



OMEP 2021 Annual Report

2021

**Advancing the work
for the right to early childhood
care and education (E CCE)**



OMEP 2021 Annual Report

2021

Advancing the work

for the right to early childhood

care and education (ECCE)

OMEP's 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 comprehensively 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 fulfill their commitment to provide equitable, inclusive and quality education to all children in early childhood, from birth to 8 years old.

A united OMEP is capable of developing an integrated, professional and democratic work, based on our knowledge and experience as teachers, researchers and activists for children.

Content

OMEP's VISION	3
Opening remarks by the World President	8
Presentation of the methodology	10
1. POLITICAL ADVOCACY AREA	12
1.1 EXCO's work in political advocacy	12
1.1.1 Political advocacy from the World Presidency	12
1.1.2 The Regional Vice Presidencies and their political advocacy	14
Africa	14
Asia Pacific	14
Europa	15
Latin america	15
North America and the Caribbean	16
1.2 Reports of the Representatives in the United Nations System	17
1.2.1 United Nations Representatives - New York	17
1.2.2 Representatives at UNESCO Paris and UN Geneva	19
1.2.3 CCNGO Representation	24
1.3 Advocacy activities of the National Committees	25
1.3.1 Participation in the World Project: Decade for Early Childhood	25
1.3.2 UNCRC monitoring at national level	25
1.3.3 Participation in the monitoring of the implementation of SDG 4 and its targets 4.2 and 4.7	26
1.3.4 Initiatives to influence ECCE policy decision-making in relation to the pandemic	26
1.3.5 Work in programs or projects together with institutions such as WHO; UNICEF; UNESCO; local, regional, national governments; other NGOs; foundations and educational centers	27
1.3.6 Celebration of World Children's Day (November 20)	28
1.3.7 Actions to raise awareness and visibility on the human right to early childhood care and education	29
1.3.8 Impact of the National Committees' Advocacy action. Achievements and challenges	29
2. KNOWLEDGE MANAGEMENT AREA	31
2.1 The work of the EXCO in knowledge management	31
2.1.1 Knowledge management in the World Presidency	31
2.1.2 Knowledge management in the Regional Vice Presidencies	32
Africa	32
Asia Pacific	32
Europe	32
Latin America	32
North America and the Caribbean	33
2.2 OMEP Publications and Projects	33

2.2.1 IJEC	33
2.2.2 OMEP: Theory into Practice - ISSN 2796- 7867	38
2.2.3 OMEP New Scholar Award – OMEP NSA	39
2.3 The activities of the National Committees in knowledge management	40
2.3.1 Participation in research activities, promoted by the EXCO	40
2.3.2 Participation in the “OMEP Seminar Series 2021-2022”	40
In Africa	40
In Asia Pacific	40
In Europe	40
In Latin America	41
In North America and the Caribbean	41
2.3.3 Participation in the “Voices of OMEP” strategy and the OMEP Blog “Rights from the Start”	41
2.3.4 Participation in IJEC and in the virtual journal OMEP: Theory into Practice	42
2.3.5 Participation in other publications and activities at local, national or international levels	43
2.3.6 Other activities related to knowledge management from the National Committees	45
2.3.7 Impact of knowledge management actions. Achievements and challenges	45
3. EDUCATION AREA	47
3.1 EXCO’s work in education	47
3.1.1 The work of the World Presidency in Education	47
3.1.2 The work of the Regional VPs on Education	49
Africa	49
Asia Pacific	49
Europe	50
Latin America	51
North America and the Caribbean	52
3.2 World Projects	52
3.2.1 OMEP’s work for Early Childhood Education for Sustainability in 2021 and the ESD awards for 2022	52
3.2.2 Play and Resilience/Toy Libraries	55
3.2.3 Color your rights	56
3.3 The work of the NC in Education	57
3.3.1 Participation in the Global ESD Project: OMEP-EDS Rating Scale and ESD Annual Competencies 2021	57
3.3.2 Participation in national and/or regional ESD-related activities	58
3.3.3 Participation in activities and projects related to WASH from the start.	58
3.3.4 Participation in the project: Play and resilience/Toy libraries and in the celebration of the World Day of Play (May 28).	59
3.3.5 Participation in the project: Color your rights	60
3.3.6 National seminars and conferences in 2021	61
3.3.7 Celebration of the International Day of Peace (September 21)	65
3.3.8 Celebration of the World Teachers’ Day (October 5)	66
3.3.9 Other national celebrations	66
3.3.10 Impact of the actions regarding education Achievements and challenges	68
4. ORGANIZATION AREA	69
4.1 The work of the EXCO in the area of organization	69
4.1.1 The actions of the World Presidency in the area of organization	69

4.1.2 The actions of the Regional VPs in the Organization area	70
Africa	70
Asia Pacific	70
Europe	72
Latin America	73
North America and the Caribbean	74
4.2 The actions of National Committees in the area of organization	74
4.2.1 Participation in the OMEP Virtual World Assembly and the Regional Assemblies	74
4.2.2 Participation in other national and international activities	75
4.2.3 Assessment on the plan of work, communication and meetings with the EXCO	77
4.2.4 The simplest and most challenging areas of the Strategic Plan to work on in the context of the pandemic	78
4.2.5 Sources of financing and support Payment of annual fees and the solidarity strategy	79
4.2.6 Projects involving new and young members	79
4.2.7 Impact of the action in the Organization area	81
Africa	81
Asia Pacific	82
Europe	82
Latin america	83
North America and Caribbean	83
5. COMMUNICATION AREA	84
5.1 The EXCO's work in the area of communication	84
5.1.1 The actions of the World Presidency in the area of communication	84
5.1.2 The actions of the Regional VPs in the area of communication	86
Africa	86
Asia Pacifico	87
Europe	87
Latin américa	88
North America and the Caribbean	89
5.2 The actions of the NCs in the area of communication	89
5.2.1 Internal Communication Strategies and national Communication Plan	89
5.2.2 Assessment of the NCs' strategies to disseminate their activities and their participation in the EXCO's strategies and proposals	91
5.2.3 Main strengths and challenges of communication with EXCO	92
5.2.4 Impact of the actions in the area of communication. Achievements and challenges	93
6- OMEP FINANCIAL REPORT 2021 - WORLD TREASURER REPORT	95
6.1 About INCOMES 2021	95
6.1.2 Springer Copyright	95
6.1.3 World Conference	95
6.1.4 Regional Conferences	95
6.1.5 Donations/fundraising	95
6.1.6 Other bank income/interest	95
6.2 About EXPENSES 2021	96
6.2.1 Expenses of the Executive Committee	96
6.2.2 World Secretariat:	97
6.2.3- Representations	97
6.2.4- Expenses of the World Assembly	97
6.2.5- World Projects	97

6.2.6- Occasional projects	97
6.2.7- Bank charges	97
6.3 OTHER FUNDING / Donations	98
6.4 GENERAL SITUATION	98
6.5 NOTES	98
6.6 FINAL COMMENTS	98
7. FINAL CONSIDERATIONS	99
7.1 Main strengths by region	99
Africa	99
Asia pacific	99
Europe	99
Latin america	100
North America and the Caribbean	100
7.2 Main areas of improvement by region	100
Africa	100
Asia Pacific	100
Europe	101
Latin america	101
North America and the Caribbean	101
ANNEX: What is OMEP	102

Opening remarks by the World President

The year 2021 marked the second consecutive year we lived through the COVID-19 pandemic, the largest global-scale crisis, which no country escaped unaffected. The pandemic triggered and deepened global crises at health, social, economic and human rights levels. All that was not right in the world became worse, and we saw as clear as day the intolerable inequalities and injustice, and the lack of true public policies and social practices to protect young children. Among all the damage and things that COVID-19 took away from people, the most shocking was the rise in **childhood poverty**, with a painful increase of **100 million more** children living in poverty and extreme poverty around the world. Even in spite of the health crisis, **conflict** did not stop in multiple countries, such as Afghanistan, the North of Ethiopia, Myanmar and Yemen, which causes the violation of children's rights and provokes premature deaths, **displacement and migrations** of children and their families. Moreover, lockdown and overcrowding in big cities increased the risks related to childhood and family abuse. On top of this, almost half of the population of children worldwide lives in countries where there is an extremely high risk to be affected by climate change. Children are exposed to natural disasters, lack of water, lack food safety and disease spreads. This means that "the pandemic has intensified the risks and limited the possibilities of children affected by vulnerability and humanitarian emergencies in places where conflict and climate change have devastated communities" (UNICEF, 2021). Apart from this, the unprecedented interruptions to schooling and **the closure of early childhood care and education (ECCE) centers** have greatly affected the lives of children and their families. The lack of access to ECCE had an impact in children's lives in all aspects: play, socialization, quality of learning, mental health, food safety, and language, among others.

In 2021, governments slowly started to take steps to reopen ECCE centers, placing measures supported by the incoming vaccination against the virus. However, the development of **vaccination** campaigns also shed light on the inequalities between rich and poor countries, within each country, and among the most vulnerable and the most privileged populations. The inequality in the provision of vaccines, apart from making the pandemic longer, also affected the possibility of countries to recover financially and of families to cover their children's basic needs.

Due to the closure of educational services in 2021, the implementation of reduced groups and the extension of social distancing measures, a strategy was set in motion for the development of educational alternatives and support to the family: the use of **information and communications technology (ICT)**. The broad inequality of access to the Internet and devices was also made evident on this point. The digital gap showed the social and cultural differences in our societies, regarding territory, connectivity, spaces and family time, and regarding the different educational needs according to children's ages and stage in their development.

In this context, ECCE **educators had to take on the commitment**, depending on the actual possibilities of students and their families, of imagining new educational practices and developing new bonds between the institutions and the families. In most countries, ECCE educators had to face this task with their own resources, with little to no support by the State bodies, so all of society should recognize and be grateful for their commitment and efforts.

OMEP continued its humanitarian work to mitigate the effects of COVID-19 on early childhood and the ECCE crisis it provoked, working to simultaneously strengthen systems, policies and

strategies at national level, as well as to encourage knowledge and help educators, caregivers and families.

The **2021 ANNUAL REPORT** gathers and documents the majority of OMEP's work worldwide. These pages show that, during this challenging year, OMEP's members steadfastly continue fostering hope, promoting critical thinking and developing proposals. There has been a strong political advocacy work to advance children's rights, and improve access, inclusion and quality in education through more research, projects and pedagogical proposals.

By strengthening **communication**, OMEP recruited colleagues from 66 countries. We also had conversations with children, families, communities, educational and care centers, governments, world organizations, foundations and other stakeholders from around the world in order to advance the achievement of SDG 4 targets 4.2 and 4.7 with everyone's participation.

Regarding OMEP's **political advocacy** work, we are aware that children's situation is grave and there is a risk of not achieving the SDGs on time. For this reason, OMEP's members feel responsible to take action and participate in developing action plans and making public policy decisions for early childhood. Our task still has to do with rejecting stereotypical political and pedagogical actions, pre-made easy recipes and prescriptions that perpetuate injustice, inequalities and ignorance. OMEP represents young children in all forums where political decisions are made. Our members seek to create and gain opportunities to participate, drive decisions, think and take action to protect children's rights and interests and to create a fairer world for this and future generations.

Despite the challenges, pains and shocks we face in our times, OMEP has conducted much work during 2021, and we have made achievements in world decisions related to ECCE as well as in **research** and the development of **projects and educational practices**.

I have no doubt that the activities carried out in OMEP have risen to the occasion and that all members have worked hard in 2021 to honor our slogan: "Rights from the start: early childhood care and education for all".

Mercedes Mayol Lassalle

Worlds President at OMEP

Presentation of the methodology

By Astrid Eliana Espinosa-Salazar

In order to draft the 2021 World Report, data was collected in two different stages.

First, a survey was carried out to update the administrative information of each National Committee (from now on NC), with their institutional and contact data, members' profiles, membership type and networking activities in each country.

From all the NCs, **37%** completed the survey and, therefore, their data is up to date on OMEP's website under the **Where we work** section, which is structured by region as follows:

- **Africa:**
 - » <https://omepworld.org/where-we-work-africa/>
- **Asia Pacific:**
 - » <https://omepworld.org/where-we-work-asia-pacific/>
- **Europe:**
 - » <https://omepworld.org/where-we-work-europe/>
- **Latin America:**
 - » <https://omepworld.org/where-we-work-latin-america/North>
- **America and the Caribbean:**
 - » <https://omepworld.org/where-we-work-north-america-caribbean/>

NATIONAL COMMITTEES THAT HAVE UP TO DATE INFORMATION ON THE WEBSITE:

Argentina, Australia, Bulgaria, Canada, Colombia, Cuba, Ecuador, Slovakia, Finland, France, Greece, Hong Kong-China, Japan, Mexico, New Zealand, Nigeria, Peru, United Kingdom, Republic of Czech, Russia, Sweden, Thailand, Turkey, Ukraine and Uruguay.

The second stage was dedicated to the actions taken, for which guidance documents were drafted based on OMEP's 2020-2022 Strategic Plan. This guidance was sent to EXCO members, UN representatives and world project coordinators for them to draft their reports. Following the same areas, a platform was designed for NCs to upload their reports: www.omepanualreport.org The data collected during this second stage was consolidated in this document, which is divided in chapters. Five of these represent the strategic areas, one is for accounting and one is for the conclusions.

The chapters about the strategic areas highlight the key points in each one, they present the reports from EXCO members, UN representatives and world project coordinators, and a general overview of what was reported by the NCs.

In order to reflect the experiences and work in each committee, some activities by region were highlighted. Still, it is important to note that the 2021 annual reports uploaded by the 53 NCs to the platform will be available on OMEP's website under the **Where we work** section.

NATIONAL COMMITTEES THAT SUBMITTED THEIR REPORT

Africa: Burkina Faso, Cameroon, Ghana, Kenya, Mauritius, Nigeria, Sierra Leone.

Asia Pacific: Australia, Hong Kong-China, Japan, New Zealand, Pakistan, the Republic of Korea.

Europe: Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Finland, France, Germany, Greece, Ireland, Italy, Norway, Poland, Portugal, Russia, Slovakia, Spain, Sweden, Switzerland, Turkey, Ukraine, the United Kingdom.

Latin America: Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Guatemala, Mexico, Panama, Paraguay, Peru, Uruguay, Venezuela.

North America and the Caribbean: Canada, Haiti, the United States of America.

80.3% of all NCs submitted their 2021 report.

1. POLITICAL ADVOCACY AREA

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, reaching special consultative status in 2014. In order to strengthen OMEP's actions, it is fundamental to continue increasing our exposure 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 participating in Congress, 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 advancement, as well as the investment and expenditure, demanding transparency in governance and budgeting processes.

1.1 EXCO's work in political advocacy

1.1.1 Political advocacy from the World Presidency

Reported by Mercedes Mayol Lassalle

One of the key responsibilities of the World President (from now on the WP) is to represent OMEP in activities related to political advocacy, creating strategies to influence the development of public policies to defend and improve the right to early childhood care and education (ECCE). OMEP is committed to promoting and guaranteeing the human rights stated in the **UN Convention on the Rights of the Child (UNCRC)** and in the **2030 Education Agenda**. For this reason, the WP needs to participate in regional and global political spaces, working to strengthen public policies and to monitor, track and put into place the strategies to achieve SDG 4.2 and other related targets.

During 2021, UNESCO organized a group to develop the GPS: Global Partnership Strategy for Early Childhood. UNICEF was invited to this end, given that both organizations lead the monitoring of target 4.2 within SDG 4, to co-direct the consultation process and move partners, organizations, universities and NGOs. OMEP took part in the drafting group of the strategy, which involved a great number of technical and political meetings. In the final document, OMEP's initiative for the UN to approve a Decade for development, education and care for early childhood was included. Among the related activities, the WP actively participated in UNESCO's technical meeting *Advancing the Early Childhood Care and Education Agenda: Inclusive Innovative Dialogue* on January 28, 2021. In December, UNESCO, ECDAN and OMEP launched the document *Global Partnership Strategy for Early Childhood*, a fundamental milestone in the work between agencies and sectors to develop as from 2022.

In the **United Nations**, OMEP participated in the **65th Session of the Commission on the Status of Women (CSW65)** in March, 2022, on the rights of women, and the strengthening of their leadership roles and participation in public spheres. OMEP organized a successful parallel

event coordinated by our UN representative, Jessica Essary, and with the participation of Rima Salah, Raúl Mercer, Anne-Claire de Liedekerke and the WP.

In July, the **High Level Political Forum (HLPF 2021)** was held in the United Nations. This forum is the main meeting for the **monitoring of the Sustainable Development Goals (SDGs)**. The WP participated online together with OMEP's representatives in different sessions, among which one of the highlights was the **Global Education Meeting (GEM 2021)** organized by UNESCO, which gathered Ministers of Education worldwide under the title: "From recovery to accelerating SDG 4 progress". As a member of the CCNGO coordinating group, the WP assisted the ministers' session and provided her input for the final document: **Forging a Purposeful and Effective Global Education Cooperation Mechanism**. Around 2000 people participated online, while 300 were present for the discussion in London, among which more than 10 African presidents were there. The declaration driven by the government of Kenya requests the international community, the wealthier countries and private banks to suspend foreign debt payments, which affect financing for education, especially in the COVID-19 context.

One of the goals of the Strategic Plans is to strengthen **international cooperation with other civil society organizations** in order to **create synergies** to collaborate for the achievement of the 2030 Agenda. Therefore, the WP works very hard with other NGOs. Together with the [Global Campaign for Education](#), of which OMEP has been an active member since 2021, we have participated in the **One Billion Voices for Education Campaign**. Together with the **Right to Education Initiative (RTE)**, we have been working to articulate and boost advocacy actions. In 2021, we implemented a joint work group to conduct research on the Privatization of Early Childhood Education. Apart from this, the WP is also a member of 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.

Moreover, in collaboration with **RTE**, an expert consultation was launched to move forward with the strengthening of the **International ECCE Legal Framework**, for the explicit acknowledgement of the right to free, quality and obligatory education. This strategy will help to develop the flagship initiative to drive a General Observation on the right to early childhood care and education or a different adequate legal instrument.

Regarding the **UNCRC**, the WP collaborated with writing an article for the book **Young Children in the World and their Rights**, coordinated by Adrijana Višnjić Jevtić, Alicja Sadownik and Ingrid Engdahl, a book that includes different points of view on the UNCRC, the policies research and practices in various countries.

Declarations in favor of political advocacy: Representing OMEP, the WP has supported the following declarations:

- Call on the EU: Restore Rights and Values at Europe's Borders. As part of the professional organizations that work in the area of asylum, migration, humanitarian aid and human rights, this document rejects the continuing humanitarian crisis at the borders between the EU and Belarus. [European Council of Refugees and Exiles](#).
- **Civil society calls on the EU to put fundamental rights first in the AI act.** Given that artificial intelligence (AI) systems are increasingly used in all areas of public life, it is vital that the Artificial Intelligence Act (AIA) covers the structural, social, political and economic impact of using AI, that this Act is ready for the future and that it protects fundamental human rights. [EDRI European Digital Rights](#).

- *Civil Society Declaration for the CSocD60 Inclusive and resilient recovery from COVID-19 for sustainable livelihood, well-being and dignity for all.*
- *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.*

Apart from this, OMEP has drafted and promoted the following documents:

- **Declaration of the 72nd OMEP World Assembly in 2021** *"Supporting a holistic approach in early childhood care and education"*, where the key points are highlighted for AEPI in this historical moment of recovery plans around the world
- **Message of solidarity for the Committees of OMEP Haiti** (for the political and social crisis that has driven the country to lawlessness and violence), Myanmar (for the inhuman acts of violence against the community of Rohingya) and Nigeria (for the kidnapping of young girls in Zamfara).

1.1.2 The Regional Vice Presidencies and their political advocacy

AFRICA

Reported by: Nyamikeh Kyiamah

I attended a meeting at the Ghana Department of Social Welfare with the **Director of Social Welfare** responsible for children aged 0-3 years to discuss matters concerning ECCD matters. To trash out the burdensome requirements to set up Daycare Centres for 0-3 years.

There was a presentation on the updated ECCD Policy developed by the Department of Children for 0-8 years old to promote survival, growth and development. It provides a framework to integrate a holistic approach in 4 areas:

- ECCE curricula for all day care center activities; 0-3years.
- Documents to facilitate optimal care for 0-3 years.
- Quality care given in a safe environment.
- Guidelines for operators. And registration requirements for facilities by the National Schools Inspectorate Authority (NaSIA). Also discussed the standards, security, and qualification of caregivers (educational certificate, medical report(including mental health).

Attended the Online Launch of the **Global Partnership Strategy for Early Childhood: From dialogue to Action.**

ASIA PACIFIC

Reported by: Udomluck Kulapichitr

Relationships with UNESCO and UNICEF and other regional bodies: Some National Committees have strong relationships with UNESCO, UNICEF, and early childhood NGOs. Therefore, emails related to webinars, updated information, announcements,etc. have been regularly received.

Participation in the meetings of Ministers of Education of the region: Normally NGOs are not involved in the meetings of Ministers unless some individuals in the National Committees hold positions that require their attendances and responsibilities.

Monitoring the progress of SDG 4 in the region: Through information shared during the Regional Meetings by the National Committees regarding their progress and compliance with SDG 4.2 and actions from some countries that have influenced educational policies for quality ECCE.

Management of support and financing: As OMEP is a non-profit organization and there has been "zero budget" for the work of the Vice President, it is not possible for the Vice President to manage financial support for Regional activities or events except her time, information,

involvements, suggestions, recommendations, and emotional supports. For example, recommendations on the conference program for Asia Pacific Regional Conference in Hangzhou and arrangement of a symposium on “Preschool Education in the Asia-Pacific Region under the Impact of COVID-19” at the conference.

Networking with other civil society organizations and universities: Each National President and their committee members have their individual links and connections with different civil society organizations and universities. Most of them are also university employed lecturers. Therefore, the networking with universities is quite strong in the Asia Pacific Region.

Meetings or discussion seminars on emblematic initiatives, advocacy issues, identification of the main ECCE problems in the region:

- The Asia Pacific Regional Meetings were the main platform that shared the discussion Regional projects such as Data Capture Project, Asia Pacific Regional Conference 2021 In Hangzhou; concern for Myanmar political situation which led to a Statement to Myanmar by OMEP Asia Pacific Region; problems regarding COVID-19 pandemic in the region, missing communications from OMEP Myanmar and OMEP Iran, membership fees, etc.

EUROPA

Reported by: Ingrid Engdahl

OMEP France represents OMEP in UNESCO in Paris, most often by Danièle Perruchon and Lisbeth Gouin who participate in most of the activities set out in Paris and beyond by UNESCO in 2021. Together with other NGOs, OMEP develops parallel activities e.g. on conferences or on special days, like the International Day for Peace (September 21).

- Professor Ingrid Pramling Samuelsson, Danièle Perruchon, Lisbeth Gouin and Ingrid Engdahl have been part of the OMEP team that participated in the UNESCO-Unicef joint initiative leading to the **Global Partnership Strategy for Early Childhood**. Additionally, Ingrid Engdahl and Ingrid Pramling Samuelsson produced a virtual OMEP poster for the UNESCO World **Conference on Education for Sustainable Development** in Berlin in May.

OMEP has no access to politicians on a European level. However, most NCs are actively communicating with the government and the responsible Ministry for ECCE and are guests at each other's conferences and seminars. Serving on committees that develop the national curriculum and other policy documents is also common for OMEP representatives. A few NCs also participate in activities that monitor the implementation of the SDGs.

- Most of the NCs collaborate with NGOs and one or more universities when they organize national and international conferences. OMEP was represented by the VP and representatives from OMEP Belgium preparatory committee at the Annual meeting of **Eurochild**.

Members of NCs are active participants also in other organizations' seminars and webinars. They contribute with talks and round table discussions, this year often around Covid-19, and they communicate OMEP ECCE Policy. The outreach activities on international days, especially on the day for Children's rights, support young children and are prioritized activities of OMEP.

LATIN AMERICA

Reported by: Desirée López de Maturana

Establishing regional contacts with **UNESCO, UNICEF** and other institutions through representatives in different countries close to OMEP and who participate actively in the activities carried out by the organization is a pending topic at regional level. There was no opportunity to participate in the meetings held by the Ministers of Education in the region.

As regards monitoring the advancement of **SDG 4 in the region**, this activity was not done at the regional level, but it was an ongoing activity through the NCs.

To **manage support and financing**, it was possible to obtain resources by applying to studies and advisory sessions. We are pending additional economic support, although it is important to value the financing 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 supports the Regional Vice President's initiatives, providing institutional resources to carry out our tasks.

Joint work with other civil society organizations and universities at the regional level progresses mainly with the support and collaboration with other organizations and universities. In 2021, we worked closely with **CLADE, Educo, SES Foundation, Arcor Foundation and 18 Chilean universities** to carry the voice of children to the constituent consultation.

In general, NCs have a relationship with the universities because members work there, so the bond is ongoing.

- The region participates actively and with commitment in each campaign driven by the organization or the ones to which it adheres. An important milestone was the joint work for the **2021 World Declaration**, where different countries participated, and OMEP Uruguay was part of the final drafting group representing the region.

To this end, the Vice President took part in campaigns in partnership with CLADE, leading specific early childhood activities, such as the regional congress of educational experiences. In that congress, OMEP organized and implemented the discussion table "Feelings and thoughts on, with and for early childhood", in which the Committees of Venezuela, Bolivia, Argentina and Uruguay participated. The table was moderated by the Vice President.

NORTH AMERICA AND THE CARIBBEAN

Reported by: Christiane Bourdages Simpson

Depending on the individual roles and responsibilities, relationships with **UNESCO and UNICEF** and other regional bodies are proceeding according to established links, often by retiring board members. For some, links need to be rebuilt. The same is true of the **regional education ministers' meetings**. It is the States or provinces of the countries that have responsibility for education.

As for the progress of **SDG 4** in the region, it is variable depending on whether it is on the strategic plan of the national committee.

- The context has allowed for **networking with other organizations**, notably universities and organizations related to early childhood education. The three committees have been active, within their means, by proposing several activities, including seminars, a round table, manifestos and even publications. All these actions have helped to support our mission.

Although the socio-political problems of Haiti are difficult, the identification of the main problems of ECCE in the region are clear, even if solutions are slow in coming. Reflections are underway to see how we can help them.

1.2 Reports of the Representatives in the United Nations System

1.2.1 United Nations Representatives - New York

Reported by Donna Akilah Wright

PRESENTATION

Four representatives comprise the UN Team. They are the main representative, **Maria Pia Belloni**, the Chief Administrator and UN Alternate Representative, **Donna Akilah Wright**, and the UN Alternate Representatives, **Jessica Essary** and **Kimberly Ann Kopko**.

As OMEP representatives each of us volunteer to advocate for children's rights on every committee that we serve and at every conference we attend. This report details the headway that OMEP made under the leadership of our Main Representative Maria Pia Belloni despite the COVID-19 pandemic.

OBJECTIVES AND PURPOSES

UN representatives continue to meet the two underlying goals of participation as a UN representative, which are

- 1 Contributing to OMEP's visibility and reputation as a leading global voice for young children, their families, their teachers, and the institutions that serve them.
- 2 Promoting the rights, well-being, and education of the world's youngest children (birth to age 8, especially those who are between birth and age 5 and those who are the most vulnerable).

MEETING OMEP GOALS

The most vulnerable continue to be identified as children of refugee families. To this, OMEP responded with two representatives sitting on sub-committees (Children, Xenophobia) and one representative continuing a leadership role as Co-Chair of the Sub-committee on Children. Additionally, members have begun to serve on the Committee on UNICEF, the Committee on the Family, and most recently the Committee on Women., in order to increase OMEP's presence, promote networking and build positive relationships. Despite the COVID-19 pandemic, OMEP representative's activities at the UN include advocacy, statistical analysis, position papers, oral statements, side events, and donations.

THE MAIN ACTIVITIES ARE LISTED BELOW

ONGOING ACTIVITIES

Type: Advocacy

Sustainable Development Goal 3: Ensure healthy lives and support well-being for all at all ages, with a focus on early childhood.

Location: New York City

Date: January-December

Organization of the advocacy initiative **Give Voice to Children** to assess the issues and needs of children in Elmhurst/Corona, Queens, and comparable ethnic and socioeconomic neighborhoods of NYC, in order to advocate for ECCE services that support children at-risk and in vulnerable situations and find gaps in ECCE implementation.

Proposed Goal:

- Meetings to prepare a video-clip to capture the voices of migrant and refugee children in Elmhurst/Corona;
- Preparation of the flyer to facilitate interviews with migrant and refugee families in Elmhurst/Corona;

- Collection of good practices to influence policy makers and scale up investments in education and in particular in ECCE to ensure that migrant and refugee children not only survive their early years, but also thrive during this period;
- Collaboration with Citizens' Committee for Children (NYC) to collect community driven solutions to improve migrant children well-being in NYC;
- Advocacy for the implementation of ECCE services at national and local level; dissemination of the document *Brighter Futures*. This document is an outgrowth of leadership roles on the Committee on Migration: Sub-committee on Migrant Children and national and local early childhood development leaders. Together, they participated in ongoing constructive dialogue to promote peace through raising awareness of the need for culturally-sensitive approaches to children and families. *Brighter Futures* suggests integrated strategies that are shared locally in existing specific sectors and services.

STATISTICAL ANALYSIS

Location: New York City

Date: January-June

- Assisted in the qualitative analyses of the **Xenophobia Survey** to summarize trends in the occurrences of xenophobic experiences of migrants across ethnicities.

POSITION PAPERS

Location: New York City

Date: February-March (IMRF)

Date: May-July (HLPF)

- Preparation of the document *Children in Migration and the Protection of Their Rights* for the International Migration Review Forum (IMRF);
- Preparation of the document *12 Key Ways* for States to Get Back on Track to present to the IMRF. Priorities for children in migration;
- Preparation of document for the *High-Level Political Forum* (HLPF) to achieve SDGs with specific relevance to children in migration.

ORAL STATEMENT

Location: New York City

Date: February (CSocD)

- Presentation of an **oral statement** during the **CSocD59** to stress the need of ECEC for forcibly displaced children.

SIDE EVENTS

Location: New York City

Date: February (Commission on Social Development - CoSD)

Date: March (Commission on the Status of Women - CSW)

- Organization of a side event during the CSocD 59 (February 17, 2021). ***Can a "mouse" transform the lives of the youngest uprooted children?*** ICT, forcibly displaced;
- Organization of a side event at the UN during the Commission on the Status of Women (CSW, 15-26 March 2021). ***Achieving Women's Empowerment and Early Childhood Development and Care: A Two-Generational Win-Win.***

DONATIONS

Location: St Andrew, Jamaica

Date: June, 2021

- Donation of 53 boxes of books, materials and supplies to **Hope Valley Experimental Elementary School** in response to the COVID-19 pandemic for young children Age 4 to Grade 2 and their siblings Grades 3-6. The idea was for each child to have a book to improve or reinforce literacy development and/or numeracy development.

1.2.2 Representatives at UNESCO Paris and UN Geneva

Reported by *Danièle Perruchon y 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 maintains 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.

OBJECTIVES 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 outreach and credibility in our points of view regarding the well-being, 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.

PARTICIPATIONS IN UN GENEVA

- May 27: Seminar on the contribution on the development of enjoying all human rights: [UN Report in Geneva](#) (in French)
- June 24: Seminar on human rights
- September 21: Seminar on peace

CONTRIBUTIONS AND PARTICIPATION OF OMEP IN UNESCO

Participation at the 41st UNESCO General Conference in Paris, France

From November, 9-24, 2021, UNESCO celebrated its [75th anniversary](#) and held its [41st General Conference session](#), leading to milestones like the adoption of the Recommendation on Open Science, the [Recommendation on the Ethics of Artificial Intelligence](#) (see the [Recommendation project](#) and the [First Agreement on the Ethics of Artificial Intelligence](#)), the launch of the Futures of Education initiative, and the [Paris Declaration](#), a global call to invest in the futures of education. The priorities set in 2018 remain the same: Africa and gender equality, as well as high priority groups, like young people and small island nations threatened by climate change. Among the strategic goals in UNESCO, the educational, environmental, social cohesion and technological challenges remain.

