knowledge, given the limited financial and human resources, hinders the possibility of increasing the committees’ production. Therefore, a central challenge is encouraging the members of the NCs to participate in knowledge management activities. Different NCs point out that those working in academic roles and teaching at universities are required to frequently publish articles in associated journals, so most NCs’ members focus their attention and efforts towards publishing in these journals. A strategy carried out in OMEP Venezuela is highlighted, where the NC reviewed and narrowed down on a series of topics that needed to be covered. Although this does not replace the publications in journals, it resulted in an increased interest and participation from its members in researching, producing and sharing that knowledge.

The need to develop a more specific planning to participate in OMEP’s journals and blog is highlighted.
3. THE AREA OF EDUCATION

The area of education aims at advancing the achievement of the right to quality education for early childhood. For more than 12 years, OMEP has been conducting research and creating guidelines related to Education for Sustainable Development (ESD), contributing to teaching practices with experiences and discussions, diversifying points of view, and sharing best practices and knowledge that enable educators to strengthen their strategies and enrich the students’ journey through school. OMEP has a long trajectory of developing projects worldwide, such as Toy libraries, Play and resilience, WASH from the start, and many other best practices identified. OMEP carries out a great number of actions, which involve training and strengthening skills for teachers, education professionals and stakeholders, public officials and legislators. OMEP also offers congresses, seminars, workshops, awards and research to cover the training needs of different stakeholders in the ECCE systems in different educational and social contexts.

3.1 EXCO’s work on education

3.1.1 The work of the World Presidency in the area of education

Reported by Mercedes Mayol Lassalle

NEW MANAGEMENT OF WORLD PROJECTS

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT

The advancements on this project will be discussed later, but it can be reported that the WP encouraged the NCs to promote the calls to participate in the 2022 and 2023 ESD Annual Competition and the 2022 and 2023 ESD Annual Competition for students. In the Latin American Region, the WP coordinated the prize “The World is my Backyard”, a joint initiative between OMEP and the Arcor Foundation, to support best practices in ESD. In 2021, the book *Mi patio es el mundo: propuestas para la educación para el desarrollo sostenible de la primera infancia* [The World is my Backyard: Ideas for Education for Sustainable Development in Early Childhood] was published in Spanish and, in 2022, it was published in Portuguese: [https://omepworld.org/wp-content/uploads/2023/03/Meu-Patio_Final_ok.pdf](https://omepworld.org/wp-content/uploads/2023/03/Meu-Patio_Final_ok.pdf). The documents related to the ESD world project, award winners and resource bank are available in OMEP’s digital library.

In February, OMEP applied for and won the call “UNESCO Participation Programme”, which grants funding to associated organizations, with the project “ESD in ECCE: Shaping Sustainable Learning for Young African Children”. The beneficiaries of this project are the National Committees of Nigeria, Kenya, Cameroon, Ghana and Burkina Faso. It focuses on different stages of teachers, families and other stakeholders’ training related to topics on education for sustainable development, respect for cultural diversity, creativity and children’s citizenship. The project coordination was in charge of the Regional Vice President for Africa, with the support of the World Secretary.
WASH FROM THE START
This world project is growing and being strengthened with new strategies since the COVID-19 pandemic. The WP encouraged the exchange of knowledge through communication campaigns and re-defined the team responsible for leading the world project, with the coordination of Udomluck Kulapichitr, VP for Asia Pacific, who launched a global survey in 2022 to gain current insights on the state of the program.

TOY LIBRARIES, PLAY AND RESILIENCE PROJECTS
The WP appointed the VP for Africa and the President of OMEP Kenya as members of the taskforce, led by Nyamikeh Kyiamah and Lilian Okal for its development. The advancements for 2022 are detailed in the corresponding section.

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

PARTICIPATION OF THE WORLD PRESIDENT
During 2022, the WP spoke in online conferences all around the world, defending the advancement on achieving the right to a quality education for boys and girls in early childhood, together with the development of inclusive and equitable public policies on care and education. These are some of the activities she took part in:

<table>
<thead>
<tr>
<th>CONFERENCES</th>
<th>CONFERENCE</th>
<th>Conference on peace and humanitarian values. Held by EdHeroes Movement. March 28. Special guests: Mercedes Mayol Lassalle, World President, Jessica Essary, OMEP’s representative in the United Nations, and Mie Oba, representative of the committee of OMEP Japan. Link: <a href="https://www.youtube.com/watch?v=WkIhylKokFg">https://www.youtube.com/watch?v=WkIhylKokFg</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESENTATION</td>
<td>Presentation of the book by Mercedes Mayol Lassalle and Gabriela Fairstein at the Law School of the University of Buenos Aires. April 22. Link: <a href="https://www.youtube.com/watch?v=wu9CtA6Neue">https://www.youtube.com/watch?v=wu9CtA6Neue</a></td>
<td></td>
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<tr>
<td>PRESENTATION</td>
<td>4th International Meeting on Psychology and Education (Uruguay). Mercedes Mayol Lassalle was a speaker. August 11 and 12. Link: <a href="https://youtu.be/04WyXnpksCg">https://youtu.be/04WyXnpksCg</a></td>
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<tr>
<td>INTERVIEW</td>
<td>Interview on the Argentinian show “Caminos de Tiza” [Chalk roads] on TV Pública, together with Gabriela Fairstein (OMEP Argentina). August 25. Link: <a href="https://www.youtube.com/watch?v=xZUrVuXDIaw">https://www.youtube.com/watch?v=xZUrVuXDIaw</a></td>
<td></td>
</tr>
<tr>
<td>PRESENTATION</td>
<td>15th International Meeting for Preschool Education. OMEP Argentina. Mercedes Mayol Lassalle was a keynote speaker. September 3. Link (available only in Spanish): <a href="https://www.omep.org.ar/encuentro">https://www.omep.org.ar/encuentro</a></td>
<td></td>
</tr>
<tr>
<td>PANEL</td>
<td>UNESCO. Online panel on lifelong learning and the transformative role of teachers in education. October 6.</td>
<td></td>
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<tr>
<td>WORKSHOP</td>
<td>OMEP Paraguay, Inter-American Children’s Institute (IIN/OAS) and the Ministry of Children and Youth (MINNA, for its Spanish acronym): 4th Workshop on Healthy Development in Environments Free of Violence. October 12.</td>
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</tbody>
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3.1.2 The work of the Regional Vice Presidents in the area of education

AFRICA

Reported by Nyamikeh Kyiamah

PARTICIPATION IN ACADEMIC ACTIVITIES (CONGRESSES, SEMINARS, PANELS)
- 74th OMEP World assembly and conference – Athens (July 2022, 12-17)
- Seminar - 5th OMEP Seminar Series on ECCE and Privatization (8 April 2022)
- UNESCO - Africa Regional consultation on the 1974 Recommendation online (6 April 2022)
- Webinar – Management of a Toy Library by TOY Libraries Association (29 March 2022)
- AECN Global Webinar on Early Childhood and Climate Change

SUPPORT IN WORLD PROJECTS AND COORDINATION OF WORKING GROUPS
- Coordinator for Toy Library Project
- Coordinated the preparation and submission of ESD-ECCE and Toy Library projects to UNESCO Participation program
- Member of Administrative Guide Review Team
- Member of the Administrative Guide Review Working Team

ACTIONS FOR INTERNATIONAL DAYS
- Encouraged NP to celebrate World Read Aloud Day 2nd February 2022. Africa chose to join the world to celebrate this day to emphasize the importance of not only reading, but reading aloud
- Play Day
- Global handwashing Day
- Universal children's Day
- Attended Teachers Day Webinar “The transformation of Education begins with teachers” (6th October, 2022)

ASIA PACIFIC

Reported by Udomluck Kulapichitr

PARTICIPATION IN ACADEMIC ACTIVITIES (CONGRESSES, SEMINARS, PANELS)
- During 2022, VP’s participation in major academic activities included the following:
- Meetings with Teachers’ Council on development of Early Childhood Teachers
- Teaching Certificate (January, March, August, November, and December 2022)
- WASH Projects: zoom meetings, 7 February (survey), 16 December 2022 (water)
- ARNEC webinar: Putting Young Children in the Center of Environmental and Climate Change (17 February 2022)
- Meetings with Tsubasa Welfare Association for Early Childhood Student Teacher Exchange Program (28 January, 4 August, 24 December 2022)
- OMEP seminar series (31 May 2022)
- 2nd Asia-Pacific Regional Education Minister’s Conference (APREMCII) Bangkok, Thailand (5-7 June 2022)
- 74th OMEP World Assembly and Conference (12-15 July 2022)
- ESD for Citizenship: Partnership between OMEP UK and OMEP Thailand, zoom meetings, 1 August (19 October 2022)
The area of education

- Webinar series on Post COVID 19 Pandemic: Effects and Learning Loss of Young Children in Thailand (16, 24, 30 August 2022)
- Guest Speaker for Doctoral Seminar Class, Early Childhood Education Program Chulalongkorn University (29 September 2022)
- Arrangement for ECCE school visit in Bangkok upon request by Maldives early childhood educators, ECCE programs in Bangkok (7-13 October 2022)
- Global Citizenship Education on ECCE Teaching Professional (24 October, 2022)
- World Conference on Early Childhood Care and Education (14-16 November 2022)
- Water Project, zoom meeting (16 December 2022)

**ACTIONS FOR INTERNATIONAL DAYS**

**For the action on World Peace Day, 21 September, 2022:**
OMEP Asia Pacific Region and OMEP Thailand coordinated with the Messengers of Peace Program (Thailand) and the World Organization of the Scout Movement in organizing an event on World Peace Day, September 21, 2022. At the event, OMEP Vice President for Asia Pacific Region was appointed to deliver the peace message from UN Secretary-General, Antonio Guterres.

**SUPPORT IN WORLD PROJECTS AND COORDINATION OF WORKING GROUPS**

The supports for the World projects are continued in the following:

- OMEP Thailand supports OMEP UK in collaborating on the Project of ESD for Citizenship. Zoom meetings with preschool directors and Prof. Dr. John Siraj-Blatchford
- The World Project WASH from the Start consists of 2 sub-projects:
  - Survey of five action points. The survey project is coordinated by the Vice President for the Asia Pacific Region including the National Committees from Russia, Cameroon, Japan, China, China-Hong Kong, Singapore, and Thailand.
  - Water Project. The water project is coordinated by OMEP Norway including the National Committees from New Zealand, and Thailand. Both projects were presented in the WASH Symposium at OMEP World Conference in Athens, 2022.

**EUROPE**

**Reported by Adrijana Višnjić**

From the 22nd to the 24th of June, VP Visnjic Jevtic, was on an official visit to OMEP Bulgaria. During her stay, she visited two preschool institutions that are OMEP members, participated in and held a keynote speech at the Anniversary National Scientific Forum with International Participation: 140 years of preschool education in Bulgaria: Achievements and horizons organized in honor of 140 years of ECE in Bulgaria.

OMEP in Ireland and Turkey produce an OMEP Scientific Journal. Ingrid Engdahl has together with Ann-Christin Furu been Guest Editors for a Special issue of International Journal of Early Childhood Education for Sustainability: Critical Exploration of Possibilities and Challenges, which includes three studies about the OMEP ESD Rating Scale and where six of eight articles have European authors.

OMEP Croatia organized the conference “Children’s rights - power and (or) responsibility” at the Faculty of Education of the University of Zagreb on November 26, 2022, as a part of which was an exhibition of picture books about children’s rights. Picture books were collected all over the world.

2022 Early Childhood Education Talks, organized under the leadership of the Association for the Development of Early Childhood Education in Turkey /OMEP Turkey national committee in cooperation with the Calm School Association and Eskişehir Private Kindergartens Association, was held in Eskişehir on 20-21-22-23 June 2022 with the title of “Authentic Perspective to the Child: From Theory to Practice”.
The area of education

The Polish Committee of OMEP worked out an educational project directed to the teachers and children in kindergartens entitled “Janusz Korczak as a guardian of children’s rights”. The project aimed to promote the ideas and works of Janusz Korczak during the celebration of International Children’s Rights Day on the 20th of November.

OMEP France celebrates the 33rd anniversary of the Rights of the Child in France, at the Reuilly kindergarten in Paris: Right to health; Right to live in a healthy and sustainable environment. A major exhibition entitled “I take care of my planet” brought together children and their teachers as well as parents around the work done by children aged 3 to 6 on the themes of ESD water / forest / waste and recycling, associated with visual arts productions.

Almost all NCs celebrate one or more of the five OMEP honor international days, and the International Children’s Day (November 20) is the most celebrated.

LATIN AMERICA
Reported by Desirée López de Maturana L.

PUBLICATIONS

• Drafting the article: “Importancia de la etnografía en la educación para la primera infancia” [The importance of ethnography on early childhood education].
• Play, motor skills and didactics on children from 4 to 6 years old from children's culture.
• During the 74th OMEP World Assembly and Conference (WAC 2022), where the main topic was “Early childhood education in the 21st century: new perspectives and dilemmas”, the VP for Latin America spoke on a symposium in Spanish: “Ethical and political analysis on OMEP’s world declarations, since the 2019 Panama declaration”. The goal of this analysis was to acknowledge and give value to the political strength that each of these documents has. It was well received by participants as an enlightening and insightful space to be used as a clear and robust tool for political advocacy, which had not been fully utilized in the region.
• The VP was a moderator in the seminar “El sentido de la diversidad: inclusión, superación, de las discriminaciones, interseccionalidad, convergencia.” [The meaning of diversity: inclusion, overcoming, discrimination, inter-sectoriality, convergence]. Third session of the 12th CLADE Assembly.
• The NC actively and continuously participated in CLADE, taking part in the board committee. On November 2022, the VP participated in the 7th World Assembly of the Global Campaign for Education (GCE) in Johannesburg. The VP also participated in the section “Transformación de la educación pública a nivel global” [Transforming public education at a global level] and drafted a summary for the document “Hacia la década por la atención y la educación de la primera infancia” [Towards a decade for early childhood care and education].

NORTH AMERICA AND THE CARIBBEAN
Reported by Christiane Bourdages Simpson

There has been great progress in education for sustainable development. Several seminars were held and projects are being developed, which will probably be presented at the next world conference.

The joint work with other civil society organizations and universities is increasing, especially in OMEP Canada. The high level of participation from universities in the Conference is a good example of this. The various workshops presented in self-organized symposia during the last years seem to be giving positive results. This has enabled us to present research and studies, and discuss different topics covered in OMEP, as well as identifying the ECCE initiatives and challenges specific for our region.
3.2 World Projects

3.2.1 OMEP’s work on ESD for early childhood in 2022 and ESD award in 2023

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

2030 AGENDA

OMEP has been a selected partner in UNESCO for many years, participating actively in the UN Decade for ESD 2005-2014, in developing the UN Sustainable Development Goals in 2015 and in the Global Action Programme (GAP) network 3 on teacher education and professional development during 2015-2019. Since 2020, OMEP has contributed to the Education 2030 Agenda. ECCE has been a non-prioritised field even before COVID-19 and the pandemic has made even more obvious how vulnerable young children are. There is an urgent need to place decisions at a strategic level so that ECCE is no longer considered a minor educational issue, relegated to the side-lines of discussions concerning economic recovery. Education in general, and especially ECCE, should be put at the core of discussions. Because the best investment for societies is to invest early in the citizens of tomorrow, a paradigm shifts on the importance of ECCE must occur. Children are citizens of today, so it is important to hear their voices from the start. Within this process, OMEP has worked hard to include concepts to promote high quality education and a UN Decade for early childhood education.

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

Members of this committee have also worked continuously on advocating and researching ESD in Early Years and contributing to the world OMEP blog.

Engdahl, Višnjić-Jevtić and Vystrčilová participate in Erasmus+ project “Sustainability from the Start: An Online ESD Curriculum for ECE”. 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 project involves practitioners from five participating countries and enables networking of practitioners interested in ESD, and the finalised course will be available free for everyone.

Pramling Samuelsson and Višnjić Jevtić participated at the UNESCO World Conference on ECCE in Tashkent (14 – 16 of November 2022) and organized a side event “Infants and toddlers- children playing for sustainable life”. Both participated at the parallel session “Greening ECCE” during the WCECCE.

Members of the working group are actively involved in activities related to ESD within their National Committees.

OMEP ESD AWARDS 2022

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 thirteen years of the competition. In 2022, there were 10 applications for the ESD Award, and 4 applications for the Student ESD Award. The applications covered four regions: 1 from Africa, 4 from Asia Pacific, 4 from Europe, and 1 from Latin America. The student applications came from Croatia, New Zealand, and the United Kingdom. Two applications from Russia, however, were not made on the distributed form, and they also lacked certification and signature by the Russian OMEP president.

