



ORGANISATION MONDIALE POUR L'EDUCATION PRESCOLAIRE
WORLD ORGANIZATION FOR EARLY CHILDHOOD EDUCATION
ORGANIZACIÓN MUNDIAL PARA LA EDUCACIÓN PREESCOLAR

ANNUAL REPORT 2010





WORLD PRESIDENT ANNUAL REPORT PERIOD: JANUARY – DECEMBER 2010

Ingrid Pramling Samuelsson
ingrid.pramling@ped.gu.se
www.omep.org.gu.se



The year 2010 was a very fruitful time for OMEP. Nine thousand, one hundred and forty two children, between the ages of two and eight years, were involved in dialogues with 641 adults from 385 schools in 241 cities and regions in 28 countries. They were involved in the interview study about the World Congress logo, where nine children were washing the globe. Sweden hosted the world congress “Children – citizens in a challenged world”. The congress had keynote presenters, many seminars and individual paper presentations on topics of great relevance to questions about sustainability – a topic OMEP now is acknowledged to work on thoroughly throughout the world.

Since the world is challenged, now more than ever, ESD is an area, in which we work with children and in which we need to develop further projects. We are surely walking along an unsustainable path socially, economically and ecologically. Wars, pollution – CO₂, poverty, shortage of water and energy, inequality, and lack of high quality education etc. We, and generations before us, have caused this situation and some of us are now trying to overcome the problems. We will certainly not have

sufficient time for this, which makes it even more important that we strive responsibly to prepare the next generation, the young people, to support the existing environment and save the situation. This need not be a depressing situation or a catastrophic scenario, but a positive, wise action. I believe that the Early Childhood Education has a major responsibility, to make sure that something happens, that attitudes change and that the work gets practical and, above all, is characterized by optimism and joy – because the world, if rightly taken care of, can be a fantastic place in which to live.

I much appreciate the efforts undertaken in different countries to put ESD on the agenda for as many teachers and children as possible in the world, a mission worth fighting for, which I also see in the second phase of the OMEP world project working with the 7Rs. The project has many participants, and its results will be presented in Hong Kong this coming summer. It is also important to recognize the report for practitioners “Early Childhood Education and Sustainable Development” published for OMEP with much help from John Siraj-Blatchford, UK, and the report “Taking Children Seriously. How the EU can invest in early childhood education for a sustainable future.” A report of significant relevance to other regions, although it has to be adapted to each regions’ cultural conditions, while certain aspects are universal.

I am convinced that OMEP’s work does contribute to collaboration and dialogue between different stakeholders in the area of



ECE and ESD internationally, gives practitioners support for being engaged with their children, and stimulates new ideas about curriculum, learning and teaching in the area of ESD and young children.

It is also worth noting that OMEP was well represented at the first ever conference on Early Childhood Care and Development, held by UNESCO in Moscow in September 2010, with the title “Building a notion of wealth”. The conference participants worked out a statement as an action plan, that we now hope will contribute to move the status of and access to early education around the world. It is interesting to notice that everywhere (in the world) and by everybody (researchers and politicians) there is an agreement of the importance of early years, but still very little has happened to make it possible for all children to participate in an early childhood programme of good quality.

So, there is a lot to do – for all of us! I believe it is now or never, that something can be done since ‘the world’ begins to grasp how early years experiences influence the rest of the life for a child, for better or for worse.

I will end my short summery of 2010 by saying thanks to all national OMEP committees who have trust in me to take the lead of OMEP for another three years. I hope we will all work together with new challenges and projects in the years to come.

Gothenburg, Sweden, May 2011

Ingrid



WORDS FROM THE REGIONAL VICE PRESIDENT FOR AFRICA

Victoria O. Bilewu
victoryemi@yahoo.com



The Hosting Right of the 61st OMEP World Assembly and International Conference in August 2009 given to Nigeria in the Africa Region boosted the moral of OMEP members in the Region.

It also created a greater awareness of OMEP activities in some part of Africa Region.

Regional Meeting/Conference

The 2010 Africa Regional Meeting and Conference were held in Accra, Ghana on the 7th – 9th April, 2010.

Thanks are extended to the five member countries who attended: Ghana, Nigeria, Ivory Coast, Liberia and Democratic Republic of Congo. Minutes of the meeting was distributed in May 2010.

The Regional Conference of OMEP Accra, Ghana attracted close to 50 participants. The Conference Focus - “Sustainable Development in Early Childhood Education - The Africa Experience.” We had paper presentations from Nigeria and Ghana.

The V.P. Africa Region, Victoria Bilewu gave a power point presentation on “How do we Educate children for the Future?” With kind permission of Dr. Ingrid Pramling Samuelsson, the World President of OMEP -being highlight of the points she raised in her lecture on “Education for Sustainability in Early Childhood Education” in East China Normal University. The Conference summary was sent along with the Minutes in May 2010.

OMEP Projects

As a follow up on the World OMEP ESD Logo project which was introduced and accepted during the World Assembly in Lagos in 2009, three African countries participated in the project. Nigeria gave an oral presentation during the International Conference in August 2010 in Gothenburg, Sweden.

Toy Library Project in Kinshasha

This project was developed in partnership with CIELO, A French NGO with considerable experience in creating Toy Libraries in Latin America and Africa, it comprises two steps:

1. Establishing a Toy library in Democratic Republic of Congo;
2. Connecting African Toy libraries in a network.

Towards the end of year 2010 with the assistance of OMEP Canada and the co-ordination of Madeleine Baillargeon, V.P. OMEP North America & the Caribbean who has been very much involved and interested in seeing that a viable project is established in the Africa French speaking countries the first phase of the Toy Library Project started in Kinshasha.