It is important to point out that Ms. Audrey Azoulay has been reelected as General Director. During the conference, we were invited to take part in the plenary discussions and the discussions in different committees. OMEP had the floor during the general policy debate speech and during the education committee meeting:

[OOMEF at the 41st UNESCO General Conference and the 75th UNESCO Anniversary](#) (text in French)

November 12: OMEP's speech for the Education Committee

November 13: OMEP's speech in the General Policy session: [video of OMEP's speech in the General Policy session](#)

PARTICIPATION IN THE REFLECTION ON THE [FUTURES OF EDUCATION AT UNESCO](#):

All meetings were held through webinars:

- **February 18:** "Young People and Knowledge on Indigenous People". In 2020, 1.8 billion young people between 10 – 24 years old, which is 90% of this population, lived in a developing country. Topics discussed: importance of indigenous languages, identity affirmation, moving towards an inclusive education, especially regarding migrant populations.
- **March 13:** "New Technologies"
- **March 19:** "Disabilities"
- **April 22:** "Inclusive Practices"
- **May 26, 27 and 28:** "The Future of Educational Systems"
- **June 23:** "Young Populations"
- **November 10:** Presentation of "Futures of Education" at the 41st General Conference

CELEBRATING WORLD AND INTERNATIONAL DAYS

JANUARY 25: 3RD INTERNATIONAL DAY OF EDUCATION

- Webinar: [International Day of Education 2021](#) (text in French)
- Raising the alert about the 24 million girls who may not be able to return to school due to the pandemic.
- Creation of a world coalition for education and the achievement of SDG 4
 - » Protecting the educational community through vaccination
 - » Improving national and international financing in a more equal way
 - » Rethinking together a more inclusive education for all (topics: climate, citizenship, online education, futures of education)
 - » Celebrating the heroes that make learning possible, the educators during the pandemic: recognizing their creativity

MARCH 8: INTERNATIONAL WOMEN'S DAY

- Celebration of [International Women's Day](#) (text in French)
- OMEP celebrated its founding figures: Alva Mirdal, Lady Allen of Hurtwood, Suzanne Herbinier-Lebert and Marie Bartuskova.
- Video: <https://www.facebook.com/watch/?v=342611897130103>

SEPTEMBER 21: INTERNATIONAL DAY OF PEACE

- 2021 topic: Rising up for a fairer and more sustainable world (links in French)
- [Call from Antonio Guterres](#) - UN Secretary General
- [OMEP's message for the International Day of Peace](#)
- The Choirs Festival, organized by a group of NGOs working in partnership, had to be postponed due to the pandemic.

OCTOBER 5: SEMINAR FOR WORLD TEACHERS' DAY

- There is no educational system without teachers, and education is focused around people. During the pandemic, teachers had to get organized, help each other, and work with creativity. The global reward for them should be a better status, improved education, fairer work conditions, higher salaries, and more recognition.
- Let's make this a more attractive profession. Technology will never replace teachers!
- Message from A. Azoulay: [Teachers at the heart of education recovery](#)

OCTOBER 10: INTERNATIONAL DAY OF THE GIRL CHILD

- Webinar: [International Day of the Girl Child 2021](#)

- In this digital world, what is the driver for girls, who have 50% less chance of having a computer than boys and 20% less chance of having a phone?

OCTOBER 15: INTERNATIONAL DAY FOR THE ERADICATION OF POVERTY

- Webinar organized by ATD Fourth World on the *International Day for the Eradication of Poverty 2021* at the UN.
- In the UN 2030 Agenda, States committed to “eradicate extreme poverty in all its forms, leaving no one behind”, although the pandemic has caused poverty to rise. There are 1.3 billion people living in poverty in the world, which has a strong impact in children and education. The decisions we make as a society are important: sustainable solutions require an ecological shift and respect for biodiversity, as well as social justice, a more inclusive growth, a change in the way we live and consume. For this, solidarity is essential.

EDUCATION FOR SUSTAINABLE DEVELOPMENT

Given that all meetings were held via webinars, OMEP was able to participate in several open discussions:

THE *BIODIVERSITY* WEBINAR ON FEBRUARY 5.

Stopping the loss of biodiversity is one of the Sustainable Development Goals (SDG 15) and is closely related to other SDGs. It is key to maintain resistant ecosystems and safe keep biodiversity worldwide in order to eradicate poverty and maintain human health and well-being. Biodiversity gives us the necessary flexibility to adapt to changes, even climate change. Therefore, biodiversity sustains most SDGs and its loss poses a threat to peace and security.

THE TRANSFORMATIVE POWER OF ESD FOR THE WORLD BEYOND THE COVID-19 PANDEMIC

International webinar series to prepare for the World Conference on ESD in Berlin: 4 seminars in 2020 on ESD and the world beyond the COVID-19 pandemic.

Topics discussed: ESD in digital and long-distance environments, young people, education for sustainable development and resilience, ESD and global health: interdependence between human and world health.

3 seminars in 2021:

- **February 10, 2021** - ESD and climate emergency: flattening the climate change curve
- **March 10, 2021** - ESD and lifestyles: rethinking consumption and production
- **April 14, 2021** - ESD in the 2030 strategic framework and the Berlin Conference: it's time to act, now or never.

The World Conference on Education for Sustainable Development at UNESCO was held in Berlin from May 17 to 19, 2021, where a global call was made for students of all ages to *#LearnForOurPlanet* and act in favor of sustainable development.

The conference made possible the *Berlin Declaration on Education for Sustainable Development*.

Ethics: *Ethics of Science and Technology and Bioethics*

March 3: Webinar on the ethics of the genome

Recommendation on the ethics of artificial intelligence

Universal Declaration on the Human Genome and Human Rights

International Declaration on Human Genetic Data

Universal Declaration on Bioethics and Human Rights

Declaration of Ethical Principles in relation to Climate Change

Recommendation on Science and Scientific Researchers

WATER: *WATER SECURITY*

May 27: ESD and water

November 25: Groundwater

Fresh water is the most valuable resource for humankind, where all social, economic and environmental activities come together. It represents the sole condition for all life on the planet, it may be a growth factor or a hindrance in all social and technological development, and it may be a source of well-being or misery, of cooperation or conflict.

SOCIAL SCIENCES AND THE COVID-19 PANDEMIC: OCTOBER 21-22

The pandemic has highlighted three levels of inequality regarding the virus: the exposition to the disease, the responses to it and the means to recover from it. The comprehensive response given by the UN facing COVID-19 prioritizes these different levels of impact in all aspects of the approach. The Sustainable Development Goals (SDGs), as a common framework to face inequalities, must guide a “transformative change towards societies and economies that are more just, equal and resilient.”

The following topics were covered:

- Medicine, education and religion: the institutions and the pandemic
- Bio-politics and social interactions: the new power over our bodies and its challenges
- Quality of life and mental health: the life of the mind and the social science of well-being and happiness
- Borders, migration and geopolitics: the limits of globalization
- A picture of the pandemic at all levels of human life: bodies, interactions, civil society institutions, states and international relations.

Online summary (in French): [Social Sciences and the COVID-19 Pandemic](#)

COP 26, OCTOBER 31-NOVEMBER 12 IN GLASGOW (UK)

<https://ukcop26.org/>

United Nations Conference on Climate Change: advances for the World Natural Heritage of UNESCO

NOVEMBER 5 – WEBINAR: [TEACHING FOR CLIMATE ACTION](#)

Education and teachers play a fundamental role in solving global climate change. Teaching for climate action demands a collective response from all teachers in all subjects and educative levels in order to improve or modify the existing teaching methods and leverage professional collaboration to improve the practice and impact.

Video: [Teaching for Climate Action: schools create the future](#)

COOPERATION WITH UN ORGANIZATIONS

PARTICIPATION IN THE WORK DONE BY THE NGO-UNESCO LIAISON COMMITTEE:

http://ngo-unesco.net/index_fr.html

Presentation of the strategy during the plenary - webinars held on May 4 and October 25.

NON-GOVERNMENTAL PARTNERS (NGP) MEETING:

webinar held on October 8 on the discussion of taking into account geographical diversity.

12TH FORUM ON GLOBAL CITIZENSHIP - NGO/UNESCO

The 12th NGO/UNESCO Forum on Global Citizenship was held online on December 6-7 under the title “**Achieving a global citizenship.**” For two days, high-level speakers and NGO representatives from around the world discussed the challenges and shared best practices regarding global citizenship. 400 people from 47 countries were present at the event.

[OMEP's Declaration](#) (in French)

75TH UNESCO ANNIVERSARY - YOUTH PLATFORM

The 12th UNESCO Youth Forum “*Co-creating with Youth the post-COVID period*” was held online on November 19, 2021, during the 41st session of the General Conference.

The NGO youth representatives drafted a Position Paper on Youth, which was presented on December 17 and has already been signed by around 50 organizations. The ceremony of the presentation of the document is available online.

INNOVATIVE AND INCLUSIVE DIALOGUE ON EARLY CHILDHOOD WITH UNESCO, UNICEF AND PRINCESS LAURENTIEN OF THE NETHERLANDS

Webinar held on January 28, 2021, where OMEP was invited.

A group of 6 OMEP members will work under the coordination of our World President, Mercedes Mayol Lassalle.

What strategies need to be set in motion to strengthen the politics and governance, to collect and analyze data, to drive international coordination and to transform systems for a quality service that use neuroscientific knowledge? OMEP focuses on children's rights since birth and on the importance of an early childhood decade that guarantees the commitment from the States with early childhood. Therefore, this group took the name **Global Early Childhood Education**, launched officially on December 6, 2021.

INITIATIVES TAKEN FOR THE SUSTAINABLE DEVELOPMENT GOALS (SDGS)

INITIATIVE: REPORT ON NGO SOLIDARITY PUBLISHED ON DECEMBER 2020 IN RESPONSE TO THE PANDEMIC (SDG 1, 2, 3, 4 ... 17).

<https://en.unesco.org/news/exploring-new-and-innovative-responses-crisis-ngo-solidarity-during-covid-19>

Links to the solidarity network website:

<https://www.reseausolidariteong.com/>

Zoom meetings held: on January 15 and 26, on February 2, 11, 12 and 23 (with the CL president), on March 10 (40 participants were present at the plenary session for the presentation of the project), on March 10 (presentation to the Education and Health sectors), on March 13 and 24 (presentation for Education and Ongoing Learning), on March 31, on May 2, 14 and 31, on June 1 (presentation for the national committees). Presentation for the national committees of Europe, Latin America and the Caribbean on July 1, August 31, September 8 and November 8.

INITIATIVE: WORLD PLAY DAY - MAY 28

To celebrate the [World Play Day](#), (link in French), OMEP France organized, together with a social center that works with the vulnerable population, an intergenerational ceremony around play. Since its creation in 1948, OMEP advocates for the right to play of all children around the world, a right acknowledged on article 31 on the International Convention on Children's Rights.

To play is to enjoy, develop social bonds, defend values like freedom, and we need to recognize it as a cultural practice that uses traditional or contemporary objects, local or foreign, and as a foundational activity in children's development. "Playing is children's job, it's their profession, it's their life," Pauline Kergomard.

INITIATIVE BY THE NGO PARTNERS TO PROMOTE AN UNPUBLISHED BOOK ON EDUCATION FOR PEACE (SDG 16). OMEP CO-COORDINATES 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 should be published in June, 2022.

DESCRIPTION OF THE REPRESENTATIVE TEAM'S MAIN STRENGTHS

The activities done in our organization did not focus on specific initiatives to advance the SDGs, but rather on supporting the general development agenda by its promotion and raising awareness. Given that education is one of the fundamental pillars for all sectors at UNESCO, its representatives take part in all reflections on the evolution of the world, the big topics and the post-pandemic strategies at UNESCO. The priority is given to meetings on education, particularly on early childhood, on the work to achieve the SDGs by 2030, on respecting rights, on education for peace and on ESD. In 2021, due to the terrible situation caused by the pandemic, all meetings were held via videoconference, and only the General Conference was held in person. The representatives are very well informed on the functioning of the institution and work together with the sectors under the guidelines of the liaison committee.

MAIN ASPECTS TO IMPROVE

There is increasing talk about platforms for young people and taking their point of view into account. Therefore, it seems important to work across generations at OMEP for young people to achieve growth and have space to represent. We need people with high availability to do this voluntary work that is very time consuming.

1.2.3 CCNGO Representation

Reported by: Mercedes Mayol Lassalle

The WP is an elected member of the CCNGO **Coordinating Group of the Collective Consultation of NGOs on Education 2030 (CCNGO ED 2030)**. During 2021, the WP attended about twenty virtual meetings, intervening in the drafting of documents and declarations and participating in important UNESCO and UN initiatives and meetings. One of the tasks taken over was the development of the **Global Education Cooperation Mechanism (GCM)** as a way to create an enabling environment for more effective support of national efforts towards the implementation of SDG 4. Based on regional consultations and among civil society organizations that participate in the CCNGO, with a deep analysis of the current state of the global education architecture, and with a country survey on coordination challenges and good practices, the working group developed a specific proposal for a more effective GCM.

OTHER ACTIVITIES:

- Drafting of the Berlin Declaration on Education for Sustainable Development for the UNESCO World Conference on Education for Sustainable Development, organized by UNESCO in cooperation with the Federal Ministry of Education and Research of Germany and the German Commission for UNESCO.
- An Independent report on **The Role of CSOs in 2050 and Beyond**, presented to the International Commission on the Futures of Education.
- 10th Global Meeting of the Collective Consultation of NGOs on Education 2030 "The Role of NGOs in Global Cooperation for Education", on December 14, where OMEP participated both in the organization and in the list of speakers for this important session.

By the end of 2021, the WP was re-elected to serve a new term 2022/23 among the members of the international NGOs having official representation at UNESCO within the coordinating group.

1.3 Advocacy activities of the National Committees

1.3.1 Participation in the World Project: Decade for Early Childhood

This project aims at the adoption of a United Nations Decade for Early Childhood Care and Education as a synergy-enhancing tool for:

- Placing children (often overlooked as subjects of public policies) and their citizenship at the center of the actions of States during this crucial stage.
- Developing comprehensive plans and strategies to ensure the development, well-being and dignity of children from birth.
- Fulfilling the targets of the 2030 Agenda by redirecting and boosting the States' policies and plans, the initiatives of families, communities and the private sector.

The NCs of Burkina Faso, Kenya, Mauritius, Nigeria, Australia, Pakistan, Cyprus, France, Ireland, Sweden, Turkey, Ukraine, Argentina, Brazil and Ecuador reported that they are participating in the first stage of the project. In addition to these 15 countries, the collaboration and commitment of all the NCs will be necessary to promote the initiative and to introduce it to the national governments for its approval and development.

1.3.2 UNCRC monitoring at national level

41.51% of NCs reported that they monitor the UNCDN through different activities:

REGION	INITIATIVES
AFRICA: NIGERIA	THE CRC WAS SHARED WITH STATE CHAPTER COMMITTEES. SOME ALSO SHARED IT WITH THE MINISTRY OF EDUCATION AND OTHERS CONDUCTED WORKSHOPS ON THE SUBJECT. IT WAS POSTED ON THE OFFICIAL FACEBOOK PAGE OF OMEP NIGERIA
ASIA PACIFIC: JAPAN	THE NC HAS CONDUCTED RESEARCH ON THE IMPLEMENTATION OF THE CRC IN LOCAL GOVERNMENTS. IT ALSO WORKS WITH RELEVANT AGENCIES TO ENGAGE IN CAMPAIGNS ON THE CRC.
EUROPE: GERMANY	THE JGA AND THE NC WORKED ON THE INTRODUCTION OF THE AREA OF CHILDREN'S RIGHTS IN THE BASIC LAW OF THE FEDERAL REPUBLIC OF GERMANY. BY INCLUDING CHILDREN'S RIGHTS IN THE LEGISLATION, FAVORABLE LIVING CONDITIONS, THE PROTECTION OF THEIR INTERESTS, THEIR PARTICIPATION AND THE ASSURANCE OF EQUAL OPPORTUNITIES CAN BE ENSURED. FOR YEARS, THE UN COMMITTEE ON THE RIGHTS OF THE CHILD HAS BEEN URGING THE FEDERAL GOVERNMENT TO INCLUDE CHILDREN'S RIGHTS IN THE BASIC LAW. THE JGA SUPPORTS THOSE PROPOSALS THAT FORESEE THEIR ANCHORING IN ARTICLE 2 OF THE BASIC LAW. FOR ITS FULL IMPLEMENTATION, SOCIAL COMMITMENT AND COOPERATION AMONG ALL ACTORS AT THE FEDERAL, STATE AND MUNICIPAL LEVELS IS CRUCIAL. CHILDREN'S RIGHTS MUST BE INCLUDED IN ALL POLICY AREAS. THE AGJ AND THE NC WILL CONTINUE TO WORK TO ACHIEVE THIS BY 2022.
LATIN AMERICA: URUGUAY	WORKING IN COORDINATION WITH EDUCATIONAL ORGANIZATIONS AND THE SCHOOL OF PSYCHOLOGY OF THE UNIVERSITY OF THE REPUBLIC. DOCUMENTS ARE DRAFTED TO INFORM TEACHERS, AUTHORITIES AND THE GENERAL PUBLIC, AND THEY ARE PUBLISHED IN THE DIFFERENT SOCIAL NETWORKS AND MEDIA THAT CAN BE ACCESSED. STARTING IN 2020, IT BECAME A MEMBER OF THE PRO-CARE NETWORK, ACTIVELY PARTICIPATING IN THE MEETINGS AND IN THE DOCUMENTS THAT ARE PUBLISHED.
NORTH AMERICA AND THE CARIBBEAN: UNITED STATES	AS INDIVIDUALS AND AS A COMMITTEE, WE SUPPORT LEGISLATION THAT RAISES AWARENESS ABOUT THE IMPORTANCE OF IMPLEMENTING THE CRC IN THE COUNTRY.

1.3.3 Participation in the monitoring of the implementation of SDG 4 and its targets 4.2 and 4.7

52.83% of NCs participated in monitoring compliance with SDG 4 and its targets 4.2 and 4.7:

REGION	ACTIONS
AFRICA: CAMEROON	OUR INVOLVEMENT IS REFLECTED IN OUR AREAS OF ACTION THROUGH AWARENESS-RAISING, ADVOCACY AND TRAINING ACTIVITIES. THUS, TO REDUCE INFANT MORTALITY, WITHIN OUR TARGET AREAS OF THE VPL PROJECT (VIEW FROM THE FRONT), WE HAVE FOCUSED ON RAISING AWARENESS AMONG PARENTS, CHILDREN AND LOCAL LEADERS TO REDUCE RISKS IN THEIR ENVIRONMENT.
ASIA PACIFIC: REPUBLIC OF NEW ZEALAND	A CONSTANT REMINDER TO MEMBERS ON THE SUSTAINABLE DEVELOPMENT GOALS AND PARTICULARLY SDG 4. REMINDERS TO LOCAL GOVERNMENT AND CENTRAL GOVERNMENT FOR CORRESPONDENCE AND LOBBYING.
EUROPE: IRELAND	REGARDING SDG 4: TARGET 4.2: IN IRELAND, ALL CHILDREN FROM 2 YEARS AND 8 MONTHS TO 5 YEARS AND A HALF HAVE ACCESS TO FREE EARLY CHILDHOOD EDUCATION THROUGH THE EARLY CHILDHOOD CARE AND EDUCATION PROGRAM, 2010. TARGET 4.7: AS AN ACTIVE MEMBER OF THE EARLY LEARNING AND CHILDCARE STAKEHOLDER FORUM CALLED BY THE DEPARTMENT OF CHILDREN, EQUALITY, DISABILITY, INTEGRATION AND YOUTH; OMEP IRELAND PARTICIPATES IN ANY DEBATE RELATED TO ESD AND GLOBAL CITIZENSHIP.
LATIN AMERICA: ECUADOR	PARTICIPATES IN THE EDUCATION CLUSTER WITH OTHER NGOS, MINISTRY OF EDUCATION, OEI, UNICEF FOR THE REALIZATION OF SDG 4 IN THE COUNTRY.

1.3.4 Initiatives to influence ECCE policy decision-making in relation to the pandemic

83% of the NCs held or attended conferences and seminars (virtual or in-person).

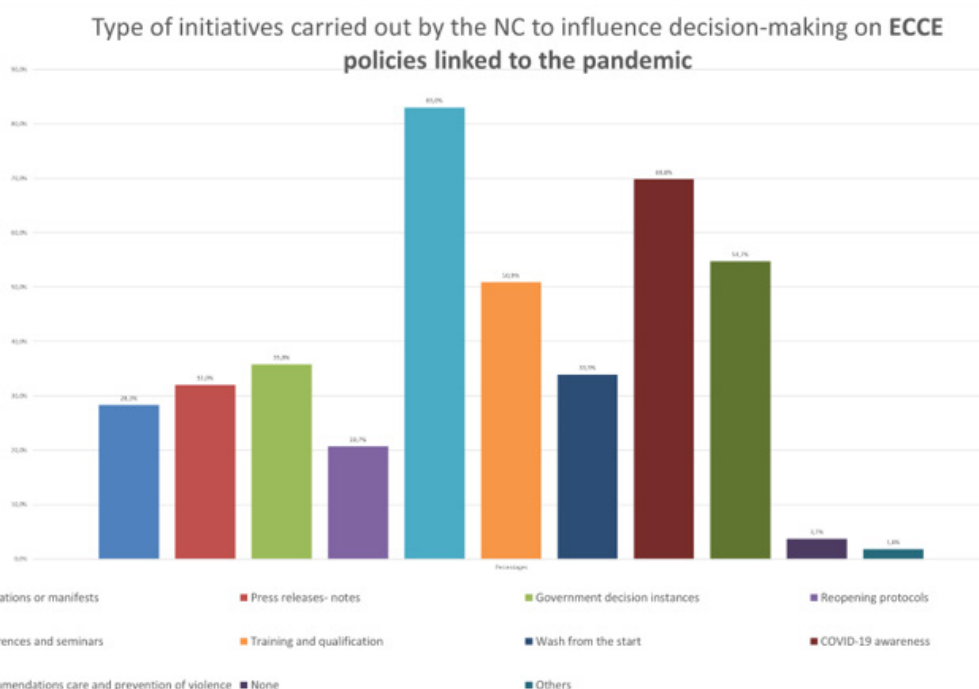
69.81% carried out COVID-19 awareness campaigns.

54.72% provided recommendations for the care of children at home and for the prevention of violence.

50.94% undertook staff development and training activities.

Between **30%** and **35%** developed activities related to participation in governmental decision-making bodies, the Wash from the start program (materials for parents, guardians and children), press releases and opinion articles in the media, and the drafting of declarations, position papers or manifestos aimed at governments.

20.75% developed protocols for the reopening of ECCE institutions.



The Greek Committee included, as a key issue, “The Covid-19 Pandemic in Early Childhood” in the forthcoming 74th OMEP World Conference 2022.

1.3.5 Work in programs or projects together with institutions such as WHO; UNICEF; UNESCO; local, regional, national governments; other NGOs; foundations and educational centers

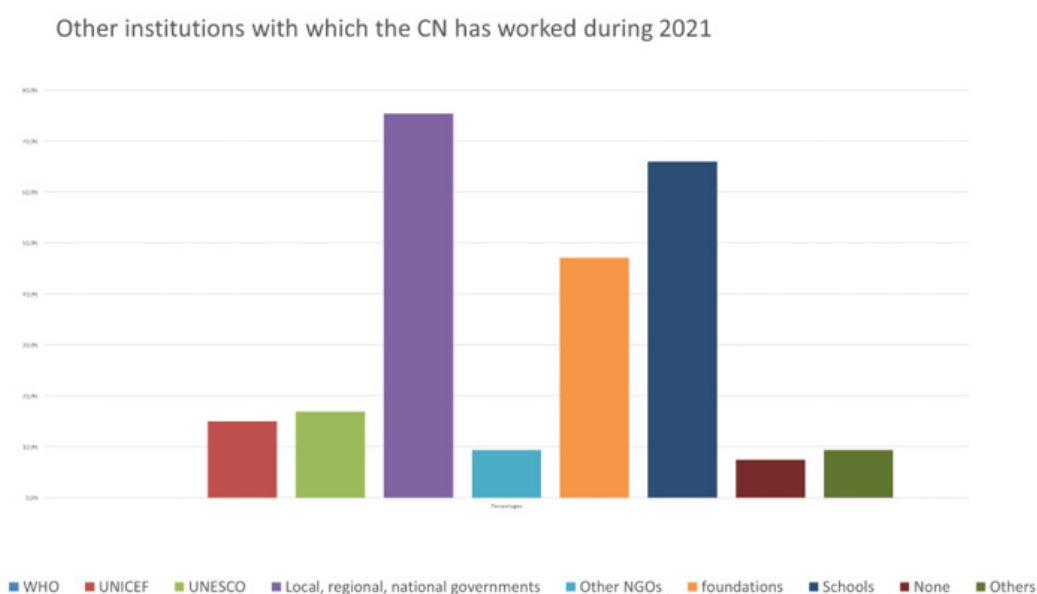
75.47% of the NCs worked with local, regional and national governments.

66.04% worked with educational centers.

47.17% worked with other NGOs.

20.75% worked with foundations.

Less than 10% worked with UNESCO and UNICEF.



REGION	ACTIVITIES
AFRICA: BURKINA FASO	<ul style="list-style-type: none"> - CONFERENCE ON INFORMATION AND COMMUNICATIONS TECHNOLOGY FOR EDUCATION - REVIEW OF THE SPECIFICATIONS OF PRESCHOOL EDUCATION STRUCTURES - NATIONAL MEETINGS FOR NATIONAL EDUCATION - VALIDATION OF THE NATIONAL STRATEGY FOR THE ACCELERATED DEVELOPMENT OF EDUCATION - ADVOCACY WITH MINISTERS IN CHARGE OF NATIONAL EDUCATION AND PUBLIC SERVICE AS WELL AS WITH POLICY MAKERS
ASIA PACIFIC: AOTEAROA (NEW ZEALAND)	<ul style="list-style-type: none"> - LETTERS TO THE GOVERNMENT: WORKING WITH UNICEF AND THE MINISTRY OF EDUCATION TO GET PERMISSION TO REPRINT AND DISSEMINATE "FOR EACH AND EVERY CHILD", A CHILDREN'S BILINGUAL PICTURE BOOK ON CHILDREN'S RIGHTS, WHICH WAS SENT TO ALL ECCE SERVICES ACROSS THE COUNTRY. AFTER NEGOTIATIONS FROM OMEP, THE MINISTRY OF EDUCATION FUNDED ITS REPRINTING AND DISSEMINATION. AN ONLINE RESOURCE IS CURRENTLY BEING DEVELOPED TO HELP TEACHERS USE THE BOOKLET WITH YOUNG CHILDREN. - COLLECTIVE INPUT IN DIFFERENT INITIATIVES. FOR EXAMPLE, IN THE GOVERNMENT'S "EARLY LEARNING ACTION PLAN": REGIONAL WORKSHOPS AND SOME NATIONAL SESSIONS ON CHILDREN'S RIGHTS WERE HELD.
EUROPE: UKRAINE	<ul style="list-style-type: none"> - WORK WITH THE OMEP'S POLISH COMMITTEE AND THE ADAM MICKIEWICZ UNIVERSITY. EDUCATIONAL INSTITUTIONS: NATIONAL ACADEMY OF EDUCATIONAL SCIENCES OF UKRAINE. LUTSK CITY DEPARTMENT OF EDUCATION, KZVO "VOLYN MEDICAL INSTITUTE", VOLYN NATIONAL UNIVERSITY, KZVO "LUTSK PEDAGOGICAL COLLEGE", MYKOLA YARMACHENKO INSTITUTE OF SPECIAL PEDAGOGY AND PSYCHOLOGY, RED CROSS SOCIETY AND THE PUBLIC ORGANIZATION "ASSOCIATION OF JOURNALISTS OF UKRAINE 4 POWER". - PARTICIPATION IN THE INTERNATIONAL CONFERENCE "CHILDREN'S RIGHTS TO QUALITY CARE AND EDUCATION", IN THE RESEARCH PROJECT "RIGHT TO EDUCATION" AND IN THE SCIENTIFIC AND PRACTICAL CONFERENCE OF ALL UKRAINE "EQUAL AMONG EQUALS" REGARDING INNOVATIVE APPROACHES TO TEACHING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS.
LATIN AMERICA: ARGENTINA	<ul style="list-style-type: none"> - DEPARTMENT OF CHILDHOOD AND ADOLESCENCE OF THE MUNICIPALITY OF CAÑUELAS: PROJECT REGARDING TRAINING, ADVISORY SESSIONS AND SUPPORT FOR COORDINATORS, EDUCATORS AND TEACHERS OF THE MUNICIPAL KINDERGARTENS. - NAVARRO VIOLA FOUNDATION: GOOD START PROGRAM IN EARLY CHILDHOOD EDUCATION: SERIES OF VIRTUAL MEETINGS ON DIFFERENT TOPICS DURING THE WHOLE YEAR. - ARCOR FOUNDATION: VIRTUAL COURSE: MANAGEMENT IN KINDERGARTEN AND "MY YARD IS THE WORLD" AWARD ON GOOD PRACTICES IN ESD. - ALIMENTARIS AND POTENCIAR FOUNDATION: PARTICIPATION IN THE GROUP PROMOTING WORK AGAINST CHILD MALNUTRITION, PARTICIPATION IN TRAINING COURSES ON EARLY CHILDHOOD AND FOOD AS A CULTURAL AND EDUCATIONAL FACTOR, AND PARTICIPATION IN THE ANALYSIS OF THE SELECTED PROJECTS. - EDITORIAL 12NTES: ANNUAL VIRTUAL COURSE FOR HEADS OF EARLY CHILDHOOD EDUCATION INSTITUTIONS: DIPLOMA ON SUPERVISION OF THE TEACHING TASK IN EARLY EDUCATION.
NORTH AMERICA AND THE CARIBBEAN: HAITI	<ul style="list-style-type: none"> - WITH UNICEF AND THE MINISTRY OF PRESCHOOL EDUCATION OFFICE, WE PARTICIPATED IN THE TRAINING OF PARENT EDUCATION TEACHERS, IN JUNE, 2021. - WITH ECDAN, WE JOINED A VIRTUAL GROUP TO EXCHANGE AND SHARE ON PEACE EDUCATION.

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

69.81% of NCs held their own national and local celebrations.

- In the **African region**, among other activities, programs were organized for children and families in public spaces, such as parks, which included reading aloud, plays, games, music shows and school gardens.
- In **Asia Pacific**, the day was promoted through the websites, newsletters and e-mails of several NCs.
- In **Europe**, the activities organized included news for members, campaigns on social networks, events in institutions, symposiums, meetings and round tables to debate on children's rights in times of pandemic, as well as workshops for children, art contests,

activities to express their opinion, flash mobs, etc. Around 6,000 children and almost 50 institutions participated in these events.

- In **Latin America**, activities included conferences, webinars, lectures, workshops and seminars for teachers, school administrators and families. In addition, printed and audiovisual materials were released, and social media campaigns were carried out.
- In **North America and the Caribbean**, the celebration was disseminated through an informative bulletin, and schools, teachers and children were invited through social networks to participate in different activities.

52.83% shared on social media and national newsletters the content developed by the global communication team, but few were able to provide information on the impact of the publications. Some NCs have very recent pages and profiles that are on the rise, and others replicate the content through their personal profiles.