Together the applications involved 2077 children, 949 early childhood education teachers, 296 teaching students, as well as 581 families, and 67 local partners, and communities.
The area of education

The applications were interesting, fruitful and it becomes evident that ESD, child participation, and children's voices are solidly founded within the OMEP ESD projects. The 2022 OMEP ESD Awards were given to:

The 4th OMEP ESD Student Award 2022: “Interactive sustainability felt book for infants and toddlers” Tyler Rogers, University of Canterbury, New Zealand

The 13th OMEP ESD Awards 2022:
- Early Childhood Education for Sustainability - SDG / STEM resource.” Diane Boyd, Liverpool John Moores University, with Janet King, Stacy Mann, Joe Neame, Angela Scollan and Naomi McLeod, United Kingdom.
- “Activity Based, Low Cost Initiative – From Waste to Experiential Play, Learning and Development” Oyindamola Sonola, with Tokunbo Doherty, Funsho Chikezie and Tutu Odéléola, OMEP Nigeria.
- “Nice at the Lagoon – De Boa na Lagona” Tania do Amaral Gomes, Antonia Joana Barsi Ferrari Day Care Center, Paulínia, with Carlne Susan de Castro and Eloina Apa-recida da Silva, Brazil.
- “To Us, By Us and for Our Change” Misun Kim, Saesedae Kindergarten, Seoul Ai, Korea.

The authors of the applications are encouraged to make their projects available on the OMEP World website and upload them to the resource bank, developed by OMEP in collaboration with UNESCO.

The winners (with exception of student award) presented their projects during the OMEP World Assembly and Conference in Athens 12 – 15 of July 2022. The winners were also invited to present their projects at the OMEP ESD webinars. Due to organizational issues, the webinars were postponed to the beginning of 2023.

OMEP ESD RATING SCALE PROJECT
The OMEP ESD Rating scale was continued through 2022. Some participants use the scale for research purposes and publish papers based on the Scale. Other countries use the Scale for monitoring and assessment of the pedagogical quality of education for sustainability. There are 19 participating countries in the project: Australia, Bosnia and Herzegovina, Bulgaria, Cameroon, Chile, Croatia, Czech Republic, El Salvador, Japan, New Zealand, Nigeria, Pakistan, Peru, Russia, Sweden, Thailand, Turkey, United Kingdom, and Uruguay.

DISSEMINATION OF ESD
Engdahl (together with Furu) in 2022 edited the special issue of International Journal for Early Childhood “Early childhood education for sustainability” with 8 papers published.
Again, we want to express sincere gratitude to the Vice Chancellor of the University of Gothenburg who financed the ESD leadership committee meetings.
We would like to stress ESD as being a holistically integrated approach within ECCE, aligned with the UN Convention on the Rights of the Child, and the importance of giving greater recognition about the meaning of education in early childhood settings. This means not just formal education, or schooling, but rather the totality of the young child’s experiences across all domains of development (cognitive, social, physical, linguistic, and moral/ethical), responsive to communication and interaction with parents, other children, and adults in homes, communities, and ECEC settings.

3.2.2 Play and resilience/Toy libraries
Reported by Lilian Okal
The area of education

PROJECT TEAM
Toy Libraries, Play and Resilience project: In May, 2021, the World President (WP) met with the VP for Africa, Nyamikeh Kyiamah, the President of OMEP Kenya, Lilian Okal, and the former VP for North America, Madeleine Baillargeon, to work on launching the project again. As a result, a working team, led by Nyamikeh Kyiamah (Project Coordinator) and Lilian Okal (Project Lead) was organized to develop the program.

STAGE OF THE PROJECT
A meeting was held on September 28, 2021, for interested participants to join the team. Although 13 people had expressed interest in the project, only 6 were able to make it to the meeting (UK, Argentina, Israel, Cyprus (2No.), and Mexico). So, the task of the Committee was to revisit the Toy Library project, update and expand it, and merge it with the Play and Resilience project. The project is being led by OMEP Kenya, Lilian Okal. Members present gave brief introductions of themselves and their interest in joining the project and their experiences with Toy Libraries.

BRIEF DESCRIPTION OF THE PROJECT
WHAT IS THE PROJECT ABOUT?
• Since its creation in 1948, the OMEP (World Organization for Early Childhood Education) has placed at the center of its action the human rights of early childhood (0 to 8 years of age) with a focus on the right to education and play (UNCRC Art 31). Over many years, OMEP Global Projects have focused on the development of children’s play with the first edition of the Toy libraries project in Africa and Latin America, in 1994, and of Play and Resilience project at a global level launched in 2014. The new edition of the Toy Library project has become a global initiative that will be extended in the 5 regions and 64 countries where OMEP National Committees’ work. It is linked to the education area of OMEP 2020-2022 Strategic Plan.

WHAT IS THE OBJECTIVE OF THE PROJECT?
• The objective of the project is to provide easily accessible quality early learning opportunities for children around the world.

HOW WILL IT BE DONE?
• To achieve the objective of the project, the participants will need to be trained:
  » Training on the setup, administration and management of Toy libraries through seminars, webinars and workshops.
  » A general kind of framework to be developed that can be adaptable to use in one’s environment.
  » Assistance with the supply of the first set of toys and equipment to stock the library.

WHO WILL BE OUR ALLIES AND INFORMANTS?
• OMEP has at least 64 National Committees. Members of the National Committees will be empowered to set up Toy libraries in their communities to enhance quality early learning.

PROGRESS OR ACTIVITIES IN 2022
In January 2022, we started preparing to present the Toy Library Project for some funding from UNESCO Participation program. The application for the UNESCO participation program was concluded and submitted during 2022.

CHALLENGES IN 2022
While waiting for the results of the submission, the project was put on hold. Unfortunately, by June 2022, we were informed that the UNESCO application for the project was not successful, and the project is still on hold.
3.2.3 Color your Rights
*Reported by Maria Vassiliadou (President of OMEP Cyprus)*

The OMEP Cyprus committee organized an International Conference on the Rights of the Child, held together with the launch of the “Color your rights” artistic world project that exhibits children's art pieces in the Strovolos cultural center, in Cyprus. The project was led globally by the President of OMEP Cyprus, Dr. Maria Vassiliadou, Associate Professor of Artistic Education at Frederick University.

In the context of the 30th anniversary of the United Nations Convention on the Rights of the Child, our organization, OMEP’s Cyprus committee, was unanimously voted as the country to lead OMEP’s world artistic project “Color your rights”, whose goal is to provide children with the opportunity to express their thought, feelings and ideas regarding their rights, through a visual process, since painting is a “common” language for children worldwide. In spite of the challenges faced to lead this project at a global level due to the COVID-19 pandemic and the delays it caused, OMEP Cyprus was able to collect samples from 20 different countries, which were part of the content of the exhibit that took place in the Strovolos cultural center on Thursday, June 23, 2022.

This event was sponsored by Prof. Giorgos Dimosthenous, Rector of Frederick University and Director of the UNESCO Chair for Lifelong Learning and Adult Education, who prefaced the exhibit, opened by the Mayor of Strovolos, Mr. Andreas Papacharalambous. Among those present in the launch were the Ambassadors of Japan, Greece and Italy, and several local authorities.

Apart from this, we held a dedicated conference on the Children’s Rights Day, aimed at researchers, preschool and primary education teachers, special education teachers, psychologists, graduate and post-graduate degree students, Ph.D. students and cultural professionals.

The invited speakers at the conference included scholars from Cyprus and abroad. The online participation and speech by Mercedes Mayol Lassalle, Professor at the University of Buenos Aires and OMEP World President, and Lisbeth Gouin, OMEP World’s representative at UNESCO, were highlighted.

Guided tours to the exhibit and art workshops for children were also organized.

The project came to an end with the presentation of its results in OMEP’s World Congress in Athens in 2022 and the publication of a colorful book filled with children's art pieces from around the world, prefaced by Mercedes Mayol Lassalle, Lisbeth Gouin and Maria Vassiliadou.

3.2.4 WASH From the Start
*Reported by Udomluck Kulapichitr*

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

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

WASH in Schools needs to be based on the guiding principles of equality, be gender-sensitive, child-friendly, promote inclusiveness, support ECD, and promote active learning through skill-based hygiene and behavior change education, be based on best possible evidence and fostering community involvement.
Since the pandemic COVID-19, effects of sanitation and hygiene have increased significantly to every household. ECCE programs that implemented WASH From the Start has strengthened SDG4 and 6 leadin to sustainable environment and well being of the children. However, the pandemic has not only shown the importance of hand washing, but also also exposed that there are many countries that still lack of access to water with consequences in the most vulnerable groups, where early childhood belongs. This impact has sent a concern to ECCE programs. According to OMEP’s Constitution in its 11th article on Commissions and Working Groups, each ongoing World Projects has been reorganized by forming a new working group comprised of interested National Committees. Thus, OMEP World Project on WASH from the Start has been activated from the end of previous work left with the message on key recommendations of OMEP for the development of WASH in preschool as “Five Points of Action”.

**STARTUP PROJECT**

To startup the project, a list of interested National Committees for Project WASH was informed by the World OMEP Office in September 2021 to OMEP VP for Asia Pacific, Udomluck Kulapichitr. The list comprised of 4 National Committees: Alain Philippe Binyet Bi Mbog (OMEP Cameroon), Larisa Shevchenko (OMEP Russia), Wanyada Budhtranon (OMEP Thailand), and Kayia Vicky (OMEP Cyprus).

Several initial communications were made through emails by the Project Coordinator with the 4 NCs in order to plan for the first virtual meeting. After receiving responses, three NCs: Cameroon, Russia, and Thailand agreed to join, thus the working group was formed and ready to start virtual meetings for discussion, brainstorming, and design the project.

**VIRTUAL MEETINGS**

1. **January 14, 2022: First meeting with the three committees.**
   The meeting discussed previous OMEP work on Project WASH from the Start and reached a consensus to develop the project in two phases.
   
   » **Phase I: Situation analysis based on OMEP recommendations for development of WASH.** The committees reviewed the key recommendations of OMEP on five points of actions for the development of WASH in preschool and agreed that a survey should be developed in order to find out the current situation on the implementation based on these key recommendations in ECCE settings under OMEP countries. An online survey would be a possible approach to reach out to the National Committees. The committee then agreed to develop a questionnaire for data collection. A plan was made for the project coordinator to assemble all created questions and conclude the final version of the questionnaire.

2. **February 7, 11, 21, 2022: Questionnaire Development and Welcoming New Committees**
   Communications through emails with other NCs regarding the project have helped the project to include new committee members which included the final working group of committees as follows: Alain Philippe Binyet Bi Mbog (OMEP Cameroon), Larisa Shevchenko (OMEP Russia), Wanyada Budhtranon (OMEP Thailand), Nobuko Kamigaichi, Mie Oba (OMEP Japan), Li Zhang (OMEP China), Amelia Lee (OMEP China-Hong Kong), Lily Wong (OMEP Singapore), All committees helped created the questions and conclude the final version of the questionnaire. The project also had been scheduled to present at the World Assembly and at the World Conference in Athens, Greece.

**REPORT AND PRESENTATION**

1. **July 12, 2022: Report at OMEP World Assembly, Athens, Greece**
   The Vice President for Asia Pacific and Project Coordinator, Udomluck Kulapichitr, presented the World Project “WASH from the Start” to the World Assembly regarding
the development of the project and the online questionnaire for data collection with a request for all NCs from every region to help support the data collection process.

2 July 15, 2022: Presentation at OMEP World Conference, Athens, Greece

The Vice President for Asia Pacific and Project Coordinator, Udomluck Kulapichitr, chaired a Symposium on ECCE FOR A SUSTAINABLE FUTURE which was scheduled for the OMEP World Project on WASH from the Start to present at the World Conference. Two working groups under the WASH Project presented as follows:

» a) OMEP WASH from the Start: A Survey on Five Key Points of Action Presenters by Udomluck Kulapichitr, Lilly Wong, Amelia Lee, Nobuko Kamigaichi, Mie Oba, Li Zhang. The presentation started with the purpose to do the follow up on Project WASH and the survey on five points of action with sample on questionnaire. Exemplar WASH activities in ECCE settings from China-Hong Kong, Japan, and Singapore were shared to provide the current policy into practice during COVID-19 pandemic and how they were related to OMEP points of action for the development of WASH in preschool.

» b) WASH from the Start: Inquiry of Local Conditions for Children’s Access to Water Presenter by Aihua Hu. The project is under the initiation of OMEP Norway, Elin Erikson proposed to the Executive Committees and agreed to be under the World Project WASH from the Start. The project seeks to educate and raise awareness of adults and children regarding the importance of washing their hands frequently to prevent the spread of multiple infectious diseases. Between February and July 2022, a subproject set out to raise awareness amongst early childhood communities concerning this inequality through a curiosity driven inquiry. The presentation presented some of the preliminary findings from this cross-cultural, inviting adult speculation concerning the importance of water for young children through their voices. The project committees include NCs from OMEP Norway, OMEP Thailand, OMEP New Zealand.

3.3 Activities on education from the national committees

3.3.1 Participation in the world project on ESD: OMEP-ESD Rating scale and the 2022 ESD Annual competitions

22% of the NCs reported having participated in the World Project on Education for Sustainable Development: OMEP-ESD Rating Scale.

- **AFRICA** confirmed the participation from Burkina Faso.
- **ASIA PACIFIC** confirmed the participation from Japan (7 institutions and 50 teachers), Thailand (5 institutions, 25 teachers and 3 professors), Pakistan and New Zealand.
- **EUROPE** confirmed the participation from Croatia (8 institutions and 50 teachers), United Kingdom (30 institutions) and Bosnia and Herzegovina.
- **LATIN AMERICA** confirmed the participation from Uruguay and Costa Rica.

Only **9 national committees** participated in the 2022 Annual Competition on Education for Sustainable Development: Australia, Sweden, Croatia, Pakistan, New Zealand, Ecuador, the Republic of Korea, United Kingdom and Japan.

See the full report on ESD in section “3.2.1 OMEP’s work on ESD for early childhood in 2022 and ESD award in 2023” of this report.

The NCs of Argentina, Brazil, Bolivia, Chile, Paraguay and Uruguay also participated in the regional award “The world is my backyard”, led by OMEP’s World President and the Vice President for Latin America, in partnership with the Arcor Foundation.
3.3.2 Participation in activities related to WASH from the start

46% of the NCs reported having celebrated the World Hand Hygiene Day (October 15) through various activities. Below are some examples of the initiatives developed in the different regions.

<table>
<thead>
<tr>
<th>REGION</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRICA: CAMEROON</td>
<td>Through the VDF (Vue Du Front) risk reduction project, new posters to raise awareness were created on the urgency to stop littering the streets, exposing children to floods and diseases carried through water.</td>
</tr>
<tr>
<td>ASIA PACIFIC: JAPAN</td>
<td>Japan’s historical situation was reported on during the WASH symposium in the 2022 OMEP World Conference. The content of the World Conference report was presented in Japanese in the national members’ exchange meeting, providing the opportunity to reinforce the importance of WASH (40 participants).</td>
</tr>
<tr>
<td>EUROPE: RUSSIA</td>
<td>During 2022, more than 11,000 children participated in activities in this country.</td>
</tr>
<tr>
<td>LATIN AMERICA: MEXICO</td>
<td>Material was printed and conferences, webinars, children’s puppet plays, among other activities, were held.</td>
</tr>
</tbody>
</table>

56% of the NCs shared the content created on WASH from the start by the communication world team on social media.

See the full report of this project in section “3.2.4 WASH From the Start” of this report.

3.3.3 Participation in the project: Play and resilience/Toy libraries and the World Play Day (May 28) celebration

14% of NCs participate in the taskforce for the Play and resilience/Toy libraries project: Australia, Cyprus, Costa Rica, Cuba, Cameroon and Poland.

See the full report of this project in section “3.2.2 Juego y resiliencia/Ludotecas” of this report.

42% of the NCs reported having celebrated the World Play Day (May 28) through different activities: Croatia, Brazil, Italy, Uruguay, Ukraine, Ghana, Cyprus, Slovakia, Costa Rica, Cuba, Peru, the Republic of Korea, Mexico, United States, Venezuela, Japan, Russia, Bulgaria and Colombia. Below are some examples of the initiatives developed by the NCs in the different regions.

- In AFRICA, the Ghana national committee collaborated with the Ghana Education Service to revisit traditional games and incorporate and promote learning through play in early childhood settings in Ghana.
- In ASIA PACIFIC, the Japan national committee posted a message on the website of the Japanese National Committee calling for awareness and celebration of World Play Day.
- In EUROPE, more than 100 institutions and 200 educators participated spontaneously of the activities carried out by the Slovakia NC.
- In LATIN AMERICA, Uruguay launched a campaign to disseminate information, inviting educational centers to work on this topic.
- In NORTH AMERICA AND THE CARIBBEAN, Canada made a special publication on their Facebook page, inviting teachers and educators to do activities to celebrate the day.
The area of education

3.3.4 Participation in the project: Color your rights

36% of the NCs reported that they participated in the world project: Color your rights. These include Sweden, Uruguay, Ukraine, Cyprus, Slovakia, Peru, Greece, United States, France, Japan, Czech Republic, Australia, Bulgaria, Argentina, Poland and Thailand.

Below are some examples of the initiatives developed in the different regions.

- In **ASIA PACIFIC**, the **Australia** NC distributed the children's color your rights art book to the National Children's Commissioner.
- In **EUROPE**, **Sweden** participated through the work they carry out in the educational centers' calendars. Moreover, the children's drawings (that have been granted permission) are documented in OMEP's national archive for future use in different projects in OMEP Sweden.
- In **LATIN AMERICA**, **Peru** received the participation from 3 educational institutions, from which 10 drawings were selected and sent to OMEP Cyprus.
- In **NORTH AMERICA AND THE CARIBBEAN**, the **United States** NC shared information on the campaign with their members and educators.