By the time that is completed, another Toy Library project will start in Ivory Coast, Burkina Faso, Senegal Togo and Benin Republic.



Government Intervention

From the various reports sent by OMEP member countries in the Africa Region, the greatest concern of their Governments in the establishment of Early Childhood Education Centres was indicated. OMEP in some countries through their collaborations with Ministry of Education, Women Affairs & Child Welfare, UNICEF, NERDC, Universal Basic Education Commission (UBEC) and National Colleges of Education has resulted into OMEP membership in

- UN/NGOS Consultative Committee
- Girls Education Initiative
- National Policy on Integrated Early Childhood Development
- National Minimum Standard for Early Childhood Education and Care
- National Curriculum for ECEC.

Activities

- OMEP member countries organized In-service Training Programs for their members and non-members.
- Colleges of Education are now training personnel for ECEC.
- Members are involved in the National Immunization Program of Child Killer Diseases:
- Mothers are given Talks on Environmental Cleanliness.

Social Interaction

- Children participate in the National Day for Children and Youths. They organize various activities and games.
- On yearly basis OMEP children participate in the commemoration of the Day of the Africa Child on the 16th of June.
- Quiz Competition among OMEP school children was organized .The children who

participated said that they gained a lot from their various colleagues and it enhances their confidence in public speaking.



Research Program

At the University level, research programs on various facets of child holistic development are being carried out. Among them is the study to determine the assessment needs of pre-primary school children for effective teaching and learning. Perceived Influence of Ethno-Religious Conflict on Social Relationships among Early Childhood Educators. The Contribution of Stakeholders in the Implementation of the National Policy on Integrated Early Childhood Development (IECD) in Northern Nigeria.





Statistical and Organizational Information

For easy communication and dissemination of Information, most of the member countries have submitted their Statistical and Organizational Information.

This will be useful to form a net-working among members for sharing of ideas and exchange programs.

Main Challenges to be faced by OMEP in 2011

- To intensify effort in creating more awareness of OMEP Activities in order to gain more membership both at National Committee and Regional level.
- To negotiate for partnership with UNICEF and UNESCO (African Representative Office), ECOWAS, African Union (AU), and other Regional Organizations in order to foster the development of OMEP in Africa and funding of OMEP activities in Africa
- To give assistance to OMEP Liberia to put back into use the Mobile Library Van this has been grounded about a year ago.



BENIN

Idenyi Endurance
endy2010@yahoo.fr
www.omep-benin.org

The activities for the year 2010, besides those related to coordination, affecting our areas of intervention namely OMEP: Early Childhood Education.

Coordinated activities

Internal meetings

Weekly and monthly meetings were held and helped to establish an implementation plan of activities to be undertaken during the year. A total of six (06) monthly meetings were held throughout the year.

Periodic meetings between OMEP VP Africa and OMEP Benin national committee took place and this helped for good planning of OMEP activities. Two (02) meetings were held at the OMEP Benin office.

External meetings

These meetings involve the consultation meetings and exchange of OMEP Benin national committee with different partners. These include the National Education Council (CNE), Minister of Education-Primary and Nursery, Dept of Nursery and Primary School, UNESCO Commission Representative, UNESCO country director, UNICEF, EUROPEAN COMMISSION, BORNfonden NGO, Action Aid, RIGHT TO PLAY ALCRER NGO, Benin Network Journalists And Communicators In Special Education-RJCE-BENIN, Institute Of Science And Psychology Educational, Foundation Raul Follereau, Ministry for Family and Solidarity, NGO SOCIAL EDUCATION SUPPORT. Minors Protection Brigade, Mayor of Cotonou-Departmental Head of education and social action.

Activities related to the areas of intervention

Early Childhood Education

OMEP intervene in 4 communities in Benin (Cotonou, Porto-Novo, Ouidah and Bohicon) and Preparatory intervention community since 2010. The main activities of the Preparatory intervention community are coordinated and monitored by the central OMEP national committee.

Main activities in 2010

- Encourage the study and research related to preschool education.
- Dissemination of information on early childhood education in Benin
- Encourage the training of Professionals in early childhood education (early learning center and training for children, nursery, kindergarten, beginner course).
- Family Education involvement in relation to early childhood education.

Activities conducted

- Official registration of OMEP BENIN as an organization of 1901 under No. 2010 / 0166/DEP-ATL-LITT/SG/SAG-ASSOC APRIL 26, 2010.
- Dissemination of information on early childhood education in the community (parents, NGOs involved in education and health etc.).
- Organize meetings.
- Assistance in partnership with NGOs Social Education Support for schools in the flooded area Akpakpa (Finagnon Public Primary School A, B and C).



- Delegation of OMEP Benin attended the OMEP World Assembly of OMEP in Gothenburg, Sweden.
- Encourage family education in relation to early childhood education.
- Visit schools and other early childhood care centers (for study of the conditions of work environment and the children).
- Contact and network with organizations who share similar goals in Benin.

OMEP Benin intervention strategies such as:

Community Awareness.

- Training and coaching;
- Education and awareness through the media;
- Listening and counseling of the target community;
- Participation of the target community in all phases of projects;
- Dissemination of information on best practices, opportunities, and news of early childhood education;
- Encourages family education in relation to early childhood education;
- Organization meetings.

