



Organisation Mondiale pour l'Éducation Préscolaire
Organización Mundial para la Educación Preescolar
World Organisation for Early Childhood Education
www.worldomep.org

2019: 8
September

European Newsletter - Boletín - Bulletin



UN Convention on the rights of the child- 30 years on 20 November 2019

This is the time when we should make extra effort to endorse our commitment to move forward in the realization and implementation of the CRC.

The discussions at the World Assembly in July in Panama presented many ways to raise the awareness of the CRC, and its intergenerational and intercultural statements. Public attention, articles and conferences, sharing OMEP's messages on the situation for the world's children in media. We also decided on a Children's Art project related to the convention.



I now get multiple reports about OMEP initiatives in line with these suggestions. In Sweden, a new pamphlet about the UNCRC for young children will

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be launched at a national seminar in October.

Polish OMEP Committee tells about their plans: in September we are organizing the Polish Kindergarten's Day under the slogan "Education tailored to every child", there will also be many activities related to children's rights. 4-6 October representatives of all OMEP branches will meet, and in January, there will be a national conference. OMEP in the Czech Republic organises a national conference in Brno, and so on. I share with you the Swedish logo for the UNCRC events and a photo from a children's project with the UNCRC in Sweden. I will happily share what is going on in coming Newsletters, so please send me updates on ECE activities related to CRC. Now is the time for State parties to renew their commitments, redouble their efforts and take all possible actions to fulfil the rights of all children and especially for the most vulnerable and children at risk. We call on all governments to take immediate action to guarantee the children a safe life and for each boy and every girl to develop to their fullest potential, leaving no one behind

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Children complain to the Child Rights Committee in Geneva



Swedish climate activist Greta Thunberg and 15 other children filed a complaint with the United Nations Monday alleging that five of the world's leading economies have violated their human rights by not taking adequate action to stop the unfolding climate crisis.

The children do not ask for any monetary compensation. Instead, they ask that the countries immediately adjust their climate goals and work with other nations to address the crisis.

(New York (CNN) and Stockholm (DN) on September 23, 2019)

The complaint focuses on the necessity of immediate and great actions from the countries to relieve the already existing damages and avoid future and larger irreversible damages and destruction. The children say that their lives have already been impacted by the climate crisis, and that their future livelihoods will be endangered as the impacts worsen.

According to the complaint, the failures to act violate many of the rights specified in the UNCRC; the right to life, survival and development (Art. 6), the right to best possible health (Art. 24), the right to reasonable standard of living (Art. 27), the right to education (Art. 28) and the right of ethnic, religious and linguistic minorities, or indigenous children to their language, culture and religion (Art. 30). The children charge that the countries have not used their resources "to prevent the deadly and foreseeable consequences" of the current climate crisis or cooperated effectively with other nations to address the problem.

The signing children come from Argentina, Brazil, France, Germany, India, Marshall Islands, Nigeria, Palau, South Africa, Sweden, Tunisia and the USA and they want countries to fulfil their obligations to respect, protect and live up to children's rights.

The complaint singles out five countries; Germany, France, Brazil, Argentina and Turkey, because they are among the 44 that have accepted the convention's jurisdiction to hear complaints against them. They are also five of the world's biggest historical and current emitters of greenhouse gases, which are causing the planet to warm and triggering a host of other alarming impacts, from raising sea levels to producing more intense storms. Some of the world's other top greenhouse gas emitters are notably not named in the complaint. This is since these nations have not ratified the third optional protocol to the UNCRC, which ascertains children's right to complain if their rights are violated.

Learn more about the Overshoot day

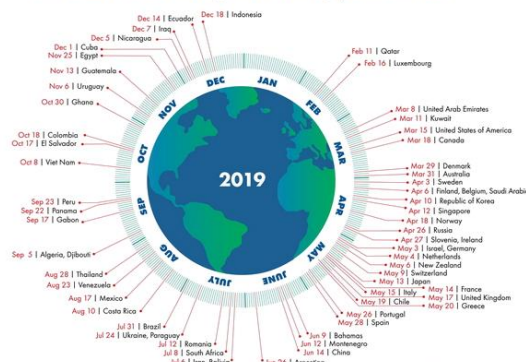
Earth Overshoot Day marks the date when humanity's demand for ecological resources (fish and forests, for instance) and services in a given year exceeds what Earth can regenerate in that year.