1.3.7 Actions to raise awareness and visibility on the human right to early childhood care and education

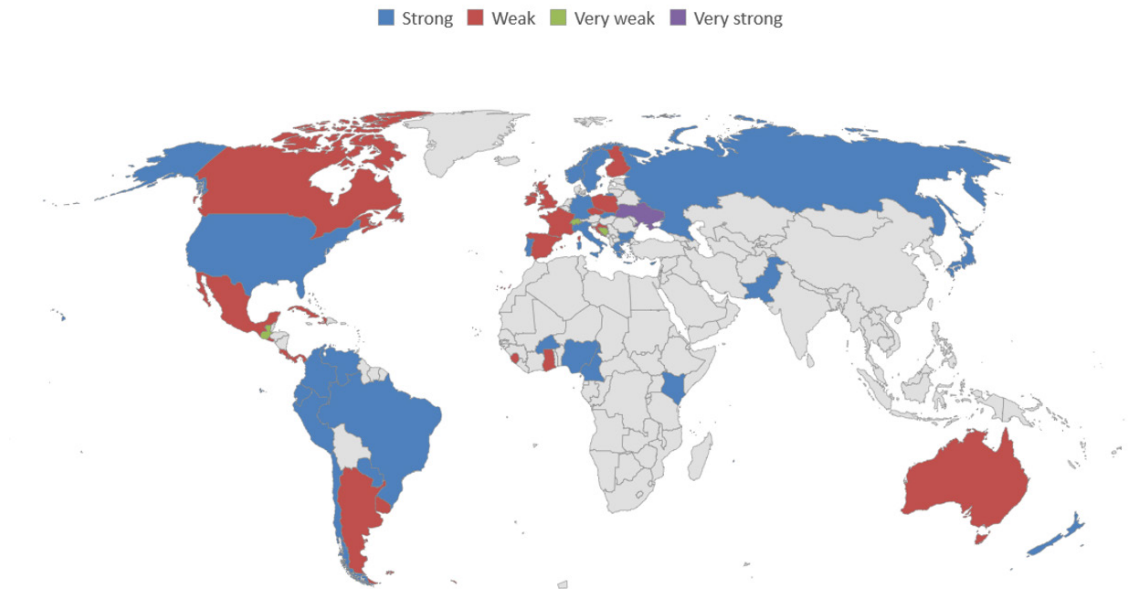
73. 58% of NCs reported other advocacy actions before Ministers of National Education and other public officials, as well as the dissemination of messages in conflict zones or in areas affected by natural disasters, the collaboration with human rights organizations in response to the pandemic, the constant exchange of information sent by OMEP World, the publication of their own books and reports of seminars on children's rights conducted by other organizations. They also informed on the organization of festivals, classes, workshops and surveys for children on the right to expression and voice, the right to play, the right to a quality education, and the right to access culture. Finally, the described having done training courses for teachers working directly with children, participating in radio programs and publishing articles in magazines.

REGIÓN	ACTIVIDADES
AFRICA: SIERRA LEONE	OBSERVANCE AND CELEBRATION OF INTERNATIONAL DAYS TO RAISE AWARENESS AND VISIBILITY OF CHILDREN'S RIGHTS, INCLUDING MOTHER TONGUE DAY, ON FEBRUARY 21; THE DAY OF THE AFRICAN CHILD, ON JUNE 16; AND THE INTERNATIONAL DAY OF THE GIRL CHILD, ON OCTOBER 11.
ASIA PACIFIC: AUSTRALIA	DWE DEVELOPED A BOOK OF CHILDREN'S ARTWORK ILLUSTRATING THEIR PERSPECTIVE ON CHILDREN'S RIGHTS. OMEP AUSTRALIA BOOK – OMEP (OMEPWORLD.ORG)
EUROPE: POLAND	THE INTERNATIONAL CONFERENCE ON THE RIGHTS OF THE CHILD "THE RIGHT OF CHILDREN TO HIGH QUALITY CARE AND EDUCATION" WAS ORGANIZED IN COOPERATION WITH ADAM MICKIEWICZ UNIVERSITY IN POZNAŃ (OCTOBER 22-23). THE PRODUCTION OF MUSICAL PROGRAMS BASED ON EDUCATIONAL THERAPEUTIC FAIRY TALES BASED ON CHILDREN'S RIGHTS CAN BE FOUND AT: HTTPS://YOUTU.BE/SYXaIfVMB8?T=1517
LATIN AMERICA: BRAZIL	DEVELOPMENT OF <i>MUNICIPAL PLANS FOR EARLY CHILDHOOD</i> AND EFFECTIVE AND FORMATIVE ACTIONS IN THE <i>WEEK OF PLAY</i> .
NORTH AMERICA AND THE CARIBBEAN: CANADA	WE PUBLISH REGULARLY IN <i>PRÉSCOLAIRE</i> JOURNAL AND WE TRY TO ADDRESS ISSUES RELATED TO CHILDREN'S RIGHTS. PUBLICATION IN A PROFESSIONAL JOURNAL ON THE PROFESSIONAL IDENTITY OF THE PRESCHOOL TEACHER. BETWEEN THE "I" AND THE "WE OTHERS".

1.3.8 Impact of the National Committees' Advocacy action. Achievements and challenges

52.83% of NCs consider that it has a **strong impact** in this area, while **39.62%** consider it **weak**. Ukraine rates its impact as '**very strong**', while Bosnia and Herzegovina, Guatemala and Switzerland rate it as '**very weak**'.

¿How does the NC asses the impact of its advocacy work?



Regarding **achievements**, the following are highlighted: the development of national strategies for the reinforcement of ECCE and the defense of early childhood rights; the drafting of position papers and statements for government officials, UNESCO, UNICEF and other agencies related to ECCE; joint work with other organizations to take a stand on legislative changes, public policies and curricular guidelines; participation in strategic national forums for the promotion of young children's rights; the use of innovative languages to overcome academic or specialized boundaries in activities and events that involve as many actors as possible in public discussions.

Among the **challenges** are, first and primarily, those raised by the pandemic, which have been at the center of discussions on the challenges faced by teachers, children and families. Several NCs recognize that they have little advocacy work because most of their members belong to educational institutions, schools, universities, and their activities are more focused on training. Therefore, they intend to broaden the types of memberships and to work on a more strategic approach to bring about changes in this area. Some claim that it requires a lot of resources in terms of time and personnel to gain visibility and to communicate and collaborate meaningfully with governmental and non-governmental partners at the local and national level.

2. KNOWLEDGE MANAGEMENT AREA

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 gathering, building and disseminating knowledge so that OMEP is seen as a scientific and pedagogical referent specialized in ECCE, which, in turn, provides the background for 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.

2.1 The work of the EXCO in knowledge management

2.1.1 Knowledge management in the World Presidency

Reported by Mercedes Mayol Lassalle

The **OMEP online seminar series** is one of the most relevant activities in this area, proposed and organized by the World Presidency.

- **OMEP Seminar Series nº 1:** *"Rights from the start: how to advocate for early childhood?"*. August 23.
- **OMEP Seminar Series nº 2:** *"100 years Paulo Freire 1921-2021. Pedagogy as a political practice."* October 8.
- **OMEP Seminar Series nº 3:** *"Education for Sustainable Development in early childhood"* with the ESD world team. November 4.
- **OMEP Seminar Series nº 4:** "What is happening with ECCE in the world?" co-organized with the **Right to Education Initiative (RTE) and UNESCO**. It includes the presentation of two UNESCO specialists on two important studies: "Right to pre-primary education. A global study" by Rolla Moumné and "The Impact of COVID-19 on Early Childhood Education in the Asia-Pacific and Sub-Saharan Africa: Insights from the Results of Rapid Regional Personnel Survey" by Yoshie Kaga. December 3.

The seminars were held in 3 languages and [the videos are available for later use](#).

ECCE world map: The subproject "ECCE Educators in the Latin American Region", developed together with CIPPEC, could not be launched due to lack of financing. In this framework, research is under development with RTE regarding ECCE and Privatization, in collaboration with a work group of colleagues from around the world.

Education and care in the first three years of life: A research project is under way on this topic under the partnership with the University Tecnológico de Antioquia in Colombia.

International Journal of Early Childhood (IJEC): Due to the retirement of the journal's editor, Professor Donna Berthelsen, a call for applications was held for a new Editor-in-Chief. The selection process and interviews to the pre-selected candidates were carried out in March. Apart from this, a new agreement was reached with Springer Editorial, so that all OMEP members have free access to IJEC since March, through [OMEP's website](#). OMEP pays an annual fee to the editorial for its services.

OMEP: Theory into Practice. In 2021, the new management model for the journal was established, with input from the University Tecnológico de Antioquia, regarding tasks for publications assessment and editorial coordination. Issue 4 was published and **the journal got its ISSN number.**

Virtual library: The WP drove the development of a *virtual library* to have access to annual reports, historical OMEP publications, and the ESD resource bank. This space will continue to grow thanks to the input from the National Committees and its members.

2.1.2 Knowledge management in the Regional Vice Presidencies

AFRICA

Reported by: Nyamikeh Kyiamah

Participation in the following virtual seminars:

Africa Early Childhood Network (AfECN) Webinar:

- i The use of technology for supporting remote learning during the COVID-19 period.
- ii A Roadmap to Inclusive Early Childhood Care and Education.

(AfECN is an independent professional network that brings together experts to promote and coordinate children's rights)

ASIA PACIFIC

Reported by: Udomluck Kulapichitr

Research or studies to support advocacy: The OECD Starting Strong series provides comparable international information on Early Childhood Care and Education (ECCE) to support countries and jurisdictions in their review and redesign of policies in order to strengthen their delivery of quality services.

Publications:

Park, E., Logan, H., Zhang, L., Kamigaichi, N. and Kulapichitr, U. (2021). Responses to coronavirus pandemic in early childhood services across five countries in Asia Pacific region: OMEP policy forum. *International Journal of Early Childhood*, 52(3), 249-26.

EUROPE

Reported by: Ingrid Engdahl

Ingrid Engdahl and Adrijana Višnjić-Jevtić, together with Alicja R. Sadownik from Western University of Norway have edited the book **Young Children and Their Rights: Thirty Years with the United Nations Convention on the Rights of the Child**, where many of the 17 chapters describing the situation for young children in 14 countries are written by OMEP members. Around 10 NCs name specific articles in their annual reports; however, there is no separate archive of articles written by European OMEP members. OMEP in Ireland and Turkey produce an OMEP Scientific Journal. Ingrid Engdahl, together with Ann-Christin Furu, have been Guest Editors for a **Special issue of International Journal of Early Childhood (IJE) 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 been written by European authors.

LATIN AMERICA

Reported by: Desirée Lopez de Maturana

During 2021, the Vice President has participated in different study, research and advisory activities:

"Tendencias de las evaluaciones en la atención y educación de la primera infancia (AEPI) en América Latina y el Caribe" ["Assessment Trends in Early Childhood Care and Education (ECCE)

in Latin America and the Caribbean"]. The Committee in Venezuela took the leadership of this study, with the participation of the Committees in Argentina, Peru, Panama and also Dominican Republic. The study was presented before CLADE.

"Experiencias de educación y cuidado de la primera infancia en la pandemia" ["Experiences in Early Childhood Care and Education during the Pandemic"]. The Committee in Uruguay took leadership, with the collaboration from the Committee in Bolivia.

"Mapeo del acceso a la educación de la primera infancia (EPI) de la niñez migrante en Colombia, Perú y Ecuador" ["Mapping of Migrant Children's Access to Early Childhood Education in Colombia, Peru and Ecuador"]. This advisory activity is still ongoing, carried out in partnership with CLADE for the International Plan.

"Contextos educativos emergentes e inteligencia cultural en jardines infantiles en comunidad de aprendizaje de la comuna de Coquimbo" ["Emerging Educational Contexts and Cultural Intelligence in Preschools in Learning Communities in Coquimbo"]. This study was conducted with research funding of University of La Serena, in partnership with the Learning Community of the Coquimbo territory in Chile.

We are working together with the Committee in Ecuador to edit the journal with the conversations from "**voices of childhood**", where the Presidents and representatives of all the Committees of the region participated.

Emerging educational context in formal preschool education. Published in December, 2021, in the INTEREDU journal.

NORTH AMERICA AND THE CARIBBEAN

Reported by: Christiane Bourdages Simpson

As for publications, OMEP Canada has published an **advocacy on the professional identity of the early childhood teacher**. We have promoted it among our French colleagues.

2.2 OMEP Publications and Projects

2.2.1 IJEC

Reported by the Editor-in-Chief, Ali Kemal Tekin, editor@omepworld.org

- **Editor-in-Chief:** Ali Kemal Tekin
- **Associate Editors:**
 - » Eva Ärlemalm-Hagsér, Mälardalen University, Sweden
 - » E. Jayne White, University of Canterbury, Aotearoa, New Zealand
- **Language Editors:**
 - » Madeleine Baillargeon, Canada (Articles in French)
 - » Eliana Verónica Romo, Chile (Articles in Spanish)
- **Editorial Board Members:**
 - » Vina Adriany, Universitas Pendidikan Indonesia, Bandung, Indonesia
 - » Claudio Baraldi, University of Modena and Reggio Emilia, Italy
 - » Amanda Bateman, Swansea University, United Kingdom
 - » Alfredo Bautista, Education University of Hong Kong, Hong Kong SAR
 - » Åsta Birkeland, Western Norway University of Applied Sciences, Bergen, Norway
 - » Bronwyn S. Fees, Kansas State University, USA
 - » Iskender Gelir, Siirt University, Turkey
 - » Jennifer Guevara, Dublin City University, Ireland
 - » Libby Lee-Hammond, Murdoch University, Australia
 - » Aihua Hu, Western Norway University of Applied Sciences, Bergen, Norway
 - » Fathi Ihmeideh, The Hashemite University, Zarqa, Jordan
 - » Sirene Lim, Singapore University of Social Sciences, Singapore

- » 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
- » Jenny Ritchie, Victoria University of Wellington, New Zealand
- » Corine Rivalland, Monash University, Clayton, Australia
- » Adrijana Višnjić Jevtić, University of Zagreb, Croatia
- » Susan Wright, University of Melbourne, Australia

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 2021, the number of articles published and dates of publication are indicated in the table below:

VOLUME/ISSUE	PUBLICATION DATE	ARTICLES PER ISSUE	PAGES PER ISSUE
VOLUME 53 / ISSUE 1	APRIL 2021	7	118
VOLUME 53 / ISSUE 2	AUGUST 2021	7	122
VOLUME 53 / ISSUE 3	DECEMBER 2021	8	144
TOTAL		22*	384
* 7 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.

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

PRESENTATIONS	2016	2017	2018	2019	2020	2021
TOTAL MANUSCRIPTS SUBMITTED	97	93	95	111	203	129
TOTAL ACCEPTANCES*	19	24	22	10	26	34
TOTAL REJECTIONS AND TRANSFERS**	66	55	57	54	121	95

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%.

* Acceptances includes articles to be published in 2022; ** 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.
- 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 2021

Manuscript submissions were received from 48 countries across 2021.

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.

COUNTRY	# SUBMISSIONS	ACCEPTED	REJECTED
USA	22	4	18
TURKEY	12	2	10
AUSTRALIA	8	3	5

COUNTRY	# SUBMISSIONS	ACCEPTED	REJECTED
SAUDI ARABIA	7		7
MALAYSIA	6	1	5
CHINA	5	1	4
ISRAEL	5	2	3
UK	4	2	2
SPAIN	4	2	2
THAILAND	3		3
NEW ZEALAND	3		3
IRAN	3		3
GERMANY	2	1	1
PHILIPPINES	2		2
HONG KONG	2	2	
NORWAY	2	1	1
CHILE	2	2	
INDIA	2		2
KENYA	2	1	1
CROATIA	2	1	1
SWEDEN	2	1	1
TANZANIA	2	1	1
RUSSIA	2		2
JORDAN	1		1
CYPRUS	1		1
ECUADOR	1		1
ETHIOPIA	1		1
CZECHIA	1		1
PORTUGAL	1	1	
FRANCE	1		1
GREECE	1	1	
IRAQ	1		1
COLOMBIA	1		1
DENMARK	1		1
HUNGARY	1		1
JAPAN	1	1	

COUNTRY	# SUBMISSIONS	ACCEPTED	REJECTED
BELGIUM	1	1	
BOSNIA	1	1	
KUWAIT	1		1
NIGERIA	1		1
MALTA	1	1	
MOROCCO	1		1
PALESTINE	1		1
GRENADA	1		1
SOUTH KOREA	1	1	
SOUTH AFRICA	1		1
ITALY	1		1
PAKISTAN	1		1

PERFORMANCE INDICATORS FOR IJEC FOR 2021

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.

Number of days from submission to first decision

2020	94
2021	79

As it can be seen in the table above, the number of days from submission to first decision has significantly dropped due to the editorial effort in this regard.

USAGE: NUMBER OF ARTICLES DOWNLOADED FROM WEBSITE

2020	158 732
2021	268 069

As it is illustrated in the table above, 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.

IMPACT

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

Note: Note: These are 2020 Impact factors as these statistics for 2021 are not available yet.

• 1.10: CiteScore - • 0,53: SJR - • 21: H index

MEASURES PROVIDED BY SCOPUS.

- **CiteScore:** It counts the number of citations received for all articles in 2020, articles published in the previous three years; it divides 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.
- **SCImago Journal Rank (SJR):** It uses the number of citations received by articles published in the journal and weighs the number of citations by importance or prestige of journals from which citations were derived.
- **H index:** It is a measure of the impact that does not take into account differing citation practices across fields, unlike the weighed SJR rank. It is used to compare journals within a field.

2.2.2 OMEP: Theory into Practice - ISSN 2796- 7867

Reported by Astrid Eliana Espinosa-Salazar

EDITORIAL COMMITTEE

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

In 2021, the fourth edition of this virtual journal was published, which aims to share educational practices dedicated to early childhood, through a flexible, responsive, free proposal, which is available on the OMEP website: <https://omeworld.org/omep-theory-into-practice-tip/>

Our multilingual journal, which has published its articles in the three official languages of OMEP since 2020, obtained this year the **ISSN** registration (International Standard Serial Number) that identifies periodical publications, whether printed on paper or in digital format, as is our case.

Unlike most of the evaluation systems of other journals that discourage publication with excessive requirements, **OMEP: Theory into Practice** has a rigorous peer review system, which focuses on supporting the empowerment and professional development of educators, teachers and researchers, through a joint construction and dialogue, which highlights professional knowledge and practices as starting points.

This fourth edition contains articles addressing **the importance of play in early childhood** by colleagues from Argentina, Colombia, Japan, Russia and New Zealand. The articles were organized and presented in three sections:

- **Pedagogical reflections:** "Urban and Rural Contexts as Environments for Quality Early Childhood Education in Latin America Teaching Practices", by Patricia Sarlé. "Kaleidoscopes of Imagination, Creativity and Play in the Curriculum", by Patricia Ong.
- **Educational practices:** "Children's Symbolic Play during the Confinement", by Luisa Maria Montoya David, Kimberly Villegas Oquendoiaz, Karen Varela, Nataly Restrepo Restrepo. "History Made of Cardboard or How to Make a Unique Toy from a Simple Material", by Maria Gerasina. "The Multi-age Classroom: Reflections Based on the Interactions among Children in Play Proposals", by Patricia Beatriz Arce and Martha Alicia Zárate.
- **Research results:** "Mapping Play of the City of Buenos Aires", by Analía Quiroz. "Understanding the transitional experience of children from a two-year-old girl's playful communication", by Ryutaro Nishi. "Teaching Interventions in Dramatic Play: Contributions Taken from a Research Study", by Ivana Evans.

In closing, the **rules for the submission of articles** and the **Call for Articles for the fifth edition of 2022**, which is dedicated to the **pedagogical experiences of educators and families during the COVID-19 pandemic** and **reflections on the lessons learned, challenges and lessons for improvement**, were 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
- Udomluck 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 ECEC around the world. In this regard, the OMEP New Scholar Award project aims to recruit early career researchers from around the world, as well as to strengthen networking in younger generations within OMEP, ultimately allowing for the sustainable development of the wellbeing of children on an international level.

OMEP NEW SCHOLAR AWARDS 2020

A call for applications for the 1st OMEP New Scholar Award has been distributed to OMEP national committees in the March of 2020. There were 15 applications for NSA from across three regions: 1 from Africa, 9 from Asia, and 5 from Europe. An award winner for the categories of post graduate student and early career researcher has been selected as below.

THE 1ST OMEP NSA 2020

- **Siyu Zhou (China, Post graduate student award winner)** Research title: Does Organizational Commitment Buffer the Relation between Work to Family Conflict and Emotional Exhaustion in Beginning and Experienced Preschool Teachers?
- **Jane Spiteri (Malta, Early career researcher award winner)** Research title: Perceptions of environmental sustainability held by young children in Malta

Research title: Perceptions of environmental sustainability held by young children in Malta. Due to Covid-19, the OMEP conference in 2021 has been postponed. The NSA executive board has decided to postpone the 2nd NSA to 2022. The 1st NSA winner presentation will be held along with the 2nd award winner presentation in the 2022 OMEP World Conference.

2.3 The activities of the National Committees in knowledge management

2.3.1 Participation in research activities, promoted by the EXCO

A total of **28.30%** of the NCs participated in research activities.

The Members of National Committees of Argentina, Brazil, Colombia, Finland, New Zealand, Pakistan, Russia and Ukraine reported their participation in the Project ***“Right to education and care in the first three years of life”***, which is being carried out by OMEP and the University Tecnológico de Antioquia. In addition, New Zealand and Ireland mentioned their participation in the ***Privatization and Early Childhood Education team***.

Other projects are mentioned by the Norwegian committee, involved in two research and education applications; Colombia participates in the project *The Care of Infants from a Gender Perspective*, Argentina in the project call in Spanish: *Tendencias de las Evaluaciones en la AEPI en América Latina y el Caribe (CLADE/OMEP)* with the *Document on Evaluation in Early Childhood Education in Argentina*, and Venezuela made contributions to the National Directorate of Early Education in the *Curriculum from Birth to 3 years of age* and participated in the preparation of a guide on *Care during the first 3 years*.

2.3.2 Participation in the “OMEP Seminar Series 2021-2022”

The *OMEP Seminar Series 2021-2022 Early childhood care and education (ECCE) in debate - YouTube* share perspectives and experiences that reflect the knowledge, diversity and policies and pedagogies of quality built around the world for early childhood education. This strategy enables reflection on different aspects of the OMEP Strategic Plan, the meanings, actions and intra and interregional articulations, strengthening the vision and action of the NCs and each member. A total of **69.81%** of the NCs participated in this proposal.

IN AFRICA

the Kenyan, Burkina Faso and Sierra Leone Committees attended all the seminars; the Cameroon and Nigeria Committees report that, in addition to participating, they have shared and encouraged their State chapters, their members and their community in general to attend. Two members of the Ghana Committee participated as experts in one of the seminars, and the committee has promoted massive participation in the entire series of virtual conferences.

IN ASIA PACIFIC

the president of OMEP Korea Committee, Soonhwan Kim, was the moderator of the 2021 Series and along with several Committee members that actively participated; Hong Kong-China also reported that they promoted the event on their Facebook page; New Zealand participated in the ESD seminar, as did Japan, who also presented two ESD 2021 Award winners. The Japanese members attended all seminars and the number of attendees is estimated at around 50 in total.

IN EUROPE

they reported their participation from Ukraine, Croatia, Cyprus, the Czech Republic, Russia, Italy (participation of the President), Spain (President and collaborators), Slovakia (2 members attended and informed the other committee members), Sweden (some members participated and shared information), France (participated and published on its website), United Kingdom (shared on its Facebook page and Twitter account and links were distributed to members), Portugal (dissemination on the YouTube Channel among higher education students of the Escola Superior de Educação João de Deus, a partner in OMEP actions), Greece (attended and participated in the discussion by the President and members of the Greek EXCO), and Ireland (The

President attended Seminar 1 and Seminar 3, provided feedback to Committee members and also provided information on these seminars to ECCE undergraduate students at her university, reaching approximately 400 students).

IN LATIN AMERICA

Costa Rica, Paraguay, Ecuador, Uruguay (some members participated but not systematically), Cuba (its Vice-President participated and later communicated to the committee members), Argentina (the President, members of the Executive Committee and collaborators participated in the live transmission), Mexico (replicated the information and a member of the Executive participated), Panama (spoke about the topic in group meetings, reaching a population of 40 teachers), Venezuela (several delegates participated and replicated it in the rest of the committee with different strategies: synthesis, key ideas and thematic dialogue), and Chile (participation of members of the National Committee, participation of the President of the Chilean National Committee as a speaker) participated.

IN NORTH AMERICA AND THE CARIBBEAN

the Canadian committee was the only one to report its participation in this proposal.

2.3.3 Participation in the “Voices of OMEP” strategy and the OMEP Blog “Rights from the Start”

In the 2021 edition, a total of **22.64%** of NCs participated in the “Voices of OMEP” strategy. Another knowledge dissemination strategy is the *OMEP Blog “Rights from the Start”*, whose goal is to establish a corpus of content to strengthen actions and have influence in the political and academic fields in favor of young children’s right to education around the world.

A total of **24.53%** of NCs informed their participation in the Blog. The Members of the National Committees of Argentina, Croatia, Japan, Colombia, France, United Kingdom, Cuba and Chile participated as authors. Moreover, the Cameroon and Nigeria Committees promoted and invited reading and also participated with comments on the blog.

ARTICLES PUBLISHED IN THE BLOG IN 2021

- *Exploring activities to learn the culture of peace in no-contact situations with children in Hiroshima – Commemorating International Day of Peace 2021*
» by Mie Oba -Japón
- *Thinking how to involve families in the education of their children,*
» by Odet Noa Comans (Cuba)
- *Advancing Young Children’s Well-Being: What Can and Must We Learn From Each Other?,*
» by Sharon Lynn Kagan (USA)
- *The Children and the City: The Urgent Bond for a New Citizenship,*
» by João Armando Gonçalves (Portugal)
- *The OMEP-UK Early Childhood Education for Sustainable Citizenship Award: A Call for Partnerships,*
» by John Siraj-Blatchford (UK)
- *When music touches us,*
» by Karina Malvicini (Argentina)
- *Diversity, fragmentation and inequality: an analysis of care and education in early childhood,*
» by Adrián Rozengardt (Argentina)
- *Childhood and Hospital Contexts,*
» by Nadia Milena Henao García (Colombia)

- *Identity construction in early childhood education*,
» by Beatriz Zapata Ospina (Colombia)
- *Childhood education: role and mission*,
» by Miguel Zabalza (Spain)
- *Inclusive education in early childhood*,
» by Margarita Cañadas (Spain)
- *Children's transition to first year in primary school: a pending task*,
» by María Eugenia Soto Muñoz (Chile)
- *Challenges Posed by the Inclusion of Children Coming from Migrant Families*,
» by Selma Simonstein Fuentes (Chile)
- *The Effect of the Pandemic on Small Children's Development*, by Lisbeth Gouin (France)
- *Why And How To Teach Science Today?*,
» by Danièle Perruchon (France)
- *Intersectoral Approach as a Condition for a Comprehensive Care of Children's Rights*,
» by Vital Didonet (Brazil)
- *Paulo Freire, OMEP and I*,
» by Roberto Mauro Gurgel Rocha (Brazil)
- *Now is the time to implement children's rights*,
» by Ingrid Engdahl, Alicja R. Sadownik, Adrijana Višnjić-Jevtić (Sweden, Norway and Croatia)
- *Children learn by social modeling*,
» Eleonora Glavina (Croatia)
- *Video Essays as a Possibility of Documenting and Presenting Preschool Practice*,
» by Antonija Balić Šimrak (India/Croatia)

This communication strategy helps to keep placing the pedagogical and political narrative transmitted by OMEP and its community in the center of discussions.

2.3.4 Participation in IJEC and in the virtual journal OMEP: Theory into Practice

The *International Journal of Early Childhood (IJEC)* is OMEP's research journal. It contributes to an international and critical scientific debate about research and practice in the field of early childhood, published by Springer Nature. OMEP members have free access to the publications through the [OMEP website](#).

NATIONAL COMMITTEES THAT REPORTED ON THE DISSEMINATION OF THIS BENEFIT AMONG THEIR MEMBERS

Cameroon, Kenya, Nigeria, Sierra Leone, Australia, Japan, New Zealand, Pakistan, Republic of Korea, Bulgaria, Croatia, Cyprus, Czech Republic, Spain, France, Greece, Ireland, Italy, Portugal, Slovakia, Sweden, United Kingdom, France, Argentina, Chile, Cuba, Ecuador, Mexico, Panama, Paraguay, Peru, Uruguay, Venezuela, Canada and the United States of America.

A total of **18.87%** of the NCs said they participated in IJEC. The Members of the Croatian, Swedish, New Zealand and Australian Committees contributed as authors of articles. The former World President, Eunhye Park, with other members of the Korean Committee published in the second issue of IJEC 2021. The members of the Bosnia and Herzegovina Committee submitted an article on the importance of the OMEP ESD rating scale published in 2022. On the other side, the Cameroon, Spain and Canada Committees report that they have promoted the journal with their members and have asked different researchers to submit articles.

[See the report by the IJEC Editor-in-Chief in section 2.2.1 of this document.](#)

Regarding *the journal OMEP: Theory into Practice #4-2021*, the data reveals that only **11.32%** of the NCs participated. In the fourth edition, there are articles from Argentina, Colombia, Japan, Russia and New Zealand. For the journal to consolidate and continue to be fruitful, the participation of colleagues from all NCs is required, both in the submission of articles and in the dissemination of the published issues.

See the report of the journal in section 2.2.2 of this document.

2.3.5 Participation in other publications and activities at local, national or international levels

A total of **52.83%** of the NCs reported the participation of their members in other publications. Croatia, Cyprus, Czech Republic, Spain, Australia, Bulgaria, Italy, Brazil, Sweden, Panama, Paraguay, United States report that the members of the Committees publish in academic and pedagogical journals at the national level, books or book chapters without detailing titles or authors.

OTHERS PUBLICATIONS REVIEWED BY NCS

- **Ghana:** *Early number sense development and deepening understanding of place value concepts in early childhood education.* Author: Charity Anyidoho.
- **Kenia:** *Discuss with the children ways to collect rainwater.* Lilian Arieno Oloo in *"An Early Childhood Education for Sustainability resource that embeds the Sustainable Development Goals and STEM into pedagogical practice"* from UNESCO.
- **Bosnia y Herzegovina:** *Teaching Methodology Approach to Writing a Therapeutic Fairy Tale: Implications for the Education of Future Preschool Teachers* (press release). Aleksandra Šindić, Tamara Pribišev Beleslin.
- **France:** (Links in French) *La petite enfance dehors, ici et ailleurs, -Santé mentale des enfants : le droit au bien-être, - L'école au dehors, la crèche au dehors Ț - L'école qui donne des ailes, de Josse Annino :*
- **Greece:** Scientific articles published in the journal of OMEP Greece: *"Investigating the child's world" - "Acknowledging early bullying behaviors in early childhood education" - "Early literacy and boys: Information books", "...Paw Patrol, PJ Masks and toy cars, nothing more": Listening to children's perspectives on toys"*
- **Ireland:** The Committee publishes every year *An Leanbh Óg*, the Irish Journal of Early Childhood OMEP Ireland. The president is the coauthor of the chapter "Early Beginnings: Fostering Positive Dispositions toward Climate Education in the Early Years", by Moloney, M., Pope, E and Breathnach, D., in the book *Teaching Climate Change in Primary Schools, An Interdisciplinary Approach*, Dolan, A (Ed)
- **Poland:** Many members of the Committee published their articles in their quarterly journal *Inspiracje Daltonskie*, ISSN 2545-1014, their editor Renata Michalak, vice president of the Committee.
 - » 1. *Peer cooperation as a method of pro-development support – research perspective*, by Renata Michalak.
 - » 2. *Mutual learning community in the context of teachers' professionalization*, by Renata Michalak.
 - » 3. *Cooperation, collaboration or learning through collaboration*, by Katarzyna Dryjas & Anna Wróbel.
 - » 4. *The Dalton Plan as an opportunity for a systemic change in education in Poland - the path of development*, by Anna Wróbel.
 - » 5. *It's time for the director, or how to deal with the issues of documenting Dalton work*, by Katarzyna Dryjas & Anna Wróbel.