Difficulties encountered and approaches to solutions

- Lack of funding for running different Project.
- Lack of community support and participation of the target community.
- Long-distance and natural obstacles

Creating and using network of early childhood education organizations as an important way to keep all parts of the system informed and actively involved in changing early childhood education.

Creating Organized, professional development program to strengthen early childhood education.

Situation in Benin

Despite efforts by governments and the private intervention from local and international organization to support the right to education of children, much remains to be done in this area in Benin Republic.

Important activity

Organization of the Sixth Regional Conference of World Organization for Early Childhood Education (OMEP) to be held in Benin, COTONOU INFOSEC on 28-30 April 2011.



BURKINA FASO

KABRÉ Marie Bernadette
mbkabre@yahoo.fr

Main OMEP activities 2010

In our country, many meetings were held to:

- discover and learn about the vision of OMEP;
- write documents (constitution and bylaws) of our National Committee and implement the national office of OMEP-Burkina.

Children's right to Play

- We gave our technical support to institutions and schools to implement play areas for children;
- We developed a guide book on equipment for early childhood education facilities;
- NGOs involved in early childhood are presently making a census of traditional games in various Burkina sociolinguistic environments in order to make them available to children. Those games will be indexed in a booklet easy to use by early childhood supervisors/educators.

Education for Sustainable Development

We elaborated, in collaboration with the Ministry of environment and sustainable development, a curriculum on environmental education.

Most important task or plan for 2011

1. Obtain the legal recognition of our Committee at the national level, and the OMEP level as well;
2. Introduce OMEP to our country's political and administrative authorities;
3. Hold advocacy activities for early childhood in Burkina Faso.



GHANA

Mrs Grace Amartiefio
graceamartiefio@yahoo.com

Children's right to Play

OMEP GHANA executed a toy library project with the Denmark OMEP.

The toys/play equipment were brought in by the Denmark OMEP and were distributed to children Hospitals where children normally spend very long time to recover from illnesses. Such hospitals have schools which are suitable for the needs of the children.

The play equipment are very necessary to help with recuperation

Education for Sustainable Development

The committee was not able to do any specific project on the concept. But the concept forms a major component of the early childhood curriculum of the early childhood centres. Children are therefore given the opportunity to the environment and to understand the need to keep themselves and the environment it clean and safe for future use.

Most important task or plan for 2011

In 2011 the will hold an election to help with the reorganisation process since the President has overstayed and so relinquished the position voluntarily.

The committee will then carry on with a national conference in addition the committee hopes to continue with the in-service training it has been organising for its members and other non members.

Members will be encouraged to participate in the Africa Region Conference and the World Conference.



IVORY COAST

Evariste Bosson Brou Kowoussa
assiven@yahoo.fr

Most Relevant Activities

Activities related to solidarity

Leaded by solidarity, OMEP Ivory Coast National Committee works on a daily basis for strengthening solidarity among members and in favor of white population. For such purpose, modest social acts were carried out for the neediest people, especially children and mothers.

On the other hand, where there is a Local Committee of our association, some specific social cases were notified and some acts were organized with simple but symbolic actions.

Thus, widows, orphans, wet nurses, single mothers and ill people were given support somehow.

In various occasions, high-priority medicines were distributed as well as educational packages, materials for amusement activities, blankets, mosquito nets, clothes, books, cubes, plastic glasses and toys.

At international level, as a solidarity act, the “Solidarity Day for Haiti” (10 July, in Abidjan) was arranged. A symbolic fund was raised for the Haitian Committee to be given to the earthquake victims.

Activities related to health

Mother and child’s health constitutes another pillar of our commitment. Various projects have been developed in the most vulnerable communities.

Delivery of medicines against intestinal worms for children aged 2-5, supported by campaigns of Information, Education and Communication (EIC), the Hygiene Control

Operations (OCH) and the health and environmental education campaigns whole sole purpose is protecting the population of illnesses related to non-sanitary conditions, such as typhoid fever and paludism, diarrhea and anemia, parasites and malnutrition.

Also, mosquito nets for children and pregnant women were distributed to fight paludism, first mortality and morbidity factor.

Sensitization and promotion activities on preventive methods for VIH / AIDS and sexually-borne diseases are efficiently mingled with the environmental management and healthy environment through “Health and Environmental Education” project.

Activities related to education

Education is one of the priorities of our commitment.

Then, beyond sponsorship to children that consisted on taking care either totally or partially of a ten of children in from secondary cycles, we specifically stress the OMEP World project "Education for Sustainable Development" because of our active participation in the interviews and their execution at national level.

Field experience for the project management inspired the implementation of the “Education for Sustainable Development Program” (PESD) that will be executed from present to 2016. It includes various educative projects that will allow the construction of school facilities that would contribute to the community development and child welfare.



Activities related to education for sustainable development

Involvement in the ESD world project was an opportunity to bring closer the children, adults, educators, communities in different regions (provinces) at country level. Specifically, it allowed understanding the reality in situ and delimiting the local needs related to Education for Sustainable Development.

Contacts with French NGO CIELO allowed us to expect that our efforts will be materialized in a toy library in the short-term in order to solve the educational issue through play and meet the needs related with the child's right to play.

Activities related to the United Nations Convention for the Child's Rights 21st anniversary

It took place from 14-20 November in Abidjan and Menou, but as it was in parallel with the second round of presidential elections campaign in Ivory Coast, this disturbed our activities somehow. A totally symbolic workshop was devoted to the 21st anniversary of CIDE (20 November) at the headquarters of our organization. Some children and adults gathered.