See the full report of this project in section “3.2.2 Juego y resiliencia/Ludotecas” of this report.

3.3.5 National seminars and conferences in 2022

72% of the NCs reported having held conferences and seminars during 2021.

**ASIA PACIFIC**

**HONG KONG - CHINA**

- “STEM education in early childhood curriculum: Design and implementation” by Prof. Zhou Shuk Wei from Taiwan Tsinghua University. Online via Zoom. Nearly 50 participants.
- “A new milestone in parent education: From conception to practice” by Dr. Sandra Tsang. Online via Zoom. Nearly 70 participants.
- “Thriving in Hong Kong & Linking with the Motherland” by Mrs. Rita Fan. Online via Zoom.
- “Development of early childhood education: Personal reflections” by Prof. John Lee from The Education University of Hong Kong. Face-to-face. Around 70 participants.

**KOREA**

Have hosted three different educational seminars for ECEC teachers online. The theme for the seminar was mainly focused on ESD and OMEP World Project. A number of ECEC institution and teachers’ awareness and understanding on the ESD and OMEP enhanced due to these series of seminars:

- 1) Seminar for ECEC teachers by OMEP Korea. Topic: Enhancing ESD in ECEC – Online (Zoom) on Jan, 2022 - 46 teachers participated
- 2) Seminar for ECEC teachers by OMEP Korea (2) - Topic: ESD within Digital devices – Online (Zoom) on March, 2022 - 38 teachers participated
- 3) Seminar for ECEC teachers by OMEP Korea (3) - Topic: World project challenge through partnership with OMEP Korea and institution – Online (Zoom) on Nov, 2022 - 59 teachers participated

**JAPAN**

- 2 public lectures (CRC/ESD): 74 participants
- 2 symposiums (CRC/ESD) at the National Conference of the Society of Japan Early Childhood Care and Education: 87 participants
- Invitation of World OMEP President to the International Symposium at the National Conference of the Japan Society of research on Early Childhood Care and Education, 75th Conference of JSRECCE: 275 participants
- Fukushima Relay Forum (3 times): 116 participants
### The area of education

**NEW ZEALAND**
- **11.10.2022**: Dr. Sarah Te One “Is this place fair for me? Children’s rights in education” linking Te Whāriki, Te tiriti o Waitangi and UNCROC.
- **13.11.2023**: Bronwyn Hayward “Intergenerational justice: Our Children’s Climate” motivating us around climate change.

All webinars facilitated by National Exec have been on line and numbers attending have not been recorded but usually between 15 and 30. Those facilitated by rōpū or Chapters have been held face to face and we have not recorded them here.

**PAKISTAN**
- OMEP Pakistan National Seminar (2022)

**THAILAND**
- Face to Face Seminars on the topics of Classroom action research, School best practices and lesson-learned, and ESD. 40 Participants in each seminar.

**EUROPE**

**SWEDEN**
- 10 Online presentations and seminars, 3 IRL presentations
  - Top topic covered: Health, children’s rights, children and religion, age stages, children with special needs
  - Number of participants, each meeting 20 – 100.

**CROATIA**
- Webinar “A child with difficulties from the autistic spectrum - interventions and treatments” - online, 100 participants.
- Workshops “Through the cooperation of the family and the educational institution until the understanding of interests, development, ways learning and achievements of early and preschool children, onsite - 120 participants.
- Lecture - “Cooperation with parents” - online, 70 participants.
- Conference “Children right - a power or a responsibility” - hybrid, 150 participants.
- Webinar “Strengthening the competence of ECEC teachers to work with children with developmental deviations”, online, 100 participants.
- Webinar “Monitoring and documenting the child’s development”, online, 1400 participants.

**GERMANY**
  - 3 meetings of the committee of experts “childhood, children’s rights, family policy”, in one virtual format and two live formats with up to 22 participants synchronously.

**ITALY**
- In relation to each commemorative day, as schematized in the attached document in the “additional information” part the Committee has organized online seminars for the presentation of the theme of the day in connection with a specific commitment of OMEP at the international or national level.
  - The number of participants in each meeting was around 40 people.

**BÉLGICA**
- Symposium held about rights of refugee children.

**UKRAINE**
- Humanities, Social Sciences and Politics, 28.11.2022.
- 9th Online scientific and practical conference “People’s social adaptation to modern society, Ortopobios and palliative care” (international participation), 15.05.2022.
- 9th International online scientific and practical conference “Personality and society: Methodology and practice in modern psychology”.
- American-Ukranian webinar “Children with special educational needs” 2022-2023, 06.03.22. Link only in Ukrainian: [link Facebook](link)
  - Scientific and practical seminar, September 2022.
  - Online conference “Personality and society...” May 2022, where OMEP co-organized.

**CYPRUS**
- Seminars and workshops regarding children’s Rights. Seminars for child care providers. Psychological resilience seminar.
### RUSSIA

- The President of the OMEP Committee made a presentation at the conference “Best Practices of Business Excellence in achieving National Development Goals”, which was held within the framework of the International Forum “World Quality Day – 2022”. [https://kachestvo.pro/vdk2022/program/14778/](https://kachestvo.pro/vdk2022/program/14778/)
- Especially for the convenience of users of the WCECCE exhibition and for broadcasting the events of the event, the OMEP Committee organized an online portal where it told all the news about the conference. 1500 participants.
- On October 13, a free webinar was held for employees of preschool organizations “The Path of success. Consultation from the mentors of the “I National Preschool Creativity Award”. 260 participants.

### SLOVAKIA

- Context and dimensions of pre-primary education. Face to Face meeting. 115 participants.
- Compulsory pre-primary education in theory and practice. Face to Face. 60 participants.

### GREECE

- The 74th World Assembly and OMEP International Conference, July 12 – 15, 2022 in Athens, Greece. The World Conference was entitled “Early Childhood Education in the 21st Century: New Perspectives and Dilemmas”. The Conference registered a high-attendance with delegates from all over the world.
- Mythology and nature for pre-school children in collaboration with WWF Greece.
- Wordless picture books are not only for children: crossover readings in collaboration with National Kapodistrian University of Athens.
- Workshop: Creating an educational radio message, with the participation of partners of the European School Radio, School Counselors and Radio Producers.
- WEBINAR: Stimulating and relaxing activities in the school area for young and old.
- WEBINAR in collaboration with the Department of Cultural Affairs of the Directorate of Primary Education of Achaia: Creation of digital educational material for kindergarten with the e-me content application of the e-me Digital Education Platform.
- WEBINAR in collaboration with School Counselors: The new Preschool Education Curriculum: Key features and quality criteria.
- WEBINAR: Kindergarten-family linkage as a practice to promote preschool inclusion for children with disabilities.
- SEMINAR: First aid for accidents in children. SEMINAR: The educational game as a means of teaching life skills in preschool and first school age
- Differentiated learning in preschool education: importance and challenges.
- Workshop: Steam tools and their educational use with preschool children.
- Dance and movement in educational process.

### UNITED KINGDOM

We held a series of webinars – as listed above (see Knowledge Management section).

### FRANCE

- [https://www.omep-france.fr/24-janvier-2022-journee-internationale-de-leducation/](https://www.omep-france.fr/24-janvier-2022-journee-internationale-de-leducation/)
- Conference on peace, Mothers are mediators for peace (online, in French): [https://www.omep-france.fr/oui-a-la-paix-non-a-la-guerre/](https://www.omep-france.fr/oui-a-la-paix-non-a-la-guerre/)

### PORTUGAL

Lecture: “Educação, Psicologia para a Saúde / Education and Health Psychology”, by Professor Gustave-Nicolas Fischer. more than 50 - December 14, face-to-face.

### BULGARIA

- National Conference with international participation “140 Years Pre-School Education in Bulgaria: Achievements and Horizons” (June 23–24, 2022, Sofia, face-to-face), organized by the Faculty of Educational Studies and the Arts of the Sofia University “St. Kliment Ohridski”, Department of Preschool and Media Pedagogy and the Bulgarian National OMEP Committee, to mark the 140th anniversary of the establishment of the first kindergarten in Bulgaria, founded in 1882 in the city of Svistov by Nikola Zhivkov. A total of 64 presenters (most of them – OMEP members) participated in the forum, including 40 university teachers, 18 kindergarten teachers, 2 kindergarten directors, 2 psychologists, 1 resource teacher and 1 PhD student.
- Pernik Regional OMEP Conference, dedicated to 140 years preschool education on Bulgaria - “Together with the children in the new era”, December 1, 2022 (face-to-face), 20 presenters with papers, over 70 participants.
### The area of education

#### BOSNIA AND HERZEGOVINA
- Correlation of fine art activities with other activities in kindergarten and classroom (lecturer: assistant professor Miroslav Drljača, PhD).
- Kitsch and the fine art activities in kindergartens and schools (lecturer: assistant professor Miroslav Drljača, PhD).
- Avoiding patterns and encouraging artistic creativity based on a work of fine arts (lecturer: assistant professor Miroslav Drljača, PhD).

#### LATIN AMERICA

##### ECUADOR

##### PERÚ
- Pedagogical support in educational institutions and PRONOEI at preschool level. Digital format. Facebook LIVE, around 60 participants. Video only available in Spanish: [https://www.facebook.com/Omepperu/videos/504270924903899](https://www.facebook.com/Omepperu/videos/504270924903899)
- The situation of informal education and strategies to provide attention in the current regional management context of education in Metropolitan Lima and Callao. Online, around 80 participants: [https://www.facebook.com/Omepperu/videos/94869226607025](https://www.facebook.com/Omepperu/videos/94869226607025)

##### URUGUAY
Presentation of OMEP Uruguay in the 4th International Meeting on Psychology and Education in the 21st Century, round table on ECCE “Challenges posed the current national context on the protection and promotion on children's rights during early childhood”: August 2022. Hybrid format, around 30 participants. Video in Spanish: [https://youtu.be/04WyXnpksCg](https://youtu.be/04WyXnpksCg)

##### MÉXICO
- Barriers for learning and participation. All the following links are only available in Spanish. Online educational practice. [https://www.facebook.com/100002382696533/videos/2509518585878523/](https://www.facebook.com/100002382696533/videos/2509518585878523/)
- What is missing in your house? Online. [https://www.facebook.com/delegaciortabasco.omep/videos/110824093088644](https://www.facebook.com/delegaciortabasco.omep/videos/110824093088644)
- Psychodramatic play, playful roads and learning. Online. [https://www.youtube.com/watch?v=98nRMCfFe5s](https://www.youtube.com/watch?v=98nRMCfFe5s)
- Las Diez gallinas [The Ten Hens]. Online. A project to bring children closer to Arts and Math. [https://www.youtube.com/watch?v=NJbCI-4itmcc](https://www.youtube.com/watch?v=NJbCI-4itmcc)

##### CHILE

##### COLOMBIA
- Talk: Experiences that re-define early childhood education during lockdown: The perspective of children, parents and educators. What are the most common feelings expressed by parents related to the experiences children have with an education provided online? From education, care and parenting, what could be the best practices to develop skills of resilience in children during the pandemic? How can we guarantee children's rights and how are learning virtual environments favoring the development of the social, affective and emotional aspects of young children in early childhood? What has the educational experience of children been like in the context of contingency plans that institutional have had to implement during the pandemic, taking into account what is needed for educational environments (preschools and schools) to be ready for children's return to classes in person? Format: Online, 300 participants. [https://www.facebook.com/100074383745424/videos/921561658518844](https://www.facebook.com/100074383745424/videos/921561658518844)
ARGENTINA

- Early childhood teacher and educator's training cycle. FNV – OMEP
- Online meetings open to the community. Online: Patricia Sarlé presents “How to view play nowadays in early childhood settings”.
- YouTube, Daniel Calméls presents “Physical play in early childhood education institutions”.
- YouTube, Natalia Jáuregui Lorda presents “A path towards poetic awareness”.
- YouTube, Viviana Rogozinski presents “Puppets and their nests. Playful scenes from diversity”.
- YouTube, Constanza Biondi presents “Pedagogical practices and modalities for inclusion in early childhood education”.
- YouTube, Brenda Grosskopf presents “Supporting early childhood development in school settings”.
- YouTube, Karina Malvicini and Graciela Mendoza present “Where are these voices coming from?”.
- YouTube, Alejandra Castiglioni, Mirian Romero and Analía Medina present “What are these gestures talking about?”.
- Cycle “Count on OMEP, OMEP counts on you”. Online through OMEP’s Instagram account. “Count on OMEP, OMEP counts on you”.
- Instagram Live on OMEP Argentina’s page. Online: “Education beyond the classroom. The importance of space for early childhood”.
- Pre-meeting activity: Desireé López de Maturana, OMEP’s Regional Vice President for Latin America.
- 15th International Meeting for Preschool Education: “Places and times enabled for children. Weaving contexts and cultures”.

3.3.7 Celebration of the International Day of Peace (September 21)

47% of the NCs reported having celebrated the International Day of Peace.

AFRICA

The Cameroon NC worked on activities to raise awareness on peace and the dangers of war with 120 children.

ASIA PACIFIC

The Republic of Korea NC reports having celebrated this day by sending an informative email to all their members, and doing different posts with information on this day on the committee’s website. Similarly, the Australia NC distributed information among its members. Japan posted a message in the committee's website to raise awareness on the celebration of the International Day of Peace. Thailand worked together with 10 organizations for peace, and, in the activities, 1,000 children, young people and adults participated.

EUROPE

In Sweden, the day was celebrated by the work set in the calendars of the educational centers. In Croatia, information was shared on social media. Ukraine reports that the NC focused on raising funds for the needs of the military, the creation of camouflage nets, to help find refuge and basic need's kits, to evacuate children from educational institutions. At the same time, they developed different events to celebrate the International Day of Peace, such as “Happy Day of
The area of education

*Peace* and *Day of Peace*, a scooter and bicycle ride *The Road to a Happy Childhood* and a flash mob. On the other hand, Slovakia reports that the Day of Peace was celebrated in all educational institutions where there are children from Ukraine, doing activities like discussions, talks, reading stories and sharing pictures and movies on the topic. In Israel, the NC celebrated with a meeting in memory of Hanna Shtrasberg, deceased during the COVID-19 pandemic. In Portugal and Bulgaria, activities were carried out in different educational centers.

**LATIN AMERICA**

The NCs of Argentina and Costa Rica shared posts on social media. In Mexico, the NC organized a webinar, shared flyers on social media and held in-person activities with 650 children and families participating.

**NORTH AMERICA AND THE CARIBBEAN**

The NC of the United States shared information with members, educators and schools. The NC of Canada made a call via Facebook to participate in a project started in France to write a poem about peace.

**3.3.8 Celebration of the World Teachers’ Day (October 5)**

49% of the NCs reported having celebrated the World Teachers’ Day (October 5).

**AFRICA**

In Ghana, some educational institutions invited experts to train teachers to take care of themselves (5 institutions and 100 teachers).

**ASIA PACIFIC**

The NC of Australia shared information with its members and the NC of Japan posted a message in its website with a call to raise awareness and celebrate the World Teachers’ Day. Similarly, the Republic of Korea NC sent emails to all its members and shared information of this celebration through its own website.

**EUROPE**

In Sweden, the day was celebrated by the work set in the calendars of the educational centers. In Croatia, the NC held a webinar for teachers and carried out promotion actions on social media and the blog. In Ukraine, activities were organized with the participation of 28 educational centers and 318 children. In Slovakia, the day was celebrated through recorded video messages and an online meeting with the members of the committee. Bulgaria celebrated by developing local activities in educational centers. Russia celebrated the “Day of the preschool educator and worker” on September 27.

**LATIN AMERICA**

The NCs of Costa Rica, Mexico and Argentina carried out promotion actions on social media. Colombia held activities with the participation of 15 educational centers and a team of 300 teachers.