- » 6. *Preschoolers for Climate - examples of good practices*, by Teresa Grad & Renata Michalak
- **Slovakia:** *Education in Kindergarten: Current Questions and Answers*.
 - **United Kingdom:** *Partnership with Parents in Early Childhood Settings: Insights from Five European Countries* -edited by Liz Hryniewicz and Paulette Luff (with contributions of colleagues from OMEP Croatia, Greece, Norway, Poland and the United Kingdom). OMEP United Kingdom researches have been updated: Beattie, L. (2021) *New Directions in Leadership in the Field of Preschool Education, No. 153*. Mitchell, E. (2021) *Why are English parents choosing to home educate their children?*. Hadland, C. (2021) *Single use Nappies and their Alternatives*. Hindmarch, T., and Boyd, D. (Eds.) (2021) *A Path Made in the Walking: Forest School in Norway and in England*.
 - **Ukraine:** (Link in Ukrainian) *"Personality and society"*, by Anna Kulchytska, Tetyana Fedotova, Oksana Kikhtyuk, Natalia Vichalkovska & Oksana Ivanashko. *Integration of Friedrich Frobel's pedagogical ideas: from classics to innovation. Methodical aspects of training specialists in preschool education: a textbook*.
 - **Argentina:** (Texts in Spanish) Book *La Educación de los niños y las niñas de 0 a 2 años. Una mirada desde los diseños curriculares*, Research project agreement OMEP-CADE-EDUCO. Project: Educating city: city that cares. *Intervenciones urbanas desde una ética y estética inclusivas*. Technical Notes: *El regreso a la presencialidad en las instituciones de Educación Infantil*. + *Hoja de ruta del ODS 4*. Mercedes Mayol Lassalle + *Inversión y derecho a la educación en primera infancia: un diálogo entrecortado*. Marcela Browne + *Protocolos y más allá para un nuevo inicio. "Duelar" el jardín de antes; repensar el jardín actual*.
 - **Brazil:** Publication of the award winning projects *"My yard is the world: proposals for education for the sustainable development of the early childhood"*
 - **Chile:** Berta Espinosa V., Lorena Garrido G., Selma Simonstein F., Patricia Troncoso I. My yard is the world. *Proposals for education for the sustainable development of early childhood*. Educación para la sostenibilidad: enfrentar cisnes negros o rinocerontes grises. (Pages. 9 – 31) (Text in Spanish and Portuguese).
 - **Cuba:** (Link in Spanish) *Las mediaciones parentales de los contenidos audiovisuales infantiles en la primera infancia cubana*.
 - **Uruguay:** Publication of the award *"My yard is the world"*.
 - **Venezuela:** (Links in Spanish) *Cuidado, Bienestar y género en clave de pandemia*, by Mitzy Flores & María Urbina, Cultural Studies Journal. *No solo de pan vive el niño: Enfermedad celíaca en la edad escolar*, by Melba Oviedo, IPAPEI. *Cómo hacer del bebé un lector*, by Azul Urdaneta. *Realidades y Desafíos de las Políticas Públicas Curriculares y de Formación Docente en la Educación Inicial Venezolana*, by Griselle Arellano & Iliana Marina Lo Priore, collective book organized by OMEP Ecuador. *Tendencias Evaluativas de la atención y educación de las Primeras Infancias en América Latina y el Caribe*, Iliana Lo Priore and OMEP team, CLADE-OMEP-EDUCO. *La Afetualidad en la Educación. Una Política de resonancia liberadora postpandémica*, by Iliana Lo Priore & Jorge Diaz Piña. Article: *Repensar las pandemias desde un paradigma ecoprotector innovador y educativo: primeras infancias*, by Iliana Lo Priore & Jorge Diaz Piña, Educere Journal. *Sistematización de Experiencias de Buenas Prácticas Educativas durante la Pandemia en América Latina y el Caribe*, by the OMEP Latin American team. Book chapter: *Infancias Vulneradas*, by Iliana Lo Priore for the collective book *CÍRCULOS PEDAGÓGICOS: Espacios y Tiempos de Emancipación. La activación humana*, by Elisabel Rubiano & Luisa Soto. Manual: *"Protección del Derecho humano a la Educación: Orientaciones de reapertura escolar, Protección de niños, niñas y jóvenes"*, by CLADE.

- **Canada:** (Text in French) L'Identité professionnelle de l'enseignante et l'enseignant à l'éducation préscolaire, available in omep-canada.org. *Revue préscolaire* (Association d'éducation préscolaire du Québec) offers a page dedicated to OMEP Canada published 4 times a year.

2.3.6 Other activities related to knowledge management from the National Committees

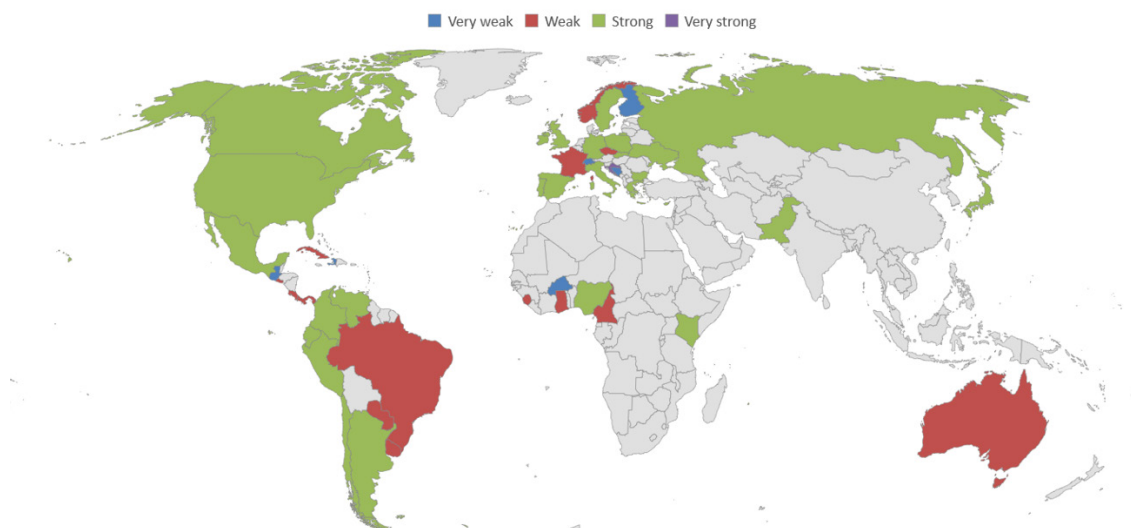
A total of **71.70%** of the NCs reported that they have done trainings, projects, seminars, conferences, meetings, calendars set up, promotion of OMEP World's publications, and publication of newsletters, blogs and national websites as various sources of information. They also reported having produced shows, such as *"World of childhood experiences"* or *"Stories filled with impressions."*

In this area, the Greek Committee was also in charge of organizing the *74th OMEP World Assembly and Conference*, which involved dealing with changes and adjustments due to the pandemic.

2.3.7 Impact of knowledge management actions. Achievements and challenges

A total of **58.49%** of the NCs believe that there was a **strong impact** in this area, while **28.30%** believe the impact was **weak**. Croatia grades its impact as **very strong**, while Bosnia and Herzegovina, Burkina Faso, Finland, Guatemala, Haiti and Switzerland as **very weak**.

¿How does the NC assess the impact of its action in the Knowledge Management area?



Regarding the **achievements**, the most important ones are the promotion and dissemination of international symposia, conferences, exchange meetings and the presentation of national and world OMEP projects. The exchange with other organizations and among the different NCs enabled the incorporation of findings and diverse epistemological perspectives. Many of the members of the NCs come from higher education institutions, which provides the opportunity to share OMEP's lines of thought and research. Some NCs have published their own reports and research papers by national and international level authors. Associating OMEP's work with

the academic world, with universities and departments in charge of teacher training allows us to give value to the international approach of our organization.

Regarding the **challenges**, some NCs pointed out that members who are school owners and not education professionals are less interested in research work. Another relevant aspect is the additional workload that entails knowledge production and management, with the lack of adequate resources to develop projects and the small number of people participating in the NCs, which cannot fulfill their tasks with their voluntary work. It is necessary to get reorganized and update the means to exchange information within the NCs, as well as to improve planning and participating in journals and OMEP's blog. It is also key to strengthen the spaces for academic production, to recruit experts from different areas, to establish partnerships with other institutions to boost joint research with undergraduate students and students of Masters and PhDs, and to reach agreements with editorial houses to get support for online or print publications.

In this area, it is central to strengthen the participation in the **World Project: OMEP New Scholar Award** (OMEP NSA), which promotes research and studies related to ECCE to have a better understanding on the rights and needs of young children around the world.

-See the OMEP NSA project report in section 2.2.3 of this report

3. EDUCATION AREA

The education area aims to achieve the right to quality education for children in early childhood. For 12 years, OMEP has been carrying out research and guidelines related to Education for Sustainable Development (ESD), enhancing teaching with new experiences and reflections, and broadening perspectives, sharing best practices and knowledge that help teachers strengthen their strategies and improve school careers. OMEP has a long history of developing other projects around the world, such as *Toy Libraries*, *Play and Resilience*, *WASH from the Start* and many other good practices identified. OMEP's actions are numerous and include training and skill strengthening for teachers, professionals and educational agents, as well as public officials and lawmakers. It also offers conferences, seminars, courses, awards and research to address the training needs of the different stakeholders in ECCE systems across different educational and social contexts.

3.1 EXCO's work in education

3.1.1 The work of the World Presidency in Education

Reported by Mercedes Mayol Lassalle

ACCIONES DE LA WP:

- **New management for world projects:** the WP promoted a call so that the OMEP community could join the work teams for the implementation of the current World Projects, and to promote the exchange of ideas, organizing broad and joint meetings, and defining the flagship initiatives that are already in progress.
- **Education for Sustainable Development:** the WP promoted OMEP's nomination in the UNESCO Japan Prize 2021 competition with the project "Sustainability from the Start: an online ESD Curriculum for Early Childhood Education (ECE)". The team leading the Global ESD Project, coordinated by Ingrid Engdahl and Ingrid Pramling, worked on the application. Unfortunately, we were not selected. However, the presentation will be useful to present to other donors. The NCs were also invited to promote and disseminate the calls for applications for the 13th Annual ESD Competition and the 4th Annual ESD Competition for students. In the Latin American region, the WP coordinates the "My yard is the world" Award, a joint initiative between OMEP and the Arcor Foundation to support good practices in ESD. In 2021, the book *"Mi patio es el mundo: propuestas para la educación para el desarrollo sostenible de la primera infancia"*. [My Yard is the World: Proposals for Education for Sustainable Development in Early Childhood] was published. In OMEP's *library* a special section was designed to file the *ESD Global Project documents*, *award winners* and the *resource bank*.
- **WASH from the start:** This World Project is being expanded and strengthened with new strategies since the outbreak of the COVID-19 Pandemic. The WP promoted the sharing of content through communication campaigns and the reorganization within the team responsible for leading the global project under the coordination of Udomluck Kulapichitr, VP for Asia Pacific.

- **Toy Libraries, Play and Resilience project:** In May, the WP met with the VP for Africa, the President of OMEP Kenya and the former VP for North America, Madeleine Baillargeon, to work on launching the project again. As a result, a working group led by Nyamikeh Kyiamah and Lilian Okal was organized to develop the program.
- **World Commemorations:** the WP promoted world campaigns to commemorate World Play Day, International Peace Day, World Teachers' Day, World Handwashing Day and Universal Children's Day, highlighting the actions of NCs. In addition, significant commemorations related to human rights, children, the environment and the Education 2030 Agenda were included.
- **World President's Participation:** During the year 2021, the WP held around 30 online conferences worldwide, advocating for the right to quality early childhood education together with the creation of inclusive and equitable public policies for care and education.

BELOW ARE SOME OF THE ACTIVITIES CARRIED OUT:

CENTRAL ORGANIZER	ORIGINAL NAME OF THE ACTIVITY
INDIA DIDACTICS ASSOCIATION AND EDUCATION WORLD FORUM BESA	THE INTERNATIONAL EDUCATION & SKILL SUMMIT 2020 . SESSION: WHERE SHOULD WE START DEVELOPING SOCIAL AND EMOTIONAL EDUCATION? HOW TO COMBINE TECHNOLOGY WITH EMOTIONAL DEVELOPMENT AND FIND A GOOD BALANCE BETWEEN THEM?
UNICEF	SERIES OF VIRTUAL WORKSHOPS ON COMPREHENSIVE EARLY CHILDHOOD DEVELOPMENT. LA PAZ - BOLIVIA
EDHEROES	EDHEROES FORUM: EDUCATION IN THE ERA OF COVID: FAMILY IN FOCUS
OMEP ARGENTINA/SAPI	ROUNDTABLE: EARLY CHILDHOOD MATTERS
OMEP TURKEY	SERIES OF CONFERENCES: LECTURES ON EARLY CHILDHOOD EDUCATION IN THE YEARS 2020-2021 . NATIONAL SOVEREIGNTY DAY AND CHILDREN'S DAY IN TURKEY
OMEP/CLADE	LAUNCHING OF THE LATIN AMERICAN REGIONAL SEMINAR: EARLY CHILDHOOD EDUCATION AND CARE: CHALLENGES FOR PUBLIC POLICIES. ORGANIZED BY: OMEP, CLADE AND CLACSO IN PARTNERSHIP WITH IIN/OAS.
HUMAN DEVELOPMENT PROGRAM, FLACSO, ARGENTINA	ROUNDTABLE: THE QUALITY DIMENSION OF POLICIES. THE EXPERIENCE IN EARLY CHILDHOOD PROGRAMS
EUROPEAN FEDERATION OF PSYCHOLOGISTS' ASSOCIATIONS (EFPA)/COMMISSION OF THE RUSSIAN FEDERATION FOR UNESCO	INTERNATIONAL PSYCHOLOGICAL FORUM "CHILD IN A DIGITAL WORLD" . INITIATED BY THE PSYCHOLOGICAL INSTITUTE OF THE RUSSIAN ACADEMY OF EDUCATION IN COOPERATION WITH THE FACULTY OF PSYCHOLOGY, LOMONOSOV MOSCOW STATE UNIVERSITY AND THE RUSSIAN PSYCHOLOGICAL SOCIETY, WITH THE SUPPORT OF THE INTERNATIONAL UNION OF PSYCHOLOGICAL SCIENCE, THE EUROPEAN FEDERATION OF PSYCHOLOGISTS' ASSOCIATIONS. YOUTUBE VIDEO .
OMEP ARGENTINA / FOUNDATION FOR COMMUNITY ORGANIZATION (FOC)	VIRTUAL MEETING: EDUCATING CITY: CITY THAT CARES. URBAN INTERVENTIONS FROM AN INCLUSIVE ETHICS AND AESTHETICS..
GLOBAL DREAM INDIA	D-TALKS (DISRUPTIVE TALKS): FOUNDATIONAL LEARNING SERIES
OMEP BOLIVIA	VIRTUAL TRAINING: THE IMPORTANCE OF A SAFE REOPENING OF EARLY CHILDHOOD CENTERS DURING TIMES OF HEALTH CRISES DUE TO COVID-19.
MINISTRY OF WOMEN, GENDER AND DIVERSITY	PRESENTATION OF THE FEDERAL CARE MAP, ARGENTINA.
OMEP CHILE	5TH SEMINAR: EMOTIONAL DEVELOPMENT AND SUSTAINABILITY FOR THE CONTEXT.

CENTRAL ORGANIZER	ORIGINAL NAME OF THE ACTIVITY
MINISTRY OF EDUCATION IRAN / RESEARCH INSTITUTE OF EDUCATION	NATIONAL CONFERENCE IN EARLY CHILDHOOD EDUCATION SYSTEM. CONFERENCE: RETHINKING THE GOVERNANCE OF EARLY CHILDHOOD EDUCATION AND CARE SYSTEMS
OMEP CANADÁ	<i>ROUNDTABLE: EARLY CHILDHOOD EDUCATION: OFFERING A SAFE, WELCOMING AND INCLUSIVE ENVIRONMENT</i>
OMEP ECUADOR	CONVERSATION ON THE VOICES OF CHILDREN. TOPIC: PUBLIC POLICIES FOR ECCE
OMEP WP / ARCOR FOUNDATION	WEBINAR: EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD) IN EARLY CHILDHOOD. IN ALLIANCE WITH THE ARCOR FOUNDATION
SOUTH COLOMBIAN UNIVERSITY	1ST INTERNATIONAL SYMPOSIUM ON CHILDREN'S RIGHTS. NEIVA, COLOMBIA. OPENING CONFERENCE
NÚCLEO CIÊNCIA PELA INFÂNCIA (NCPI)	<i>IX SIMPÓSIO INTERNACIONAL DE DESENVOLVIMENTO DA PRIMEIRA INFÂNCIA DO NCPI, BRAZIL</i>
EDHEROES ASIA	<i>EDHEROES FORUM ASIA 2021: INDONESIA CHAPTER.</i>
OMEP POLAND	CONFERENCE: <i>CHILDREN'S RIGHT TO HIGH QUALITY EDUCATION AND CARE.</i>
OMEP ARGENTINA	14TH MEETING ON EARLY CHILDHOOD EDUCATION: <i>TEACHING TO OBSERVE, SING, DANCE, PLAY, READ AND PAINT IN EARLY CHILDHOOD FROM 0 TO 3 YEARS OF AGE.</i>
OMEP CHINA	ASIA PACIFIC REGIONAL CONFERENCE <i>"STRONG CHILDREN TODAY, BETTER ASIA-PACIFIC TOMORROW"</i> . CONFERENCE OF MERCEDES MAYOL LASSALLE: <i>"YOUNG CHILDREN ARE CITIZENS! BUILDING A NEW REALITY FOR EARLY CHILDHOOD"</i>
OMEP SPAIN	EDUCA EXPERIENCE MAECENAS CONGRESS <i>"EARLY CHILDHOOD EDUCATION EDITION"</i>

3.1.2 The work of the Regional VPs on Education

AFRICA

Reported by: Nyamikeh Kyiamah

Participation in the OMEP Seminar Series:

Education for sustainable Development in Early childhood Education.

What's happening with ECCE in the world? Latest research and current perspectives.

Vigorously prompted National Committees to celebrate the international days – World Read Aloud Day, World Play Day, World Teachers Day, Global Handwashing Day, Universal Children's Day..

I also coordinated the meetings for the New Toy Library Project team.

ASIA PACIFIC

Reported by: Udomluck Kulapichitr

PARTICIPATION IN ACADEMIC ACTIVITIES (CONGRESSES, SEMINARS, PANELS)

- a** OMEP Extraordinary Session: Towards the 73rd OMEP Virtual World Assembly 2021. June 19, 2021.
- b** 73rd OMEP Virtual World Assembly. August 28, 2021.
- c** OMEP Seminar Series.
- d** OMEP Asia Pacific Regional Conference 2021, in Hangzhou, China: Strong Children Today, Better Asia-Pacific Tomorrow. November 5-7, 2021.

- e The 10th Session of Global Cooperation Education: The Role of NGOs. December 13, 2021.
- f Global Partnership Strategy for Early Childhood. December 6, 2021.

ACTIONS FOR INTERNATIONAL DAYS:

World Peace Day, September 21, 2021: the OMEP Asia Pacific region and OMEP Thailand coordinated with the Messengers of Peace Program (Thailand) and the World Organization of the Scout Movement to develop an event on World Peace Day on September 21, 2021. At the event, the OMEP Vice President for the Asia Pacific region was appointed to deliver the peace message from the UN Secretary-General, Antonio Guterres.

SUPPORT IN WORLD PROJECTS AND COORDINATION OF WORKING GROUPS

- a OMEP Japan, OMEP Korea, OMEP New Zealand and OMEP Thailand have been actively involved in the ESD World Project.
- b OMEP Thailand has been supported to organize an ESD project for citizenship with OMEP UK.
- c The World Project: WASH from the Start has been coordinated by the Vice President for the Asia Pacific region involving the following team: OMEP Russia, OMEP Cameroon, OMEP Cyprus and OMEP Thailand. Through a zoom meeting and project discussion plan, a world survey was initiated to be conducted for a situation analysis on the implementation of WASH in early childhood settings by the OMEP National Committees. The survey was planned to launch in February/March 2022. The preliminary results of the survey will be presented in a symposium at the 2022 OMEP World Conference in Athens. The project included additional OMEP National Committees from China, Hong Kong-China, Japan and Singapore. Thus an abstract for this project has been submitted and accepted by the conference program committees.
- d The world projects connected to ESD and WASH from the Start initiated by OMEP Norway have been supported by the Vice President for Asia Pacific to have the position of World Project WASH coordinator. This project is an inquiry of local conditions for children's access to water. The project's preliminary result will also be presented in the 2022 OMEP World Conference in Athens. The countries involved in this project are Norway, New Zealand and Thailand.

EUROPE

Reported by: Ingrid Engdahl

At the 17th German Child and Youth Welfare Congress organized by AGJ (Arbeitsgemeinschaft für Kinder- und Jugendhilfe) on May 17-19, OMEP organized a seminar with the title **The role of OMEP in Children's Rights and Early Childhood Education for Sustainability**. OMEP representatives Ingrid Engdahl and Eva-Lotta Bueren, OMEP Germany; Dr. Selma Simonstein, OMEP Chile; Professor Milada Rabušicová, OMEP Czech Republic; Professor Natalya Ryzhova, OMEP Russia; and Dr. Adrijana Višnjić-Jevtić, OMEP Croatia, illustrated fundamental contributions on young children's rights and the role of early childhood for a sustainable society. A common strand was to collect and share children's voices and illustrate child participation.

Almost all the NCs celebrate one or more of the five OMEP honor international days, and the International Children's Day (November 20) is the most celebrated. OMEP Italy is working to establish a celebratory day worthy of this important date. In 2021, OMEP Italy organized a series of events that culminated in online meetings and that allowed participants to start a tradition of meeting and participation. Bulgaria, Russia and Slovakia take the lead and celebrate all days, and in addition national days. In Poland, over 200 kindergartens took part in the actions for the handwashing day (October 15), with more than 220,000 children. Likewise, on the International Day of Peace (May 28) 5 000 children from more than 100 educational institutions took part. OMEP France organized an intergenerational event around play on May 28, in partnership with a social center working with a vulnerable population, where five institutions and 60 children participated.

Ingrid Engdahl is responsible for the OMEP work group on ESD, and there has been one meeting in September. Ingrid Pramling Samuelsson at the University of Gothenburg chairs the OMEP ESD Leadership team that organizes the OMEP ESD Award process.

In 2021, two student applications from Croatia and one application from Sweden got the award. Maria Vassiliadou, president of OMEP Cyprus, is the leader of the Color your rights project. Sadly, the pandemic has also slowed this project down. However, ten NCs in Europe participated in the project and the report from OMEP Bulgaria is representative for the involvement: 900 children from 30 Bulgarian kindergartens (in Burgas, Pernik, Iven, Sliven, Sofia, and Topolovgrad) with the aid of 60 teachers participated. A total of 14 pictures submitted by Bulgarian children were selected at national level and were sent to the organizers.

LATIN AMERICA

Reported by: *Desirée López de Maturana*

During 2021, the VP participated in:

- Talks at UNA University in Costa Rica and at Universidad Iberoamericana (UNIBE) in Paraguay.
- Meetings and discussion seminars on flagship initiatives, advocacy topics and determination on the main ECCE issues in the region.
- Meeting with the Ministry of Education in Paraguay on June 26, 2021. Module for education policies for early childhood, families and communities.
- Moderation of the 2nd strategic dialogue: Comprehensive protection of children's rights. Strategic dialogues for early childhood care and education, organized jointly by CLADE (the Latin American Campaign for the Right to Education), OMEP (World Organization for Early Childhood Education) and the Inter-American Children's Institute. June 24, 2021.
- OMEP Peru and "Safe return... Children first" made up of 8 groups. Webinar: "Safe return to centers for children: experiences in Latin America". March 16, 2021.
- 1st seminar of the educational centers network of the Ñuble and Bío-Bío regions. Giving a new meaning to play in early childhood. One of the views on pedagogical practices. April 30, 2021.
- OMEP Mexico. Times and places for a collective voice. OMEP Latin America's Strategic Plan.
- 6th cycle of international talks. 10th International Homo Faber Meeting. Human horizons of the Kal kan. Colombia.
- Presentations in several Latin American countries.

- Presentation for the Ministry of Education and the Ministry of Science, Chile.
 - Actions for international days.
 - Support to global campaigns and the ones organized by each National Committee.
- Use of Facebook to promote the campaigns and historical dates.
- Support to world projects and coordination of working groups.

To summarize, we participated in talks, on average, once a week during 2021, discussing topics like play, ESD, emotional education, children in science, educational experiences in the pandemic, research, informal programs, among others.

NORTH AMERICA AND THE CARIBBEAN

Reported by: Christiane Bourdages Simpson

Although the North American and Caribbean region is large, it is made up of only 3 committees that are far apart. New communication modalities are to be considered in the collaborations to be envisaged for the next year. Our participation in seminars, webinars, panels, pedagogical cafes, etc. has been more important in 2021.

Participation in international days takes **many forms and modalities** and varies in intensity.

3.2 World Projects

3.2.1 OMEP's work for Early Childhood Education for Sustainability in 2021 and the ESD awards for 2022

Report prepared by the ESD OMEP work 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. In 2021, UNESCO with the active support from Princess Laurentien from the Netherlands developed the Global Partnership Strategy for Early Childhood. The initiative brings together more than 140 partner institutions, representing national authorities, ECCE practitioners, and partners, a *process* in which Pramling Samuelsson and Engdahl have participated. ECCE has always been a blind spot 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 mere 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 in multilateral fora. Because the best investment for societies is to invest early in the citizens of tomorrow, a paradigm shift on the importance of ECCE must occur. Within this process, OMEP has worked hard to include concepts to promote high quality education and a UN Decade for early childhood education.

Each year, all UNESCO partner organizations meet for a conference or workshop. This year, Ingrid Pramling Samuelsson presented the work of OMEP at a seminar during the UNESCO World Conference for ESD: Learn for our planet - Act for sustainability in Berlin, Germany, on May 17-19. Additionally, for the 5th UNESCO Forum on Transformative Education for Sustainable Development, Global Citizenship, Health and Well-being on November 29-December 1, Pramling Samuelsson and Engdahl developed a virtual poster about the contributions from OMEP. As reported before, 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 followed webinars arranged by UNESCO in 2021 sharing communications about the Covid-19 pandemic.

Engdahl and Višnjić-Jevtić have developed the UNESCO application from 2020 into a Erasmus+ application *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.

OMEP WORK GROUP FOR ESD

Following the decisions at the 2021 World Assembly, a work group for ESD has been established, under the leadership of Ingrid Engdahl. The open invitation resulted in 17 members from 12 countries. We have had one meeting on September 27. Some new ideas came up for OMEP: ESD Blogs on the OMEP website, developing the ESD Passport for children, which has been launched in UK, as well as the Ecological Footprint for ECCE, to reach out to children in their homes, not just in preschools and kindergartens, promoting twinning projects between different countries/settings and ECE for Sustainability in public spaces and in collaboration with museums, libraries, etc. We agreed to coordinate our presentations at the OMEP WAC in Athens in 2022.

OMEP ESD AWARDS 2021-2022

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 twelve years of the competition. Because of the pandemic, and as the OMEP World Conference was postponed, OMEP invited the ESD Award winners of 2021 to present their projects during a webinar, on November 4, as the OMEP Seminar Series III.

Under the leadership of Ingrid Engdahl, Glynne Mackey, and Adrijana Višnjić-Jevtić, the five projects were presented:

- **Anja Kočiš**, Faculty of Teacher Education, University of Zagreb, Croatia.
» *Finaktivci*
- **Lucija Cimić, Petra Dumbović, Lucija Skuliber, Katarina Jelinek, Ivančica Žarković y Josipa Kodrić**, Faculty of Teacher Education, University of Zagreb, Croatia.
» *Recycle a toy, promote sustainability*
- **Hideki Oka**, Shinobu Kindergarten, and colleagues, Japan. .
» *Work on sustainable online cross-cultural exchange that nurture the global sensitivity of young children*
- **Sofia Zätterström** and colleagues Hoppetossa preschools and edChild, Stockholm, Sweden.
» *edChild - Sharing educational activities within sustainable development through a global community of early childhood educators*

- **Şebnem Feriver** and colleagues, Middle East Technical University, Turkey.
 - » *Children as System Thinkers: Exploring Water with Education for Sustainable Development*

2022 APPLICATIONS

In October 2021, the Call for Applications for OMEP's 13th award for ESD projects for 2020-2021, and for the OMEP's 4th Student ESD Award was distributed. This year, the leadership group met at a hybrid event, organized from Gothenburg, and the individual ratings were distributed in advance.

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 applications were interesting, fruitful and it becomes evident that ESD and the child's participation and voice are solidly founded within the OMEP projects.

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

THE OMEP UNESCO RESOURCE BANK

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. During the year, the resource bank has transitioned from a Korean server to the OMEP World website. In the transition process, the list of winners since 2010 seems to have disappeared and it is not easy to find the projects that were awarded. Eunhye Park is concerned about this and works on a solution, which keeps the Resource Bank on a separate but linked website. It is important that the Resource Bank is updated regularly.

OMEP ESD RATING SCALE PROJECT

In 2019, the World Assembly and the Executive Committee decided to launch a new part of the OMEP ESD project. The overall purpose of the project is to reorient and transform education in early childhood settings towards a culture of sustainability. The aim is to introduce and implement the OMEP ESD Rating scale (2019, 2 ed.). The project will bring teams of early childhood professionals together and provide a common language for discussion and development of

the quality of the education and may also serve as a tool for monitoring change. The project leaders are Ingrid Engdahl, Sweden, VP of OMEP for Europe; Milada Rabušicová, Czech Republic; Natalia Ryzhova, Russia; and Adrijana Višnjić-Jevtić, Croatia.

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. Due to the pandemic, many ECE settings have been closed and there have been problems in implementing the ESD Rating Scale project. However, it is still ongoing, and will be presented at the OMEP World Assembly.

DISSEMINATION OF ESD

Adrijana Višnjić-Jevtić and Ingrid Engdahl, together with Alicja R. Sadownik, from the Western University of Norway, have edited the book *Young Children and Their Rights: Thirty Years with the UN Convention on the Rights of the Child*, with many OMEP scholars among the authors. During the year, a special issue of *International Journal of Early Childhood on Early Childhood Education for Sustainability: Critical Exploration of Possibilities and Challenges* was developed with Ingrid Engdahl and Ann-Christin Furu as guest editors. In this issue, three of the articles reported on research with the OMEP ESD Rating Scale.

At the 17th German Child and Youth Welfare Congress organized by AGJ (Arbeitsgemeinschaft für Kinder- und Jugendhilfe) on May 17-19, OMEP organized a seminar with the title *The role of OMEP in Children's Rights and Early Childhood Education for Sustainability*. OMEP representatives Ingrid Engdahl and Eva-Lotta Bueren, OMEP Germany; Dr. Selma Simonstein, OMEP Chile; Professor Milada Rabušicová, OMEP Czech Republic; Professor Natalya Ryzhova, OMEP Russia; and Dr. Adrijana Višnjić-Jevtić, OMEP Croatia, illustrated fundamental contributions on young children's rights and the role of early childhood for a sustainable society.

Adrijana Višnjić-Jevtić, Natalya Ryzhova and Ingrid Engdahl talked about ESD at the Polish International Conference at the UAM in Poznań *Children's right to high-quality education and care* on October 23-24.

FINAL WORDS

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 Nyamikeh Kyiamah y Lilian Okal

Project coordinated by Nyamikeh Kyiamah – VP for Africa Region.

Project led by Lilian Okal – OMEP Kenya President.

The project is still in the developmental phase. A proposal has been drafted and funding is being sought.

- Countries that applied to participate in 2021: So far, we have Cameroon, Ghana and Kenya.

OMEP has placed at the center of its actions the human rights of early childhood (0-8 years old) with a focus on the right to education and play (UNCRC Art 31). So, over the years, its projects have focused on the development of children's play. In 1994, we had the first edition of the Toy Libraries project in Africa and Latin America. Then, in 2014, the Play and Resilience project was launched at a global level.

We are aware that, right from infancy, children have a great potential to learn about the world through play. However, many children around the world are missing out on this critical window of opportunity due to lack of access to quality early playing opportunities. The Covid pandemic has made this lack even more visible. In recent decades, the scientific community has found increasing evidence that supports that children are constantly learning, connecting, and engaging with their surroundings through positive playful experiences.