Publications

Two highly relevant publications in 2010:

- Lagos Statement "Learn to listen, listen to learn". Three thousand copies of a 1-page document were printed and widely diffused.
- "Nutrition and Metabolic Illness": a book aimed at promoting education on food. A version in English and French is available.

Presence in the Mass Media

Various press articles and interviews mentioned us in 2010. There was a radial show in Radio Station ONUCI (United Nations Radio Station in Ivory Coast).

Gatherings

At national level: besides the 3RD Ordinary Meeting (January) and the Extraordinary Meeting (February) referred in the public recognition request, ten (10) monthly meetings and various missions took place during 2010.

The "first stone" ceremony on a piece of land of 40,000 m² in Diékadiokro (M'Batto) for the construction of Mother and Child Shelter was a great success.

At regional level: a delegation participated in the OMEP Africa Regional Conference (April) in Accra (Ghana).

At international level: a delegation represented the Ivory Coast Committee at the OMEP World Congress in Sweden (Goteborg, August).

In this international gathering, the Ivory Coast Preparatory Committee was unanimously approved as OMEP National Committee.

Others

For the prompt materialization of Mother and Child's Shelter integrated projects, defined as "Social Instruments for Community Development", a well was built on the same piece of land of 4 hectares and some materials were collected.

Work plan or relevant tasks for 2010-2017

After the OMEP World Congress in Sweden (August 2010), the new OMEP National Committee proposed an action plan to the World Executive Committee.

OMEP World President certified the project. Under this perspective, the main subject for 2011 is: Year for the materialization of projects and development of cooperation."

In 2011 an aggressive humanitarian diplomacy will be developed under the spirit



of the “Education for Sustainable Development Program” and of all related projects, namely:

- a°/ Production and diffusion of the Child’s Rights International Convention text;
- b°/ Health and Environmental Education Project;
- c°/ The materialization of Mother and Child Shelter will involve the following:
 - 1°) Health and Environmental Education Center
 - 2°) Mobile Toy Library
 - 3°) Preschool Education Center
 - 4°) Sporting Education Center
 - 5°) Shelter (Food and Accommodation)
 - 6°) Dining Room
 - 7°) Multimedia Library
 - 8°) Library
 - 9°) Professional Learning Center for Women
 - 10°) Healthcare Center for Mother and Child
 - 11°) Outpatient Center
 - 12°) Child Care Center
 - 13°) Primary School
 - 14°) Social Secondary School (1st and 2nd cycle)
 - 15°) Kitchen Garden at School
 - 16°) Poultry Raising Center
 - 17°) Multi-purpose room with administrative offices

Arrangements for OMEP Africa Regional Conference (April 2012) in Ivory Coast are at present one of the key actions throughout 2011.

We are also preparing:

- World OMEP President official visit to Ivory Coast (February 2013);
- OMEP World Executive Spring meeting in Ivory Coast (2014), followed by the opening ceremony of the Mother and Child Shelter (FME);

- OMEP national seminar (2015);
- Launching of 2017 OMEP World Assembly (to be held on 19 November 2016);
- OMEP World Assembly (9-11 August 2017) and 69th World Conference to be closed with the celebration of the 10th anniversary of the Ivory Coast Committee creation are the key actions of our daily existence.

Collaboration

All activities in 2010 were carried out thanks to the support provided by:

World OMEP

OMEP Vice President for North America and the Caribbean

OMEP Brazil

OMEP Switzerland

OMEP Canada

OMEP Nigeria

CIELO (French)

It is also worthy to mention the valuable contribution by Mr. N’Guetta Kamanan, Chancellor of NGO for Early Childhood in Ivory Coast / OMEP Ivory Coast and Mrs. Zio Anastasie, Sponsorship.

Administrative approval

To streamline the activities and strengthen collaboration, the single guarantee for Ivory Coast Committee development, further to its approval by the Ministry of Internal Affairs (voucher of the statement of association Nr. 1232/INT/DGAT/DAG/SDVA as of 17/11/2008) and its publication in the Official Gazette of the Republic of Ivory Coast (JORCI Nr. 33 as of 13/08/2009), OMEP Ivory Coast has the following now:

- Certificate by Ministry of Health Nr.0555/MSHP/CAB1/2 as of 09/02/2010



- Approval by Ministry of Foreign Affairs Nr.116/MAELa/SG/ONU-OI/ONG/KA/AP as of 10/05/2010
- Partnership with the Ministry of Social Affairs Nr.3694/MFFAS/DPFFASSE as of 13/11/2009
- Recognition by the Ministry of Environment Nr. 0760/ MINEEF/CAB/DGE/DKE/KJ as of 29/08/2009

Some steps are under way for the recognition by the Ministry of Planning and Development, and for a sustainable collaboration with some OMEP national committees, particularly Denmark and Norway.



LIBERIA

Rev. Malia E Harris
Mmayharris@aol.com

As Liberians try to help in the re-building process, many are seeking early childhood education as a way to help improve the educational systems. However, trained professionals for ECE are lacking, as the war left the country brain drain.

Main OMEP activities 2010

OMEP Liberia committee has started recruiting new members. Members are willing to help improve the lives of children, we are encouraging parents to be members of OMEP and make them involved in projects undertaking by us.

Activities are base in the Barnesville, Gardnerville and Sinkor areas of Monrovia.

We had two workshops with parents and deliberated on the following topics.

The role of parents in educating children in a war ravaged country Liberia, Child protection and safety, and the impact of OMEP in developing countries.