**NORTH AMERICA AND THE CARIBBEAN**

In the United States, family members gathered with administrative workers at a school to write encouraging messages, and offer lunch and presents to teachers, sponsored by an insurance company.
3.3.9 Other national celebrations

AFRICA
ANGOLA
• National Day of Peace, April 4
GHANA
• World Read Aloud Day

ASIA PACIFIC
JAPAN
• Universal Children's Day, November 20

EUROPE
SWITZERLAND
• Universal Children's Day, November 20

RUSSIA
• International Children's Book Day
• World Health Day
• Cosmonautics Day
• International Earth Day, May 9
• Victory Day, July 8
• Family Day

SLOVAKIA
• International Children's Book Day “Afternoon with a book”, April 2
• Health Day Colorful health week 1, April 7
• Art Day, April 15
• Earth Day, April 22
• World Movement Day, May 10
• World Family Day “Family Day”, May 15
• Week outdoors Zumba practice outdoors, May 20
• International Children's Day and World Children's Day, November 20
• European Week of Sport Daily, September 23 - 30
• “Day of kindergartens in Slovakia”, November 20

PORTUGAL
• Day of Roma/Gipsy culture, April 8
• Day of Liberty, April 25
• World Day of the Children, June 1

BULGARIA
• Bulgarian Alphabet, Enlightenment and Culture Day, May 24
• Bulgarian Luminaries Day, November 1

LATIN AMERICA
BRAZIL
• National Day of Preschool Education, August 25

URUGUAY
• Preschool's Day, March 10
• Book's Day, May 24
• Environment's Day, June 5
• Day Against Children Abuse, April 24
The area of education

CUBA
- 27th Anniversary of the creation of the social educational care program “Educate your child”, January 16
- Anniversary of childhood circles, April 10
- Anniversary of the Cuban Women Federation (FMC, for its Spanish acronym), August 23
- Educators’ Day, December 22

PERU
- Preschool’s Day, May 5
- Teacher’s Day and OMEP Peru’s anniversary, July 6

VENEZUELA
- Children’s month, July
- Teacher’s Day, January 15
- Earth Day, April 22

CHILE
- National Day of Early Childhood Education and Children’s Education

ARGENTINA
- Human rights’ Day, December 10
- International Day to Eradicate Violence Against Women, November 25
- International Children’s Day, November 20
- Day of Respect towards Cultural Diversity, October 12
- Day of Rectors and Heads, September 28
- National Day of Children’s Rights, September 27
- Teacher’s Day, September 11
- Children’s Day, August 21
- Commemoration of the General José de San Martín, August 17
- Commemoration of the International Day of the World’s Indigenous Peoples, August 9
- Earth Day Celebration, August 1
- World Day Against Human Trafficking, July 30
- Anniversary of the creation of OMEP Argentina’s committee, recognized an established at the 11th World Assembly held in Paris on July 21, 1966.
- Independence Day, July 9
- Flag Day, June 20
- World Day Against Child Labor, June 12
- World Environment Day, June 5
- Rosario Vera Peñaloza 25, May 28, 1950
- May Revolution, May 25
- Commemoration of the Argentinian National Hymn Day, May 11
- Labor Day, May 1
- Earth Day, April 22
- Day of Remembrance for Truth and Justice, March 24
- World Poetry Day, March 21
- International Working Women’s Day, March 8
- Birth of María Elena Walsh, February 1
- International Day of Environmental Education, January 26
- International Day of Education, January 24

NORTH AMERICA AND THE CARIBBEAN

UNITED STATES
- World Children’s Day, November 20
3.3.10 The impact of actions in the area of education from the national committees: achievements and challenges

62% of the NCs believe they had a strong impact in this area, while 22% believe the impact was weak. Pakistan, Brazil, Colombia, Cyprus and Croatia rate their impact as very strong, while Bosnia and Herzegovina and Switzerland rate it as very weak.

Regarding achievements, the NCs highlight that the ongoing world project create bridges between education and care at local, national and international levels. They also value the high level of participation in the proposed activities, related to positioning OMEP as a pedagogical referent. Among the main activities developed in this area, the NCs emphasize the sharing of knowledge in the media and social media platforms, and the spaces for teacher training. The trainings were related to the lines of work proposed in the world projects on ESD, WASH, Play and resilience/Toy libraries, Color your rights, and the topics that cover the celebration of international days related to OMEP, which also serve as discussion topics for political advocacy work, to gain exposure on the knowledge management and research work developed by the NCs, and to promote educational best practices. The NCs further highlight the fulfillment of agreements with universities, other organizations working in the field of ECCE and governments (at their different level), and particularly, the growing and strong cooperation with local authorities.

How do NCs rate the impact of their actions in the area of Education?

On the other hand, among the challenges mentioned, the NCs identify the difficulty to recruit new members and the small percentage of members proactively engaged with the activities, which hinders the projects’ ability to develop and grow. In line with this, the NCs point out the need to gain further funding, as well as to develop new agreements with different organizations and foundations to boost projects and activities. Some NCs also underline that, after the pandemic, educators are feeling rather tired of online presentations, resulting in decreasing participation in this type of activities.
4. THE AREA OF ORGANIZATION

The area of organization includes strategies to strengthen OMEP’s management, building up a plural, open, democratic and collaborative working space, which allows members to think, understand, dialogue, plan and take action.

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

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

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

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

Aiming at ensuring OMEP’s sustainability, strategies to incorporate new members and for the formation of committees in countries where they do not exist yet must be generated, for which it is essential to incorporate young professionals and students.

Democracy and broad participation require common procedural criteria, which is why it is necessary to build a shared Ethical Code.

Funding is a critical aspect of the organization: without it, it is impossible to manage any organization. Therefore, obtaining funds, collecting annual membership fees from the committees, and coming to agreements and partnerships with other organizations and donors are all priorities. Moreover, the budget must be restructured in accordance with the historical moment, the aims and working strategies.

Finally, it is fundamental to define not only a strategic Plan, but also its evaluative and tracking mechanisms, both during its processes and procedures, as well as for its results.

4.1 EXCO’s work on organization

4.1.1 The work of the World Presidency in the area of organization
Reported by Mercedes Mayol Lassalle

In 2022, the WP’s actions were directed towards the strengthening of OMEP’s governance, which is quite complex given the coexistence of 70 national committees with different languages, cultures and levels of activity, and that there are scarce resources. This area requires new tactics and strategies to change some consolidated practices which require more professionalism and could strengthen OMEP’s management, in order to ensure a model of organization that is plural, open, democratic and participatory.

As mentioned above, the EXCO is composed of 7 people: President, five Vice Presidents and one Treasurer. EXCO’s work is voluntary and it requires better articulation and communication to assume OMEP’s management. The most efficient NGOs have a management office and ope-
The area of organization

rational leadership. In 2020, a reduced professional team was formed to carry out the World Secretariat’s tasks. In 2022, internal changes continued to be made and external consultants were called in for specific tasks.

To support OMEP’s work in each country, the WP drove the organization of individual interviews and Virtual Cafés by region, where an array of organizational themes was discussed with regional Vice Presidents, World Treasurer, Presidents and members of national committees.

A fundamental milestone for OMEP’s area of organization was the holding in person of the 74th World Assembly in Athens after two cancellations due to the pandemic. This was held during July 12-13 with the attendance of 34 Presidents/representatives of the national committees of Argentina, Australia, Belgium (Preparatory committee), Bulgaria, Canada, Columbia, Croatia, Cyprus, Czech Republic, Cuba, France, Germany, Ghana, Greece, Ireland, Israel, Italy, Japan, Mexico, Nigeria, Norway, Peru, Poland, the Republic of Korea, Singapore, Slovakia, Spain, Sweden, Switzerland, Thailand, Turkey, the United Kingdom, and Uruguay. Likewise, 20 committees which did not attend but delegated their vote were the following: Bolivia, Bosnia and Herzegovina, Brazil, Burkina Faso, Chile, China, Ecuador, El Salvador, Finland, Haiti, Hong Kong-China, Kenya, New Zealand, Pacific Islands, Pakistan, Panama, Sierra Leone, Ukraine, the USA and Venezuela, which allowed for the representation of 53 national committees and 1 preparatory committee out of a total of 63 national and 6 preparatory ones. Also, 51 observers participated in the Assembly. The work agenda included the approval of new preparatory Committees in Tanzania and Angola. The Assembly gave unanimous approval to the distinction of Honorary Members to the colleagues Abimbola Are of Nigeria and Liz Hryniewicz of the United Kingdom. In addition, members of the World Executive Committee were voted and the WP was re-elected unanimously. Moreover, EXCO members were elected for the 2023-2025 period, namely the colleagues: Sandie Wong, president of OMEP Australia, as Regional Vice President for Asia Pacific, Desirée López of Maturana was re-elected as Vice President of the Latin American Region y Soon Hwan Kim, President of OMEP of the Republic of Korea, was elected as new World Treasurer.

During the Assembly, different colleagues were informed of areas and initiatives of the 2020-2022 Strategic Plan, and side sessions were held to work on and evaluate the 2020-2022 Strategic Plan, as well as the guidelines for the development of a new 2023-2025 Strategic Plan. The 2021 OMEP World Report “Advancing on the work for the right to early childhood care and education (ECCE)” was also approved and is available at: [https://omepworld.org/annual-report/](https://omepworld.org/annual-report/).

Likewise, the World Declaration “Stop wars and violence. Urgent call to peace, disarmament, and dialogue” was approved. Link: [https://omepworld.org/es/declaraciones-mundiales-de-la-omep/](https://omepworld.org/es/declaraciones-mundiales-de-la-omep/).

From July 13-15, OMEP’s World Conference was held, which was entitled “Early childhood education in the 21st century: new perspectives and dilemmas”. Complete programme: [https://www.omep2022.org/articlefiles/programomep.pdf](https://www.omep2022.org/articlefiles/programomep.pdf). The conference stood out for its political and academic quality, and it offered the participation of 8 relevant lecturers. Besides, 193 independent papers were presented in side sessions, and 18 symposia on different topics were developed. The poster session had 43 presentations. Prizes for the Contests on the Education for Sustainable Development and New Scholar Award were given out. Finally, 3 videos summarizing this productive experience were edited to share with the members and communities of each National Committee.

- About the World Assembly: [https://youtu.be/0tAmvnRjbpI](https://youtu.be/0tAmvnRjbpI) (link in Spanish)
- OMEP WAC 2022 Declaration: [https://youtu.be/y2Mjca1saDo](https://youtu.be/y2Mjca1saDo) (link in Spanish)
4.1.2 The work of the Regional Vice Presidents in the area of organization

AFRICA
Reported by Nyamikeh Kyiamah

OPENING OF NEW NATIONAL COMMITTEES (NC)
In 2022, OMEP Africa added two new national committees: Tanzania (February 2022) and Angola (April 2022). Both committees were approved in the World Assembly held in Athens (July 2022).

STRENGTHENING THE STRATEGIC PLAN OR WORK AGENDAS OF THE NC
• In November 2022, the VP visited Feetown (Sierra Leone) to celebrate the 5th anniversary of OMEP Sierra Leone and the 55th anniversary of the Baana school (the school that encouraged incorporating OMEP in the country). During this visit, the VP also took part in OMEP Sierra Leone’s annual meeting, where a symposium about mental health in early childhood was held. The keynote speech of the lecture was delivered by Dr. Carol Labor, the President adviser on mental health in the country.
• The VP welcomed OMEP Sierra Leone’s President in Accra, where she was a guest of honor in the graduation ceremony of Willow Tree Children’s Centre.
• In December 2022, the VP went together with the President of OMEP Sierra Leone to visit the President of OMEP Ghana. During this visit, a brief meeting with OMEP Africa was held.

PROJECT PRESENTATIONS
To attract further financing, the VP worked on the coordination, development and delivery of different projects (such as, ESD-ECCE and Toy Libraries).
Promoting the incorporation of young people into OMEP
Promoting the incorporation of young people into OMEP has been another line of work for the VP. On this topic, she mentions that the NCs of Ghana and Nigeria are taking action.

ASIA PACIFIC
Reported by Udomluck Kulapichitr

OPENING OF NEW NATIONAL COMMITTEES (NC)
OMEP Asia Pacific Region has been under the continuing situation of COVID-19 pandemic since 2020. Although the situation continues to be better during 2022, some countries, especially China and Japan, have faced a longer period of restriction. At present, OMEP Asia Pacific is made up of the following National Committees: Australia, China, China-Hong Kong, Iran, Japan, Myanmar, New Zealand, Pacific Island Nations, Pakistan, Republic of Korea, Singapore, and Thailand.

STRENGTHENING THE DEMOCRATIC FUNCTIONING OF THE NC: BOARD OF DIRECTORS’ RENEWAL, PRESIDENT CHANGES
The National Presidency terms ended by December 31, 2022, including Nobuko Kamigaichi from OMEP Japan, and Amelia Lee from OMEP China-Hong Kong. It was the same ending period for the Asia Pacific Regional Vice Presidency. Therefore, all National Committees in the region were informed via electronic newsletter and encouraged to nominate candidates for democratically elected new Vice President in the World Assembly 2022. Virtual Regional Meetings were also made to follow up the announcement and to discuss with the National Committees before the nomination. At the World Assembly 2022 in Athens, Sandie Wong from OMEP Australia was elected for the new Regional Vice President for Asia Pacific (2023-2025).
STRENGTHENING THE STRATEGIC PLAN OR WORK AGENDAS OF THE NC
1 Organized Virtual Regional Café to provide the opportunity for dialogue among each National Committee and with the World President on the following areas:
   » State and problems of COVID 19 that affect the well-being of young children, their families, and ECCE programs in each member country; ways to enhance collaboration on OMEP World Projects; strategic plans to increase new young members and include youth in OMEP activities.
   » Reminding of OMEP world agenda that require involvement of each country member to pay annual fee, submit annual report and attend the World Assembly and Conference; discussion on ways to help support countries that are in difficult situations in particular OMEP Myanmar that has not been able to provide any correspondence due to the impact from the country’s political situation, OMEP Pakistan’s problem with devastating floods, and OMEP Iran that has been unresponsive since the COVID-19 pandemic.
2 Attended: All EXCO meetings, OMEP Annual World Assembly and World Conference During 12-15 July 2022, Athens, Greece, and OMEP seminar series.

THE ECONOMIC DEVELOPMENT OF THE NCS, TO GUARANTEE THEIR PARTICIPATION IN THE ASSEMBLIES, THE PAYMENT OF THE ANNUAL FEE, FINANCING IDEAS AND FUNDRAISING
Communicating with the National Committees regarding payment of the Annual Fee in the Regional Meeting and by emails. Some country members were not able to meet the payment according to the inability to conduct any fundraising activities during the COVID-19 pandemic. After OMEP had asked for financial support for countries that could not pay the Annual Fee, the support for annual fee payment for OMEP Pakistan and OMEP Pacific Island Nations were provided eventually by OMEP Australia and OMEP New Zealand.

PROJECT PRESENTATIONS
At OMEP World Conference 2022 in Athens, Friday, July 15, 2022, WASH from the Start, OMEP World’s Project was presented in the Symposium on ECCE for Sustainable Future with the project leader, Vice President for Asia Pacific Region as the Chair of this Symposium consisted of the following:
1 WASH from the Start: A Survey on Five Key Points of Action Presenters: Udomluck Kulapichitr, Mie Oba, Amelia Lee, Li Zhang, Nobuko Kamigaichi
2 WASH from the Start: Inquiry of Local Conditions for Children’s Access to Water. Presenter: Aihua Hu

ORGANIZATION OF MEETINGS AND REGIONAL ASSEMBLIES
Meetings were organized according to:
1 Zoom Meetings on:
   » WASH projects: January 14, 2022; February 7, 11, 21, 2022; July 12, 2022; December 16, 2022
   » Consultations with National Committees: February 17, 21, 2022; March 1, 2022; July 12, 2022; September 28, 30, 2022; October 20, 2022; November 4, 6, 8, 2022
2 Virtual Café with the World President: July 31, 2022; October 17, 2022
3 Asia Pacific Regional Assembly: July 11, 2022 in Athens, Greece.

PROMOTING THE INCORPORATION OF YOUNG PEOPLE INTO OMEP
From discussion with National Committees on the strategies to involve more young people into OMEP, pre-service early childhood/preschool teachers, in-service young professionals in early childhood settings, and young lecturers/researchers/paraprofessionals in early childhood education are among the group that can be related to OMEP. Not only to introduce OMEP using different forms of social media but also to provide different kinds of platforms that should offer opportunities for involvement
and participate direct and indirect with OMEP events such as OMEP meetings, conferences, seminars, workshops and OMEP Projects such as WASH From the Start, ESD for Citizenship, World Peace Day, etc.

EUROPE

Reported by Adrijana Višnjić

OPENING OF NEW NATIONAL COMMITTEES (NC)

Currently, there are 26 national committees in Europe and one preparatory Committee– Belgium. Most of the Committees are very active in their activities, while some of them are struggling with organizational issues. I.e. Iceland, Latvia, Lithuania nor Switzerland don’t participate in any of the OMEP activities on a world level, but they may be active in their countries. Iceland is trying to establish a bigger community to continue work for OMEP. Because of the war in Ukraine, there is limited access to information and activities within the country.

STRENGTHENING THE DEMOCRATIC FUNCTIONING OF THE NC: BOARD OF DIRECTORS’ RENEWAL, PRESIDENT CHANGES

In Europe, the NC statutes regulate 1-7 years between the elections of the NC president. There are usually 2-4 new presidents elected in Europe each year.

STRENGTHENING THE STRATEGIC PLAN OR WORK AGENDAS OF THE NC

During 2022, the VP has organized three virtual cafés (February, March, and May) to communicate between the NCs in Europe and to discuss important parts of their Work agenda and the Strategic plan of OMEP. In addition, with four OMEP European Newsletters (March, May, July, and December) the VP has communicated with the NCs. During the 2022 NCs reported many activities. Living with the war in Europe makes some committees to be more oriented towards peace activities for Ukraine (Poland, Norway) or peace in general (France). Most NCs have issues with funding the organization so they are organizing different types of activities to gain money.

PROJECT PRESENTATIONS

Five NCs are participating as teachers in the ESD from the start: ESD for ECE (Croatia, Czech Republic, France, Ireland, and Sweden) where an online program is developed using an APP, in English, French, and Swedish. Many NCs in Europe participate in the OMEP ESD Rating Scale Project, however, the pandemic has slowed down this project. Many NCs participate in the project Color your rights as well. The vernissage of the exhibition “Color your Rights” took place on 23rd of June in the Cultural Centre of the Municipality of Strovolos, Nicosia, Cyprus with the presence of local representatives of politics, culture and education and different Embassies of countries whose OMEP country committees participated in the Project.