OMEP believes that one way of providing access to such quality early learning opportunities is through Toy Libraries.

- **The new edition of the Toy Libraries Project**, led by OMEP Kenya, has become a global initiative that will be extended in the 5 regions and 64 countries where OMEP National Committees work.

It had been planned that, during the second part of 2021, the "Omep Seminar Series" would be developed where keynote speakers would present topics and experiences to help consolidate the development of the project. The lectures were to be broadcast on OMEP's YouTube channel to receive input for regional discussions inside the OMEP community. The lectures will now take place in 2022, starting in March.

- It was planned to have the proposals ready to seek funding from the **Lego Foundation** in the first place, as well as to organize webinars to present topics and experiences that help consolidate the development of the project. This will now happen in 2022.

We had 2 or 3 virtual meetings and came out with a draft proposal.

Challenges in 2021: Getting the most adequate proposal to attract funding from the right sources.

3.2.3 Color your rights

Reported by Maria Vassiliadou, coordinadora del proyecto

The OMEP World's creative art project "Color your Rights" intends to celebrate the commemoration of the 30th Anniversary of the "Convention on the Rights of the Child". It was proposed by the National Committee of Cyprus and approved during the World Assembly of OMEP in Panama in 2019. The aim was to give a voice to children around the world and offer them the opportunity to illustrate the rights that they consider most important and to be able to express their feelings, their understanding and their thoughts about their rights through art. In this way, an attempt was also made to make the beneficiaries themselves aware that they have rights and that they can demand that these have to be respected around the world and in any circumstance.

As it occurred with many activities, the Covid-19 pandemic affected the timeline of the project for 2021, but many artworks made by children from all the continents have arrived to Cyprus and are ready to be shown at an **exhibition in Nicosia (Cyprus)** between June 23 to 28, 2022, at Cultural Center of Strovolos. The Cyprus OMEP Committee will invite all the Ambassadors of the countries whose artworks are being presented at the exhibition and authorities of the Cypriot educational sector. Workshops and guided tours for children will be organized under the framework of the exhibition. A special conference will also be held during the exhibition period where invited guests will speak about the importance of this project, among them the OMEP World President, Mercedes Mayol Lassalle, OMEP's representative at UNESCO, Lisbeth Gouin, and relevant stakeholders from the Cypriot

educational and cultural sector. The artworks will also be shown in a virtual exhibition during a Symposium in the OMEP World Assembly and Conference, in Athens in July 2022.

A printed publication with the selected paintings and drawings and the different articles of the UNCRC will follow. This book will be distributed among the OMEP National Committees, different NGOs and governmental bodies and will serve to illustrate the artistic creativity and expressive diversity of children around the world.

The first step in the creative process was the choice of the subject, that is, of the right that the child wants to illustrate. This ensured that the little artists became familiar with the Convention and that they could learn about their rights. As educators, we know that children express themselves more easily and freely through artistic creation using the materials and techniques with which they feel most comfortable. In this sense, it has been decided not to set any limits or recommendations. The only rule that must be respected is the format and the support material of the creative work. In addition, it has been decided to separate the participants into two age ranges, the first for children from one to six years old and the second from six to eight.

As this project is coming, after a long journey, to its final phase, we had the opportunity to observe its importance for many children around the world through the sensibility of the art works and also from their enthusiasm to express their feelings about the rights they consider most relevant, such as the right to health, to play, to have friends, to education, to nurture, to be part of a family and to peace.

Finally, we would not like to feel that, even if “Color your Rights” came to its end, it was an inspiring project for many of us to be continued as long as all children can express themselves through art and send their colorful messages to all adults.

3.3 The work of the NC in Education

3.3.1 Participation in the Global ESD Project: OMEP-EDS Rating Scale and ESD Annual Competencies 2021

A total of **32.08%** of the NCs reported participating in the *World Project on Education for Sustainable Development: OMEP-EDS Rating Scale*.

- From **AFRICA** Burkina Faso, Cameroon (2 schools involved with 5 teachers) and Nigeria (17 educational centers but only one successfully implemented) reported their participation.
- From **ASIA PACIFIC**, New Zealand and Japan reported (7 institutions, with approximately 50 teachers in these preschools and 7 university teachers).
- From **EUROPE**, Sweden, Russia, Bosnia and Herzegovina (two public universities: University of Banja Luka and University of East Sarajevo, 30 master students in training to apply the Scale and 3 teachers from those universities), Croatia (4 institutions, about 40 teachers), Czech Republic (all committee members and 10 members of the organization), Spain (about 10 centers), Sweden (about 150 preschool teachers, and preschool students at two universities), Turkey (April 2022, 20 preschools, 20 preschool classrooms, 20 teachers in Eskişehir), and the United Kingdom (1070 children and their families, 47 educators) reported their participation.
- From **LATIN AMERICA**, Uruguay and Venezuela reported their recent participation.
- From **NORTH AMERICA AND THE CARIBBEAN**, the United States (participating with a teacher) and Canada (it was a challenge to request teachers or educators to participate, especially in times of COVID and, despite the dissemination, they were not successful) reported their participation.

Only **7 National Committees** participated in the *Annual competition on education for sustainable development*: Nigeria, Nueva Zelanda, Japan, Pakistan, Croatia, Czech Republic and Sweden.

In addition, **3 National Committees** participated in the *Annual competition on education for sustainable development for Students*: New Zealand, Pakistan, Croatia.

See the ESD report in section 3.2.1 of this document.

3.3.2 Participation in national and/or regional ESD-related activities

A total of **54.72%** of the NCs mentioned other actions, for example, their participation in UNESCO programs such as GAP; their participation in working groups to discuss the issue and contribute to public policy action; the inclusion of ESD in curricular framework reforms; awareness campaigns regarding forest fires, recycling, climate or outdoor activities; local projects, seminars and workshops, as well as international conferences, summits and symposiums.

The NCs of Argentina, Brazil, Bolivia, Chile, Paraguay and Uruguay also participate in the regional project *“My Backyard is the World”* Award led by the OMEP World Presidency and the Latin American Vice-Presidency, in alliance with the Arcor Foundation.

REGION	ACTIVITIES
AFRICA: GHANA	TRAINING WITH THE GHANA COMMISSION FOR UNESCO ON HELPING MEMBERS TO BETTER UNDERSTAND THE SDGS. WORKSHOP WITH THE WINNER OF THE ESD 2020 AWARD ON HOW TO CREATE A PROPOSAL FOR SUBMISSION.
ASIA PACIFIC: REPUBLIC OF KOREA	THE OMEP KOREAN COMMITTEE ORGANIZED A SERIES OF WEBINARS ON ESD PRACTICE IN ECCE. THREE WEBINARS WERE HELD VIA ZOOM AND VARIOUS AUDIENCES ATTENDED THE MEETINGS.
EUROPE: SLOVAKIA	NC MEMBERS PARTICIPATE IN THE ERASMUS+ TAKE ME OUT PROJECT THROUGH THE FACULTY OF EDUCATION IN PREŠOV. EDUCATIONAL PROJECTS ON ESD ARE IMPLEMENTED IN KINDERGARTENS.
LATIN AMERICA: PARAGUAY	PARTICIPATION IN THE “MY YARD IS THE WORLD” AWARD AND IN THE DIGITAL BOOK COMPILING THE WINNERS OF THE PRIZE UNTIL 2020. A SERIES OF 5 CONFERENCES WAS ORGANIZED WITH THE CATHOLIC UNIVERSITY OF ASUNCIÓN WITH THE AWARD WINNERS. THE NCS FROM ARGENTINA, BRAZIL, URUGUAY AND CHILE PARTICIPATED IN THE MEETINGS.

3.3.3 Participation in activities and projects related to WASH from the start.

52.83% of NCs informed that they celebrated the *Global Handwashing Day* (October 15).

- In **AFRICA**, activities were centered on making the celebration visible within the communities and stressing the role of families. Participation reached several local chapters: more than 50 institutions and more than a thousand children, leaving an important photographic register in several countries.
- In **ASIA PACIFIC**, campaigns were carried out for early childhood education centers to use the necessary resources to promote the celebration. They were also disseminated to members and the general public on websites and national newsletters.
- In **EUROPE**, local actions were carried out to celebrate the day in ECCE institutions affiliated with OMEP, and various activities were organized with more than 1,000 children. Webinars, artistic activities and a flash mob were organized.
- In **LATIN AMERICA**, activities were implemented directly in kindergartens. Programs and virtual activities were carried out in the different NCs and in their local chapters. The global strategy for prevention and care against COVID-19 was emphasized, and thematic workshops and dissemination campaigns were conducted on web pages and social networks.
- In **NORTH AMERICA AND THE CARIBBEAN**, OMEP World information was posted on social networks, and awareness was raised in several areas, brochures were handed out, training was conducted and health and hygiene information activities were carried out.

In total, **37.74%** of NCs reported other activities and projects undertaken regarding *WASH from the start*, e.g.: soap making, participating in radio programs, demonstration of hand washing

techniques, talking with children and families about safe drinking water supply and health, producing a board game for 3-6 year olds “*Odpornościaki*” [Immunes] on hygiene routines during the pandemic, celebrating water day with promotional banners on websites and social networks, awareness campaigns about the need to save water *hand washing*, as well as conferences, printed material, plays, puppets, videos, and disseminating the content developed by the World Team.

REGION	ACTIVITIES
AFRICA: CAMEROON	AS PART OF THE VFL (VUE DU FRONT) PROJECT, ACTIVITIES WERE CARRIED OUT TO HEIGHTEN EARLY CHILDHOOD AND COMMUNITY AWARENESS OF UNSANITARY CONDITIONS, NON-COMPLIANCE WITH HYGIENE STANDARDS, AND POOR TREATMENT OF HOUSEHOLD WASTE AND ITS DANGERS, SUCH AS FLOODING AND DISEASES. CHILDREN AND FAMILIES FROM THE COMMUNITIES OF NKOLDOUÉ, NKOLBIKOK, AND EDOT-MEFOU, IN NKOLBISSON, PARTICIPATED (MORE THAN 30 VOLUNTEERS AND MORE THAN 3,000 PEOPLE WERE SENSITIZED).
ASIA PACIFIC: JAPAN	IN JAPAN, ABOUT 1,010,000 CHILDREN PRACTICE HANDWASHING AT ALL ECCE FACILITIES (MORE THAN 4,400). IN FUKUYAMA CITY, HIROSHIMA PREFECTURE, MORE THAN 200 “ROSE SOAPS”, WHICH WERE MADE BY CITIZENS USING THE FLOWER AS A SYMBOL OF PEACE AND POST-WAR RECONSTRUCTION, WERE DISTRIBUTED. ABOUT 320 CHILDREN AT 2 ECCE FACILITIES USE THEM TO PROMOTE HANDWASHING.
EUROPE: BULGARIA	DURING THE COVID-19 PERIOD, ALL KINDERGARTENS IMPLEMENTED THESE TYPES OF ACTIVITIES AS PART OF THE OVERALL PANDEMIC RESPONSE.
LATIN AMERICA: VENEZUELA	STRENGTHENING OF THE NATIONAL PROGRAM “WE TAKE CARE OF OURSELVES WHILE PLAYING” TO PROMOTE PROPER HAND WASHING. INCLUDING THE TOPIC IN THE COMMUNITY ECO-PROTECTION AND COMPREHENSIVE CARE OF EARLY CHILDHOOD PROJECT WITH ACTIVITIES ORGANIZED BY 2 INSTITUTIONS (MORE THAN 200 CHILDREN HAVE BENEFITED), DISSEMINATION THROUGH SOCIAL NETWORKS AND PHOTOGRAPHIC RECORD FOR DISCLOSURE..

52.83% of the NCs have shared the content developed by the world communication team regarding *WASH from the start* on social media.

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

A total of **18.87%** of the NCs participate in the working group for the project “Play and Resilience/Toy libraries”: Kenya, Nigeria, Sierra Leone, Pakistan, Cyprus, France, Mexico, Panama, Uruguay and Venezuela.

See the report of this project in section 3.2.2 of this document.

58.49% of NCs reported that they celebrated World Gaming Day (May 28) through different activities.

- In **AFRICA**, the NC of **Ghana** organized game days associated with the improvement of physical activity (5 schools and approximately 1000 children). In **Nigeria**, institutional celebrations were held (over 30 schools in 6 state chapters, over 1500 children). In **Sierra Leone**, toy creation days were organized (10 preschools with just under 1000 children. “Trash to Treasure” project).
- In **ASIA PACIFIC**, the NCs of **Australia, Japan, New Zealand** and the **Republic of Korea** promoted the celebration through their websites, newsletters and social media.
- In **EUROPE**, NCs from **Spain** and **Croatia** disseminated information, **Italy** and **Norway** organized webinars, **Bulgaria** organized local activities in some kindergartens, and **Ireland** in third level institutions (about 17) and in early childhood centers (about 4,700). **France** held an intergenerational event in partnership with a social center working with vulnerable people (5 institutions, 60 participants) and concluded the project for the creation of a nursery school/library/toy library in Senegal (the Mi-

nistry of Education of Senegal will be responsible for the recruitment of 3 teachers, the management and maintenance of the buildings taken over by the city of Ndiagniao; 3 institutions and donors, 150 children registered). **Portugal**, with its project “A Rodar-E8G”, celebrated activities for children and young people, while promoting care and physical distancing due to the pandemic. **Russia** had a simultaneous activity, at the same time that day, where children played board games (560 participants). **Slovakia** organized individual and collective games in educational institutions and homes (100 institutions and approximately 2,500 children), and invited kindergartens to join in the creation of a collection of the most interesting and successful games and ways of celebrating this day (the book will be published at www.omep.sk). **Ukraine** developed the project: “Playing: the main tool of communicative and speech competence of preschool children” and conducted a campaign in social media.

- In **LATIN AMERICA**, the NCs of **Argentina, Uruguay, Paraguay** and **Peru** celebrated the day through social media, shared materials and posters, and carried out campaigns on the importance of play and on the safe return to playgrounds in public spaces. **Mexico** held a webinar in partnership with its Delegations that made dumbbells or binas. **Cuba** celebrated the day in 4 educational institutions. **Panama** did it in some educational centers in partnership with the Association of Girl Guides, and **Colombia** held a Didactic Fair. **Brazil** participated through two regional chapters in the *Semana do Brincar*: Associação Baixada Santista / SP (in addition to schools, universities and representatives of civil society and local government were involved).
- Venezuela carried out live broadcasts on social media, one on the game-production of experience and knowledge (organized by 4 institutions and involving more than 10 participants), and another one on Games for and with children and Early Childhood Education teachers for their enjoyment. In addition, 2 essays were published: *Children's play, social interaction and learning in confinement: A playful interaction for a new sociality and Enunciation Games in early childhood*.
- In **NORTH AMERICA AND THE CARIBBEAN**, **Canada** used social media to invite teachers and educators to carry out activities to celebrate this day, while the **United States** participated in a virtual activity in a school where children and families were encouraged to play outdoors.

In total, **56.60%** of NCs have shared the content created by the world communication team for World Gaming Day on social networks.

3.3.5 Participation in the project: Color your rights

A total of **43.4%** of the NCs reported that they participated in the world project: Color your rights.

- In **AFRICA**, the NC in **Kenya** took part through an educational center (140 children and 4 teachers), in **Nigeria**, 10 educational centers participated by sending drawings to the coordinating committee via email, and in **Sierra Leone**, 3 educational centers participated (9 teachers and 36 children).
- In **ASIA-PACIFIC**, the NC in **New Zealand** reported that, even though they are not part of the working team, they contributed with art pieces (some of which were accepted), as well as **Australia**, where 4 pictures were sent and a presentation of children's drawings was developed for their own book. **Japan** gathered drawings from 5 educational centers (they presented 11 pieces via email) and sent 5 pieces through the postal mail to the coordinating committee in Cyprus.
- In **EUROPE**, the NC in **Bulgaria** recruited 900 children from 30 kindergartens (in Burgas, Plevnik, Pleven, Sliven, Sofia and Topolovgrad) assisted by 60 teachers, and they presented 14 pictures that were selected at national level and sent to the organizers. In **Czech Republic**, several kindergartens participated and the NC contributed with

pictures that were sent to the project coordinator. In **Spain**, 12 centers with several teachers and full classes from the required age ranges took part in the project. In **France**, 4 schools, 19 teachers and 475 children participated, drawing about the rights to difference, identity, culture, health, to have a house, to go to school and to have free time. In **Greece**, 17 kindergarten students from all over the country sent their pictures and 4 of them were selected for the exhibition. **Poland** recruited 35 institutions and more than 2500 children to take part in the project. In **Russia**, 7 educational institutions and 170 children participated; in **Slovakia**, 5 teachers and 16 children from 2 kindergartens; in **Sweden**, 15 educational centers, 15 teachers and around 200 children; in **Turkey**, 2 kindergartens, 5 teachers and 20 children; and in **Ukraine**, 8 kindergartens, 46 teachers and 120 children.

- In **LATIN AMERICA**, 1 educational center from Buenos Aires City participated representing the NC in **Argentina**: Escuela del Sol presented the work of 16 children assisted by 2 teachers. In **Peru**, 30 children from around 5 educational institutions participated; and in **Uruguay**, 2 public institutions took part.

- In **NORTH AMERICA AND THE CARIBBEAN**, the NC in **Canada** participated with 1 school and the **United States**, with 1 early childhood learning center, 2 teachers and 8 children.

See the full report of this project in section 3.2.3 of this report.

3.3.6 National seminars and conferences in 2021

71.7% of the NCs reported having held conferences and seminars during 2021.

- **AFRICA:**
 - » **Burkina Faso** held a course on Information and Communications Technology for Education, while
 - » **Camerún** hosted 3 training seminars on political advocacy under the framework of the VPL project.
- **ASIA PACIFIC:**
 - » **Nueva Zelanda** rheld several seminars, some online via Zoom and some in person, with topics on bi-cultural responsibilities, gender issues in early childhood, and outside play (between 10 and 40 participants, sometimes even more, assisted); they also took part in an early childhood teacher symposium with representatives from the Ministry of Education in New Zealand and public officials from China; finally, they were present in the virtual cafés and the OMEP Regional Conference for Asia Pacific.
 - » **Australia** held a webinar to celebrate the 30th Anniversary of the UNCRC, OMEP's role and they presented research on children's rights.
 - » **República de Corea** hosted and participated in congresses and seminars (virtual and in person), in staff development courses and awareness raising on COVID-19.
 - » **Japón** developed open conferences (online) carried out at the time of their annual meeting: a conference on ESD with Dr. Ingrid Engdahl, a conference related to the CRC by Prof. Mikio Kondo and a social event with around 60 members; they also held an exchange meeting online on Color your rights, which included a presentation by Dr. Maria Vassiliadou, a short conference on the CRC and presentations by ECCE educators, with the participation of around 60 people; in addition, they developed 2 online forums on childhood care in Fukushima, they generated reports and drove discussions among ECCE educators in Fukushima, with the participation of around 30 people in each forum; finally, they co-hosted an online international symposium with the Research Society of Japan on ECCE, with around 100 participants.

- **EUROPE:**

- » **Europe:** Croatia organized 5 virtual seminars, with 400 participants, and an on-site conference, with 100 participants.
- » **Cyprus** hosted seminars and workshops on promoting children's and parents' mental health, on domestic violence, on children with special needs, and on support services for children and parents during the pandemic.
- » **The Czech Republic** organized an on-site conference on the current situation of ECCE in the country, with 35 participants.
- » **Spain** held online activities with 500 people.
- » **France** participated in the AGEEM Paris academic course *Outdoor class* with 35 participants, and organized the videoconference *OMEP-France Early Childhood Outdoors* with 20 participants at the moment and 50 who watched later.
- » **Germany** held 4 online meetings of the expert committee "Childhood, children's rights, family policies", with up to 22 people joining synchronously; they also participated in the 17th German Congress of Childhood and Youth Welfare of the AGJ, and organized a leading event on the topic of "Diversity and responsibility. A consideration in the context of child day care". This was held online and 86 participants joined the session. They also hosted the online event "The role of OMEP in Children's Rights and Early Childhood Education for Sustainability".
- » **Ireland** organized the annual conference "*Celebrating Leadership in Early Childhood Education and Care in Times of Crisis*", held synchronously online with a total of 120 participants.
- » **Italy** had online activities exclusively for members.
- » **Norway** held discussions and 2 professional meetings.
- » **Poland** was part of the organization of *The child's right to quality education and care* in the Teachers Training College of the Adam Mickiewicz University in Poznań. There were a total of 207 participants and 26 works presented. They also had the seminar for the "Blossoming outdoors" project with Renata Michalak, to which 60 teachers assisted.
- » **Russia** participated in the All-Russian Forum of Preschool Education workers "Childhood Landmarks 3.0", in the "Magic Breeze" childhood creativity competition in all Russia, in the scientific and international practice conference "Value Orientations of Preschool Education", and in the "Primordial Russia" nature festival. This NC also became a partner of the L. Vygotsky international contest.
- » **Slovakia** hosted the activity: *Forest pedagogy in kindergarten conditions* with 83 participants.
- » **Sweden** held various webinars focused on different goals related to OMEP, with the participation of around 200 people.
- » **Turkey** hosted the *Preschool Education Online* Seminar for 500 participants.
- » **The United Kingdom** developed 9 seminars on different ECCE topics through the Eventbrite platform in a synchronous manner, which are also *available online*.
- » **Ukraine** carried out the seminar "Conflict in the pedagogical system: its essence and way to avoid it", the discussion panel "Growing together: in our professional and personal lives", the workshop "Academic integrity: opportunities and risks", and a series of webinars on the "*Design of a digital learning environment for the development of early childhood*."
- » **Greece** had virtual activities for a great number of professionals, ranging between 60 and 400 participants. They held the following activities: "*Exploring the Image of the Self through the Unconscious Image of the Body*" by Mary Charalambous of the Edinburgh University, the seminar "*Mental resilience and empowerment of teachers*"

in partnership with the P.E.K.E.S Organization of Western Greece, and the online conference *"The Art of Raising Spiritual Children."* They also hosted the training sessions *"Distance learning in kindergarten: challenges and suggestions"* together with Aristotle University of Thessaloniki; *"Practices for the development of Emotional Intelligence in relation to a book"* with Giolanda Tsoroni-Georgiadi; *"Creating digital stories and games in distance education in Kindergarten with the contribution of web 2.0 tools"*; *"Child Abuse - Neglect: the role of school in preventing and dealing with the phenomenon"* with P.E.K.E.S and the Department of Cultural Affairs of the Primary Education Sector in Achaia; *"Relationships developing at school and ways of managing them"*; *"Differentiated pedagogy in preschool education: importance and challenges"*, in partnership with the National and Kapodistrian University of Athens and the University of Patras, Early Childhood Education Department; *"Education for Sustainable Development and Preschool Education"*, collaborating with the University of the Aegean. Finally, they hosted the seminar *"The Land of Ice Cream: Ideas and Actions for Alternative Celebrations in Kindergarten and Primary School"*, and the presentation "Participatory actions in Preschool Education: design, implementation" collaborating with the Early Childhood Education Department of the University of Western Macedonia, and the webinar "At full speed for green Christmas" in cooperation with WWF Greece.

- **LATIN AMERICA:**

» **Argentina** had a virtual national meeting under the OMEP NEAR YOU program, with the Heads of Preschool Education from different provinces and public officials from Buenos Aires City, Chubut, Corrientes, Entre Ríos, La Rioja, Río Negro and San Juan. The following online conferences were held in partnership with the Navarro Viola Foundation: *"Educating emotions or supporting emotional development?"* with Juan Augusto Laplacette, *"Organizers of hope and comprehensive education"* with Rosa Violante, *"Body: Are you there? Traces, registers, emotions and bonds in uncertain times"* with Erika Chokler, *"Compasses for practice"* with Fernanda Barnes, *"To play... Is it enough to play, or is something else necessary?"* with Patricia Sarlé, *"Play and language as pillars of children's development?"* with Celia Rosemberg, *"Educational resources during the pandemic"* with Silvia Szenjblum, *"Art and play. Possibilities using digital technology"* with Eleonora Mendieta, *"Opening the doors to a comprehensive sex education in early childhood"* with Liliana Maltz, *"Playing in the city. Spaces to play: homes, sidewalks, streets, parks, educational environments"* with Daniel Calmels. In partnership with the Argentinian Early Childhood Society (SAPI, for its Spanish acronym), a discussion was held on *"School for children today: is there a new way to be in it? A new way to be with others? Stability and change. Challenges facing the new normal"*, and the *14th Early Childhood Education Meeting: Teaching to observe, sing, dance, play, read and paint in early childhood*. The OMEP-CLADE-EDUCO alliance, in partnership with Community Organization Foundation (FOC, for its Spanish acronym) and the Lomas de Zamora Municipality, presented the project *A city that educates, a city that cares*. Argentina also participated in the regional meetings for early childhood care and education organized via Zoom by CLAVE. They presented the new book *Education in children from birth until 2 years old. Perspectives from the curriculum design*. The research team was formed by Patricia Sarlé, Silvina Boscafiore, Astrid Eliana Espinosa, Vanina Figule and Rosa Garrido. This country also participated in the congress on emotional education by OMEP Chile, presenting *"Rethinking education in current contexts: emotions and the physical aspect"*, by Alejandra Castiglioni. Brazil organized a Best Practices in Early Childhood Education Metropolitan Action, divided in 2 periods, 7 municipalities from the Baixada Santista, where successful practices were presented both for the mana-

gement area and for early childhood teaching. The meetings reached an average of 150 people in each period.

» **Chile** had the 5th OMEP Chile seminar “Consequences and challenges for early childhood: Emotional development and sustainability for the context”. It was delivered online with 1625 participants registered and 500 connected synchronously.

» **Ecuador** had the webinar “Humanizing education”, organized by University San Gregorio de Portoviejo in partnership with the Ecuador Foundation. They also participated in the webinar “Education cluster: The return to the classroom.” They took part in the virtual conference for the 3rd International Congress on Education from Tampico University in Mexico; and in the International Congress on Education: “Innovative educational trends in early childhood education”, organized by Guayaquil University, in which several Latin American NCs participated, as well as the WP and the Deputy Minister of Education of the country.

» **Mexico** had the following conferences: “*Chess as a pedagogical tool*”, “*Team work*”, “*Non-violence and self-confidence*” at the Guanajuato delegation, “*The word that sings*” at the Tabasco delegation. They also made the following posts on social media: “*Capsule to regulate emotions, especially those of our children, with the exercise of the feather*”, by the Quintana Roo delegation, for Universal Children’s Day, the song “*DÓNDE ESTÁN*”.

» **Paraguay** participated in the seminar “*Advancements and challenges in early childhood in the región*” on the legal framework set in Chile against privatizing kindergarten, the experience in the Dominican Republic and the presentation of Paraguay on the early childhood policies in the country, by Maria Julia Garcete.

» **Peru** held the following events on Facebook: “Safe return to early childhood centers: Latin American experiences”, with the participation of the VP for Latin America and members from OMEP Uruguay and Argentina; “Emotion control in young children during the pandemic”, presented by Rolando Martínez Pachas (Peru) and Diana R. Acosta Rivera (Colombia); “Remembering early childhood through the history of OMEP Peru”, presented by Maria Graciela DuPont Pérez, Maribel Cormack and Carmen Sacieta; “Distance learning and early childhood”, led by Gaby Fugimoto; “The ASIRI method and its proposal for early childhood”, in charge of Ivette Carrión Torres; “Advancing children’s rights. Advice by children in action”, presented by Luis Villanueva Gamarra, coordinator of the children’s city in the Metropolitan Municipality of Lima, for the anniversary of the UNCRC.

» **Uruguay** held the professional development training “Early childhood education’s identity in the current context”, divided into six modules.

» **Venezuela** held the following activities: a livestream on “Educational assessment in early childhood”, by Iliana Lo Priore (OMEP) and Thais Levorlino (CLADE); the seminar “Public policies for children focusing on early childhood” together with OMEP Paraguay; the congress “My house and my school, safe environments to create and learn” together with OMEP Panama, which received more than 100 participants; moreover, the forum “Gender and rights in early childhood” together with CLACSO’s table for women; the “Seminar of experiences with children’s literature”, with Elisabel Rubiano and Evelyn Torres, with 65 participants; a livestream on “Childhood and Gender”, by Mitzy Flores, Ana Maria Ferreira and Allison Acosta, with 27 participants; a training on “Canticuento con la Abuela Canticuentera de Maracay”; a livestream on “Children’s voices”, by OMEP Ecuador, with speakers Nadia Henao (OMEP Colombia) and Iliana Lo Priore (OMEP Venezuela); a livestream on “Art and Recreation”, by Azul Urdaneta, Eloina Guaira and Fernando Contreras, with 52 participants; the forum “Art in early childhood”, with Fernando Contreras; the conference “Decolonizing early childhood education: A possible utopia?”, by Iliana Lo Priore, with more than 300 participants; training activi-

ties to remember Freire's legacy, such as a radio interview on utopian pedagogies; a livestream on "Promoting reading and writing in early childhood", by Flor Gallegos and Danibia Abreu; a livestream on "Rights in early childhood", by Mitzy Flores, Iliana Lo Priore and Belkys Lugo in partnership with AVESA, with 41 participants; the conference-forum on "Current curricular challenges in early childhood teacher training" with 30 participants; the conference on "Feelings and thoughts", a congress on, with and for early childhood; the regional congress on educational experiences 2021, on the OMEP Latin America Panel (Argentina, Bolivia, Uruguay and Venezuela).

- **NORTH AMERICA AND THE CARIBBEAN:**

- » **Canada** held a round table on "Offering a welcoming and inclusive environment", with the participation of the World President as keynote speaker and four researchers from OMEP Canada; and they also had a short virtual dissertation titled "Views on educational contexts and pedagogical approaches that respond to the needs of 21st century's young children and their families".

- » **The United States** held various online activities via Zoom, with a total of 5 to 15 participants on each event.

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

A total of **47.17%** of the NCs celebrated the International Day of Peace.

- In **AFRICA**, **Kenya** celebrated through artistic activities and crafts; **Nigeria** through plays, poetry and songs about peace in various schools; and **Sierra Leone** had discussions and participated in activities with teachers from 5 preschool and nearly 500 children, who wrote poems, made drawings, did word search puzzles, and read aloud books and stories about peace.
- In **ASIA PACIFIC**, **New Zealand** shared posts on Facebook and received answers at local level; **Australia** promoted the day among its members and the general public through its website; **Japan** also shared a publication on its website and in the NC's journal, which was sent via email; the **Republic of Korea** and **Pakistan** also shared news online with their members about the celebration.
- In **EUROPE**, the NCs in **Spain**, **France** and **Portugal** held multiple celebrations, **Bulgaria** held local activities in preschools with some members, **Italy** organized an online seminar to discuss the topic, **Poland** had more than 100 educational institutions and 5000 children in its celebration, **Russia** held activities for 7 educational institutions and 120 children who made their own drawings, **Ukraine** had the participation of 14 preschools and 145 children, and **Slovakia** promoted the celebration on its website and on Facebook and organized activities in preschools, discussions, talks, story-reading sessions, picture watching and movie time on the topic.
- In **LATIN AMERICA**, **Argentina**, **Ecuador**, **Panama**, **Peru** and **Uruguay** shared the celebration on social media; **Mexico** held webinars and cooperative games for peace, with the participation of local committees, 600 children and their families; **Venezuela** had various strategies: 9 early childhood education institutions decorated their spaces with posters promoting peace, a mix of songs and stories was created to share during the first 2 weeks of activities, with 60 children participating in person and shared on the radio and via WhatsApp for those who could not be present on site.
- In **NORTH AMERICA AND THE CARIBBEAN**, **Canada** shared posts on social media and promoted activities for children, while the **United States** held a celebration in an educational center, where 60 children participated in a parade, dyed shirts and shared peace presents with their classmates.

A total of **56.60%** of the NCs shared on social media the content created by the communication world team about the International *Day of Peace*.