We were fortunate to have visited with us Mrs. Barbara Kamara, a member of OMEP USA who is assisting the Liberian government. She will assist in developing programs for sustainability for early childhood Education and Development at the ministry of Education. Her visit was immensely rewarding, as she was able to have given an insight about the workings of OMEP in general.

Education for Sustainable Development

Our sustainable development activities for ECE 2011 are to train teachers and motivate parents in the nearby villages to send their children to Preschool at the most early age of 2 years. Advocate for better learning environment, good food, medical and shelter for the children. Write books for kids.



NIGERIA

Abimbola Are
arebimbo@yahoo.com
www.omep-nigeria.org

Main OMEP activities 2010

- Executive Council meetings were held regularly
- Workshops and Seminars were organized in various States for Care-Giver
- Nigeria was well represented at the 2010 Regional Conference held in Ghana.
- During the course of the year the Amended OMEP Nigeria Constitution was accepted and distributed to various member States.
- National Election for New Executive members was held in May 2010.
- 14 Nigerian members (the largest number in the recent times) participated in the OMEP Sweden 2010 World Congress (9 – 14 August).
- The 21st OMEP National Conference /Workshop was held in Uyo Akwa Ibom, 1-5 November, 2010. Theme: - Children: Citizens in a Challenged World.
- More than 200 participants were in attendance and that marked the last official National assignment for me as the National President while Lady Pat Okeke takes over fully starting January 2011.

It has been a highly rewarding experience serving OMEP as the OMEP Nigeria level. I appreciate the encouragement enjoyed both at the National and World levels.

Children's right to Play

OMEP Children's Day Rallies and Spelling Bee competition were arranged to engage the children in interactive activities in

conformity with the United Nation Rights of the Child.

Collaborations with the Federal Ministry of Education, UNICEF and the other stake holders were still enjoyed to ensure the promotion of the Right of the Child through the implementation of the National Policies relating to the welfare of the Child

Education for Sustainable Development

Nigeria participated in the ESD Logo Project encouraging the children to express themselves through play, with strong presentation of the Environmental hazard as challenges to children's health.

Most important task or plan for 2011

- To participate in the ESD Project II
- Organise more Workshops and Seminars for Care-Givers, Parents and other Stakeholders.
- Organise Carnivals and OMEP Children's Day Rallies
- Participate in the VI Regional Conference coming up in April 27-30, 2011 in Cotonue, Republic of Benin.
- Attend the 2011 Hong Kong World Assembly and International Conference in July.
- Organise the National Conference/Workshop scheduled for Ekiti State, Nigeria in November 2011.



THE DEMOCRATIC REPUBLIC OF THE CONGO

Béatrice DULA LUTETE
omeprdc@yahoo.fr

Main activities in 2010

- Participation at the Reflection Workshops organized by Handicap International in collaboration with the Ministry of Education – Primary, Secondary and Professional (MIN. E.P.S.P) and the Ministry of Social Affairs (MAS).
- Participation at the Workshop for the presentation of the General Report on Results at the completion of Primary Studies (TENAFEP) – Version 2010
- Celebration of the Teaching Workshop (30 April), involving the following actions:
 - Visit to OMEP member schools
 - Seminar on the framework and conference in favor of preschool educators.
- Organization of the celebration of the African Child Day, involving the actions below:
 - Sainetes (farce or titbit), poetry recital
 - Fashion show by preschoolers
- Participation on preparatory works for DRC attendance to the First World Conference on Education and Protection to Early Childhood.
- Participation at the Workshop for the Dissemination of preschool education national program.
- Exchange of letters with World OMEP.

OMEP DRC strived to maximize the contact with World OMEP offices regardless of the ongoing communication problems.

“TOY LIBRARY” Project

In spite of our response to Mrs. Baillargeon letters, we were amazed to know about the project implementation without the involvement of OMEP DRC that has deployed some many efforts to this purpose.

Activities related to education for sustainable development

- Training to educators for the application of New Preschool Education Program.
- Dissemination of education for disabled children.

Most relevant task or plan for 2011

Reactivation of the steps for the Toy Library project through its different stages (implementation; management and follow-up).



WORDS FROM THE REGIONAL VICE PRESIDENT FOR THE ASIA PACIFIC REGION

Doreen Launder
delauder@xtra.co.nz

Main Activities 2010

Maintaining contact with the 14 member countries in the Asia Pacific region is a key activity. The Asia Pacific region is very large and communication is critical to the ongoing strength of OMEP. With this focus I have sent out 4 News letters during 2010 and it was very pleasing to make contact with the 8 member countries that attended the World Congress in Goteborg, Sweden, August 2010.

The Pedagogical Research, initiated at the Asia Pacific Annual Assembly, in August 2009, was fully developed further in 2010 and was finalized with an extended timeline at the Asia Pacific meeting in Goteborg. Five countries are participating in the research, Japan, PR. China, PR. Korea, Singapore and New Zealand. This research is investigating teacher's pedagogical understanding and how this is expressed in practice or not. This is an important quality question.

Concern for the absence of effective constitutional arrangements in some countries in our region means that some National Presidents have held their position for up to 10 or more years with little indication of Annual General Meetings or succession planning. This weakens OMEP within these countries. The 2010 annual report format asks for dates of the last and next election of the National Committee and Board Members. This is an ongoing concern and area of focus.

An Officers Training Session was held during the Goteborg conference. The

workshop discussed the guidelines and operational requirements as set out in the OMEP World Constitution. A further workshop is planned for the World Assembly in Hong Kong 2011.