<https://www.overshootday.org>

Country Overshoot Days 2019

When would Earth Overshoot Day land if the world's population lived like...



Source: Global Footprint Network National Footprint Accounts 2019



UNESCO warns that, without urgent action, 12 million children will never spend a day at school, forwarded to us by OMEP representative Lisbeth Gouin

13 September 2019



© UNESCO

New data published today by the UNESCO Institute for Statistics (UIS) on the world’s out-of-school children reveals little or no progress over more than a decade. Roughly 258 million children, adolescents and youth were out of school in 2018; around one sixth of the global population of school-age children (6 to 17 years old). Even more worrying is the fact that unless urgent measures are taken, 12 million primary school age children will never set foot in a school. In view of such figures, it will be difficult to ensure inclusive quality education for all, one of the Sustainable Development Goals (SDGs) set by the international community for 2030.

[The new data on out-of-school children](#) confirms recent UNESCO projections showing that, at the present rate, one in every six children will still be out of primary and secondary school in 2030, and that only six out of ten young people will complete secondary education.

The data also highlights the gap between the world’s richest and poorest countries. According to UIS data, 19% of primary-age children (roughly 6 to 11 years old) are not in school in low-income countries, compared to just 2% in high-income countries. The gap grows wider still for older children and youth. About 61% of all youth between the ages of 15 and 17 are out of school in low-income countries, compared to 8% in high-income countries.

“Girls continue to face the greatest barriers,” says Audrey Azoulay, Director-General of UNESCO. “According to our projections, 9 million girls of primary school age will never start school or set foot in a classroom, compared to about 3 million boys. Four of those 9 million girls, live in sub-Saharan

Africa, where the situation gives cause for even grater concern. We must therefore continue to centre our actions on girls' and women's education as an utmost priority.”

“We have just 11 years to make good on the promise that every child will be in school and learning. Yet the new data shows us an unchanging and persistent picture of poor access and quality year after year,” says UIS Director Silvia Montoya. “These challenges are not inevitable. They can be overcome by a combination of intensive action and greater funding. We need real commitment from every single government, backed by resources, to get the job done.”

While the number of out-of-school children appears to have dropped from 262 million in 2017, the fall is largely due to a methodological change in the way the indicators are calculated. As shown in a new paper, whereas primary school age children enrolled in pre-school, were previously included in the total, they are no longer counted as being out of school*. However, this does not change the overall rates of children out of school.

The new data is released by the UIS – the custodian of SDG 4 data – a week before the United Nations General Assembly meets to examine progress towards the Sustainable Development Goals and to discuss the funding needed to achieve them. The data demonstrates the pressing need for more action to achieve quality education for all. This goal can still be reached, provided we renew our efforts while collecting more complete and reliable data to monitor progress on education access, completion and quality.

* Until recently, all children of primary age (roughly 6 to 11 years) who were not enrolled in primary or secondary school were counted as being out of school. This included primary-age children who were still enrolled in pre-primary education. By removing this relatively small group of children (most of them in high-income countries), the total number of out-of-school children of primary age has been reduced by about 4.6 million.

For more information:

[See the UIS new paper on out-of-school children](#)

OMEP Russia reports to us about:

- 1) A successful ECCE conference in late May to early June in Moscow, under the UNESCO auspices. Natalya Ryzhova led the section *Environmental education for sustainable development* and made a report *Social aspects of education for sustainable development*, and also spoke about the OMEP Project Part 3, with specific examples. The examples were much appreciated and participants from other countries came up, eager to learn more. Many pedagogues got interested, they are waiting for more information, ready to join the continued OMEP ESD project.
- 2) OMEP president Larisa sends greetings and information about where we can find more information about the project "Meet: the traditional toys of the world!"
<https://drive.google.com/drive/folders/0B9CeS3ZmhbpQ1dQY0d4R0JGZHc>

OMEP-Ireland Activity Report 2019

Who's who in OMEP Ireland?