3.3.8 Celebration of the World Teachers' Day (October 5)

A total of **52.83%** of the NCs celebrated the World Teachers' Day (October 5)

- In **AFRICA**, **Mauritius** and **Cameroon** participated in the parade, in women's week and in different discussions; in **Ghana**, teachers participated in round tables on personal safety, and preserving and maintaining a good mental health; **Kenya** had activities related to drawing, coloring and sending letters; in **Nigeria**, a great number of OMEP member schools gave presents, wrote poetry, among others; and in **Sierra Leone**, 5 preschools and nearly 500 children participated in the celebration by organizing activities to recognize teachers, the children and their families wrote poems and the "Teacher of the month" was chosen.
- In **ASIA PACIFIC**, **Australia** promoted the celebration among members and the general public on their website, **Japan** published information on their website, **New Zealand** shared content on social media, **Pakistan** participated with more than 250 teachers and the **Republic of Korea** shared news with its members.
- In **EUROPE**, **Spain** and **Bulgaria** shared informal initiatives at local and regional levels, **Croatia** held a conference for teachers, **Italy** held an online seminar to discuss the topic, **Russia** gave a space on its website to share greetings and congratulations for teachers and drawings by children, **Slovakia** held celebrations at local level with preschools with no participation from the general public due to COVID-19 and held an online meeting for OMEP members, **Turkey** shared posts on social media, and **Ukraine** had concerts, entertainment and congratulations events in 14 preschools.
- In **LATIN AMERICA**, **Colombia** and **Mexico** celebrated on May 15, which is the official date in those countries. **Venezuela**, **Ecuador** and **Panama** joined in the official date with a meeting with teachers, as well as **Uruguay** with greetings and recognitions through cards, and **Argentina** sharing the content by OMEP World.
- In **NORTH AMERICA AND THE CARIBBEAN**, **Canada** stated that it is difficult to organize celebration activities because they are not involved in educational centers, but they shared information and made posts on social media, while the **United States** held a celebration in an educational center, and parents were encouraged to write messages to teachers in the platforms set up in different centers. Insurance Carrier sponsored a lunch for teachers and gave gift bags filled with materials and resources for teaching.

A total of 52.83% of the NCs shared the content created by the communication world team on social media. Some also shared the video via WhatsApp and on the websites of each NC. Canada reported that they reached nearly 700 people on social media, while Ireland around 3500 people through Facebook and Twitter, and Argentina reached 108 video reproductions and shared the original Instagram post on their stories. Ukraine also made their own *publication in their Facebook group*.

3.3.9 Other national celebrations

A total of **50.94%** of the NCs reported their national special dates.

- **AFRICA**
 - » **Ghana**: World Read Aloud Day;
 - » **Kenya**: International Day of the African Child (June 16);
 - » **Nigeria**: International Day of Education, International Women's Day, International Literacy Day;
 - » **Sierra Leone**: World Read Aloud Day (February 2); International Day of the African Child (June 16); World Toilet Day (November 19).

- **ASIA PACIFIC**

- » **Japan:** Children's Day in Japan (May 5) and the Children's Charter (Japanese version of the Convention on the Rights of the Child, which celebrated its 70th anniversary in 2021);
- » **New Zealand:** World Refugee Day.

- **EUROPE**

- » **Bulgaria:** Liberation Day (March 3), Culture and Literacy Day (May 24), Day of the Enlighteners (November 1);
- » **Italy:** World Puppetry Day, World Theater Day, Earth Day;
- » **Poland:** National Preschool Day (September 20);
- » **Portugal:** International Romani Day (April 8);
- » **Russia:** International Day of Education, International Mother Language Day, International Women's Day, World Poetry Day, World Environment Day, Victory Day, Defender of the Fatherland Day, World Theater Day;
- » **Turkey:** Children's Day (April 23);
- » **Ukraine:** *Day of the Ukrainian Cossacks* (October 14);
- » **Slovakia:** International Children's Book Day (April 2 - An afternoon with a book: reading an illustrated book created by children and teachers, creating books for children, visiting libraries, etc.), World Health Day (April 7 - Colorful health week, no candy week, food tasting and healthy dips, etc.), World Art Day (April 15 - Spoken and visual interpretation of important plays by Slovakian and foreign authors, etc.), Earth Day (April 22 - Recycling train, edible dishes: energy saving in preschools, land-art, etc.), World Movement Day (May 10), International Day of Families (May 15 - Inside each classroom in various preschools), European Week of Sport (September 30 - Sports in the morning), Slovakian Preschool Day (November 4)..

- **LATIN AMERICA:**

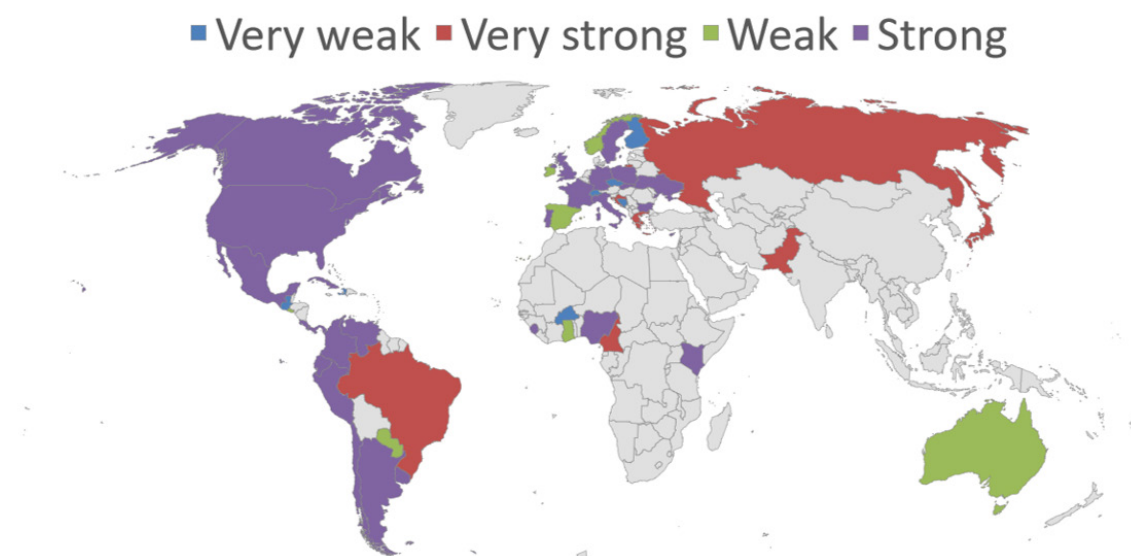
- » **Argentina:** World Poetry Day (March 21), World Water Day (March 22), Day of Remembrance for Truth and Justice (March 24), International Mother Earth Day (April 22), Preschool Day (May 28), World Environment Day (June 5), Day of Affirmation of Argentina's Rights over the Malvinas Islands (June 10), National Book Day (June 15), Flag Day (June 20), Independence Day (July 9), Pachamama Day (August 1), International Day of the World's Indigenous Peoples (August 9), Children's Day (August 15), Commemoration of San Martín (August 17), World Day for Cultural Diversity (October 12), National Day of the Rights of Children and Youth (October 27);
- » **Cuba:** Teachers' Day (December 22), Anniversary of the creation of the social program of educational support "Educate your child" (January 16), Anniversary of childhood circles (April 10), Anniversary of the Cuban Women Federation (FMC, for its Spanish acronym, August 23);
- » **Ecuador:** Teachers' Day in Ecuador (April 13), Children's Day, World Down Syndrome Day;
- » **Mexico:** World Water Day;
- » **Panama:** Panamanian Commemoration of Black Ethnicity (May 30), Christmas (giveaway of black dolls to raise black girls' self-esteem);
- » **Paraguay:** Commemoration of the birth of Paulo Freire, Global Action Week for Education, World Autism Awareness Day;
- » **Peru:** Preschool Anniversary Day (May 25), Teachers' Day (July 6);
- » **Uruguay:** Preschool Day (March 10);

» **Venezuela:** Teachers' Day (January 15), Earth Day (April 22), Children's Month (July - more than 15 activities were held)..

3.3.10 Impact of the actions regarding education Achievements and challenges

A total of **58.49%** of the NCs believe that there was a **strong impact** in this area, while **15.09%** believe the impact was **weak**. Cameroon, Japan, Pakistan, Croatia, Greece, Russia and Brazil rate its impact as **very strong**, while Bosnia and Herzegovina, Burkina Faso, Finland, Guatemala, Haiti, the Czech Republic and Switzerland, as **very weak**.

¿How does the NC asses the impact of its action in the area of Education?



Regarding the **achievements**, the following were highlighted: better outreach on activities related to awareness and teacher training through digital platforms, the strengthening of communication and collaboration among members also through digital platforms, the consolidation of world and national projects, and the increase of joint work. The trainings were related to the line 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 awareness on the knowledge management and research work developed by the NCs, and to promote educational best practices.

Regarding the **challenges**, the crisis brought about by the pandemic was one of the biggest, as well as the lack of income from the training activities, which caused difficulties in getting the necessary funds for the proper functioning of the NCs and their projects. After a long period of virtual meetings, it is observed that people are exhausted of the digital presence, but are still hesitant to meet in person. The challenge is to implement conferences, seminars and workshops in person again, if the context of each NC enables it, and adding a hybrid component to be able to increase the outreach of the activities through online media

4. ORGANIZATION AREA

The area of organization includes the strategies to strengthen OMEP's management, consolidating a plural, open, democratic and participative environment that enables its members to think, understand, dialogue, plan and take action. For this reason, it is necessary to review the participation of the NCs in World and Regional Assemblies and the practices that prevent countries from fully participating. In order to ensure OMEP's sustainability, it is important to develop strategies to recruit new members and form new committees, making the recruitment of young professionals and students a central topic. Funding is a critical topic for organization: with no funds, no kind of management is possible. Therefore, some of our priorities are to raise funds, to collect annual fees from Committees and develop agreements and partnerships with foundations and sponsors. Finally, it is fundamental to monitor the advancement of the Strategic Plan, the assessment mechanisms for its processes and procedures, as well as its results.

4.1 The work of the EXCO in the area of organization

4.1.1 The actions of the World Presidency in the area of organization

Reported by Mercedes Mayol Lassalle

In 2021, the devastating effects of the pandemic deepened worldwide, although the progress of vaccination schemes against COVID-19 brought some relief to the world. In spite of the challenging context, OMEP kept working mainly through the use of the Internet and new technology. Most of the energy of the WP is focused on strengthening OMEP's governance, which is very complex, since there are 66 NCs coexisting with different languages, cultures, and activity levels, and with little resources.

This area needs new tactics and strategies to change some consolidated practices that require more professional development and could strengthen OMEP's management, in order to ensure an organizational model that is plural, open, democratic and participative.

As we all know, the EXCO is formed by 7 members: the President, five Vice Presidents and the World Treasurer. The EXCO conducts voluntary work that requires better articulation and communication to cover OMEP's management. The most effective NGOs have an Operative Management team. In 2020, a small professional team was formed to run the World Secretariat. In 2021, some internal changes were made and experts were consulted for specific tasks.

To support the work each country is doing for OMEP, the WP organized virtual cafés by region, where different organizational topics were discussed with Presidents and members of the NCs. In addition, the WP participated in the **Virtual Regional Assemblies**, coordinated by the Regional VPs.

- European Regional Assembly - June 23: 20 Presidents and representatives of the National Committees were present.
- Latin American Regional Assembly - July 9: a total of 12 out of the 14 National Committees were present. The meeting focused on the analysis and discussion of the agenda and documents for the Virtual World Assembly.
- Asia Pacific Regional Café - July 15: 6 National Committees participated.

Given that the COVID-19 pandemic crisis was still grave and unpredictable, the EXCO decided to postpone once more the OMEP WORLD ASSEMBLY AND CONFERENCE in person for the following year. Therefore, it was decided to implement the same methodology used the previous

year to hold the World Assembly online. In order to improve this process, an *extraordinary session* was held in June to discuss, work on and approve the methodology, in which members of the EXCO, the representatives and 44 OMEP National Committees participated.

ON SATURDAY, AUGUST 28, THE 72ND VIRTUAL WORLD ASSEMBLY WAS HELD WITH THE PRESENCE OF THE FOLLOWING NCS:

Argentina, Australia, Bosnia and Herzegovina, Brazil, Bulgaria, Burkina Faso, Cameroon, Canada, Chile, China, Hong Kong-China, Costa Rica, Croatia, Cuba, Cyprus, Czech Republic, Ecuador, France, Finland, Ghana, Greece, Guatemala, Iceland, Italy, Israel, Japan, Mexico, New Zealand, Nigeria, Panama, Paraguay, Peru, Portugal, Poland, Republic of Korea, Russia, Sierra Leone, Slovakia, Spain, Sweden, Turkey, Ukraine, United Kingdom, United States, Uruguay, Venezuela.

During the World Assembly, the incorporation of Costa Rica as an OMEP Preparatory Committee was approved. Sierra Leone changed its status to become a National Committee. Adrijana Visnjic was elected as Regional Vice President for Europe and Nyamikeh Kyiamah was reelected as Regional Vice President for Africa.

OMEP's management at global level involved the WP's close relationship and frequent communication with the members of the EXCO, so 9 formal meetings were held to that end. In addition, meetings and interviews were held with the OMEP representatives at the United Nations system and with the NCs. Finally, contact via email, WhatsApp and phone calls increased.

4.1.2 The actions of the Regional VPs in the Organization area

AFRICA

reported by: Nyamikeh Kyiamah

OMEP Africa is made up of 8 National Committees: Burkina Faso, Cameroon, Ghana, Kenya, Liberia, Mauritius, Nigeria and Sierra Leone, out of which 6 are very active.

I collaborated with Tanzania and Angola on requirements and preparations to join OMEP. A new Preparatory Committee will be coming up from Tanzania. Angola is also making progress to submit an application to become a Preparatory Committee.

We realized that the membership included members of a more advanced age than young people. The older members have slowed down their activities and it is time to bring in new members, especially younger ones. Ghana, Kenya and Nigeria are working towards bringing in new younger members. Ghana was advised to revamp the executive team by making the older members advisors and adding fresh, younger faces to the team.

Membership is mainly made up of school owners. Some have suffered a sharp drop in the population of students, while some have closed down. This has made it difficult for some committees to honor their financial obligations.

DURING 2021, I ORGANIZED THE FOLLOWING MEETINGS AND REGIONAL ASSEMBLIES:

- OMEP Africa Virtual Café – February 24, 2021
- OMEP Africa Regional Assembly – July 10, 2021
- Coordinated Toy Library Project meetings

I PARTICIPATED IN:

- The Extraordinary Session and procedures for Regional Assemblies and Virtual world Assembly
- The Virtual World Assembly 2021
- All ExCo Meetings for 2021.

ASIA PACIFIC

reported by: Udomluck Kulapichitr

During 2021, the Asia Pacific Region had been under the ongoing COVID-19 pandemic crisis. The pandemic has impacted on a low movement on ECCE activities, which results in no new interests regarding contacts to join OMEP as new national committees.

Strengthening the democratic functioning of the NC: board of directors' renewal, president changes.

- OMEP New Zealand has sent information that Mrs. Charlotte Robertson is now the new National President.
- OMEP Thailand has informed that Dr. Wanyada Budhtranon is the Acting President since December 2021.

STRENGTHENING THE STRATEGIC PLAN OR WORK AGENDAS OF THE NC:

- Attended all EXCO meetings and the World Agenda on Extraordinary Session, Annual World Assembly 2021 and OMEP seminar series.
- Encouraged National Committees to pay the annual fee.
- Encouraged National Committees to send the annual report.
- Encouraged National Committees to attend Extraordinary Session and Annual World Assembly..
 - » The economic development of the NCs, to guarantee their participation in the Assemblies, the payment of the Annual Fee, financing ideas and fundraising.
- Annual Fee
 - » Communicating with the National Committees regarding payment of the Annual Fee in the Regional Meeting and via 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, OMEP Pakistan's Annual Fee payment was eventually supported by OMEP Australia.
- Asia Pacific Regional Conference Fee
 - » OMEP China had offered to provide a quota for 10 participants from each National Committee for free registration for the Asia Pacific Regional Conference 2021 in Hangzhou, China. However, the OMEP China committee had made a final decision to offer a free participation for everyone, which enabled all OMEP members to participate by the conference online platform.

PROJECT PRESENTATIONS:

At the Asia Pacific Regional Conference 2021 in Hangzhou, there were several projects and topics presented by National Committees as follows:

- Vice President for Asia Pacific Region, Assoc. Prof. Dr. Udomluck Kulapichitr provided a keynote speech on the topic: Recollection, Reflection, and Rethinking: The Integral Factors for Early Childhood Education and Care on November 6, 2021.
- The Symposium by OMEP Asia Pacific Region on the topic: Preschool Education in Asia-Pacific Region Under the Impact of COVID-19 on November 6, 2021. The countries that participated were: Australia, China , Hong Kong-China, Japan, Singapore, and Thailand.
- The Symposium by individual country on November 7, 2021, as follows:
 - » OMEP Australia: The Development of Preschool Education in Australia.
 - » OMEP Hong Kong-China: The Development of Preschool Education in Hong Kong.
 - » OMEP Japan: Current Situation of Preschool Education and Childcare in Japan.
 - » OMEP Thailand: Transforming Preschool Education in Thailand: Understanding and Promoting the Development of Children's Executive Function in Preschool Education.

ORGANIZATION OF MEETINGS AND REGIONAL ASSEMBLIES:

- Asia Pacific Regional Meetings: July 14, 2021 - November 5, 2021

- Virtual Café with the World President: July 15, 2021

PROMOTING THE INCORPORATION OF YOUNG PEOPLE INTO OMEP

- Each National Committee has reported its attempt to encourage preschool teachers, graduate students in Early Childhood Education Programs and young early childhood teachers to know about the OMEP organization. They were encouraged to participate in OMEP events such as Data Capture Project (an ongoing project), World Peace Day (September 21, 2021), the Asia Pacific Regional Conference in Hangzhou 2021 (November 6-7, 2021), national seminars, the webinar series, as well as the OMEP World Projects such as ESD, Color your rights, and WASH.

EUROPE

reported by: Ingrid Engdahl

This year is the first of the National Committee of Italy. There is one preparatory Committee in Europe – Belgium – and due to the pandemic, they have decided to remain in preparatory status one more year. Switzerland has been very low on activities, but in 2021 new contacts promise an up and running committee for 2022.

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.

During the pandemic, the VP has organized three virtual cafés (March 9, August 26, and November 11) 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 (February, June, August and November), the VP has communicated with the NCs.

During the first year of the pandemic, NCs reported reorganization of their activities, mainly moving them to online communication. Therefore, for some NCs, the number of paying members went down: In 2021, new folders promoting OMEP are developed, online meetings changed to national and international conferences with a broader audience, and some NCs produced books, folders, calendars, and even a board game which supported their economy.

In 2021, around 10 NCs reported new members. In Bulgaria, the new Governing body nominated a person (university teacher) responsible for recruiting academic groups in the organization and attracted 40 new members. Croatia reported 20 new members. The Greek NC has changed its statutes, now allowing private organizations to join, which has led to many new members. A dedicated work in Ireland resulted in a 60% increase in members. Conferences resulted in new members also in Russia, and in Turkey, a special announcement to preschool teachers via social media and mail addresses to join OMEP was successful.

here are also special efforts to organize young members, linked to universities, like in Croatia and Russia, around a special task, like in Poland, where the NC have formed a group of young teachers involved in the project “Blossoming outdoors”, and in Turkey, where a student committee works with disadvantaged children. Italy has implemented some specific projects, each aimed at their own interested users, and thus OMEP Italy has aggregated a further hundred members.

Finland and Russia have participated in the OMEP initiated study around the situation for children between 0 and 3 years old. The NCs of OMEP have participated in external projects, financed by, for example, the European union. Transition Practices in Early Childhood Education (Croatia, Sweden) about the conditions for children in quality transition to school, and five NCs are participating in teachers in the ESD from the start: ESD for ECE (Croatia, Czech Republic,

France, Ireland and Sweden) where an online programme 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.

The OMEP Virtual Regional Assembly for Europe was held on June 23, with an agenda that included preparations for the OMEP World Assembly (August 28).

LATIN AMERICA

reported by: Desirée López de Maturana

Creation of new National Committees (NCs): During 2021, the organization grew in the region thanks to the reactivation of 2 new Committees, Costa Rica and Guatemala. Paraguay, on the other hand, requested to extend their preparatory status until 2022. The region has 16 committees to date.

Strengthening the democratic process of the NCs: board renewals and presidency changes. The Committees in Uruguay, Venezuela and Bolivia held democratic elections in 2021. In Ecuador, the Vice President holds the position of the President, since the former President was appointed deputy Minister of Education for the current administration. A similar situation happened in Paraguay, where the President acts as early childhood advisor in UNICEF Paraguay, and the Vice President acts as OMEP President after the election process.

Strategic Plans and work agendas in the NCs: It is important to note that each committee's strategic plans respond to the guidelines provided by the region and OMEP World. To this end, at the start of the Regional Vice Presidency, we worked together and drafted all the strategic aims, related to the work done by each Committee, which fostered greater clarity and focus in the organization of activities planned and carried out in the region. This allowed us to better see the relevant areas of work for each country and identify the weaker spots. Thus, the region started to work with a view towards the future. The participation of the World President in assemblies and virtual cafés during the year allowed for more cohesion and articulated work, in order to work as one OMEP as a whole, thriving on the local particularities.

Economic development in the NCs to ensure their participation in assemblies, the payment of the annual fee, and ideas for financing and fundraising: Committees get their financing mainly from the members' payment of the monthly fee. Some work in partnership with other institutions and some partners offer their professional services to contribute to the financing of their Committee. The shift to virtual work favored the participation in assemblies, since all activities were held online, which allowed all members of the local committees to take part in the different activities. Even though the pandemic reduced the number of in person meetings and the possibility to raise funds, virtual work found a way to balance the situation. It is important to highlight that the economic, professional and home situations of many members were negatively affected, which, in turn, affected the timely payment of the fees by members and the annual fee by some committees, but they assumed the commitment to get up to date with their debts.

ORGANIZATION OF MEETINGS AND REGIONAL ASSEMBLIES:

During 2021, 2 assemblies were held in the first semester, on February 25 and May 7. In the second half of the year, the National Committees and the Regional Vice President participated in the virtual cafés organized by OMEP World. There has been great participation from members of the National Committees in these activities.

NORTH AMERICA AND THE CARIBBEAN

reported by: Christiane Bourdages Simpson

The North American and Caribbean region has 3 national committees: The United States, Haiti and Canada. At this time, no other region has expressed interest in initiating a preparatory committee. However, we are open to the idea and always promote it at early childhood education events.

Since the pandemic, we have seen a turnover in board membership. In Canada and the United States, several members have retired, leaving vacancies that are difficult to fill. New action plans have been developed, particularly regarding recruitment.

For OMEP Haiti, the last election of the committee was held in 2017 and the committee is held at arm's length by the president who has been in office for 5 years. Since the assassination of the president of the country, the social, economic and political context makes it difficult to organize meetings which is a hindrance to the actions of the national committee. Their financial situation is also very precarious.

As for the financial health of these committees, it is precarious, and they are all looking for new ideas for financing and fundraising to enable them to carry out projects in line with their action plan.

4.2 The actions of National Committees in the area of organization

4.2.1 Participation in the OMEP Virtual World Assembly and the Regional Assemblies

NATIONAL COMMITTEES THAT WERE PRESENT IN THE 2021 OMEP VIRTUAL WORLD ASSEMBLY

Argentina, Australia, Bosnia and Herzegovina, Brazil, Bulgaria, Burkina Faso, Cameroon, Canada, Chile, China, Hong Kong-China, Costa Rica, Croatia, Cuba, Cyprus, Czech Republic, Ecuador, France, Finland, Ghana, Greece, Guatemala, Iceland, Italy, Israel, Japan, Mexico, New Zealand, Nigeria, Panama, Paraguay, Peru, Portugal, Poland, Republic of Korea, Russia, Sierra Leone, Slovakia, Spain, Sweden, Turkey, Ukraine, United Kingdom, United States, Uruguay, Venezuela.

(Thailand also participated but did not submit a report.)

A total of **72.73%** of the National Committees participated in the 2021 Virtual World Assembly.

A total of **88.68%** of the NCs that submitted their 2021 reports took part in the Regional Assemblies:

- In **AFRICA**: Burkina Faso, Cameroon, Ghana, Kenya, Nigeria, and Sierra Leone.
- In **ASIA PACIFIC**: Australia, Hong Kong-China, Japan, New Zealand, Pakistan, and the Republic of Korea.
- In **EUROPE**: Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Spain, Finland, France, Germany, Greece, Ireland, Italy, Poland, Portugal, Russia, Slovakia, Sweden, Turkey, the United Kingdom, and Ukraine.
- In **LATIN AMERICA**: Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Ecuador, Mexico, Panama, Paraguay, Peru, Uruguay, and Venezuela.
- In **NORTH AMERICA AND THE CARIBBEAN**: Canada and the United States.

4.2.2 Participation in other national and international activities

A total of **54.72%** of the NCs listed other relevant activities in which they took part.

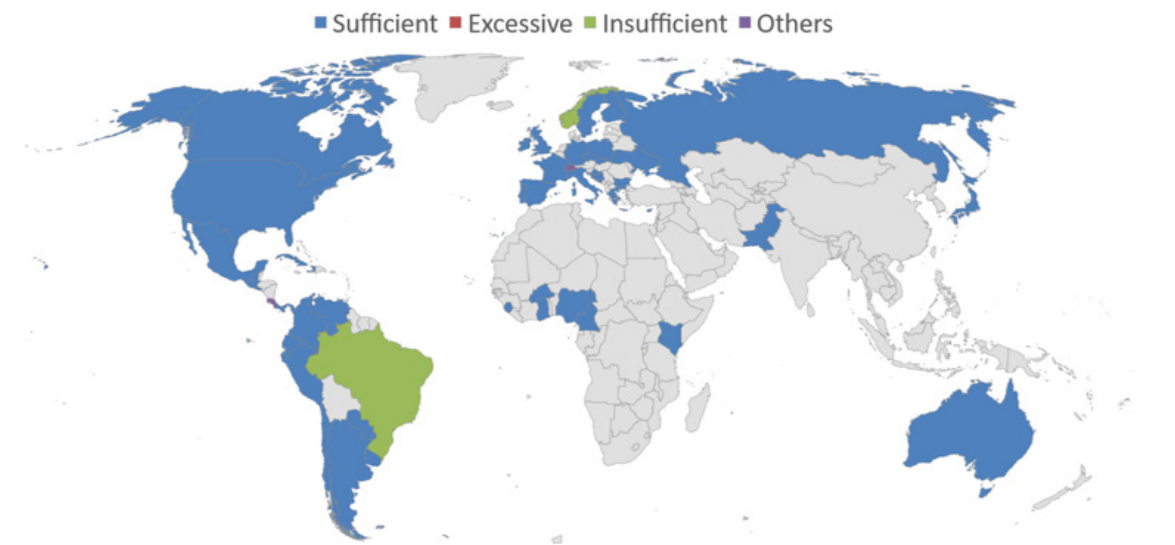
- **AFRICA**
 - » **Kenya:** Reimagining African Education. OMEP World's seminar series. Standards of a Toy Library. Seminar Series of the ECCE African Network.
 - » **Nigeria:** National council meeting with all State chapters.
 - » **Sierra Leone:** Regional meetings and online seminars via Zoom.
- **ASIA PACIFIC**
 - » **New Zealand:** China symposium. Online seminars and other kinds of information exchanges: Sustainable Development Committee of ARNEC (Asia-Pacific Regional Network for Early Childhood). Research at the Bernard van Leer Foundation. National webinars of OMEP Islands of the Pacific from the Diplomacy Program (Australia). International Association of Early Education Games. Federation Alliance for Children's Rights. Group for Action against Childhood Poverty. TICK for Kids Under 5's Collective Coalition. Webinars from the "How to" management team. Australian advocates for children's rights, in alliance with OMEP Australia. Donation of assistance funds for the cyclones in Tonga.
 - » **Australia:** Decade for childhood discussions. Assessment for the New Scholar Award.
 - » **Japan:** Joint symposium of the Asia-Pacific Region on the current state and challenges of ECCE in the context of the COVID-19 crisis in the Asia Pacific region, and a symposium on "Current state and issues regarding early childhood care and education in Japan: Respecting young children as creative human beings" in the Asia Pacific Region of OMEP, held in November in China. Presentation of a research study on the UNCRC and a practical research study on ESD in Japan on the Korean Society on Early Childhood Education. Co-sponsoring an international symposium in the Japan Society of Research on Early Childhood Care and Education. Participation in a webinar on education held by the committee of OMEP Singapore.
- **EUROPE**
 - » **Bulgaria:** International competition for educators: "Extracurricular activities for students: sustainable development and education and quality socialization" (organized by the Bulgarian Teachers' Union). Participation in the award ceremony.
 - » **Cyprus:** Webinars and virtual conferences organized by other NCs in OMEP.
 - » **Czech Republic:** European Virtual Café, OMEP World Virtual Café.
 - » **France:** As an OMEP representative at UNESCO and President of OMEP France, she participated in most activities detailed in the UNESCO 2021 report.
 - » **Greece:** Participated in all seminars, webinars and virtual cafés organized by OMEP World, global or European meetings.
 - » **Italy:** The President of OMEP Italy participated in the main advisory sessions on education from birth to 6 years old in Italy. During the past year, fundamental official documents for early childhood education have been promoted by the Ministry of Education.
 - » **Poland:** International Conference on Children's Rights "The right of children to high quality care and education" organized in partnership with the Adam Mickiewicz University in Poznań (October 22 and 23, 2021). International conference "Plan Dalton in the culture of mutual learning" organized in collaboration with the Polish Dalton Association NGO (November 16-27, 2021).
 - » **Portugal:** Participation in the 41st UNESCO General Conference through its representatives Lisbeth Gouin and Danièle Perruchon, both from the French OMEP Committee.
 - » **Russia:** Color your rights and WASH from the start.

- » **Sweden:** Some OMEP seminars.
- » **Turkey:** November 18-21, 2021, International Early Childhood Development Civil Society Organizations Platform Congress: From Science to Politics.
- » **United Kingdom:** Symposium on the ESD conference together with colleagues from OMEP Russia, Croatia, Greece and Cyprus (see the section on Education).
- » **Ukraine:** Children's drawings competition "Children draw peace on Earth" under the sponsorship of Angelika Yaroslavskaya-Sapekha, International Ambassador for Peace.
- **LATIN AMERICA**
 - » **Argentina:** Regional meetings for early childhood care and education, organized by CLADE: Political and legal framework for early childhood care and education. Local Experiences in Early Childhood Care and Education. National events organized by CONACAI (Advisory Council on Audiovisual Communication and Childhood). Presentation of the President of the Committee during the congress organized by CLADE and the SES Foundation. Instagram livestream organized by the Committee of OMEP Ecuador.
 - » **Chile:** Participation in stands on the virtual interactive fair of the seminar "Emotional education for well-being and healthy coexistence in preschool education", organized by the Department of Education and sponsored by UNICEF.
 - » **Costa Rica:** CME assembly.
 - » **Ecuador:** National initiative of NGOs, UNICEF, OEI, and the Ministry of Education, among others: "It is possible to meet again in the classroom". Education cluster: "Reopening of schools".
 - » **Mexico:** Support to the existing committees, strengthening of the organization and back up on management tasks related to education. Seminars in Latin America, international congresses at UNESCO.
 - » **Panama:** Seminar.
 - » **Paraguay:** Latin American OMEP Virtual Café. ECDAN webinars. Different webinars from early childhood organizations or networks (ChildFund). CLADE's online activities.
 - » **Peru:** Participation in ongoing meetings from the safe return group to raise awareness among authorities on the return to in person classes.
 - » **Uruguay:** Participation in all activities organized by OMEP World and OMEP Latin America from several members of the Directive Board..
- **NORTH AMERICA AND THE CARIBBEAN**
 - » **Canada:** Various webinars, seminars and roundtables, in particular on migration, young children in COVID times, as well as UNESCO and OECD meetings on preschool education.