Activities linked to the United National Convention on the Rights of the Child (UNCRoC) and Children's Right to Play:

National Presidents Annual Reports are beginning to document activities related to UNCRoC and Children's Right to Play. However most reports are limited in this area. National Presidents are in the early stages of making tangible links between UNCRoC and their work, even though many are working within the guidelines of the Convention. Some countries, for example, New Zealand have appointed a Human Rights officer. These Officers monitor government policy and activities against UNCRoC. And promote submissions when there are breaches.

The regions activities on Education for Sustainable Development (ESD) in ECE

Six Asia Pacific countries participated in the 2010 World ESD project, Australia, PR. China, Japan, PR. Korea, New Zealand and Singapore. Findings from the research are beginning to lay an understanding of what ESD means in ECE. The value of talking to young children has reinforced the tendency to underestimate their awareness. A comment from a Korean child illustrates this "We are curing the earth because it is sick. Harmful UV lights are coming in and making holes and making the animals and plants sick". The six countries are continuing



with the project into 2011. Increased understanding of ESD in ECE is leading to a focus on activities within ECE communities.

Plans for 2011

A project to support young children and families, following the earthquake in Japan, will be a major focus for 2011. New Zealand also experienced an earthquake and an initiative to develop sister ECE centres, between Christchurch and centres from other areas in New Zealand, is underway.

The pedagogical research is an ongoing task and arrangements need to be made for publication in 2012.

Communication within the 14 member countries in the Asia Pacific Region, particularly with countries that are not strong, is critical. Linked to this is the need

for some countries to develop more effective management arrangements to ensure succession leadership and management. A second Officer's Training Session will be held during the World Assembly in Hong Kong. The Asia Pacific Regional Assembly will be held in Hong Kong. The Assembly moved from Japan to Hong Kong following conversations at the 2010 World Congress. Japan is planning an ESD Forum and 40th Birthday celebration in August 2011. This important forum will provide an opportunity to further understanding of ESD in ECE. An Asia Pacific Regional meeting is planned for Japan, recognising the opportunity for ongoing communication the region and as follow-up and feedback from the Assembly in Hong Kong.

I look forward to a fruitful year and wish all OMEP National Committees and Members well for 2011.



AOTEAROA/NEW ZEALAND

Hilary Alach
hilarya@ihug.co.nz

Preamble

The challenges of OMEP Aotearoa/NZ executive committee members living in both the main islands of New Zealand have been solved with monthly Skype meetings. Patience is needed and appreciated when things sometimes don't go as well as we might hope.

Main Activities in Aotearoa New Zealand 2010

Chapters and membership

Waikato re-launched their Chapter at the University of Waikato on Monday 27th September, 2010 after several years of being in recess. Several National Executive members joined the opening ceremony to support Jayne White, (ex Wellington and National President) who had gathered a very large group of people interested in re-establishing the Waikato Chapter. The opening ceremony followed Maori protocol and included a workshop on the Aims of OMEP and discussion on the role and responsibilities of the Chapter's Executive Committee. We are delighted to have Waikato back in the OMEP fold.

Sadly Manawatu Chapter has gone into recess.

OMEP Aotearoa has five Chapters, Dunedin, Christchurch, Wellington, Waikato and Auckland.

OMEP Aotearoa is participating in the Asia-Pacific Region Pedagogical research. This research is investigating the relationship between teachers' pedagogical beliefs (including their understanding of quality practice) and what happens in everyday

practice in the teachers' centres. The researchers are Diti Hill, Fiona Ellis, Lyn Foote and Barbara Allan.

Most chapters throughout the country have hosted evenings to discuss research being carried out by academics and practitioners throughout the country.

Our website went live during 2010 – an exciting milestone. Go to: www.omep.aotearoa.org.nz

During 2010 we were confronted with changes to Government ECE policy. This has become a major focus (See below).

International

OMEP Aotearoa/NZ hosted 10 early childhood visitors from China in April 2010. The group traveled from Auckland to Wellington and were hosted by OMEP members along the way. They were a delightful group of men and women all keen to share information about the systems of teaching our youngest citizens.

During 2010 OMEP responded to the 2009 tsunami in Samoa and gathered funds to help the small village of Saleapaga. We have received photographs and thanks from them.

United Nations Rights of the Child: *Children's Right to Play*

OMEP Aotearoa New Zealand supports the statement which came out of the World Assembly 2010 imploring Governments to re-orientate their plans and reallocate resources to focus on children's rights to play in education. Thanks to Diti Hill and Barbara Allan for their work in this area.



We have sent in a submission to Judith Duncan on the rights of children in hospitals in New Zealand – Charter of Children's and Young People's Rights in healthcare services. This was an Australasian initiative to create a code of ethical behaviour for medical practitioners dealing with children and their families.

Education for Sustainability

Research

Auckland, Otago, Wellington and Christchurch Chapters have all been involved in the research into Education for Sustainability. Diti Hill co-ordinated the first part from Auckland and Glynne Mackey is continuing to coordinate the second part from Canterbury. I appreciate the wonderful work of the coordinators and others in the team who are carrying out the research and thank them for it.

Thanks to Glynne Mackey, who attended the World Assembly in 2010, we are able to sell copies of the book "Education for Sustainable Development in the Early Years" to members throughout the country.