ORGANIZATION OF MEETINGS AND REGIONAL ASSEMBLIES

The OMEP Regional Assembly for Europe was held on July 11 in Athens, with an agenda that included preparations for the OMEP World Assembly (August 28).

PROMOTING THE INCORPORATION OF YOUNG PEOPLE INTO OMEP

Some countries are more successful in attracting younger members (i.e., Croatia, Italy, Turkey, and United Kingdom) either through membership in the board or to specific activities dedicated to young members.

LATIN AMERICA

Reported by Desirée López de Maturana L.

OPENING OF NEW NATIONAL COMMITTEES (NC)

In 2022, no new committees were opened in the region, but the necessary conversations were carried out to open a new committee in Honduras in 2023. Signatures are being collected and the constitutive document is being drafted.
STRENGTHENING THE STRATEGIC PLAN OR WORK AGENDAS OF THE NC: BOARD OF DIRECTORS' RENEWAL, PRESIDENT CHANGES

The committees that held elections for new Presidents, through the corresponding democratic election process, were Peru, Paraguay, Ecuador, El Salvador and Argentina. This task is still pending in some committees where the same President has been in the position for too long, which, although they keep being elected through the democratic voting process and it does not violate OMEP's statutes and regulations, it is not in line with the essence of that document, whose goal is to maintain a harmonious democracy.

STRENGTHENING THE STRATEGIC PLAN OR WORK AGENDAS OF THE NC

Each committee's strategic plans respond to the guidelines provided by the region and OMEP World. In the various meetings and the regional Assembly, we reflected and worked on strengthening each of the strategic areas, resulting in the following ideas:

» Increasing participation in thematic conversations in the framework of Transforming education.
» Using more networks and partnerships to discuss relevant topic on early childhood (such as budget, legislation, among others).
» Presenting proposals with supporting arguments in relevant instances, such as OMEP's world declarations and actions.
» Creating brochures on the challenges that early childhood care and education are facing in public policies, and presenting statements, reports and action plans in line with the Decade document.

Each committee has been adjusting and focusing on the actions that best and most precisely respond to the strategic areas. For this reason, OMEP World's plan and areas of focus have been a great roadmap to guide the Vice President's and national committees' tasks. It is also important to acknowledge the permanent presence and support from the World President, who has empowered and strengthened the committees.

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

This area has been a great weakness. Committees get funding mainly from the members' payment of the monthly fee. The financial situation of the committees has decayed and they do not have enough resources to comply with timely payments, although efforts are being made to be as compliant as possible. It is worth noting that, for some countries, the payment method has hindered the possibility of making timely payments.

Some work in partnership with other institutions, and some partners offer their professional services to contribute to the financing of their committee. Therefore, in this context, we cannot depend on the payment of fees and we must create complementary spaces for training, seminars or meetings in person or online, drawing from the expertise in the organization to find new sources of income. Holding online events has been a wonderful tool to move forward with this goal.

PROJECT PRESENTATIONS

During 2022, the Vice President has participated in different study, research and consulting activities:

» The consulting project “Access mapping to early childhood education (ECE) of migrant children in Colombia, Peru and Ecuador” conducted together with CLADE for the International Plan has come to an end. This document is already published.
» Participation in the research groups Vida, in articulation between OMEP, the University of La Serena and the University of Mar del Plata.
» Academic collaboration with universities from the region:
» Cayetano Heredia University as an academic guest in the Ph.D. program with research topics in education focused on preschool education.

» Paraguay Ibero-American University as an approver in the framework of the pedagogical practice assessment project, which is being conducted by this University together with UNICEF.

» Active participation with children in the constitutive consultation “The Chile we aspire to” on the fundamental right to co-create politics with focus on early childhood.

ORGANIZATION OF MEETINGS AND REGIONAL ASSEMBLIES

In 2022, two regional assemblies were held to discuss and present relevant topics, such as:

guaranteeing the right to play; writing about practice; participating in the Arcor Foundation contest “The world is my backyard” as an additional opportunity to encourage writing, following Paraguay’s experience; conducting research on children’s rights, following Uruguay’s experience; conducting research on online education and guaranteeing its right since early childhood; presenting projects with actual participation from children; creating a mapping on national and international opportunities to apply for funds and present research projects; and establishing necessary research lines and balances on the quality of early childhood care and education. The above are discussed in addition to the participation in projects and campaigns agreed with OMEP.

NORTH AMERICA AND THE CARIBBEAN

Reported by Christiane Bourdages Simpson

NEW NATIONAL COMMITTEES

Approaches have been made to 2 regions, Jamaica, and Guadeloupe. After several communications and solicitations, Jamaica’s application is well advanced and should be able to present its candidacy as a preparatory committee at the next world assembly. As for Guadeloupe, their application is progressing slowly. With the right support, it is realistic to present their candidacy in 2024.

STRENGTHENING THE DEMOCRATIC FUNCTIONING OF NATIONAL COMMITTEES

The 3 national committees that make up the region are Haiti, the United States and Canada.

» Canada. The only region where there has been a change in the position of President is Canada. As I was simultaneously President of OMEP-Canada (for the past 5 years) and Vice-President for North America and the Caribbean (2 terms), my efforts to recruit a candidate bore fruit. The new president, Manon Boily, elected in November 2022, comes from an academic background, with a strong network and innovative ideas for her next mandate. New members have been added to the Board of Directors. A promising new action plan is currently being drawn up. New members have joined the committee, including university students.

» United States. President Ebony Carr was re-elected for a 2nd term. Restructuring of the Board of Directors is underway. Some positions remain vacant, and recruiting new members is a challenge that affects the work and financial health of the committee. World dues have been the subject of concern and questioning from members. A letter has been sent to ExCo to this effect.

» Haiti. The situation of OMEP-Haiti is not improving. On the contrary, compared with the situation in 2021, it is deteriorating, particularly in Port-au-Prince. Although President Dominique Hudicourt has made numerous representations demanding the rights of children and the teachers who work with them, action has been lacking. Whether political, economic or social, the extremely dangerous context is jeopardizing the safety of Haitians, and many have ceased their activities and gone into survival mode.
OMEP-Haiti is one such organization. Chances are that the organization’s members (fewer than 10) will be unable to pay their dues or produce an activity report for 2022.

**REINFORCING STRATEGIC PLANS OR PROGRAMS**

The elements of the strategic plan have always been put forward, but each national committee must take them into account to the best of their ability and the resources at their disposal. Each committee can count on the VP to support them and report their concerns to the EXCO committee.

**ECONOMIC DEVELOPMENT**

For several years now, the issue of NC funding has been a challenge that each of our committees has been trying to meet. Initially generated by membership dues, revenues make up the bulk of NC budgets. To guarantee their participation in the Assemblies, and the payment of annual dues, Canada and the United States are able to participate. However, there is constant reflection on financing ideas and fund-raising possibilities. We have to admit that the pandemic and the technological tools put forward have meant that seminars, webinars and other virtual activities are not generating any revenue. This is also part of the reflection put forward by the various players.

**ORGANIZATION OF MEETINGS AND REGIONAL ASSEMBLIES**

Each national committee is governed by its own statutes and by-laws, which define the organization of its meetings and the participation of its members in the various sub-committees, representations to different bodies, etc. Although this is a matter for internal management, the same concerns are discussed at national committee general meetings.

**IMPROVING YOUNG PEOPLE REPRESENTATION INTO OMEP**

This concern is always present. It is the subject of much thought, of innovative strategies, and for some, actions have been put in place that seem to be having positive results.

For example, several professors at various colleges and universities have become members of OMEP Canada. In line with this, they have introduced OMEP to their students, who have in turn become members. The challenge is retention. How do we engage them in our organization, both in the short and long term? The various committees will be exploring and sharing solutions.

**4.2 Activities on organization from the national committees**

**4.2.1 Participation in the OMEP World Assembly (Athens 2022) and OMEP’s Regional Assemblies**

82% of the national committees participated in the 2022 OMEP World Assembly.

89% of the NCs that submitted their 2021 reports took part in the Regional Assemblies:

- **AFRICA.** Burkina Faso, Cameroon, Ghana, and Sierra Leone.
- **ASIA PACIFIC.** Australia, Hong Kong-China, Japan, New Zealand, Pakistan, the Republic of Korea, and Thailand.
- **EUROPE.** Sweden, Croatia, Germany, Italy, Belgium, Ukraine, Cyprus, Slovakia, Israel, Greece, the United Kingdom, France, Czech Republic, Russia, Bulgaria, and Poland.
- **LATIN AMERICA.** Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Ecuador, Mexico, Peru, Uruguay, and Venezuela.
- **NORTH AMERICA AND THE CARIBBEAN.** United States.

**4.2.2 Participation in OMEP’s Virtual Cafés**

84% of the national committees participated in OMEP’s Virtual Cafés in 2022.
The area of organization

NCS THAT PARTICIPATED IN OMEP’S VIRTUAL CAFÉS IN 2022
Sierra Leone, Burkina Faso, Ghana, Cameroon, China, Pakistan, New Zealand, the Republic of Korea, Japan, Australia, Thailand, Sweden, Croatia, Germany, Italy, Belgium, Ukraine, Cyprus, Slovakia, Israel, Greece, United Kingdom, France, Portugal, Czech Republic, Bulgaria, Poland, Uruguay, Costa Rica, Cuba, Peru, Ecuador, Mexico, Venezuela, Chile, Colombia, Argentina, United States.

Regarding OMEP’s Virtual Cafés, the Regional Vice President for Latin America, Desirée López de Maturana, highlights: “The Virtual Cafés have contributed to strengthening the organization as a whole by sharing current knowledge on early childhood and inter-sectoriality, whose complexity demands inter-sectorial work. It has also boosted commitment and the value deposited in the work carried out by each committee with their own individual identity, also highlighting the similarities and collective challenges faced within the region and across the world’s regions.”

4.2.3 Assessment of the work plan, communication and meetings with the Regional VPs and World President

87% of the NCs consider the work plan, communication and meetings with the Regional Vice Presidents to be sufficient and adequate.

How do NCs rate the impact of the work plan, communication and meetings with the VPs?

89% of the NCs consider the work plan, communication and meetings of the World President to be sufficient and adequate.
The area of organization

How do NCs rate the impact of the work plan, communication and the meetings with the WP?

![Bar chart showing the impact of work plan, communication, and meetings with WP](chart.png)

**4.2.4 The easiest and most challenging areas of the Strategic Plan to work on**

69% of the NCs described the easiest areas of the Strategic Plan to work on.

**AFRICA**

The NCs that answered this point out that their members are now more familiar with the content of the Strategic Plan, which made working on it easier. Some NCs also mention that working online was an improvement for its members.

**ASIA PACIFIC**

The NCs that answered this, identified that some of the easiest points to cover were the ones where OMEP World's strategy matched the plans and activities from the NCs, enabling and improving work with the organization.

**EUROPE**

The NCs that answered this highlight the areas of education and political advocacy as the easiest to work on, related to OMEP's expertise and trajectory. Other NCs point out that the Strategic Plan is clear and the challenge is to work on it gradually and systematically.

**LATIN AMERICA**

The NCs that answered this identify different areas as the easiest to work on from the Strategic Plan. While four of them mention education as the easiest to cover, other three indicate the area of knowledge management, and other two the one of political advocacy.
The area of organization

NORTH AMERICA AND THE CARIBBEAN

The NCs did not provide answers on this point.

50% of the NCs described the most challenging areas of the Strategic Plan to work on.

AFRICA

The NCs that answered this identify the areas of knowledge management and political advocacy as the most challenging to work on, and point out that this is due to the membership of the NCs and the difficulties in maintaining fruitful conversations.

ASIA PACIFIC

The NCs that answered this state that, in 2022, they still faced restrictions in the context of the COVID-19 pandemic, which hindered a deep and systematic approach to the Strategic Plan.

EUROPE

The NCs that answered this identify different areas of the Strategic Plan as the most challenging to work on. While three mention political advocacy as the most challenging area to develop, another one believed it is the area of education, another states the area of knowledge management and some others state that there were several challenging areas.

LATIN AMERICA

The NCs that answered this mention the area of communication as the most challenging to develop, given the difficulty to coordinate and establish the necessary time it demands. Some NCs also identify the area of political advocacy, mainly in regards to the lack of political will in those countries. Likewise, some NCs mention that the production of knowledge in 2022 decreased compared to previous years, and conclude that this is due to the re-opening of educational centers, which drove members to dedicate their efforts to sustaining their families in their available time.

NORTH AMERICA AND THE CARIBBEAN

The NCs did not provide answers on this point.

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

73% of the NCs made the annual payment of the world membership fee. Three of these inform having received assistance from other NCs to cover their annual fees, since, for different reasons, they were unable to do so.

NATIONAL COMMITTEES THAT PAID THEIR FEES 2022

Sierra Leone, Ghana, Mauritius, China, New Zealand, the Republic of Korea, Japan, Australia, Thailand, Switzerland, Sweden, Croatia, Germany, Italy, Belgium, Russia, Cyprus, Slovakia, Israel, Greece, United Kingdom, France, Portugal, Czech Republic, Bulgaria, Poland, Uruguay, Costa Rica, Cuba, Peru, Ecuador, Chile, United States.

Regarding the sources of funding and resources, and the strategies to increase them, the NCs report the following:
AFRICA
SIERRA LEONE
• Sources of funding: members fee, others (not detailed)
• Strategies: concerts, luncheon sale, raffle and membership fees.
ANGOLA
• Sources of funding: Testing the project “ESCOLINHA EM CASA” with a small contribution from PARENTS for reproducing entertainment at home.
BURKINA FASO
• Sources of funding: members fee
GHANA
• Sources of funding: members fee
CAMEROON
• Sources of funding: members’ fee, organism donations, participation in contests and calls for financing.
• Strategies: search for donations
MAURITIUS
• Sources of funding: trainees fees, parents school fee

ASIA PACIFIC
AUSTRALIA
• Sources of funding: bequest
THAILAND
• Sources of funding: others (not detailed)
CHINA
• Sources of funding: members fee, organism donations
PAKISTAN
• Sources of funding: members fee
• Strategies:
NEW ZEALAND
• Sources of funding: members fee, others (through ARNEC for research)
• Strategies: non-members pay for face-to-face workshops or presentations

THE REPUBLIC OF KOREA
• Sources of funding: members fee
• Strategies: It is impossible for national committees to raise funding for World OMEP. We, OMEP Korea committee, think that it is the world presidency’s role to develop strategy for funding since the World OMEP is a worldwide influential organization.

JAPAN
• Sources of funding: members fee
• Strategies: We solicited donations to support education in Ukraine. In the CRC’s awareness survey for ECCE teacher education, we were able to receive books from publishers.

EUROPE
SWITZERLAND
• Sources of funding: one-off financial support from the UNESCO Commission (ends 2023).
• Strategies: We have tried to find donors on a national level. Especially the federal offices. This has not been successful so far.
CROATIA
• Sources of funding: members fee, others (projects).
The area of organization

strategies: apply for projects and funding.

Germany

sources of funding: members' fee, funding from the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth.

strategies: The National Committee and the AGJ are currently under severe financial pressure due to various factors. On the one hand, this is due to the fact that the National Committee does not have many members and the existing ones pay very little membership fees. In addition, the AGJ has little financial flexibility in the next few months due to the expected wage increases that will have to be paid on the one hand and limited funding from the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth on the other. Currently, the President is in contact with various financial politicians to draw attention to the difficult situation. In addition, the work is being adapted to adequately address the financial situation.

Italy

sources of funding: members' fee, training activities in collaboration with other organizations.

strategies: the committee has collaborated in the implementation of national projects financed by public tenders or by other organizations by providing its expertise in the pedagogical field.

Belgium

sources of funding: donations.

strategies: received funding from the King Boudain Foundation.

Ukraine

sources of funding: members fee, organism donations.

strategies: In the context of war, the national committee has developed a series of strategic guidelines to raise funds, including: (1) fund donation from members of the organization to assist children, (2) calls to international committees to reinforce humanitarian assistance to the children who are victims of war, and (3) cooperation with volunteer centers and NGOs.

Cyprus

sources of funding: members fee, others (not detailed).

Slovakia

sources of funding: members’ fee.

strategies: the committee is looking for support schemes to raise funds.

Russia

sources of funding: members’ fee.

strategies: partner programs.

Israel

sources of funding: members’ fee.

strategies: The committee recruits' lecturers for parents who donate their lecture fees to the association. The NC also produced T-shirts with logos for the prevention of violence in early childhood. Earnings from purchases were donated to the association.

Greece

sources of funding: members’ fee.

United Kingdom

sources of funding: members’ fee, book royalties and payments for participation in ESC awards.

France

sources of funding: members’ fee.
The area of organization

PORTUGAL
- **Sources of funding**: members’ fee, project applications for state funds.
- **Strategies**: apply citizens to deliver 5% state discount IRS taxes to OMEP Portugal.

CZECH REPUBLIC
- **Sources of funding**: members’ fee.
- **Strategies**: the NC is planning to organize a conference.

BULGARIA
- **Sources of funding**: members’ fee.