4.2.3 Assessment on the plan of work, communication and meetings with the EXCO

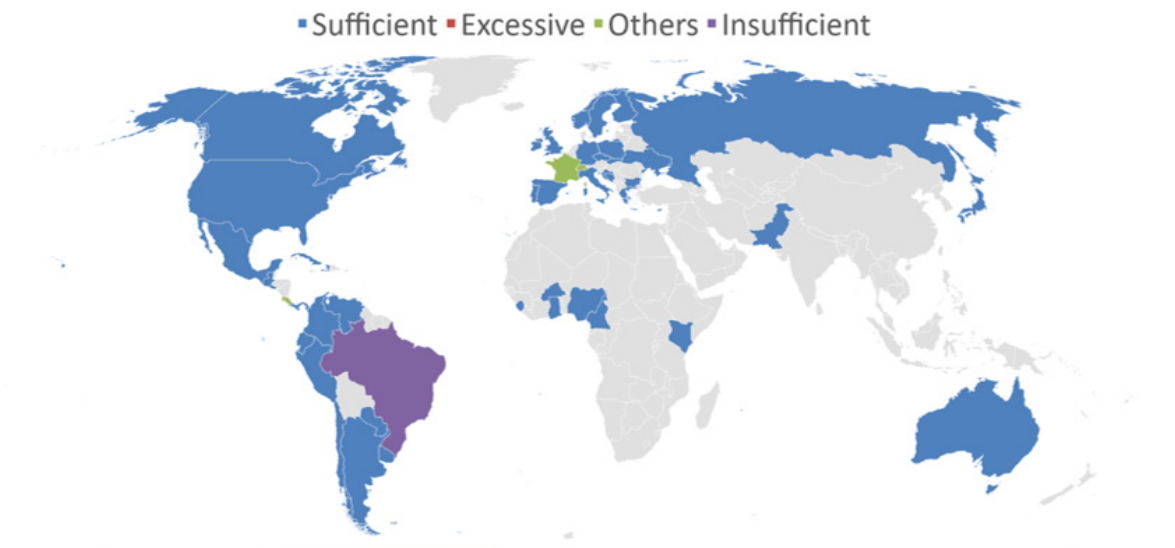
A total of **90.57%** of the NCs considers the plan of work, communication and meetings of their **Regional Vice Presidencies** to be **sufficient and adequate for their context**.

You considers that the work plan, communication and meetings of your Regional Vice Presidency were



A total of **90.57%** of the NCs considers the plan of work, communication and meetings of the **World Presidency** to be **sufficient and adequate for their context**.

You considers that the work plan, communication and meetings of your Worlds Presidency during the pandemic were



4.2.4 The simplest and most challenging areas of the Strategic Plan to work on in the context of the pandemic

A total of **58.49%** of the NCs explained which were the **simplest** areas of the Strategic Plan to work on in the context of the pandemic.

- **AFRICA** highlighted communication and organization, since members could connect to online meetings regardless of the location, as well as education, for the possibility to hold activities online.
- **ASIA PACIFIC** highlighted knowledge, organization and education, which could be developed through digital platforms and most members responded in a positive manner, the number of participants increased and the promotion and exchange of information were encouraged. The number of meetings for projects also increased. In the area of political advocacy, in spite of the circumstances, Position Papers could be submitted, and the projects related to ECCE reached the government sphere.
- **EUROPE** pointed out the area of political advocacy for some NCs, since important position papers were drafted for political work at national level, and it was possible to follow up on governmental actions, while communication with the Ministries of Education was established to promote the goals and perspectives of OMEP regarding the right to education and ESD. Knowledge management, promotion and education were quite simple to work on through online platforms, although it was necessary to plan new strategies to adapt to the pandemic context. Regarding organization, some positive aspects were the strengthening of intra-regional communication among several NCs, the online meetings at national level that enabled an increase in participation from other members who were unable to participate in onsite meetings, and that it was possible to achieve a positive exchange of experiences and general work thanks to digital platforms.
- **LATIN AMERICA** emphasized the dissemination of OMEP World's initiatives that covered all areas of the Strategic Plan. Technology helped to develop spaces of support and teacher training, to hold meetings with groups of experts, to maintain an active communication among members of the region's committees, and to carry out specialized research. Several NCs believe that the area of political advocacy was the easiest to cover given their context, since it was necessary to call early childhood education centers, governmental bodies and other organizations to hold interinstitutional workshops. In addition, position papers were drafted and collaborative activities, such as webinars and talks online, were organized.
- In **NORTH AMERICA** and the Caribbean, the communication methodology was reviewed and they sought to maximize information and use English and French, the two languages used in the region.

A total of **58.49%** of the NCs described which were the **most challenging** areas of the Strategic Plan to work on in the context of the pandemic.

- **AFRICA** pointed out that the restrictive measures were a challenge, as well as the lack of direct contact with children. Moreover, in spite of the advantages of holding online meetings, many times connection was unstable in the region, and some members complained about the cost of mobile data.
- In **ASIA PACIFIC**, it was also mentioned as a challenge the impossibility to meet in person. Given that many members wish or prefer to have face to face events, the lack of direct interaction and the prevalence of communication through digital platforms hindered responses on occasion, especially in matters related to organization, which rendered decision-making more difficult.
- In **EUROPE**, the work regarding the area of education was more challenging in general due to the measures put into place related to the pandemic; therefore, no in

person seminars were organized and, when they were, they had a very limited number of participants. The areas of political advocacy, organization and communication were also more challenging without onsite meetings, since there were some technical difficulties during virtual meetings and a decrease in efficacy was noted.

- In **LATIN AMERICA**, most NCs agreed that all areas were affected in relation to their scope, the synchronous participation in online activities, the different schedules, the return of teachers to schools while keeping a virtual component, which hindered the participation of the members of the NCs and the educational community at large in activities of the areas of education and knowledge management. There were also difficulties in the area of organization, especially regarding the participation and recruitment of new members, financing, resource management and membership fee payments, which impacted the possibility of some NCs to function properly.
- In **NORTH AMERICA AND THE CARIBBEAN**, the work in the area of education was affected, in particular related to ESD, since there is little interest in the concept. This was made more evident in the context of the pandemic..

4.2.5 Sources of financing and support Payment of annual fees and the solidarity strategy

A total of **62.69%** of the NCs made the annual payment of the world membership fee.

NATIONAL COMMITTEES THAT PAID FOR 2021

Argentina, Australia, Brazil, Bulgaria, Canada, Chile, Croatia, Cyprus, Czech Republic, Denmark, Ecuador, El Salvador, Finland, France, Germany, Ghana, Greece, Hong Kong-China, Israel, Italy, Japan, New Zealand, Norway, Pakistan, Panama, Paraguay, Peru, Poland, Portugal, Republic of Korea, Russia, Sierra Leone, Slovakia, Spain, Sweden, Thailand, Turkey, United Kingdom, United States, and Uruguay.

In 2021, as in previous periods, the NCs of Australia, France, Norway and New Zealand took part in the solidarity strategy and paid the annual fees of some Committees that, for different circumstances, are unable to cover the payment.

4.2.6 Projects involving new and young members

54.72% of the NCs added **new members** in 2021 and recorded some of their strategies to achieve this.

- **AFRICA:** Burkina Faso (3), Cameroon, Ghana (2), Kenya (one Institution through awareness raising), Nigeria (5).
- **ASIA PACIFIC:** Japan (23, by improving projects and publicity on the Japanese National Committee website, inviting members to participate in global and national projects, and designing plans for member exchange meetings), Pakistan (2), New Zealand (in regional groups, publicized OMEP and its work by mailing the book "For Each and Every Child" to all early childhood education services. They also encouraged membership by offering free copies of that document to new or renewing members, along with the IJEC access key).
- **EUROPE:** Bulgaria (40 at the academic level, the new NC governing body includes a university professor responsible for the academic groups of the organization), Croatia (20), Cyprus (15 members, by reducing the annual fee and holding seminars), France (recruitment of young people in activity, through invitations to online and onsite congresses, and request for answering questionnaires), Greece (private legal entities registered due to a change in the articles of association statute), Ireland (membership

increased from 50 in January to 80 in November 2021; development of an information brochure about the organization and the benefits of membership which was distributed including to city and county childcare committees, and to teachers and students at higher education institutions. In addition, a reduced price annual membership was offered to anyone registering for the OMEP Ireland Conference), Italy (implementation of some specific projects, each targeting its own interested users, and thus adding a hundred more members), Norway (10), Russia (active participation in the talks and other open spaces, sending a banner on membership admission, promotions and discounts on contributions), Slovakia (5, highly professional activities of the committees in the different regions), Sweden (information), Turkey (announcement to preschool teachers through social media and mailing addresses), Ukraine (3, 2 teachers of pedagogical college and a university student).

- **LATIN AMERICA:** Argentina (10 individual and 3 institutional partners, promotional campaigns on social media and direct invitation to interested people who have had some participation in activities of the Committee), Chile (invitation to join the organization mainly during the annual seminar; in case of an individual interest, an application form to become a member is sent via email), Costa Rica (joined as a Preparatory Committee with 150 people of support), Ecuador (delegates were appointed by province, of the 24 provinces, currently there are delegates in 3: Pichincha, Manabí, and El Oro; the presidency is in the province of Guayas. The delegates have the role of articulation in their province, and also optimize logistical resources for outreach meetings, talks or conferences), Mexico (to make known the proposed objectives, as well as the applications to OMEP among teachers of education. The response has been satisfactory and 4 male teachers have been incorporated, as well as 6 female primary and preschool teachers), Panama (associated with the preschool teachers' union), Paraguay (one more person who has been collaborating in the area of early childhood, an official of the Ministry of Education of the Early Education Directorate, joined the program. In addition, a personal invitation was extended to talk and explain OMEP's work), Uruguay (the number of students who joined the organization increased. The course held favored this aspect).

- **NORTH AMERICA AND THE CARIBBEAN:** Canada (recruitment of 10 students; personal contacts with several universities in Quebec), United States (8).

Only **43.40%** of the NC have chapters, groups or projects involving young members.

- **AFRICA:** Cameroon, Kenya (game sessions), Nigeria (young members participate in research and data collection).
- **ASIA PACIFIC:** Republic of Korea (ongoing seminars for prospective teachers to improve ECCE skills and understanding, and NSA project coordination), Japan (no chapters or groups, but encouraged the participation of younger members in projects), Pakistan, New Zealand (very small regular membership for students. Limited gift of free membership for students is offered. Again, encouraging student membership is more challenging because there have been fewer face-to-face events).
- **EUROPE:** Bulgaria (part of the members are students preparing to become kindergarten teachers and some specific initiatives related to them are currently planned), Croatia (youth initiative), Cyprus (university students), Spain, Germany (representatives of youth associations also participate in the National Committee meetings, so much attention is paid to the youth perspective and this is incorporated in the development of policy position papers), Italy (youth work currently concerns students of pedagogical courses in Italian universities, starting with the Sapienza University of Rome; OMEP Italy supports the training of these young people and involves them in ongoing projects), Poland (group of about 30 teachers involved in the "Blossoming outdoor" project),

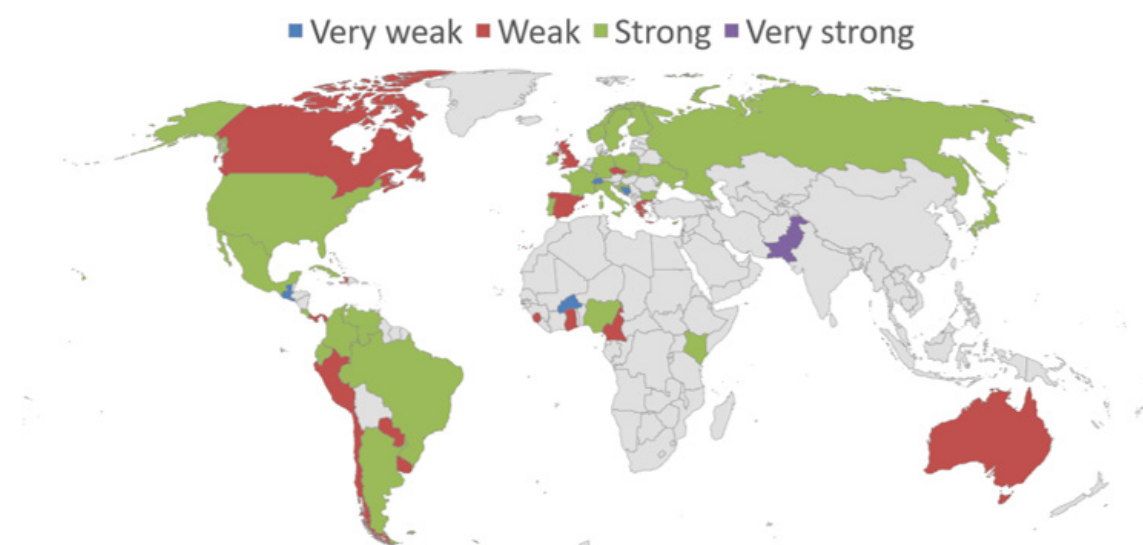
Russia (pedagogical university volunteers), Turkey (student committee working with disadvantaged children), Ukraine (activities in the field of education of children with special educational needs, inclusive aspect).

- **LATIN AMERICA:** Colombia (teachers in training who play the role of volunteers for the implementation of strategies and programs), Costa Rica (alliance with the Youth Agenda for Rights and Citizenship from UNED), Ecuador (most of its members are working in universities in the country, so this is how its students or graduates have joined the OMEP network on Instagram, as the beginning of a network of volunteers to promote early childhood), Mexico (training in diploma courses for educational research, with the participation of 19 young teachers who make up the delegations), Panama (university students), Venezuela (a Vice President is part of the Young Generation, so she is the person who mobilizes other young people to carry out some activities).
- **NORTH AMERICA AND CARIBBEAN:** Canada (university students).

4.2.7 Impact of the action in the Organization area

A total of **60.38%** of NCs consider it to have a **strong impact** in this area, while **28.30%** consider it to have a **weak impact**. Pakistan rates its impact as **very strong**, while Bosnia and Herzegovina, Burkina Faso, Guatemala, El Salvador, and Switzerland rate it as **very weak**.

¿How does th NC assess the impact of its action in the Organization area?



Some comments from NCs regarding their impact:

AFRICA

- **Kenya:** Strong (improved learning outcomes, improved practice, but there is a lack of adequate resources).
- **Mauritius:** Strong (overcoming the difficulties of the pandemic, finding solutions and carrying out all educational programs and all modules to the end, resuming all face-to-face education activities, open house, educational tours, registration for trainees).
- **Nigeria:** Strong (OMEP Nigeria is well organized and structured, provides regular and detailed reports; however, with the COVID crisis and the economic recession, membership is declining).

- **Sierra Leone:** Weak (however, less strong members were able to participate in Virtual Cafés and the Virtual Regional Assembly).

ASIA PACIFIC

- **Australia:** Weak (have been moving our structures towards a national approach, there are some challenges with the constitution, which needs to be updated).
- **Japan:** Strong (they are driving the development of compliance standards, elections, funds, etc., to ensure organizational stability and proper management; the challenge is to create a sustainable organization that encourages participation of younger generations, in addition to participation in global projects and promotion of their national projects).
- **New Zealand:** Strong (as part of their 2020-2021 restructuring, they have had a lot of communication with members about OMEP's purpose, approaches and what they want from their membership; restructuring and development of a new constitution has been a major focus and has been quite time consuming for the NC).

EUROPE

- **Bulgaria:** Strong (the NC has become larger, more stable and more balanced with the incorporation of more academic level members).
- **France:** Strong (participation in the solidarity strategy - Burkina Faso).
- **Germany:** Strong (work of the NC and the JGA, which is based on people from different organizations talking to each other and exchanging views on important issues, has had a big impact on other organizations and their respective membership structures).
- **Greece:** Weak (the Covid period was a very difficult situation for face-to-face communication and activities. Most families are facing economic challenges).
- **Ireland:** Strong (membership growth was a key achievement, particularly in the context of continuing constraints resulting from the pandemic; the NC continued to meet at six-week intervals. However, given the rapid pace of change within the policy/practice landscape and its impact on core activities in member institutions, it has been a challenge to engage with the Strategic plan).
- **Italy:** Strong (the objective is to consolidate the participatory structure linked to the projects: involving various types of people depending on the interest that the specific project may arise. Project-related activities are also strong forms of financing).
- **Poland:** Strong (regular online meetings of the NC board of directors, establishing cooperation with local authorities, establishing cooperation with governmental and non-governmental institutions supporting children's development, undertaking actions, events and activities that disseminate OMEP's objectives, supporting the organizational development of local chapters).
- **Slovakia:** Strong (it is a success that at least one seminar has been implemented in face-to-face form, not all kindergartens have access to a good Internet connection and quality computer technology and therefore the remote way of organizing meetings was sometimes complicated. The challenge now is to start organizing and conducting conferences, seminars again in face-to-face format, if the situation allows it).
- **Sweden:** Strong (it is necessary to develop new ways to reach more members, it is also a challenge that they are dispersed in the country and many members also have a full time job, since this is volunteer work).
- **Turkey:** Strong (social media and their face to face communication network is strong. Low motivation in participants is one of the challenges).

- **United Kingdom:** Weak (they participated as much as possible in the activities of OMEP World, OMEP Europe and as OMEP UK. These can be planned more effectively to raise the profile of OMEP UK).
- **Ukraine:** Strong (implementation of legal requirements, strategic development plan, insufficient participation in scientific publications in the OMEP world organization's journal).

LATIN AMERICA

- **Argentina:** Strong (high level of participation of active committee members; the challenges include the need to incorporate more active members).
- **Chile:** Weak (despite the pandemic context, it was possible to attract participants to the annual seminar and to the various disseminated activities, but the challenge is to incorporate new members and establish strategies for the dissemination of the Committee and its activities at the global, regional and national levels).
- **Colombia:** Strong (consolidation of regional teams at the national level, the challenge is to continue strengthening these regional teams).
- **Ecuador:** Strong (achievements include the incorporation of new professional members who supported the Voices of Children Webinar, and invitations to Conferences from other Universities; the challenges are to prepare to participate in invitations from other organizations for conferences and training).
- **Paraguay:** Weak (despite having few members, several key activities have been achieved that have strengthened the NC. Due to the pandemic, face-to-face meetings were not possible; therefore, they were held virtually, with their challenges and limitations).
- **Peru:** Weak (due to the pandemic, it has been very difficult to develop the proposed activities).
- **Uruguay:** Weak (the number of associated students increased, the training course was completed, but there is still the challenge of increasing the number of members and encouraging professionals from other areas related to early childhood to become part of the organization).
- **Venezuela:** Strong (progress is being made in strengthening the committee. In the 2021 elections a steering committee of 17 members was formed, which favors the possibility of participating and rotating responsibilities; but it is still a challenge to align national projects with global projects and generate sources of income through participation in projects).

NORTH AMERICA AND CARIBBEAN

- **Canada:** Weak (still in the process of restructuring, new members are making their way onto the board. New ideas, new projects and possibly, if health measures are lifted, participation in face-to-face events are being put in place).
- **Haiti:** Weak (the challenges and obstacles were many, and it was impossible to meet to plan activities. The deaths in the families of the members; the president wanted to resign due to the impossibility to act. However, coordination with ECDAN actions and participation in the decision making of the associations regarding the operation of the schools during COVID 19, and participated in the training of parenting trainers).

5. COMMUNICATION AREA

Communication is a transversal process that affects all areas of the Strategic Plan and allows us to build understanding, adhesion, leadership and influence. Communication has two main components, a) pedagogical or educational, which implies information and rising awareness, and b) dialogic, to ensure a democratic and permanent dialogue internally (among OMEP committees and the EXCO) and externally, with other organizations, governments and social groups. It has required the development of a Communication Plan managed by a specialized professional team.

5.1 The EXCO's work in the area of communication

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

Reported by: Mercedes Mayol Lassalle

The year 2021 was characterized by the strengthening of the **internal and external Communication Plan**, managed by the WP together with a specialized professional team. Some of the topics covered included:

A. BRAND IMAGE:

The OMEP brand was standardized with the dissemination of the new logo designed for each committee and for the global level. A brand manual was also prepared to guide its use.

B. NEW OMEP WEBSITE (WWW.OMEPWORLD.ORG):

During 2021, the website continued to be expanded and improved. The contents are developed in the 3 official languages.

Regarding *the OMEP Blog: Rights from the start*, the call for articles was expanded to ensure a corpus of content to strengthen actions and exercise influence within the political and academic spheres in favor of the right to education for young children worldwide. The team of translators continued to be strengthened in order to meet the need to share articles in the 3 languages, while respecting the quality of the original article. The editorial team was responsible for inviting the authors, reviewing the articles received and selecting the children's productions that accompany each article in a dialogic manner.

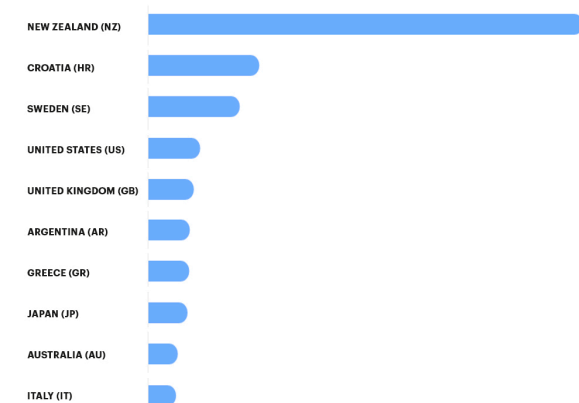
C. COMMUNICATION CAMPAIGNS:

Different campaigns were developed with original content on the identity of early childhood education, public policy and other key issues.

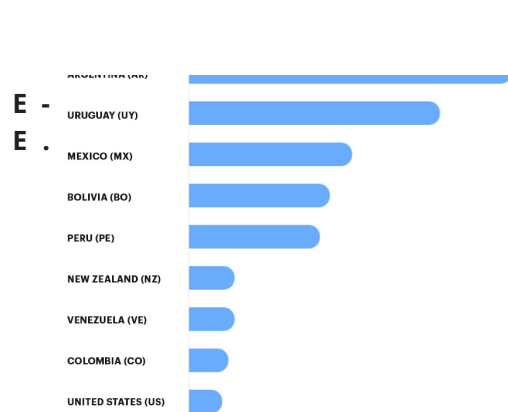
D. CELEBRATION OF INTERNATIONAL DAYS:

Campaigns were held via posts, videos and the dissemination of actions by different National Committees to celebrate the international days in OMEP and the UN.

Number of views: audience by country for the *video in English*



Publication in Spanish



2021

their National Committees, their main lines of work and current projects, their situation, and their main concerns and challenges.

VIDEOS COLLECTED IN 2021 AVAILABLE ON OMEP'S YOUTUBE CHANNEL

- [Actions of the OMEP Venezuela Committee \(Iliana Lo Priore Infante, President\)](#) in Spanish
- [Actions of the OMEP Italy Committee \(Mateo Corbucci, President\)](#) in English
- [Actions of the OMEP Panama Committee \(Dr. Ulina Mapp, President\)](#) in Spanish
- [Actions of the OMEP Czech Republic Committee \(Milada Rabušicová, President\)](#) in English
- [Actions of the OMEP Peru Committee \(Gina Ore León, President\)](#) in Spanish

F- SOCIAL MEDIA

In every organization, social media is a key strategy to communicate effectively.

SCOPE OF OUR SOCIAL MEDIA	INTERACTION WITH THE CONTENT
469.362	22.398
NUMBER OF VIEWS OF OUR CONTENT	NUMBER OF REACTIONS, COMMENTS AND SHARES

- [YouTube](#): Reach **52.700** - Commitment **602**
- [Facebook](#): Reach **222.419** - Commitment **15.177**
- [Instagram](#): Reach **31.432** - Commitment **3.638**
- [Twitter](#): Reach **162.600** - Commitment **2.981**

5.1.2 The actions of the Regional VPs in the area of communication

AFRICA

reported by: Nyamikeh Kyiamah

Communication with members was carried out through the WhatsApp group of the members in the region. This helped us to communicate much faster and share ideas. It also encouraged more participation in OMEP activities, especially virtual ones. Communication with the Committees via emails, text messages and phone calls continued.

As usual, the National Committees were encouraged to participate in OMEP national and regional conferences, and international activities as far as possible, such as webinars, virtual meetings via Zoom, and virtual Cafés, etc. A Virtual Café and a Regional Meeting were organized to discuss the current situation, receive updates from the EXCO and share ideas.

The VP always brought the attention of the committees to communications from the World Secretariat and encouraged members to participate in world activities, using the logo and sharing OMEP World social media messages on their various platforms. Nigeria and Ghana are active in these activities. The VP also helped Committees to be abreast with the happenings at OMEP World and hence were able to participate.

Generally, we continued to use our WhatsApp platform and emails to communicate with members. Occasionally, phone calls were used.

ASIA PACÍFICO

reported by: Udomluck Kulapichitr

MONITORING THE DISSEMINATION AND SOCIALIZATION OF COMMUNICATIONS, CAMPAIGNS, GLOBAL INITIATIVES AT THE NATIONAL LEVEL:

During the regional meetings, each National Committee was asked to share the national activities, policies, problems, etc. There were exchanges of emails with some country members including zoom meetings and phone calls.

THE IMAGE OF OMEP: USE OF THE LOGO, SLOGANS, ETHICS:

Each National Committee uses OMEP logo in different platforms and events, such as the OMEP logo on the event board for the World Peace Day when the Vice President of the Asia Pacific region, Assoc. Prof. Dr.Udomluck Kulapichitr, was invited to deliver the peace message from UN Secretary-General Antonio Guterres on September 21, 2021 to the World Organization of Scout Movement and the Messengers of Peace Program (Thailand). The logo can also be used attached on email signatures for communication, facebook, publications, etc.

The OMEP slogan on "Right from the Start" and information on the OMEP Declaration, ethical issues on children's rights or ESD, among others, were also mentioned or stated whenever possible in various events, seminars, conferences and meetings.

USE OF COMMUNICATION CHANNELS AND STRATEGIES TO STRENGTHEN INTERNAL AND EXTERNAL COMMUNICATION:

Under the Asia Pacific region, the communication process has involved several tools as follows:

INTERNAL COMMUNICATION

newsletter, regional meetings, regional assembly, webinars, phone calls, emails, application LINE, Facebook.

EXTERNAL COMMUNICATION

webpage, blog, social media, statement of APR Voices

MEETINGS, INTERVIEWS AND CONTACTS WITH NC:

Using emails, zoom meetings, phone calls, and application LINE.

EUROPE

reported by: Ingrid Engdahl

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.

In 2021, we could see the use of both the old and the new logos for World OMEP and NCs. The visual identity of OMEP is present and stronger.

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 also disseminated through invitations to special groups of people and organizations, such as universities, through press releases and open letters to the public. Many NCs have a routine for spreading the communications from OMEP World, usually by sharing on the national web page and on social media, like Facebook and Twitter.

In Norway, public debates are initiated by open letters, and OMEP arranges an annual Play prize winner, although this was not done each year during the pandemic. OMEP Ireland appointed an OMEP Ireland Champion and Advocate for ECCE in November 2021, with the purpose of promoting and supporting the work of OMEP Ireland in advocating for children's rights.

During the year, around five Europeans have contributed with their articles to the OMEP Blog series. Because of the pandemic, the VP has been directed to digital meetings and communication. NCs write their questions directly to the VP.

The VP has been invited to and addressed national and international conferences in Sweden (February 26), Turkey (April 23), Germany (May 18), Poland (October 23), Ireland (November 6), and Croatia (November 11). The topics circled around the ongoing pandemic, the rights of the child and the role of early childhood education for a sustainable society. The OMEP Virtual Cafés (March, August and November) have been appreciated as meeting places.

LATIN AMÉRICA

reported by: Desirée López de Maturana

The region has implemented the communication plan guided by OMEP World. It is important to highlight the great spirit of collaboration among the different Committees, who participate in and disseminate the activities and campaigns that each one carries out according to their plan and general guidelines. To achieve this, WhatsApp groups have been very helpful, since they help to coordinate and communicate activities in a timely manner. All the activities going on in the region were shared using the different platforms. The number of visits to the Facebook page, the support and the messages shared are proof of this.

PROMOTING THE INCORPORATION OF YOUNG PEOPLE TO OMEP:

Young people are very interested in participating in the organization. There have been no formal incorporations so far, so this remains a goal to be achieved this year.

MONITORING THE DISSEMINATION OF COMMUNICATIONS, CAMPAIGNS AND GLOBAL INITIATIVES AT NATIONAL LEVEL:

Disseminating the global campaigns is an ongoing task for each National Committee and for the Vice President. A social media manager was hired to share campaigns, courses and relevant information of 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.

THE 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 sharing. Moreover, this region par-

ticipates in the communication team in CLADE, which helps promote the campaigns and actions that each organization carries out.

MEETINGS, INTERVIEWS AND CONTACT WITH THE NCS:

In 2021, we held meetings with the Committees in Mexico, El Salvador and Brazil to cover particular issues. In general, communication with each Committee's President is fluent and their needs and requirements are raised and handled through the different channels. The meetings with the Committees have been very important to organize actions, as well as to motivate and empower members. Therefore, it is our commitment to set these meetings in our calendar, so that we can cover all of them.

NORTH AMERICA AND THE CARIBBEAN

reported by: Christiane Bourdages Simpson

Communication is a key element in the promotion and dissemination of our mission, our projects, our actions. Everyone agrees that whether it is at the local, national or global level, OMEP's image must be put forward.

New means of communication have been developed in the past 2 years, which has allowed a greater number of people to participate in our respective activities and thus strengthened the communication at all levels.

The support and guidance of the World Secretariat has also been strategic in facilitating communication both internally and externally. The OMEP Canada and USA committees have developed communication tools for members and need to modernize their websites.

5.2 The actions of the NCs in the area of communication

5.2.1 Internal Communication Strategies and national Communication Plan

COMMUNICATION STRATEGIES OF NCS FOR INTERNAL USE

THE MOST USED	THE LEAST USED OR COMPLEMENTARY ONES
ZOOM MEETINGS 73.6%	OTHERS 11.3%
MESSAGES VIA EMAIL 64.1%	SKYPE MEETINGS 7.5%
MESSAGES VIA WHATSAPP 50.9%	MEET MEETINGS 5.7%

COMMUNICATION STRATEGIES OF THE NCS WITH THEIR COMMUNITIES

THE MOST USED	THE COMPLEMENTARY ONES
MESSAGES VIA EMAIL 67.9%	NEWSLETTER 30.2%
ZOOM MEETINGS 54.7%	OTHERS 22.6%
MESSAGES VIA WHATSAPP 45.3%	MEET MEETINGS 20.7%

A total of **54.72%** of the NCs have an annual communication plan or certain communication strategies and some of them described their main lines of action.

AFRICA

- **Cameroon:** We promote early childhood care through communication, develop local communication, diversify our partners and members, increase the success of our projects and obtain more support.
- **Nigeria:** In addition to WhatsApp, email and newsletters, the National Committee is expected to hold at least 4 meetings a year and a national conference. In 2022, the national conference will be held both face-to-face and online.

ASIA PACIFIC

- **Australia:** We use the national website, Facebook and newsletters, as well as hold webinars.
- **Japan:** We send monthly electronic newsletters and publish news twice a year. Once a year, an ordinary general assembly is organized. In 2021, two online member exchange meetings were held.
- **Pakistan:** We send messages via WhatsApp and email, and we meet via Zoom and in person..