The Most important plans for 2011

The New Zealand Government significantly reduced funding for early childhood education during 2010. This has raised many issues. Lobbying and submissions to Government, begun in 2010, will continue to be a major focus for 2011. We are concerned the changes will lower standards and impact on social justice issues, particularly for lower income families. The main issues are:

- Reduction in funding (as well as increasing GST by 2.5% - further reducing the funding received by ECE centres.
- Lowering of the requirement for 100% qualified teachers for birth to five year old children.
- Reduction in funding for ECE teachers to become fully registered.
- Reduction in funding for Professional Development for teachers.
- The government's decision to move away from the *2002 10 year Strategic Plan for Early childhood*
- A proposal to increase the number of children who can be licensed in a centre to 150 (with maximum number of 75 infants per licence) without nominated maximum group sizes).

I have recently agreed to put out a regular newsletter on behalf of the National Executive. We have done this in the past but the process has been forgotten for some time. We now recognise the need to keep members informed through regular newsletters as well as the website. www.omepaotearoa.org.nz



AUSTRALIA

Trevor Feder
trevor.feder@unisa.edu.au

Main Activities for OMEP in Australia in 2010

OMEP Australia conducts most activities through state chapters in New South Wales, South Australia, Victoria and Western Australia. Each of these chapters has a representative on the board of OMEP Australia. There are also members in the Northern Territory and Queensland, but not presently in sufficient number for there to be formal chapters in those places. Many chapter activities are reported in the national newsletters, allowing some contact for distant members.

Activities within Australia

The principal achievement for 2010 was the acceptance of a new constitution at the Annual General Meeting in September. The document had been six years in the making and the subject at times of impassioned debate.

Presentations at various events included:

- Claire Jenkins, indigenous educator, Adelaide – Cultural Competence
- John Nimmo, (from New Hampshire, US) Sydney – Culture and Diversity
- Michelle Scott, Commissioner for Children, Perth – Children's Concerns. What is Being and What Can be Done?
- Jeff Meiners, Adelaide – Arts in the National Curriculum
- Trevor Feder, Adelaide – Education and Change in Flores Indonesia
- Trish Storer, Adelaide – A glimpse of the new OMEP SA CD and poster set

Some significant articles included in national newsletter apart from the several relating to presentations above:

- Sally Barnes: – Belonging, Being and Becoming. The National Early Years Learning Framework
- Wendy Schiller: – The Good the Bad and the Ugly. Issues in Children's Health and Wellbeing. An article deriving from Wendy's keynote address at the 2008 Hong Kong
- OMEP gathering and the shorter version given following OMEP Australia's Annual General Meeting 2009
- Joan Waters: – comprehensive report on World Assembly and Congress, Gothenburg
- Trevor Feder: - National President, in an editorial, raised questions relating to the downward effect of the National Early Years Learning Framework currently being trialed, on programmes in 0-5 years early learning and care.

Projects

- School Starter Packs for needy families.
- Gifts collected for Salvation Army Christmas hampers for families in need.
- A music package containing posters of the instruments of the symphony orchestra and a CD of songs for young children has been developed.

Co-operation with other bodies

WA and SA Chapters each participate in the celebration of *Children's Week*. WA shares in an event which gives children hospital play experience. SA is represented on the state



committee, helps develop the programme and hosts an event which combines fundraising for OMEP'S current project, while helping children to learn about the needs of others and issues such as sustainability.

In 2010 the wider concern was the Year of Bio-Diversity. Teachers and carers were invited to initiate activities focusing on bio-diversity and combining fund raising for the children of Haiti.

Events which sometimes included fund-raising, were held for conviviality and sharing of ideas, including:

- Film nights
- Virtual tour of the Melbourne Children's Hospital
- Visit to the Children's Gardens in the Melbourne Botanic Garden
- Dinners both with and without a speaker

Activities at International Level

OMEP WA has developed an ongoing relationship with the community at Popondetta in Papua New Guinea. Since savage destruction at Popondetta in a 2007 cyclone, the chapter has raised funds for the rebuilding of the school, bought and received donated books, toys and materials. In 2010 Dawn Butterworth, chapter president, traveled to Popondetta, taking goods with her and staying with community member Olivia Bunari. She initiated a 2 week training session for 7 volunteer teachers. Dawn immediately discovered anew the importance of creativity and resourcefulness when western teaching materials are unavailable. Dawn hopes that in future it may be possible to bring some of the voluntary teachers to Perth for further experience.

Funds have been raised for wells for children and families in Cambodia and for the children of Haiti.

OMEP Australia was pleased to be represented at the World Assembly and Congress in Gothenburg by Joan Waters, former president of OMEP Australia and former Vice-President for Asia and the Pacific. It was a special delight that Joan was appointed an Honorary Life Member of OMEP. Her publication *Helping young Children Understand Their Rights* is currently being revised for a reprint.

Education for Sustainable Development

See Children's Week above.

Several members attended a conference in Melbourne at which the OMEP World President was present. She met briefly with some OMEP members.

Most Important Task for 2011

Introduction of postal voting and electronic participation in national AGM; a development facilitated by the revised constitution and assisting fuller participation of all members across a wide land.



CHINA

Professor Lijuan Pang
lijuanpang@163.com

2010 year is a milestone for Chinese early childhood education development. Chinese government attaches much more importance to preschool education development this year. In July 2010, China promulgated “national medium-term outline for education reform and development”, which declared that preschool education will basically be universal in 2020 as the target. On November 3, 2010, Premier Wen Jiabao presided the executive meeting of state council, which focused on promoting the development of preschool education. On November 21, the state council issued “several opinions on the development of Chinese preschool education”. On December 1, the national telephone meeting on preschool education was held by state council, which made it clear about what the governments of different provinces should do in current and next period to promote the development of preschool education. Chinese preschool education begins to enter an important historical stage.