POLAND
- **Sources of funding**: members’ fee, organism donations, participation in contests and calls for financing, subsidy for educational projects related to batteries and accumulators.
- **Strategies**: education projects.

LATIN AMERICA

BRAZIL
- **Sources of funding**: participation in contests and calls for financing.
- **Strategies**: participating in the coordination of the award “The world is my backyard”.

URUGUAY
- **Sources of funding**: members fee, participation in contests and calls for financing.
- **Strategies**: promoting affiliates programs through courses and activities, integration of the award “The world is my backyard” with Arcor Foundation.

COSTA RICA
- **Sources of funding**: members’ fee.
- **Strategies**: requesting a membership fee.

CUBA
- **Sources of funding**: collaboration and partnership with institutions and organizations that support early childhood.

PERU
- **Sources of funding**: members’ fee.

ECUADOR
- **Sources of funding**: local sponsors (Ecuador Foundation).

MEXICO
- **Sources of funding**: members’ fee.
- **Strategies**: an in-person congress was organized, but could not be carried out.

VENEZUELA
- **Sources of funding**: participation in contests and calls for financing.
- **Strategies**: participation in calls and projects with NGOs to work on articulation (we achieved partnerships but not funding)

CHILE
- **Sources of funding**: members’ fee.
- **Strategies**: sending letters to members to collect payments.

COLOMBIA
- **Sources of funding**: members’ fee.
- **Strategies**: affiliate programs.

ARGENTINA
- **Sources of funding**: members’ fee, participation in contests and calls for financing, and agreements with local governments, foundations and companies to develop training, research and consulting projects.
The area of organization

Strategies: including a digital payment option for membership fees through the website.

NORTH AMERICA AND THE CARIBBEAN

UNITED STATES

Sources of funding: members’ fee.
Strategies: Exploring grant writing to obtain support for current and future endeavors including research projects.

4.2.6 Incorporation of new members and young members

53% of the NCs incorporated new members in 2022: Uruguay, Venezuela, Colombia, United States, Croatia, Italy, Belgium, Russia, Cyprus, Slovakia, Israel, Greece, United Kingdom, France, Bulgaria, Poland, Hong Kong-China, Pakistan, New Zealand, the Republic of Korea, Japan, Australia, Burkina Faso and Cameroon.
One of the main challenges for OMEP's NCs is recruiting young people as members of the committees. Some of the NCs reported on the strategies they used to advance on this goal:

<table>
<thead>
<tr>
<th>REGION</th>
<th>STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASIA PACIFIC:</td>
<td></td>
</tr>
<tr>
<td>Japan</td>
<td>Non-members were also invited to participate in public lectures, and the</td>
</tr>
<tr>
<td></td>
<td>activities of World OMEP (publications, seminars, world conferences,</td>
</tr>
<tr>
<td></td>
<td>journals, etc.) and national committees (projects such as CRC/</td>
</tr>
<tr>
<td></td>
<td>ESD) were widely disseminated and encouraged to join.</td>
</tr>
<tr>
<td>EUROPA:</td>
<td></td>
</tr>
<tr>
<td>Sweden</td>
<td>Campaigns and information towards students, master students and PhD students</td>
</tr>
<tr>
<td></td>
<td>interested in ECEC, childhood and global issues, Information and ‘advertisement’</td>
</tr>
<tr>
<td></td>
<td>about OMEP’s work, nationally and internationally at our very appreciated</td>
</tr>
<tr>
<td></td>
<td>online lectures given by well-known scholars within the field. Trying to</td>
</tr>
<tr>
<td></td>
<td>find ways to make it easier (administratively) to become a new member, such</td>
</tr>
<tr>
<td></td>
<td>as QR codes.</td>
</tr>
<tr>
<td>LATIN AMERICA:</td>
<td></td>
</tr>
<tr>
<td>Venezuela</td>
<td>Sharing information in preschool teacher training colleges or universities.</td>
</tr>
<tr>
<td>NORTH AMERICA AND</td>
<td></td>
</tr>
<tr>
<td>THE CARIBBEAN:</td>
<td></td>
</tr>
<tr>
<td>United States</td>
<td>Sharing information in preschool teacher training colleges or universities.</td>
</tr>
</tbody>
</table>

4.2.7 NC Presidential elections

40% of the NCs reported that they will hold presidential elections during 2023: Sierra Leone, Ghana, Hong Kong-China, Australia, New Zealand, the Republic of Korea, Thailand, Croatia, Italy, Israel, United Kingdom, Bulgaria, Switzerland, Bosnia and Herzegovina, Poland, Uruguay, Cuba and Venezuela.
A striking point is the percentage of countries where Presidents have been in their position for several years. 38% of the NCs Presidents have been in their role for 5 years or more, and in 18% of them, elections have not been held in over 10 years.

<table>
<thead>
<tr>
<th>AFRICA</th>
<th>LAST ELECTION</th>
<th>NEXT ELECTION</th>
<th>YEARS OF PRESIDENT IN CHARGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIERRA LEONE</td>
<td>30-Nov-2017</td>
<td>15-Dec-2023</td>
<td>5</td>
</tr>
</tbody>
</table>
### The area of organization

<table>
<thead>
<tr>
<th>Country</th>
<th>LAST ELECTION</th>
<th>NEXT ELECTION</th>
<th>YEARS OF PRESIDENT IN CHARGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANGOLA</strong></td>
<td>03-Aug-2022</td>
<td>03-Aug-2024</td>
<td>1</td>
</tr>
<tr>
<td><strong>BURKINA FASO</strong></td>
<td>29-Oct-2022</td>
<td>28-Oct-2027</td>
<td>1</td>
</tr>
<tr>
<td><strong>GHANA</strong></td>
<td>18-Dec-2019</td>
<td>29-Dec-2023</td>
<td>4</td>
</tr>
<tr>
<td><strong>CAMEROON</strong></td>
<td>11-Jan-2023</td>
<td>07-Jan-2026</td>
<td>12</td>
</tr>
<tr>
<td><strong>MAURITIUS</strong></td>
<td>11-Aug-2022</td>
<td>18-Aug-2026</td>
<td>12</td>
</tr>
</tbody>
</table>

**ASIA PACIFIC**

<table>
<thead>
<tr>
<th>Country</th>
<th>LAST ELECTION</th>
<th>NEXT ELECTION</th>
<th>YEARS OF PRESIDENT IN CHARGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HONG KONG-CHINA</strong></td>
<td>17-Dec-2020</td>
<td>15-Dec-2023</td>
<td>3</td>
</tr>
<tr>
<td><strong>AUSTRALIA</strong></td>
<td>29-Nov-2022</td>
<td>22-Nov-2023</td>
<td>1</td>
</tr>
<tr>
<td><strong>PAKISTAN</strong></td>
<td>01-Jan-2023</td>
<td>01-Jan-2027</td>
<td>4</td>
</tr>
<tr>
<td><strong>NEW ZEALAND</strong></td>
<td>15-Nov-2022</td>
<td>14-Nov-2023</td>
<td>2</td>
</tr>
<tr>
<td><strong>SOUTH KOREA</strong></td>
<td>31-Dec-2021</td>
<td>31-Dec-2023</td>
<td>3</td>
</tr>
<tr>
<td><strong>JAPAN</strong></td>
<td>07-Mar-2023</td>
<td>07-Jan-2026</td>
<td>3</td>
</tr>
<tr>
<td><strong>THAILAND</strong></td>
<td>16-Apr-2022</td>
<td>16-May-2023</td>
<td>1</td>
</tr>
</tbody>
</table>

**EUROPA**

<table>
<thead>
<tr>
<th>Country</th>
<th>LAST ELECTION</th>
<th>NEXT ELECTION</th>
<th>YEARS OF PRESIDENT IN CHARGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SWEDEN</strong></td>
<td>03-Mar-2023</td>
<td>24-Feb-2024</td>
<td>0</td>
</tr>
<tr>
<td><strong>CROATIA</strong></td>
<td>19-Sep-2021</td>
<td>03-Nov-2023</td>
<td>8</td>
</tr>
<tr>
<td><strong>GERMANY</strong></td>
<td>25-Jun-2021</td>
<td>16-May-2024</td>
<td>11</td>
</tr>
<tr>
<td><strong>ITALY</strong></td>
<td>19-Nov-2020</td>
<td>19-Nov-2023</td>
<td>3</td>
</tr>
<tr>
<td><strong>BELGIUM</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Україна</strong></td>
<td>22-Dec-2022</td>
<td>25-Dec-2025</td>
<td>3</td>
</tr>
<tr>
<td><strong>RUSSIA</strong></td>
<td>06-Jun-2016</td>
<td>06-Jun-2026</td>
<td>7</td>
</tr>
<tr>
<td><strong>CYPRUS</strong></td>
<td>17-Dec-2021</td>
<td>20-Dec-2024</td>
<td>6</td>
</tr>
<tr>
<td><strong>SLOVAKIA</strong></td>
<td>08-Jun-2021</td>
<td>08-Jun-2025</td>
<td>18</td>
</tr>
<tr>
<td><strong>ISRAEL</strong></td>
<td>28-Jun-2022</td>
<td>04-Jul-2023</td>
<td>3</td>
</tr>
<tr>
<td><strong>GREECE</strong></td>
<td>12-Nov-2023</td>
<td>12-Nov-2025</td>
<td>10</td>
</tr>
<tr>
<td><strong>UNITED KINGDOM</strong></td>
<td>01-Nov-2021</td>
<td>01-Nov-2023</td>
<td>5</td>
</tr>
<tr>
<td><strong>FRANCE</strong></td>
<td>25-Nov-2020</td>
<td>25-Nov-2024</td>
<td>3</td>
</tr>
<tr>
<td><strong>PORTUGAL</strong></td>
<td>26-Nov-2021</td>
<td>30-Nov-2025</td>
<td>10</td>
</tr>
</tbody>
</table>
4.2.7 The impact of actions in the area of organization from the national committees: achievements and challenges

51% of the NCs believe that there was a strong impact in this area, while 38% believe the impact was weak. Pakistan, Croatia, Bulgaria and Colombia rate their impact as strong, while Bosnia and Herzegovina rate it as very weak.
The area of organization

How do NCs rate the impact of their actions in the area of Organization?

Regarding **achievements**, the NCs highlight the establishment of more stable, balanced and diverse teams. In line with this, several NCs point out as a strength that their members are part of a wide variety of stakeholders and work for an equitable and quality ECCE, including researchers, university professors, heads of educational centers, teachers, parents, informal education professionals, among others. It is important to note that the NC for Italy highlights the creation of a ‘Youth Committee’, which holds at its core the value con intergenerational collaboration, understanding OMEP as an organization where all ages have a place. Regarding **challenges**, the NCs state that some members are passive, which often hinders managing the committees and carrying out activities. Similarly, managing human and financial resources for the effective development of the projects and activities proposed is presented as a common challenge for several NCs. Finally, recruiting new members and, fundamentally, young members, is another ongoing challenge for the NCs.
5. THE AREA OF COMMUNICATION

Communication is a key process that affects all areas of our Strategic Plan, since it enables us to generate understanding, agreement, leadership and influence.

Our communication has two main aspects:

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

To organize these efforts and transform them into concrete and coordinated action, a communication plan has been developed (defined in a separate document), which is managed by a specialized professional team.

5.1 EXCO’s work on communication

5.1.1 The work of the World Presidency in the area of communication

Reported by Mercedes Mayol Lassalle

In 2022, we continued working to strengthen our internal and external communication plan, managed by the WP with a specialized professional team.

Some of the areas focused on include:

A. BRAND IMAGE

The brand “OMEP” has been standardized by sharing the new logo designed for each committee and for the global level, and the Brand Manual has been shared to guide its use.

B. OMEP’S NEW WEBSITE: WWW.OMEPWORLD.ORG

During 2022, our website kept growing and improving with original content developed in our three official languages.

Regarding OMEP’s blog: Rights from the Start, we have broadened the call for articles to ensure we obtain a robust corpus that can strengthen our actions and exercise influence within political and academic circles in favor of children’s right to education worldwide. The team of translators has been reinforced to have the ability to cover the need to share articles in the three languages while being mindful of the quality of the original piece. The editorial team was in charge of inviting authors, reviewing the articles received and selecting children’s artwork to support each article appropriately.

ARTICLES PUBLISHED

Music at the hospital, by Philippe Bouteloup, France. “Humanization. Specific interventions, ongoing workshops, concerts, shows, resident artists, cultural outings – that’s right, the word “hospital” today is not necessarily a synonym of silence and sadness. However, this has not always been so clear and obvious. Because, theoretically, there is nothing further from the hospital world than music, which is by nature festive and loud.”

To read more: https://omepworld.org/music-at-the-hospital-philippe-bouteloup/
Children learn by social modeling, by Eleonora Glavina, Croatia. “During a typical day in kindergarten, 5-year-old Martha says to 5-year-old Carl: ‘Let's go play mom and dad. You will read the newspaper, I will cook, and this is our baby.' She takes Carl by the hand and takes him to the kindergarten “kitchen”, putting the picture book in his hands, showing him where to sit, takes the doll and says: ‘This will be our “baby”.' And so, the game begins.” To read more: https://omepworld.org/children-learn-by-social-modeling-eleonora-glavina-%ef%bf%bc/

Difficult times for children’s rights, by Michèle Olivain, France. “On November 20, 32 years after the UN Convention on the Rights of the Child was signed, the 2020/2021 assessment on the respect and progress of the rights of children turned very pessimistic.” To read more: https://omepworld.org/difficult-times-for-childrens-rights-michele-olivain-%ef%bf%bc

Grief in preschool children, by Gabriela Navarrete Gallegos, Mexico. “Childhood is the precious age in which the human being should be surrounded by affection, protection, education, health and mainly love; however, the COVID-19 pandemic that started at the end of 2019 has separated millions of families due to the hospitalization of one or more of its members because of this illness or, even worse, some families have suffered the definitive loss because of the death of those people. This situation has caused thousands of children to resent the temporary separation from their parents or caregivers or, what's even sadder, it has caused them to become orphans.” To read more: https://omepworld.org/grief-in-preschool-children-gabriela-navarrete-gallegos/

Men in early childhood education: giving voice to their choice and their commitment, by the OMEP Italian Committee. “Let's talk about male figures in education. Let's talk, in particular, about men who involve themselves in early childhood education. According to the data, they are still numerically few in the professional field of education and care of children from birth to eight years of age; the evidence tells us that they are rare figures, even exceptional in many contexts. However, we would like to speak today not only about their general absence but rather about their limited but significant presence.” To read more: https://omepworld.org/men-in-early-childhood-education-giving-voice-to-their-choice-and-their-commitment-omep-italian-committee/

Equal parenting through the eyes of society, by Adrijana Visnjic Jevtic. “Modern parenting presupposes equal involvement of both parents in the upbringing, education and care of children. Of course, it is not a matter of sharing everything in equal proportions, but to each parent taking the part of the responsibilities in which he or she feels most secure and competent. Therefore, these obligations are intertwined and not fixed.” To read more: https://omepworld.org/equal-parenting-through-the-eyes-of-society-doc-dr-sc-adrijana-visnjic-jevtic/

Mothers and peace, by Pauline Ambrogi. “Every mother should be able to provide her child with a supportive environment from conception: serenity, shelter and healthy food.
Human security is the prerequisite for a child’s sense of self-worth, confidence and balance,’ says Jill Donnelly, who has worked as a tutor in disadvantaged families where violence was a habit.” To read more: https://omepworld.org/mothers-and-peace-pauline-ambrogi/

The view from and towards childhood. Aesthetic and poetic experiences of art, by Laura Liliana Bianchi. “Developing our own view begins from the moment of birth, and each culture will give sense and meaning to what babies start to discover visually and physically. In this way, I would like to highlight the fundamental value of aesthetic experiences for early childhood, particularly from the discourses offered by the Visual Arts.” To read more: https://omepworld.org/the-view-from-and-towards-childhoods-aesthetic-and-poetic-experiences-of-art-laura-liliana-bianchi/

What were children’s experiences of the COVID-19 pandemic? by Helen Logan and Kym Simoncini, Australia. “Since the beginning of the pandemic, COVID-19 has been a daily focus for news and conversation. Across the globe accounts of COVID have been both overwhelming and emotional.” To read more: https://omepworld.org/what-were-childrens-experiences-of-the-covid-19-pandemic-an-omep-australia-history-project-dr-helen-logan-charles-sturt-university-and-associate-professor-kym-simoncini-university-o/

Computer Studies in Early Childhood Education: How to Approach Online Learning with ESC, by Martín Torres, Argentina. “In recent years, the notion on the importance of including content related to Computer Studies in educational systems around the world has spread. It is relevant to point out the change in the paradigm I call ‘the ICT approach’.” To read more: https://omepworld.org/computer-studies-in-early-childhood-education-how-to-approach-online-learning-with-esc-martin-torres/

Programming and robotics in ECE: Keys for teacher training, by Gabriela Ceballos and Martín Torres, Argentina. “We are undergoing an accelerated process of development and expansion of the digital technology systems. Smart TVs, smartphones, computers, notebooks, netbooks, tablets, eBooks, drones, robots and 3D printers occupy the different spheres of social and private lives in our societies.” To read more: https://omepworld.org/programming-and-robotics-in-ece-keys-for-teacher-training-gabriela-ceballos-and-martin-torres/

C. COMMUNICATION CAMPAIGNS
Several campaigns were developed with original content on the identity of early childhood education, public policies and other relevant topics.