President: Dr Judith E Butler
Vice President Ms Evelyn Egan
Secretary: Ms Jane O'Sullivan
Treasurer: Ms Denise Baker

Membership Secretary: Ms Patricia O'Donovan
Editor/Student award Rep: Dr Frances Clerkin
Social Media/ Pro Dr Wendy Oke
National Committee member: Mr. John Joyce

Mission of OMEP Ireland

The mission of OMEP Ireland is to raise awareness of the importance of early childhood experiences by supporting early years research and sharing knowledge about what we can do to improve children's lives.

Main activities

1. **Annual National Conference:** The 2019 OMEP Ireland Annual Research Conference will take place on Saturday, 9th November 2019 at the Cork Institute of Technology, Ireland. The Conference Theme for the 2019 conference is 'Relationship Matters & What Matters in Early Years Relationships'. We would particularly welcome papers from international OMEP members. The closing date for acceptance of abstracts is August 2nd 2019. Please email abstracts of 500 words to info@omepireland.ie
2. **An Leanbh Óg (The Young Child):** OMEP Ireland publishes the only Irish Journal of Early Childhood Studies called An Leanbh Óg (The Young Child) annually. An Leanbh Óg (The Young Child) is a peer-reviewed journal, edited and published by OMEP Ireland President Dr Judith Butler and OMEP Members Dr Frances Clerkin and Dr Vanessa Murphy. It contains many of the papers presented at the OMEP Ireland Annual Conference, as well as other papers and contributions on early years topics from national and international ECEC experts, authors and researchers. We also encourage articles from practitioners working with and on behalf of young children. Vol 11 (2017) was a very special international issue, which had its origins in a conference held in Malta in November 2016, to mark the end of the EU funded programmes that led to the European Master in Early Childhood Education (EMEC) and its successor, the International Master in Early Childhood Education (IMEC) . Vol 11 and other previous issues of the journal can be accessed on our website for free <http://www.omepireland.ie/publications.html>.
3. **Celebration and Launch of An Leanbh Óg :** in May 2019 we formally launched our current edition of this journal. Our esteemed guest speaker was Dr Mary Daly from the National Council for Curriculum and Assessment (Department of Education & Science) who formally launched our journal. We also used this occasion to celebrate the 10th anniversary of Aistear Ireland's early education curriculum framework and to mark the UNCRC which will be 30 years old in November 2019.
4. **OMEP Ireland Student of the year award:** OMEP Ireland wishes to recognise the work of students undertaking study in early childhood care and education in Ireland by presenting the 'OMEP EARLY CHILDHOOD EDUCATION AWARD' to the top graduates in this field in Ireland. College/ university lectures are invited to select one piece of work from their highest achieving student from 2018/19 to go forward for this award. The work (e.g. essay, dissertation, project or other) is assessed by a team of OMEP academics and the winner is presented with their award at our National Conference in November 2019 at Cork Institute of Technology. Following a vigorous blind review, the best work at level 8 is selected. Each award recipient is invited to attend our OMEP National Conference in November 2019.

THE AWARD WINNER:

- Will have their work published in An Leanbh Óg (The Young Child) a peer-reviewed journal, published annually.
- Be invited to attend our annual conference to receive their award
- Be awarded the title of OMEP Early Childhood Education Student of the year award
- The award shall consist of a trophy and a parchment.
- Recognition of the course lecturer and college/university of the award winner

5. Celebration of special days (International Day of peace, WASH from the start, ESD project, Play and resilience day)

We disseminate information to our members regarding these special events via social media and blog. We encourage practitioners to engage in suggested activities and to share their activities with us. There is also the opportunity for practitioners to present (orally or poster) learning opportunities, learning stories etc. regarding these initiatives at our National Conference