EUROPE

- **Bulgaria:** In 2021, the communication plan focused on online meetings and activities, as well as the dissemination of information and materials through virtual platforms.
- **France:** We sent 4 quarterly letters per year addressed to our members and friends. We publish on the website www.omep-france.fr.
- **Greece:** We have an annual meeting (face-to-face and online) with the members of the regional chapters in Greece, and with the members of the Greek EXCO. We inform the planning of activities of each chapter, discuss difficulties and challenges, exchange ideas and disseminate activities and events through social media, the official website, email, blogs, YouTube channels and Facebook pages of the regional chapters.
- **Italy:** We work to establish a calendar of events throughout the year to highlight each activity and the culmination of each national project, aligning them to a celebration day. From this organization, the content is created for the different channels in which the work carried out is disseminated.
- **Norway:** We update the website, try to improve our social media channels and participate in public discussions and in international fora.
- **Poland:** We establish meeting and event dates, detailed division of tasks between board members and field offices, and continuous contact through messages.
- **Russia:** We hold meetings, conferences and make an annual report.
- **Slovakia:** We organize regular meetings of the Committee, as well as congresses and seminars.
- **Sweden:** During 2021, we developed the new website www.omep.org.se. The journal of OMEP Sweden is published three times a year. We also promote IJEC and OMEP: Theory into Practice.
- **United Kingdom:** A bi-monthly newsletter is sent to all members supplemented by social media posts on Facebook and Twitter.
- **Ukraine:** The desired perception was achieved, as well as the support and strengthening of the organization's authority in terms of internal and external cooperation.

LATIN AMERICA

- **Argentina:** Raising awareness of the general population on the importance of ECCE. Dissemination of actions carried out and to be carried out by the committee.
- **Ecuador:** Quarterly meetings were held to adjust the timelines during the pandemic.

- El Salvador: International events are communicated via WhatsApp and email.
- **Mexico:** A communication and dissemination team was formed (as an observatory) with a member from each delegation, who monitors the publications received and the actions taken to replicate them, follows up and sends out a standard bi-weekly report to the NCs with the progress and impact.
- **Panama:** We maintain an ongoing website and social media channels.
- **Uruguay:** A commission, together with the secretariat, is in charge of dissemination and information.
- **Venezuela:** There is a basic plan that involves 4 main categories and distribution of responsibilities: 1. Communication from the committee, 2. Promotion of the committee activities, 3. Promotion of OMEP WORLD and OMEP Latin America, 4. Content and design creation. This is done to communicate coherently through social media, WhatsApp and community channels, and follows these principles: guaranteeing continuity, promoting proximity, and being present frequently within the committee and on social media.

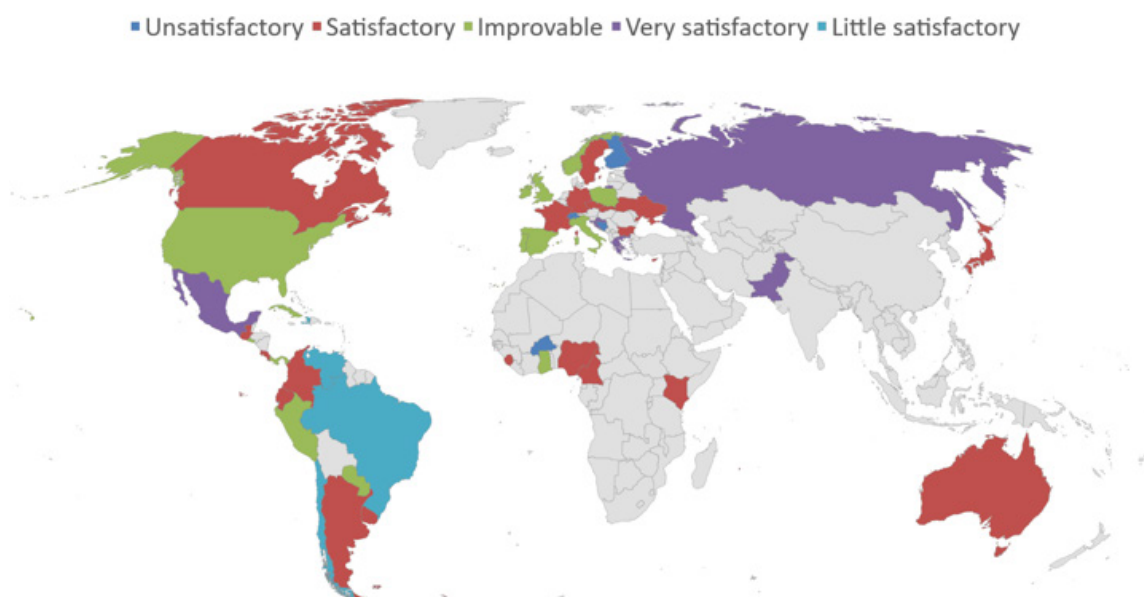
NORTH AMERICA AND THE CARIBBEAN

- **Canada:** We do not have a specific communication plan established, but we do communicate regularly with our members through OMEP-Canada-INFO, as well as through social media. We also have a page dedicated to us in the journal *Préscolaire*, which allows us to make ourselves known as an organization to the world of preschool education. The challenge remains to develop a more effective plan.
- **United States:** We use email, social media, a newsletter and Zoom. We hold the Spring and Fall board meetings and monthly EXCO meetings.

5.2.2 Assessment of the NCs' strategies to disseminate their activities and their participation in the EXCO's strategies and proposals

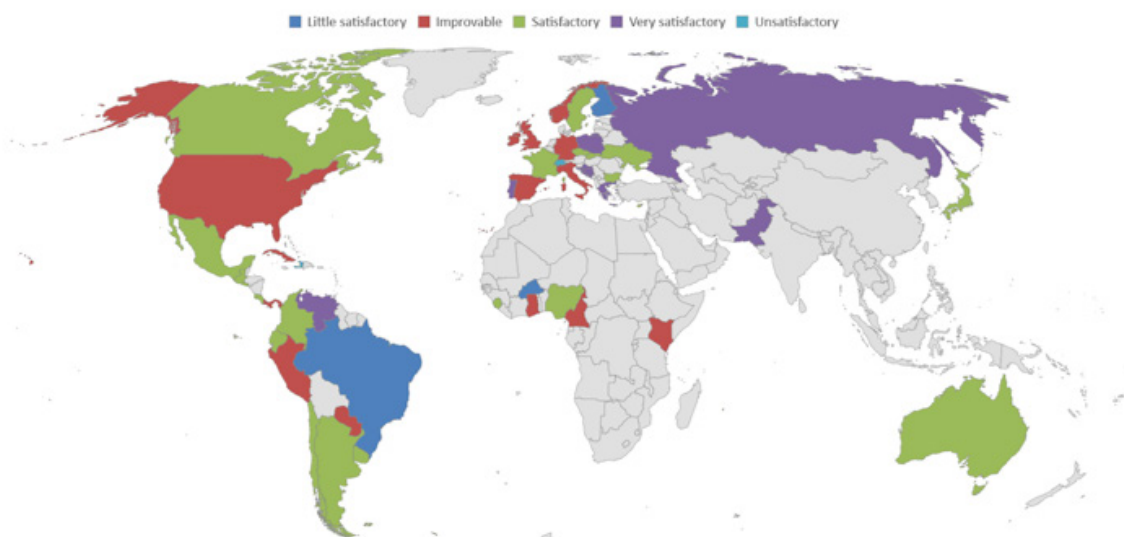
A total of **47.17%** of the NCs rate the strategies for disseminating their activities as **satisfactory**, while **28.30%** believe that they **could be improved**. The NCs of Croatia, Greece, Mexico, Pakistan and Russia consider them **very satisfactory**, while those of Brazil, Chile, Haiti and Venezuela **not very satisfactory**, and those of Burkina Faso, Bosnia and Herzegovina, Finland and Switzerland **unsatisfactory**.

¿How do you assess the communication strategies you used to spread the objectives of OMEP and the activities of the NC?



A total of **45.28%** of the NCs rate their participation in EXCO's strategies, proposals and activities as satisfactory, while 30.19% believe that they **could be improved**. The NCs of Bosnia and Herzegovina, Croatia, Greece, Poland, Portugal, Pakistan, Russia and Venezuela consider them very satisfactory, those of Brazil, Burkina Faso and Finland **not very satisfactory**, and those of Haiti and Switzerland as **unsatisfactory**.

¿How do you assess the communication strategies used by the NC to spread the proposal and activities of World OMEP?



5.2.3 Main strengths and challenges of communication with EXCO

A total of **67.92%** of the NCs indicated the main strengths and challenges of their National Committee's communication with EXCO.

- In **AFRICA**, the informative activity and the good working relations with the VP, the fast and solid communication with the World President and the secretariat team stand out. However, it is a challenge to improve the communication of the NCs, since due to the resources, infrastructure and the remoteness of the locations of some members, it is difficult to share efficiently all the information, activities and proposals that EXCO carries out.
- In **ASIA PACIFIC**, EXCO communications are considered very useful and are highly appreciated by some NCs; close relationships have been developed among OMEP members regionally and globally and communication has been facilitated through different channels, especially through the organization's official mailings. Challenges are the time zone differences, which are very significant, and the dissemination among the members of each NC so that the international character of OMEP can be promoted.
- In **EUROPE**, the excellent communication and interaction with the EXCO and its proper organization are generally highlighted. The effort to prepare the newsletters and messages from the Presidency and Vice-Presidency in the official languages is valued, and the time and energy invested in keeping information up to date and providing an overview of what is happening at the international level is appreciated. Strategies such as seminars, the virtual cafés and other regional meetings are seen as facilitators and promoters of communication, interaction and cooperation. The broad participation of EXCO members in local NC initiatives is considered very relevant. Among the challenges, language barriers are mentioned; due to the number of proposals, sometimes the news overlap or do not arrive on time, and on the other hand, as the territorial

work in each NC is arduous and demanding, especially in the context of the pandemic, sometimes it is difficult to meet all the EXCO's requests. It is important to keep in mind that the work falls on a few people who, in a voluntary, competent but very demanding way, are managing the development of the organization at the local level.

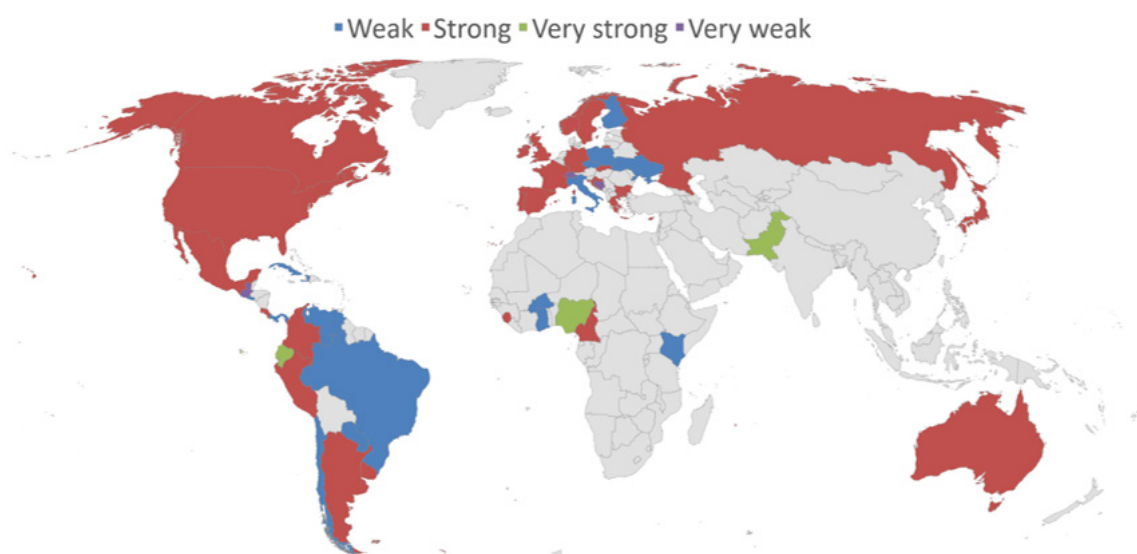
- In **LATIN AMERICA**, among the strengths mentioned are the closeness in the dialogue and the prompt response of the VP, the World President and the secretariat team. From the NCs, good communication is maintained with the EXCO and the consistency of the communication strategy, clear and timely information through emails, and permanent communication in WhatsApp groups are highlighted. Progress in strengthening the institutional identity, the strategies of the virtual cafés and newsletters with relevant information are noted as significant aspects. Challenges include improving the articulation and participation in global projects, the development or strengthening of national communication plans or strategies, greater commitment and follow-up to international activities, promoting the incorporation and use of social networks in the NCs in coordination with the global OMEP networks. It is also mentioned the difficulties that some NCs have to sustain the national and international work, counting only with small work teams of volunteers and very committed people with limited resources. Therefore, it is proposed to establish support and training strategies from the EXCO in order to join efforts and align the work in an articulated way at national, regional and global levels.

- In **NORTH AMERICA AND THE CARIBBEAN**, direct communication with the World President and the VP is emphasized, and it is requested that priority be given to sending multimedia graphic material so that it can be shared more easily, especially on social media.

5.2.4 Impact of the actions in the area of communication. Achievements and challenges

A total of **56.60%** of NCs consider their actions in this area to have a **strong impact**, while **32.08%** consider them to have a **weak impact**. Ecuador, Nigeria and Pakistan rate their impact as **very strong**, while Bosnia and Herzegovina, Guatemala, and Switzerland rate it as **very weak**.

¿How does the NC assess the impact of its action in the area of Communication?



Regarding the **achievements**, the success of the communication actions and the significant change within the communities involved in several projects are mentioned. Through the communication actions, more people know about OMEP, there is greater participation and discussion, which represents a good foundation for capitalizing on what was achieved during the next year. Several NCs were able to develop communication teams and strategies. They made publications on websites, distributed official newsletters, maintained social media channels, held meetings and virtual activities to maintain an ongoing communication during the pandemic. Communication internally and externally are more fluent. There is greater involvement in the promotion of information as well as in the use of materials and participation in OMEP World's initiatives and projects.

Regarding the **challenges**, among those mentioned were the need to find a balance between getting people excited and informed about OMEP and overloading members with information, given the number of emails and social media messages everyone receives, especially in the context of the pandemic. There is a need to start increasing face-to-face communications, not just online. It is important to motivate and incorporate the next generation, especially to involve young people who have more experience with social media and new technology. It is essential to sustain and improve activities in the area of communication, to expand further the visibility of OMEP's actions to be seen as a reference in ECCE issues, and to establish a robust Communication Strategy at the national, regional and global levels.

6- OMEP FINANCIAL REPORT 2021 - WORLD TREASURER REPORT

This report applies the budget categories approved by the OMEP Virtual Assembly in 2020.

6.1 About INCOMES 2021

INCOME 2021	PROJECTED	INCURRED
MEMBERSHIP FEES (BANK ACCOUNT/PAYPAL)	USD 34,900.00	USD 24,807.59
SPRINGER COPYRIGHT (ROYALTIES)	USD 3,500.00	USD 3,304.81
WORLD CONFERENCE	USD-	USD -
REGIONAL CONFERENCES	USD-	USD -
DONATIONS/EXTERNAL FUNDING	USD 25,000.00	USD -
OTHER INCOME	USD-	USD -
TOTAL INCOME	USD 63,400.00	USD 28,112.40

6.1.1 Annual Fee

OMEP's main source of genuine income are the annual fees. In the budget estimate for 2021, it was proposed to **collect the entire annual fees, USD 34,900**; however, only 61% of the National Committees made the payment. Therefore, the amount has dropped to **USD 24,807.59**. This amount was collected through two payment channels: bank transfers and PayPal.

6.1.2 Springer Copyright

During 2021, **USD 3,304.81** has been received for royalties corresponding to the year 2020

6.1.3 World Conference

The World Conference has been postponed to 2022 and will be held in **Athens, Greece**, the venue approved at the 2019 World Assembly, therefore there is no income for this concept.

6.1.4 Regional Conferences

The Asia Pacific Regional Conference was held in hybrid format, and for now no contribution has been received.

6.1.5 Donations/fundraising

Activities have been developed to raise funds but without any results.

6.1.6 Other bank income/interest

The bank does not report the payment of bank interest.

6.2 About EXPENSES 2021

EXPENSES 2021	PROJECTED	INCURRED
1- EXECUTIVE COMMITTEE EXPENDITURES		
CUSTOMARY PAYMENT FOR THE WORLD PRESIDENT	USD 18,000.00	USD 9,767.16
VP AND TREASURER ACTIVITIES	USD 9,000.00	USD -
2- WORLD SECRETARIAT		
WEBPAGE	USD 2,000.00	USD 2,006.79
OFFICE EXPENSES	USD 7,500.00	USD 8,200.47
EDITING JOURNAL OMEP: TIP	USD 1,000.00	USD 1,008.38
SECRETARIAT TEAM: SECRETARY AND ASSISTANT	USD 8,000.00	USD 7,981.39
3- REPRESENTATIONS		
REPRESENTATIVES	USD 2,000.00	USD -
MEMBERSHIPS EUROCHILD/UNESCO/OTHERS	USD 1,500.00	USD 441.26
4- WORLD ASSEMBLY EXPENSES		
TRAVEL EXPENSES: EXCO	USD -	USD -
TRAVEL EXPENSES: SECRETARIAT	USD -	USD -
EDITING AND PRINTING ANNUAL REPORT, AGENDA, ETC	USD -	USD -
TRAVEL EXPENSES: REPRESENTATIVES	USD -	USD -
EXPENDITURES OF THE VWA	USD 1,000.00	USD 1,007.75
5- WORLD PROJECTS		
ESD AWARDS	USD -	USD -
COMMUNICATION PLAN	USD 5,000.00	USD 5,262.63
WEBINAR OPERATING COSTS	USD 1,000.00	USD 986.53
SPRINGER ANNUAL SUBSCRIPTION 2021	USD 2,000.00	USD 2,267.80
6- OCCASIONAL PROJECTS		
	USD -	USD -
7- BANK CHARGES		
AGIO/BANK CHARGES	USD 1,000.00	USD -
TOTAL	USD 59,000.00	USD 38,930.16

6.2.1 Expenses of the Executive Committee

CUSTOMARY PAYMENT FOR THE WORLD PRESIDENT (PHPM)

During 2021, extra expenses of the budget items related to: the Flagship Initiatives of the Strategic Plan and other projects, the development of the communication plan, the professional team of the Secretariat, translations and interpretations for OMEP Seminar Series. Total: USD 9,767.16

REGIONAL VICE-PRESIDENTS AND WORLD TREASURER

During 2021, no expense was incurred for this budget item.

6.2.2 World Secretariat:

WEBSITE

Maintenance costs and permanent adaptation of the Website, Total: USD 2,006.79

OFFICE EXPENSES

include translations, printing, stationery, etc. Total: USD 8,200.47

OMEF TIP EDITION

Includes the costs of editing and designing the publication. Total: USD 1,008.38

SECRETARIAT TEAM

Payments for professional services. Total: USD 7,981.39

6.2.3- Representations

REPRESENTATIVES

No expenditure was incurred under this heading.

MEMBERSHIPS

Fees paid for Memberships in Eurochild (USD 241.26), CLADE (USD 200). Total: USD 441.26

6.2.4- Expenses of the World Assembly

The World Assembly was held virtually and a total of USD 1,007.75 was spent for its technical operation, translations, and interpretation services.

6.2.5- World Projects

EDS PRIZES

No payments were made for this item, because the prizes (USD 5000.00) will be paid in 2022.

COMMUNICATION PLAN

Plan management and equipment for a total of USD 5,262.63.

WEBINAR OPERATING COSTS

Completion of the OMEF Seminar Series 2021-2022 for a total of USD 986.53

SPRINGER

Payment of the total annual fee to the EUR 2,000, equivalent to USD 2,267.80.

6.2.6- Occasional projects

In 2021, Working Groups for Global Projects were organized but no expenditure was incurred for this item.

6.2.7- Bank charges

The total is not discriminated against for bank interest, or for taxes charged by PayPal for the payment of annual fees.

6.3 OTHER FUNDING / Donations

OTHER FUNDING / DONATIONS:

SUPPORT NEW HOMEPAGE AND BLOG	USD 2500.00
-------------------------------	-------------

The World President obtained funding from two foundations in Argentina to support the Communication Plan. The administration and payment of the USD 2,500.00 was made through OMEP Argentina.

6.4 GENERAL SITUATION

BALANCE 2021

BANK BALANCE 12/31/2020	USD 82,944.17
INCOME 2021	USD 28,112.40
EXPENSES 2021	USD 38,930.16
DIFFERENCE BETWEEN INCOME AND EXPENSES	-USD 10,817.76

BALANCE 2021 (BANK AND PAYPAL)

BANK BALANCE 12/31/2021	USD 61,889.89
PAYPAL BALANCE (MEMBERSHIP FEES)	USD 10,176.64
TOTAL BALANCE	USD 72,066.53

6.5 NOTES

- **Note 1:** In Expenses 2022, USD 10,000 must be set aside for the 2020-2021 EDS Prize Payment.
- **Note 2:** Refunds of pending payments for 2020 were made and included in the Office expenses category.

6.6 FINAL COMMENTS

2021 has been yet another year of facing a deep economic recession with the impact of Covid-19. We know there have been difficulties raising payment; still, you have succeeded. Therefore, on behalf of OMEP World, I will thank the National Committees for paying their fees; your commitment to OMEP makes the organization stay alive and vital.

Despite the uncertainty, OMEP has transformed into digital platforms for communication, webinars, World Assembly, etc. OMEP needs to buy expensive services to keep activities and communication going in this way. Through the web page, all members will access the International Journal of Early Childhood. As research is still not openly available for all, sharing knowledge from OMEP World's Journal is a pride and a priority. Therefore, I will thank the World President and her team for the excellent communication plan and website work. The hard work in organizing the digital events, with translation, discussion and voting was impressive.

The report shows an unbalanced economic situation with a minus of USD 10,817.76. We have worked for donors and funding this year but have not succeeded.

Elin Eriksen Ødegaard

OMEP World Treasurer

7. FINAL CONSIDERATIONS

7.1 Main strengths by region

AFRICA

by: Nyamikeh Kyiamah

- Capacity in developing and training early childhood educators and caregivers.
- Public awareness and enlightenment of parents in schools and public places on the objectives of OMEP.
- Collaborating with governments at different levels on issues concerning Early Childhood Care and Education.

ASIA PACIFIC

by: Udomluck Kulapichitr

- Our region comprises of countries that work together with not only emotional empathy (for example, through the Asia Pacific Regional Statement for Myanmar upon the political situation that affects children and families) but also other supports each other, such as through membership fee (OMEP Australia helps OMEP Pakistan, and OMEP New Zealand supports Pacific Islands [OMEP Fiji]) on early childhood projects and activities.
- Most OMEP Committees are university scholars and educators who get involved in research studies and ECCE projects, teaching ECCE at higher education level, have linkages with the government's policies, and serve as specialists on committees that are able to voice and advocate for children's rights, as well as to influence in favor of quality ECCE at different levels in their countries.
- Strong will, commitment and great contribution from the Regional National Committees to provide support for OMEP China to be successful in hosting the Asia Pacific Regional Conference 2021 amidst the COVID-19 pandemic. The conference was held both onsite with the limited number of 200 local participants and online participants with the final record of over 800,000 views. It is a remarkable success for OMEP with a record of such a high number of views around the world!

EUROPE

by: Ingrid Engdahl

- 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 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's 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 may jointly apply for EU funding projects, which facilitates the implementation of activities for the benefit of children.

LATIN AMERICA

by: Desirée López de Maturana

- The main strengths have to do with the commitment of the members with children, as well as the knowledge and professional development they show.
- There is also great solidarity, warmth and collaborative spirit among the NCs.
- There is much productivity regarding activities, events, publications and political advocacy and participation.

NORTH AMERICA AND THE CARIBBEAN

by: Christiane Bourdages Simpson

- Continue the promotion of the mission of OMEP to recruit new members but also new committees in the Caribbean in order to propose a preparatory committee during the World Assembly in July 2022 with the support of EXCO.

7.2 Main areas of improvement by region

AFRICA

by: Nyamikeh Kyiamah

- Getting a good rapport with government officials to be able to explain what we stand for to get their support.
- Requesting the government's implementation of already existing policies on Early Childhood Education; Communication, collaborations and networking.
- Early Childhood Development Advocacy.
- Research into early childhood education practices, publications, sponsorship, and financial limitations.
- Strengthen knowledge exchange among the OMEP National Committee members in Africa.
- Encouraging and stressing the importance of hosting and participation of OMEP Members at the National, Regional and International Meetings and Conferences.
- Collective work to improve Early Childhood Development in Africa.

ASIA PACIFIC

by: Udomluck Kulapichitr

Asia Pacific is geographically a very large region and very diverse in terms of culture, language, economic, and political stability. It is difficult to recruit new members or new preparatory committees especially when we are still in the situation of the COVID-19 pandemic. The following aspects could be planned to attract new members:

- Graduate Student Exchange Program: The program can be arranged within the region or among regions as an introduction to learn different ECCE in OMEP countries that are conducting the World Projects such as ESD, WASH from the Start, Toy Library.
- Cross Cultural or Comparative Research Studies: Studies can be designed within the region or among the regions from the initiatives of the Regional Vice Presidents by involving young or new scholars in ECCE.
- Vice President could introduce OMEP and promote OMEP's work as well as world projects as much as possible at various appropriate situations related to ECCE such as in meetings, seminars, conferences, websites, journals and publications.

- Work with other organizations by inviting ECCE NGOs to attend OMEP Regional and World Conferences.

EUROPE

by: Ingrid Engdahl

- Each region has its own specifics, so it is extremely important to provide time and space for NCs to meet. The organization of the conference at the world level biennially opens the space for regional conferences in the year between the two world conferences. This would enable the representatives of the countries of the region to plan their arrival at one of the conferences and to actively participate in the work and planning of future actions and projects.
- 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 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 to ensure stronger advocacy of children's rights in the region. With the possible sponsorship of regional conferences and the involvement of educational policy makers, the desired changes can be realized.
- Additionally, we must ensure the exchange of good practice in the implementation of NCs activities with possible publication with examples of, for instance, of special day celebrations, implementation of SDGs and / or children's rights.
- The VP must continuously support NCs in their activities and ensure participation in the activities they carry out.

LATIN AMERICA

by: Desirée López de Maturana

- Strengthening regional workflows to distribute tasks and empower the work among the Committees.
- Strengthening communication and systematizing each task carried out.
- Developing coordination instances with international institutions (like UNESCO or 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

by: Christiane Bourdages Simpson

- The main aspects to be improved are:
- The actions to be put in place to enhance the collaboration between the 3 committees, which have different realities and even different languages.
- Identify common actions to be developed in consultation, notably by supporting the OMEP-Haiti committee.

ANNEX: What is OMEP

Since its creation 70 years ago, OMEP has become a world reference when it comes to defending children's human rights from birth to 8 years old, focusing on early childhood care and education (ECCE). OMEP's work, which is present in more than 65 countries, has focused on education as a right and as a tool to acquire other rights: comprehensive development, citizenship, well-being, and dignity for all children in the world.

As OMEP is the oldest and biggest international non-profit organization focused on early childhood, it has Special Consultative Status granted by the UN Economic and Social Council (ECOSOC) and it is part of UNESCO's Collective Consultation of NGOs on Education 2030 (CCNGO/ Education 2030).

All this experience inspires our motto Rights from the start: early childhood care and education for everyone, and nourishes our vision to build "a world in which young children are respected as citizens from the moment of their birth, a world in which they enjoy every human right embodied in the CRC, and they develop completely as fulfilled, healthy and happy people."

OMEP'S GOALS ARE:

- to help consolidate universal and integral public policies that ensure an ECCE that is equitable, inclusive, high quality, and properly financed;
- to encourage initiatives and global and national strategies that guarantee full compliance of the human right to education and care with an "educare" perspective;
- to broaden and spread pedagogical knowledge based on research and on developing places to build collective knowledge in order to enrich teaching practices and ensure high quality education;
- to strengthen educators' work and professional comprehensive development through training, constant learning, and participative investigation;
- to acknowledge educators' understanding and experiences by adding their vision to the creation of policies and global strategies related to ECCE;
- to value the protagonism and voices of children by demanding their participation and the fulfillment of the best interests principle of the child, both in creating policies and in education practices;
- to consolidate international cooperation with the system of the United Nations, the governments and the education systems, civil society organizations and universities, creating synergies to work together and achieve the 2030 Agenda goals;
- to strengthen democracy and participation within the organization and help its growth by adding new members, recognizing the journey of its partners and strengthening its institutional culture;
- and to capitalize and give visibility to OMEP's successful projects, highlighting the diversity, variety and richness of the National Committees' knowledge, actions, experiences and history

THE EXECUTIVE COMMITTEE AND REPRESENTATIVES IN THE UNITED NATIONS SYSTEM

The World Executive Committee (EXCO) consists of the following members: World President, World Treasurer, Regional Vice Presidents of Africa, Asia-Pacific, Europe, Latin America and North America and the Caribbean. The EXCO manages OMEP at a global level, interacting with the National Committees, coordinating and directing the regional actions, and communicating with the OMEP representatives in the United Nations system.

Since its creation in 1948, OMEP has been accepted by the UN because its work program matches the goals and aims of the United Nations. The OMEP representatives in the headquarters of the United Nations in New York and Geneva, UNESCO, UNICEF and other international or regional organizations are appointed by the EXCO and their nomination is approved by the World Assembly.

2020 ORGANIZATION CHART

EXECUTIVE COMMITTEE (EXCO)

- World President: Mercedes Mayol Lassalle
- World Treasurer: Elin Eriksen Ødegaard
- Regional VP for Africa: Nyamikeh Kyiamah
- Regional VP for Asia-Pacific: Udomluck Kulapichitr
- Regional VP for Europe: Ingrid Engdahl
- Regional VP for Latin America: Desirée López de Maturana Luna
- Regional VP for North America and the Caribbean: Christiane Bourdages Simpson

UN SYSTEM NEW YORK HEADQUARTERS REPRESENTATIVES

- Main representative: María Pía Belloni
- Administrative Director: Donna Akilah M. Wright
- Representatives: Kimberly Ann Kopko, Patricia Hanley, Jessica N. Essary

UN GENEVA REPRESENTATIVES

- World President: Mercedes Mayol Lassalle
- Representative/Regional VP Europe: Ingrid Engdahl
- Additional representative: Lisbeth Gouin

UNESCO REPRESENTATIVES

- Representative: Lisbeth Gouin
- Representative: Danièle Perruchon
- Representative: Michelle Cantat-Merlin





OMEP NATIONAL COMMITTEES

OMEP is present in 5 regions and 66 countries.

- **AFRICA** (8): There are currently 7 National Committees and 1 Preparatory Committee: Burkina Faso, Cameroon, Ghana, Kenya, Liberia, Mauritius, Nigeria and Sierra Leone (Preparatory Committee).
- **ASIA-PACIFIC** (11): There are currently 12 National Committees: Australia, China, China-Hong Kong, Japan, Myanmar, New Zealand, Small Island Developing States, Pakistan, the Republic of Korea, Singapore and Thailand.
- **EUROPE** (28): There are currently 27 National Committees and 1 Preparatory Committee: Germany, Bosnia and Herzegovina, Bulgaria, Belgium (Preparatory Committee), Cyprus, Croatia, Denmark, Spain, Finland, France, Greece, Iceland, Israel, Italy, Latvia, Lithuania, Norway, Poland, Portugal, United Kingdom, Czech Republic, Russia, Slovak Republic, Sweden, Switzerland, Turkey, Ukraine.
- **LATIN AMERICA** (15): There are currently 13 National Committees and 2 Preparatory Committees: Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica (Preparatory Committee), Cuba, Ecuador, El Salvador, Guatemala (Preparatory Committee), Mexico, Panama, Paraguay (Preparatory Committee), Peru, Uruguay and Venezuela.
- **NORTH AMERICA AND THE CARIBBEAN** (3): There are currently 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.

Editing and general coordination:

Mercedes Mayol Lassalle, World President

Compilation, editing, survey development, data collection, information analysis:

Astrid Eliana Espinosa-Salazar

Digital platform set-up for the compilation of reports by the National Committees:

Sebastián Gómez-Jaramillo

Translations:

Gabriela Saizar:

coordinator of OMEP's volunteer translator team

Marcos Wasinger

Carolina Torres Painemilla

Federico Gianotti

Julieta Campos

Design:

Isabel Alberdi

isabelalberdi@gmail.com



www.omepworld.org

Sánchez de Bustamante 191 piso 2 K (CP 1173) Buenos Aires, Argentina

worldpresidency@omepworld.org