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

E. SOCIAL MEDIA
In every organization, social media is a key strategy to communicate effectively. The followers that interact the most with our content on the different media platforms (Instagram, Facebook and YouTube) come from Turkey, Argentina, Greece and Mexico, among other countries.
The area of communication

Instagram

Instagram / Main countries where our followers come from and who interact with our content

<table>
<thead>
<tr>
<th>Country</th>
<th>Followers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turkey</td>
<td>20.4%</td>
</tr>
<tr>
<td>Argentina</td>
<td>11.2%</td>
</tr>
<tr>
<td>Chile</td>
<td>7.3%</td>
</tr>
<tr>
<td>Russia</td>
<td>4.1%</td>
</tr>
<tr>
<td>Croatia</td>
<td>2.2%</td>
</tr>
</tbody>
</table>

Facebook

Facebook / Main countries where our followers come from and who interact with our content

<table>
<thead>
<tr>
<th>Country</th>
<th>Followers</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>17.6%</td>
</tr>
<tr>
<td>Argentina</td>
<td>11%</td>
</tr>
<tr>
<td>Brazil</td>
<td>8.7%</td>
</tr>
<tr>
<td>Chile</td>
<td>7.4%</td>
</tr>
<tr>
<td>China</td>
<td>5.4%</td>
</tr>
<tr>
<td>Greece</td>
<td>5.4%</td>
</tr>
<tr>
<td>Spain</td>
<td>3.2%</td>
</tr>
<tr>
<td>Saudi</td>
<td>2.2%</td>
</tr>
<tr>
<td>United States</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

Youtube

Youtube / Main countries where our followers come from and who interact with our content

<table>
<thead>
<tr>
<th>Geography</th>
<th>Views</th>
<th>Average View Duration</th>
<th>Watch Time (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>3,913</td>
<td>2:02</td>
<td>147.9</td>
</tr>
<tr>
<td>Argentina</td>
<td>128</td>
<td>0:09</td>
<td>1:1%</td>
</tr>
<tr>
<td>Mexico</td>
<td>41</td>
<td>0:21</td>
<td>1:5</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>15</td>
<td>0:45</td>
<td>1:1</td>
</tr>
<tr>
<td>United States</td>
<td>15</td>
<td>0:45</td>
<td>1:1</td>
</tr>
</tbody>
</table>

5.1.2 The work of the Regional Vice Presidents in the area of communication

AFRICA

Reported by Nyamikeh Kyiamah

The VP has worked on different activities related to:

- The image of OMEP: use of the logo, slogans, ethics. Nigeria, Ghana and Kenya use the logos, slogans and ethics in their communications strategies
- Use of communication channels and strategies to strengthen internal and external communication. WhatsApp, emails and WhatsApp calls are the main communication strategies for Meetings, interviews and contacts with NC

ASIA PACIFIC

Reported by Udomluck Kulapichitr
MONITORING THE DISSEMINATION AND SOCIALIZATION OF COMMUNICATIONS, CAMPAIGNS, GLOBAL INITIATIVES AT THE NATIONAL LEVEL
Each National Committee has its own platform developed and used according to the country’s conveniences, cultural and usual ways of communication. The common platforms involve:

a Internal Communication: Newsletter, phone calls, emails, cards, letters, invitations, application LINE, WhatsApp, Facebook.
b External Communication: Regional Meetings, Regional Assembly, Webpage, Blog, Social Media, Statement of APR Voices.

THE IMAGE OF OMEP: USE OF THE LOGO, SLOGANS, ETHICS
The OMEP logo and slogan “Right from the Start” have both been used by the National Committees. Each NC uses the logo and slogan “Right from the Start” in different platforms such as attached as letterhead on emails, formal letters, flyers, posters, cards, publications, printings, PowerPoint, background for zoom/google meet, Facebook, webpage, presentations, etc.
In addition, OMEP slogan on “Right from the Start”, information about OMEP Declaration, and ethical issues of concerns would be reported or referenced whenever possible and appropriate by the National Committees.

MEETINGS, INTERVIEWS AND CONTACTS WITH NC
For the meetings, interviews and contacts with NC, formal scheduled meetings with all National Committees, the forms of communication will be through: Virtual Regional Café/Meetings and Regional Assembly as part of World Assembly. Other forms of communication frequently used were emails, zoom meetings, phone calls, WhatsApp, and application LINE.

EUROPE
Reported by Adrijana Višnjić
The NC spread the communications from World OMEP via emails and social media. The invitations to the events, including the Seminar Series, are often put on the national webpage and on social media. The Blogs are appreciated and spread in a similar way.
The NCs have developed their communication platforms, developed new folders to attract members to OMEP, and started using social media more. Conferences and campaigns are disseminated also by invitations to special groups of people and organizations, e.g., universities, through press releases and in Open letters to the public. Many NCs have a routine for spreading the communications from the World OMEP, usually by sharing on the national webpage and on social media like Facebook and Twitter. Some countries (i.e., Croatia) running their own blog.
Some European NCs members contributed with their blogs to the OMEP Blog series.

LATIN AMERICA
Reported by Desirée López de Maturana L.
We keep working in the same direction as in 2021, implementing the media plan provided by OMEP World, using the appropriate logos, promoting and sharing all the information coming from OMEP World and the different regional committees. In this sense, it is important to insist on the positive relationship among the different committees that participate in and promote the activities and campaigns they carry out according to the plan and the organization’s general guidelines. To achieve this, WhatsApp groups have been very helpful, since they allow us to coordinate and communicate activities in a timely manner. The use of different platforms enables us to promote all the activities being carried out in the region. The number of visits to the Facebook and Instagram pages, the support and the messages shared are proof of this.
MONITORING THE DISSEMINATION OF COMMUNICATIONS, CAMPAIGNS AND GLOBAL INITIATIVES AT THE NATIONAL LEVEL
Promoting the global campaigns is an ongoing task for each National Committee and for the Vice Presidency. During 2022, we still had a social media manager to share campaigns, courses and relevant information about the organization and other partners related to early childhood.

OMEP’S IMAGE: THE USE OF THE LOGO, SLOGANS AND ETHIC STAND
Using the logos and slogans, and adhering to our ethic stand is a must. We have been working to strengthen this commitment according to OMEP World’s guidelines, although we still need to improve our strategy to increase our regional presence.

USE OF COMMUNICATION CHANNELS AND STRATEGIES TO STRENGTHEN INTERNAL AND EXTERNAL COMMUNICATION
The region has a fluent internal communication network via WhatsApp groups and emails, where the Presidents and board groups participate. We also continuously use the Facebook and Instagram platforms for external communications and outreach. Moreover, this OMEP’s region participates in the communications team in CLADE, which helps promote the campaigns and actions that each organization carries out.

MEETINGS, INTERVIEWS AND CONTACT WITH THE NCS
During 2022, meetings were held with the Committees of Brazil and the newly added Peru. Still, the relationship with all the Presidents of the national committees is timely and fluent in response to their requirements and needs. All group discussions and needs raised via WhatsApp have received clear feedback, guidance, answers or solutions effectively. Communication with the Presidents, in group or individually, is permanent, either via Zoom, video call or WhatsApp.

NORTH AMERICA AND THE CARIBBEAN
Reported by Christiane Bourdages Simpson
Each committee is free to choose its own communication tools. The same applies to the frequency with which members are informed of past and future activities. Today, social media have become an essential means of disseminating information to as many people as possible, and of promoting activities at national, regional and global levels. Websites seem to be rapidly becoming obsolete, requiring major investments that are often put aside as committees prioritize more pressing expenses such as operating costs, membership fees and so on. That is why it is so important for the World Board to authorize national committee publications on the region's page. This strategy would enable information to circulate and strengthen internal and external communication. OMEP World proposes the use of our image, logo and slogans.

As for meetings and contacts with National Committees, I have been present at all general Assemblies (Canada and USA), taking the opportunity to address members and share information from EXCO. As for Haiti, I try to communicate regularly with the President, despite the context mentioned above.

In addition, several attempts were made to organize a regional meeting, but to no avail. As for the regional meeting at the World Assembly in Athens, you have to understand that represented both the OMEP Canada presidency and the NAC vice-presidency. Furthermore, OMEP Haiti and USA were not represented at the World Assembly. Thus, I took part in the European meeting as an observer.
5.2 Activities on communication from the national committees

5.2.1 Internal and external communication strategies and national communication plans

51% of the NCs reported that, during 2022, they implemented a strategic communication plan. Communications via email and meetings using the Zoom platform are presented as the most used platforms by the NCs, both for their internal and external communications.

Strategies used by the NCs for their internal communications

<table>
<thead>
<tr>
<th>MOST FREQUENT</th>
<th>SUPPORTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emails: <strong>82%</strong></td>
<td>Meetings via Meet: <strong>42%</strong></td>
</tr>
<tr>
<td>Meetings via Zoom: <strong>75%</strong></td>
<td>In-person meetings: <strong>17%</strong></td>
</tr>
<tr>
<td>WhatsApp messages: <strong>53%</strong></td>
<td>Phone calls: <strong>7%</strong></td>
</tr>
</tbody>
</table>

Strategies used by the NCs for communications with their community

<table>
<thead>
<tr>
<th>MOST FREQUENT</th>
<th>SUPPORTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emails: <strong>84%</strong></td>
<td>Meetings via Meet: <strong>40%</strong></td>
</tr>
<tr>
<td>Meetings via Zoom: <strong>62%</strong></td>
<td>Newsletter: <strong>33%</strong></td>
</tr>
<tr>
<td>WhatsApp message: <strong>42%</strong></td>
<td>Others (website and social media): <strong>27%</strong></td>
</tr>
</tbody>
</table>

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

53% of the NCs view their strategies to promote activities as **satisfactory**, while 38% view them as **needs improvement**. The NCs of Angola, Burkina Faso, Guatemala and Switzerland consider them as **unsatisfactory**, while Bosnia and Herzegovina, as **very unsatisfactory**. Several NCs point out the need to broaden their communication strategies to make them more productive and be more effective in reaching new members, partners and funding. A key point mentioned is the need to increase their presence in social media and have a greater impact.

How do NCs rate the communication strategies used to promote OMEP’s goals and activities?

![Graph showing communication strategy ratings](image-url)
44% of the NCs view their participation in the strategies, proposals and activities from the EXCO as **satisfactory**, while 36%, as **needs improvement**. The NCs of Australia, Pakistan and Portugal consider they are **very satisfactory**, while Angola, Burkina Faso, Cameroon, Guatemala and Switzerland, as **unsatisfactory**, and Bosnia and Herzegovina as **very unsatisfactory**.

How do NCs rate the communication strategies used to promote OMEP World’s proposals and activities?

Regarding the dissemination of the publications made in OMEP World’s social media platforms, **64%** of the NCs mention that they share this material frequently, since it is a central part of the communication strategy in the organization.

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

62% of the NCs reported on their main strengths and challenges in the communication between their national committee and the EXCO.

- In **AFRICA**, they highlight that the VP is an active member of the NC, so the communication with the EXCO is fluent. Likewise, they identify the use of Zoom and WhatsApp as a main strength in communication.
- In **ASIA PACIFIC**, they value the information and reports shared by EXCO-COM, which enables the understanding of OMEP’s global trends regarding communication. The NCs also acknowledge the clear and sufficient communication with the EXCO. The scheduling of events can be a challenge at times.
- In **EUROPE**, they identify a general active and proactive attitude from the members of the EXCO regarding internal and external communication in the organization. The communication provided by EXCO is valued as clear, appropriate and professional. The strengths identified also include that information is available over multiple platforms (email, seminars, programs, website, and newsletter), and that the EXCO’s answer to any communication needs is immediate. Regarding the challenges, they point out that occasionally there are too many events or programs being held at the same time, and when NCs are required, they are given tight timeframes.
- In **LATIN AMERICA**, internal and external communications from the EXCO are valued as close, fluent, constant, timely and assertive. The challenges include being able to coordinate timelines and actions so the NCs can effectively provide input and parti-
The area of communication

cipate, and having the assistance of a graphic designer to support in creating different types of material. Moreover, they suggest the creation of a communication portal per region, where all the NCs can share news, events, material, and ideas, among others.

- In **NORTH AMERICA AND THE CARIBBEAN**, a strength identified is that communication is positive and respectful. It is a challenge for them to receive information in a timely manner to share it and increase participation.

### 5.2.4 The impact of actions in the area of communication from the national committees: achievements and challenges

62% of the NCs believe that they had a **strong impact** in this area, while 29% believe the impact was **weak**. Pakistan and Colombia rate their impact as **very strong**, while Bosnia and Herzegovina and Switzerland rate it as **very weak**.

Regarding **achievements**, NCs praise having an effective global communication strategy. Likewise, they identify as an achievement having reached a horizontal and dynamic communication among its members. They also highlight the increase in work from their teams in this area. Some NCs mention that they have more presence and followers on social media, although they still acknowledge that the full potential of these communication channels has not yet been fully exploited. NCs state that they have a solid and fluent communication with the EXCO, both online and in person.

Regarding **challenges**, the NCs mention the need to get more resources (access to Internet, paid Zoom accounts, stable communication equipment, among others) in order to reach a wider audience. In line with this, it is important to work on the organization's storytelling and design original content that is deemed interesting by different groups, such as the younger generation of professionals working on ECCE. Apart from this, a frequent challenge identified is being able to constantly maintain the websites and social media platforms (Facebook, Instagram, and Twitter) updated. For some NCs, language barriers are still a challenge, since, at times, they do not have enough time to translate the material pieces to their local language.
6. CLOSING REMARKS

Main strengths by region

ASIA PACIFIC
Reported by Udomluck Kulapichitr
The Asia Pacific Region is very large according to geographical size. It is in or near the Western Pacific Ocean, including South, East, Southeast Asia and Oceania. Currently there are 12 National Committees and 1 Preparatory Committee. The diversity and uniqueness of culture and language in the region are quite challenging. However, these become the strength of the region that supports our worldview for the rights to education... the rights of the child. Together we work in harmony and solidarity in the Asia Pacific Region with commitment and compassionate mind.

EUROPE
Reported by Adrijana Višnjić
The European region is the region with the most NCs which represents strength. Numerous countries that are geographically and traffic-wise close to each other open the possibility for cooperation through joint projects, exchanges, and mutual support. Therefore, it is possible to organize visits and attend other countries’ events. The strength of the European region is reflected in the relatively regulated ECE system, which opens the possibility of access to all stakeholders. The European Union prioritizes the right to an inclusive and high-quality ECE, strengthening the competencies of ECE experts and investing in ECE, which can help NCs to actively act and achieve the OMEP objectives. Promoting the importance of ECE contributes to stakeholder networking with the support of educational policies. ECE in Europe has a long tradition which facilitates action in early childhood. Finally, European countries could jointly apply for EU funding projects, which facilitates the implementation of activities for the benefit of children.

Principales áreas de mejora por región

ASIA PACIFIC
Reported by Udomluck Kulapichitr
• To recruit new country members into the region. Not only the need to increase the number of country members but also the inclusion with more young members, paraprofessionals such as pediatricians, child psychologists, nurses, social workers, etc. It requires careful strategic planning because of the size and diversity in the region.
• To increase collaborations with civil organizations, OMEP can enhance our mission in this region.

EUROPE
Reported by Adrijana Višnjić
Each region has its own specifics, so it is extremely important to provide time and space for NCs to meet. It is necessary to ensure the involvement of OMEP representatives in ECE-focused European Union bodies. Every few years, the EU sets up decision-making bodies and recom-
Closing remarks

Recommendations on early childhood, and OMEP has so far unfairly marginalized it. There is a need for stronger engagement and liaison with EU representatives in charge of ECE.

It is necessary to emphasize and use the position of OMEP at UNESCO and to ensure stronger advocacy of children’s rights in the region + and with the possible sponsorship of regional conferences, the involvement of educational policy makers so that the desired changes can be realized.

It is necessary to ensure the exchange of examples of good practice in the implementation of NCs activities with possible publication with examples of, for example, day celebrations, and implementation of SDGs and / or children's rights.

The VP must continuously support NCs in their activities and ensure their presence in the activities they carry out.

Several meetings were held with two committees (Slovenia and North Macedonia) that would like to apply for preparatory committees in 2023 – therefore the European Region would get new members. It is needed to attract more European countries to join OMEP.

LATIN AMERICA

Reported by Desirée López de Maturana L.

The aspects to improve are:

• Establishing a regional committee Strengthening the regional work dynamic to better distribute tasks and improve workflows, since the Vice President has developed most of the work and only received support from some of the Presidents in specific situations.
• Improving communication and systematizing each task carried out.
• Developing coordination instances with international institutions (like UNESCO and UNICEF).
• Conducting and encouraging research in the region.
• Making good use of the journals to publish articles and studies.
• Managing support.
• Managing the incorporation of young people into the organization.

NORTH AMERICA AND THE CARIBBEAN

Reported by Christiane Bourdages Simpson

Although the North American and Caribbean region is vast, the challenges are like those in other regions. Making ourselves known, sharing our mission, associating with organizations that are carrying out the same advocacy, organizing and participating in academic activities (congresses, seminars, and panels), developing national, regional, and global projects, taking part in working groups, and so on.