6. Social Media platform

As stated the mission of OMEP Ireland is to raise awareness of the importance of early childhood experiences by supporting early years research and sharing knowledge about what we can do to improve children's lives. As a result, we use social media to promote OMEP Ireland and to raise our profile. Facebook and twitter are our main platform for sharing research and information in relation to OMEP Ireland, World OMEP and in relation to ECEC as a whole. Please follow us on twitter at @omepireland and on Facebook <https://www.facebook.com/OMEPIreland/>

7. OMEP Ireland Blog

In 2019 we launched our OMEP Ireland Blog in order to improve communication with our members. We publish thoughtful, creative and exciting research and opinion-based posts on early childhood education and care from interested parties We also share other updates that may be of interest to our members. We would welcome posts from OMEP members worldwide.

Our blog can be accessed here

<https://medium.com/omepirelandblog/omepirelandblog/home>

Aims for 2019-2020

1. November 2019 and 202: National Conference will be held at Cork Institute of Technology Ireland.
2. May 2020 Vol 13 of An Leanbh Óg will be published
3. Promotion of Student of the Year award and first recipient will be announced in November 2019
4. Update website to include the option to book conference online and to join OMEP Ireland online
5. Continue to celebration of special days (International Day of peace, WASH from the start, ESD project, Play and resilience day.
6. Encourage our members to engage with us via our blog.
7. Increase membership from groups, individuals and students
8. Continue to increase the profile of OMEP Ireland nationally through engagement with press and social media

OMEP Action Plan 2019-2020

The OMEP World Assembly in Panama made the following additions to the Action Plan that was decided in Prague 2018:

- a) A new world project for ESD and Global citizenship focusing around the OMEP ESD Rating scale, version 2.
- b) A planned set of OMEP webinars on policy, practice and research within OMEP
- c) Starting an OMEP Young Scholars award
- d) A new world project with children, who are invited to a creative process with pieces of Art related to different articles in the CRC.

In addition, there will also 2020 be an ESD travel Award and a ESD travel award for students.

The formal invitations to all these actions will be sent out by the World Secretary, but here follows some information:

The OMEP ESD rating scale and tool kit

Early Childhood Education for Sustainability

Adapted 2019 from the original ESD Rating Scale and endorsed by
OMEP World Assembly and Executive Committee

It is time for National committees to sign up for participation in the next part of the OMEP World ESD project. This time it will focus on raising awareness for transforming early education towards sustainability with the help of the OMEP ESD rating scale and tool kit.



The original OMEP ESD rating scale was developed in 2011-2014 within a research project covering ten countries; Chile, China, England, Kenya, Korea, Norway, Portugal Sweden, Turkey and USA (see further information about the project in Siraj-Blatchford, Mogharreban & Park, 2016).

In 2019, the OMEP ESD rating scale was revised based on the experiences coming from using the scale. The first scale has been translated into many languages. For this new OMEP ESD project, we ask the National committees to translate and use the second edition (2019) and the tool kit that has been developed.

Today, the scale is most often used as a 'beginning tool' to support teachers in identifying successes and concerns in early education and care, also giving guide for internal evaluation. The primary purpose is not to use the

scale for comparisons between preschools or as a measure of quality. Rather, we consider the scale a help in building a common culture of sustainability for children and adults, as the scale enables educators and management to identify areas in need action towards sustainability. It may also serve as a record of development and progress.

The OMEP ESD rating scale is well suited as a self-review or internal evaluation tool. The tool kit (the rating scale and its rubrics) includes observations, ratings, reflections, discussions and action plans. It can be used as a guide to a process whereby teachers and management regularly reflect and focus on working with children and their communities to make a difference, a transformative change. Thus, one additional aim with the rating scale is simplicity in the paperwork and the review process. The OMEP ESD rating scale relates to both content and curriculum, as well as to the educational approach, the pedagogy. Each preschool/centre/setting will find their own way of approaching the use of the tool. The toolkit includes a rubric section for individual and team reviews, where pages can be printed for goal setting, notes and reflection

Ingrid Engdahl has the Ex Com responsibility for this project. She has formed a project group and will be working together with Milada Rabušicová, Czech Republic, Adrijana Višnjić-Jevtić, Croatia and Natalya Ryzhova, Russia.