Recruitment remains a major challenge for all 3 national committees. It's important to open up to individuals and organizations, and to pool our strengths to form a united front in defense of children's rights and preschool education issues. This has already begun in Canada and should continue with the new president. Haiti faces a challenge of survival, and the United States a challenge of revitalizing its membership.

REMARKS BY CHRISTIANE BOURDAGES SIMPSON, REGIONAL VICE PRESIDENT OMEP NORTH AMERICA AND CARIBBEAN:

“As this is my second and final term as NAC Vice-President, I would like to thank all those who have accompanied me on this wonderful journey with OMEP, of which I have been a proud member since 2003. My involvement has enabled me to meet extraordinary people both in the region and around the world. These people have become lifelong friends.”
7. 2022 OMEP’S FINANCIAL STATEMENT. REPORT BY THE WORLD TREASURER

Reported by Elin Eriksen Ødegaard, World Treasurer 2022

<table>
<thead>
<tr>
<th>2022 INCOME</th>
<th>PROJECTED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. MEMBERSHIP FEES</td>
<td>USD 34,900.00</td>
<td>USD 25,321.18</td>
</tr>
<tr>
<td>2. SPRINGER COPYRIGHT</td>
<td>USD 4,000.00</td>
<td>USD 3,749.78</td>
</tr>
<tr>
<td>3. WORLD CONFERENCE</td>
<td>USD 4,000.00</td>
<td>USD 2,760.46</td>
</tr>
<tr>
<td>4. REGIONAL CONFERENCE</td>
<td>USD 2,000.00</td>
<td>USD 972.02</td>
</tr>
<tr>
<td>5. DONATIONS/FUNDRAISING</td>
<td>USD 31,000.00</td>
<td>USD 3,783.53</td>
</tr>
<tr>
<td>6. UNESCO/OREALC</td>
<td>USD 6,000.00</td>
<td>USD 5,969.89</td>
</tr>
<tr>
<td>7. SOLIDARY FUNDING</td>
<td>USD 345.00</td>
<td>USD 330.98</td>
</tr>
<tr>
<td>8. OTHER INCOME/BANK INTEREST</td>
<td>USD-</td>
<td>USD 443.15</td>
</tr>
<tr>
<td>TOTAL INCOME</td>
<td>USD 82,245.00</td>
<td>USD 43,341.03</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2022 INCOME FOR SPECIFIC PROJECTS</th>
<th>PROJECTED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNESCO PARTICIPATION PROGRAMME</td>
<td>USD 13,000.00</td>
<td>USD -</td>
</tr>
</tbody>
</table>

1. ANNUAL MEMBERSHIP FEE
The main source of true income for OMEP is its annual fees. In the projected budget for 2022, the proposal was to receive the total for all annual fees, amounting to USD 34,900. However, only 69% of the national committees made their payment. Therefore, we collected only USD 25,321.18. The national committees of Japan and Norway supported the following countries by paying their membership fees: Pakistan, Kenya and Ukraine. The amount collected was received through two sources of payment: bank transfers and PayPal.

2. SPRINGER COPYRIGHT
In 2022, we have received USD 3,749.78 for the corresponding copyright.

3. WORLD CONFERENCE
The World Conference was held in Athens, Greece, and the Greek national committee transferred USD 2,760.46 to OMEP World’s bank account.

4. REGIONAL CONFERENCE
The Regional Conference of Asia Pacific was held in 2021 in a hybrid format. In 2022, OMEP China transferred the amount of USD 972.02.
5. DONATIONS/FUNDRAISING
Activities have been developed to raise funds with no positive results. For this reason, the World President has donated to the world fund the earnings for her participation in the ED Heroes and Japan Society conferences, and the Asia Pacific Regional Conference. The total amount donated was USD 3,783.53.

6. UNESCO/OREALC
Due to the organization of the WCECCE 2022, UNESCO’s office for Latin America and the Caribbean offered the World President two contracts: one to coordinate the development of the Regional Report on ECCE in the region and another one to coordinate the Regional Consultation Meeting and the final Executive Report, for a total amount of USD 6,000.00. A total of USD 5,969.89 was received. Professional fees were paid in the amount of USD 4,000.00 for collaborators in the development of the final reports, and OMEP was granted the remaining USD 1,969.89.

7. SOLIDARY FUNDING
The national committee of Japan donated USD 345.00 to the national committee of Pakistan to assist the flood victims. After bank expenditures, the amount received was USD 330.98.

8. OTHER INCOME/BANK INTEREST
The bank reported the payment of interest for a total amount of USD 443.15.

2022 EXPENSES

<table>
<thead>
<tr>
<th>EXPENSES</th>
<th>PROJECTED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. EXECUTIVE COMMITTEE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Customary payment to the World President</td>
<td>USD 18,000.00</td>
<td>USD 15,488.85</td>
</tr>
<tr>
<td>1.2 Regional Vice Presidents and World Treasurer</td>
<td>USD 9,000.00</td>
<td>USD -</td>
</tr>
<tr>
<td><strong>2. WORLD SECRETARIAT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 Website</td>
<td>USD 2,000.00</td>
<td>USD 1,900.77</td>
</tr>
<tr>
<td>2.2 Office supplies</td>
<td>USD 7,500.00</td>
<td>USD 7,156.09</td>
</tr>
<tr>
<td>2.3 Journal editing: TIP</td>
<td>USD 1,000.00</td>
<td>USD 865.52</td>
</tr>
<tr>
<td>2.4 World Secretariat team</td>
<td>USD 6,000.00</td>
<td>USD 6,000.00</td>
</tr>
<tr>
<td><strong>3. REPRESENTATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 Representation</td>
<td>USD 2,000.00</td>
<td>USD 1,762.50</td>
</tr>
<tr>
<td>3.2 Membership</td>
<td>USD 3,500.00</td>
<td>USD 2,856.11</td>
</tr>
<tr>
<td><strong>4. WORLD ASSEMBLY</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. EXECUTIVE COMMITTEE’S EXPENSES

1.1 Customary payment to the World President. During 2022, these funds covered all extra costs apart from the initial budget related to: flagship initiatives, the Strategic Plan, the development of the communication plan, the Secretariat professional team, translation and interpretation for the OMEP seminar series, among other projects. Other expenses related to the World President’s participation in the Transforming Education Summit at the United Nations in New York and the members of EXCO’s participation in the WCECCE 2022 held in Uzbekistan.

» Actual expenses: USD 15,488.85

1.2 Regional Vice Presidents and World Treasurer. There were no expenses registered in 2022.

2. WORLD SECRETARIAT

2.1 Website: maintenance and permanent upkeep expenses. Total: USD 1,900.77.
2.2 Office supplies include translations, printing, stationary, etc. Total: USD 7,156.09.
2.3 Journal editing OMEP: TIP includes editing and design of the journal expenses. Total: USD 865.52.
2.4 Secretariat team, payment for professional services. Total: USD 6,000.00.

3. REPRESENTATION

3.1 Representatives’ expenses to participate in the WCECCE 2022 in Uzbekistan were covered. Total: USD 1,762.50.
3.2 Membership: fees were paid to Eurochild, CLADE and the World Campaign for Education. Total: USD 2,856.11.
4. WORLD ASSEMBLY EXPENSES
The World Assembly was held in Athens, Greece, with a cost of USD 11,831.34 to cover plane tickets, documents, translations, printing, etc.

5. WORLD PROJECTS
5.1 ESD awards: Prizes were paid to winning projects. Total: USD 3,203.76.
5.2 Communication plan: Team and management of the annual plan. Total: USD 5,000.00.
5.3 Webinar operational cost: Organization of the 2021-2022 OMEP Seminar Series. Total: USD 1,751.70.
5.4 Springer: annual membership fee was paid. Total: USD 2,690.75.

6. AD HOC PROJECTS
In 2022, USD 4,000 was paid in professional services fees to the team that participated in the UNESCO/OREALC project, and solidarity funds for the amount of USD 345.00 were transferred to Pakistan by the Japan national committee through OMEP World’s bank account.

7. BANK EXPENSES
The expenses are included in the difference between the projected and actual expenses as per the bank register.

GENERAL FINANCIAL HEALTH

<table>
<thead>
<tr>
<th>2022 BALANCE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2022 INCOME</td>
<td>USD 43,341.03</td>
</tr>
<tr>
<td>2022 EXPENSES</td>
<td>USD 63,089.89</td>
</tr>
<tr>
<td>DIFFERENCE BETWEEN INCOME AND EXPENSES</td>
<td>USD -19,748.86</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2022 BALANCE (BANK AND PAYPAL)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BANK BALANCE 31-DEC-2022</td>
<td>USD 39,223.81</td>
</tr>
<tr>
<td>PAYPAL BALANCE (MEMBERSHIP FEES)</td>
<td>USD 14,845.20</td>
</tr>
<tr>
<td>TOTAL BALANCE</td>
<td>USD 54,069.01</td>
</tr>
</tbody>
</table>

NOTES

- **Note 1:** The USD 13,000 income from the UNESCO Participation Programme that amounted to an actual of USD 12,989.96 will be executed during 2023 and, due to UNESCO's requirements, will be accounted for as a separate item from the 2023 annual budget.
- **Note 2:** The World President obtained financing from two Argentinian foundations to support the communication plan, including management and payment of the USD 2,400.00. The accounting process was done through OMEP Argentina; therefore, it is not reflected in the World Treasury's balance.

FINAL COMMENTS
During 2022, we still faced a deep economic crisis with influence from the COVID-19 pandemic. It was the first year in which OMEP’s members were able to return to in-person meetings, es-
cially the World Assembly and Conference held in Athens, which we celebrate, since it allows us to achieve our goals more effectively.

The National Committees improved their ability to pay the annual fees, but they did not pay the overdue fees. The EXCO is grateful to those National Committees that offered solidary support to those who were unfit to meet the requirements.

In spite of having returned to a certain degree of “normality” and of the lack of funding, OMEP made great achievements, like maintaining digital communication platforms, online seminar, etc., which enabled more outreach in the five regions of the world, but which require services whose costs have increased due to the worldwide inflation. The website still offers information and services, such as free access to the International Journal of Early Childhood (IJEC).

This report shows an unbalanced economic situation, with a negative balance of USD 19,748,86, which was covered by OMEP’s funds, as was the case in the two previous years during the deepest crisis of the pandemic.

We have worked to obtain donations and financing this year with greater success than in previous years, but we are still far from the projected and necessary amounts to have a favorable balance.
ANNEX - What is OMEP?

In its more than 70 years of existence, OMEP has become a global referent on the defense of the human rights of children from birth to 8 years old, focusing on early childhood care and education (ECCE). OMEP’s work is present in over 65 countries, having at its core education as a right a tool for the realization of other rights: comprehensive development, citizenship, well-being and dignity for all children around the world.

OMEP, as the largest and oldest international, non-governmental and non-profit organization aimed at early childhood, has special consultative status in the United Nations Economic and Social Council (ECOSOC) and is a part of UNESCO’s Collective Consultation of NGOs on Education 2030 (CCNGO/Education 2030).

All of this trajectory inspires our slogan “Rights from the start: early childhood care and education for all”, and nurtures our vision to build: “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.”

OMEP’S PURPOSES ARE:

• Contributing to the establishment of universal and comprehensive public policies that ensure a properly finances, quality, egalitarian and inclusive ECCE.
• Driving global and national initiatives and strategies that guarantee the full exercise of the human right to education and care from an “educare” perspective.
• Increasing and disseminating pedagogical knowledge based on research and the development of spaces for the joint development of knowledge, in order to enrich teaching practices and ensure the quality of education.
• Strengthening work and comprehensive professional development of educators through trainings, constant updates and participative research.
• Recognizing teachers’ knowledge and experiences and including their vision in the development of global policies and strategies on ECCE.
• Giving central value to the voices of children, demanding their participation and compliance with the principle of having children’s interests first, both in development of policies and in the educational practices.
• Reinforcing international cooperation with the United Nations system, States and educational systems, civil society organizations and universities, creating synergy to achieve the 2030 Agenda.
• Establishing democracy and participation within the organization and its nourishment through the incorporation of new members, recognizing the trajectory of its partners and strengthening its institutional culture.
• Capitalizing and providing exposure to OMEP’s achievements regarding the projects developed, highlighting diversity, variety and a richness of knowledge, actions, experiences and trajectories of the national committees.
THE WORLD EXECUTIVE COMMITTEE AND THE REPRESENTATIVES IN THE UNITED NATIONS SYSTEM

The World Executive Committee (EXCO) is formed by the following members: World President, World Treasurer and Regional Vice Presidents for Africa, Asia Pacific, Europe, Latin America, and North America and the Caribbean. The EXCO manages OMEP at a global scale, interacting with the national committees, coordinating and leading regional actions, and articulating with OMEP's representatives in the United Nations system. Since in foundation in 1948, OMEP has been accepted by the UN because its line of work coincides with the United Nations' goals and purposes. OMEP's United Nations representatives in the New York and Geneva headquarters, in UNESCO, UNICEF and other international or regional organizations are appointed by the EXCO and their nominations are approved in the World Assembly.

ORGANIZATION CHART

WORLD EXECUTIVE COMMITTEE (EXCO)

- World President: Mercedes Mayol Lassalle
- World Treasurer: Elin Eriksen Ødegaard
- Regional Vice President for Africa: Nyamikeh Kyiamah
- Regional Vice President for Asia Pacific: Udomluck Kulapichitr
- 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: Christiane Bourdages Simpson

REPRESENTATIVES IN THE UN SYSTEM, NEW YORK HEADQUARTERS

- World President/Chief Executive Officer: Mercedes Mayol Lassalle
- Main representative: María Pía Belloni
- Chief Administrative Officer: Donna Akilah M. Wright
- Representatives: Kimberly Ann Kopko, Jessica N. Essary and Fernando Salinas Quiros

REPRESENTATIVES IN THE UN SYSTEM, GENEVA HEADQUARTERS

- World President: Mercedes Mayol Lassalle
- Additional representative: Lisbeth Gouin

UNESCO REPRESENTATIVES

- Representative: Mercedes Mayol Lassalle
- Representative: Lisbeth Gouin
- Representative: Danièle Perruchon
- Representative: Michelle Cantat-Merlin
OMEP's Annual Report 2022

ANNEX - What is OMEP?

OMEP

WORLD EXECUTIVE COMMITTEE
EXCO

World President:
Mercedes Mayol Lassalle

World Treasurer:
Elin Eriksen Ødegaard

Regional Vice President for North America and the Caribbean:
Christiane Bourdages Simpson

Regional Vice President for Africa:
Nyamikeh Kyiamah

Regional Vice President for Latin America:
Desiree López de Maturana Luna

Regional Vice President for Asia Pacific:
Udomluck Kulapichitr

Regional Vice President for Europe:
Adrijana Višnjić

UNESCO representatives

Representative:
Lisbeth Gouin
Danièle Perruchon
Michelle Cantat-Merlin

Representatives in the UN system, New York headquarters

Representatives:
Kimberly Ann Kopko,
Jessica N. Essary and
Fernando Salinas Quiros

Additional representative:
Lisbeth Gouin

Chief Administrative Officer:
Donna Akilah M. Wright

Main representative:
Maria Pia Belloni
ANNEX – What is OMEP?

OMEP’S NATIONAL COMMITTEES
OMEP IS PRESENT IN FIVE REGIONS.
IT CURRENTLY HAS 63 NATIONAL COMMITTEES AND 7 PREPARATORY COMMITTEES.

AFRICA
It currently has 8 national committees and 2 preparatory committees: Angola (prep.), Burkina Faso, Cameroon, Ghana, Kenya, Liberia, Mauritius, Nigeria, Sierra Leone and Tanzania (prep.)

ASIA PACIFIC
It currently has 12 national committees and 1 preparatory committee: Australia, China, China-Hong Kong, Iran, Japan, Myanmar, New Zealand, Pacific Island Nations, Pakistan, Philippines (prep.), the Republic of Korea, Singapore and Thailand.

EUROPE
It currently has 27 national committees and 1 preparatory committee: Germany, Bosnia and Herzegovina, Bulgaria, Belgium (prep.), Cyprus, Croatia, Denmark, Spain, Finland, France, Greece, Ireland, Iceland, Israel, Italy, Latvia, Lithuania, Norway, Poland, Portugal, United Kingdom, Czech Republic, Russia, Slovakia, Sweden, Switzerland, Turkey and Ukraine.

LATIN AMERICA
It currently has 13 national committees and 3 preparatory committees: Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica (prep.), Cuba, Ecuador, El Salvador, Guatemala (prep.), Mexico, Panama, and Paraguay (prep.) Peru, Uruguay and Venezuela.

NORTH AMERICA AND THE CARIBBEAN
It currently has 3 national committees: Canada, Haiti, and the United States of America.
We would like to thank all of OMEP’s National Committees, the members of the EXCO, the UN and UNESCO representatives, and the World Projects coordinators for their reports, which are the foundation of this document.

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*Gabriela Salazar and Carolina Torres Painemilla*

**Design:**
*Isabel Alberdi*

*isabelalberdi@gmail.com*