The formal invitations to participate in the project will be sent out soon.



*Organisation Mondiale pour l'Éducation Préscolaire
Organización Mundial para la Educación Preescolar
World Organization for Early Childhood Education*

11th ANNUAL EDUCATION FOR SUSTAINABLE DEVELOPMENT AWARD COMPETITION

AND

2nd ANNUAL EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD) AWARD COMPETITION FOR BACHELORS AND MASTERS LEVEL STUDENTS

Education for Sustainable Development (ESD) ranks among OMEP's highest priorities. Since 2010 World OMEP has sponsored a travel award competition for outstanding ESD projects by OMEP members. We initiated a student award competition in 2019 because we recognize today's students as those who will be responsible for a sustainable future.

Proposals may be for projects involving (a) work directly with children between birth and age 8, with preference for children younger than 6 years of age; and/or (b) work in pre-service or in-service teacher education focusing on education for sustainable development.

Proposals must be for recent or ongoing projects that (a) have been implemented between 2017 and March 13, 2020; and (b) will have produced substantial results or be fully completed by June 2020. Project proposals must include information on project activities, number of participants, outcomes and impact.

Project activities and outcomes must relate specifically to one or more aspects of Sustainable Development Goal (SDG) #4, with links to other SDGs as appropriate.

Project aims, activities, pedagogies, and outcomes must relate specifically to one or more components of sustainability: (a) healthy environments; (b) viable economies; and/or (c) equitable, just, and peaceful societies.

TRAVEL AWARDS

Winners will receive funding *to assist* with travel to the 2020 OMEP World Conference. Winners will receive a certificate during a plenary session. Winners will also be expected to make a brief presentation on the project, in English, at a parallel session. The winning projects will be mentioned in OMEP's report to UNESCO. The winning project will be posted on the World OMEP website.

Submission Deadline: March 13, 2020

Submit your proposal by March 13, 2020 as an email attachment to *both* of the following:
for ESD award to Ingrid Pramling Samuelsson at ingrid.pramling@ped.gu.se and Glynne Mackey at glynne.mackey@canterbury.ac.nz
for ESD Student award to Judith Wagner at jwagner@whittier.edu and Adrijana Višnjić-Jevtić at adrijana.vjevtic@ufzg.hr. Inquiries should also be sent to these email addresses.

The formal invitation with all necessary information will be sent out soon. Additional information and updates will then be available on the World OMEP website under the Practice tab: www.worldomep.org

Prepare to join an OMEP World Art Project about the UNCRC.



The aim of the project is to ask children to share their thoughts about their rights by using any form of art.

While implementing the UN Convention on the rights of the child with the children in your preschool, children could be asked to choose one

article they find important, and then to illustrate their understanding and thoughts around this article using creative art.

The formal invitations to participate in the project will be sent out soon

WELCOME to Athens 12-17 July 2020

Early Childhood Education in the 21st Century: New perspectives and new challenges



When the World Assembly and World Conference is held in your own region, there is no separate regional meeting that year. However, to get more time, the OMEP European Regional Meeting in Panama decided to ask the organising committee for Athens 2020 to arrange more time for a European regional meeting.

We will do our best to meet this wish, and for now the time we are considering is the day before the WA, on Sunday 12 July, starting at 3 pm.

12 July European Meeting 13-14 July World Assembly 15-17 July World Conference

The website will soon be opened www.omep2020.org

What's up in Europe? Send your contribution to the next newsletter to ingridengdahl@gmail.com

¿Qué pasa en Europa? Envíe su contribución al próximo boletín a ingridengdahl@gmail.com

Qu'est-ce qui se passe en Europe? Envoyez votre contribution au prochain bulletin à ingridengdahl@gmail.com

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