In this background, OMEP Chinese National Committee responded positively to the national call of promoting the development of early childhood education. Meanwhile, according to the work plan and the actual situation of China, OMEP Chinese National Committee organized the following activities.

Organized activities to exchange the research achievement of “11th five-year plan” projects

In November 2010, OMEP Chinese National Committee organized the congress in Qingdao to exchange the research achievement of “11th five-year plan” projects.

During the “11th five-year plan” period 429 researches were selected by the national committee according to the research guideline, which includes researches on children’s development, curriculum, teacher professional development, 0-3 years inclusive education, kindergarten management, system reform, etc. Till 2010, 312 projects were finished. The Qingdao congress held various activities centered on summarization, exhibition, exchange, discussion and evaluation of the results of these research projects.

Prepared and organized academic research conference

On June 15-18, 2010, OMEP China National Committee, School of Preschool Education the Special Education of East China Normal University and the Shanghai branch of the Chinese National Children’s Center, jointly held an international conference “Education and Care for 0-3 infant” in Shanghai. More than 200 delegates from all over the country attended the conference.

The Second National Conference of Kindergarten Headmaster was held in Xiamen on June 12-14, 2010 by Chinese National Association of Early Childhood Education. It was co-sponsored by committee of preschool education management of CNAECE, Fujian committee of preschool education, Xiamen committee of preschool education, Journal of Preschool Education and Journal of Shanghai child-care. Nearly 1000 headmasters from all over China attended the conference. The conference organized workshops and kindergarten visits. The



excellent national kindergarten DV works series were recommended in the conference.

Continued to enhance and expand the co-operation with OMEP Hong Kong

In 2010, Chinese National Committee continued to strengthen the cooperation with OMEP Hong Kong. In May 2010, OMEP Chinese National Committee selected 10 kindergarten teachers from Xinjiang, Inner Mongolia, Sichuan, Shanxi, Gansu, Ningxia, Qinghai, Chongqing and Guangxi to attend the study and exchange in Hong Kong. The western teachers learned a lot in respect of theories as well as practice.

Meanwhile, the exchange activities between kindergartens in Hong Kong and western China were enhanced. In the middle of October, 2010, one group of Hong Kong kindergarten teachers led by Ms. Maggie Kong visited the local preschool education institutions in Gansu province, and donated the “endless bridge” to Qinchui County. The mutual understanding between teachers of early childhood education in the mainland China and Hong Kong was also improved through these activities.

Actively took part in OMEP collaborative research project

OMEP Chinese National Committee has been a part of OMEP “Education for Sustainable Development” research project from 2009. The committee attached great importance to this collaborative research, 303 children from 10 provinces were involved and interviewed in this project. The results were reported at the World Congress in Sweden in August 2010. OMEP Chinese National Committee will continue to participate in this study in 2011.

Actively Promoted International Exchanges and Cooperation

1. Actively participated in international communication activities. From August 9 to

13, 2010, Vice President Zhou Xin and Ma Yinian attended the OMEP annual conference in Switzerland, and introduced the establishment of “love library” in earthquake area. Besides, they also reported on Girls Education in Western China and the issue of School Preparation in rural area in Guangxi province.

2. In April 2010, the delegation with 10 kindergarten teachers led by Prof. Zhou Xin visited New Zealand and communicate with OMEP New Zealand. It enhanced the understanding of both sides and started a good collaborate relationship.

3. OMEP Chinese National Committee actively communicated with the public. For instance, “OMEP Chinese National Committee column” in Journal of Early Childhood Education introduced early childhood education in other countries and the current situation of OMEP in Asia and the world, helping the teachers in China to better understand ECE in the world and OMEP World and the Asia Pacific Region.

4. Information about international academic conferences and seminars were also actively provided to support members of OMEP Chinese National Committee and early childhood educators develop international exchanges and cooperation.

5. OMEP Chinese National Committee kept closely in touch with OMEP of the Headquarter and Branch of Asian area.

Prepared and organized the re-election

Chinese National Committee of OMEP held the new re-election during the CNAECE conference from November 15 to 17, 2010 in Qingdao. More than 600 committee members from 31 provinces attended the conference. The conference examined the work report and financial reports of the 6th committee and elected the new 7th National Committee.



HONG KONG

Dr. Maggie Koong May Kay
mkoong@victoria.edu.hk

In 2010 OMEP–HK has thrived, expanding its membership and influence through partnerships with likeminded institutions and stronger relations with other OMEP national committees. Our activities for early childhood advocacy show palpable results, touching the lives of many children at home and elsewhere.

Main activities

The 18th AGM took place in November. OMEP World President, Prof Ingrid Pramling, discussed the Education for Sustainable Development project, presented the findings from phase 1 and launched phase 2. Prof Sharon Lynn Kagan from US spoke about quality indicators. Two prominent experts examined the current ECE policy in Hong Kong and its role in defining high quality programmes.

A delegation of 8 Western China teachers visited us in Hong Kong, the sixth visit of this kind. The participants attended lectures and seminars at the Hong Kong Institute of Education and Baptist University, visited schools, conducted cultural activities with Hong Kong teachers as well as a cultural workshop where ideas were shared on the promotion of Chinese culture and national education.

We took part in the review meeting with government authorities in November and advocated for professional development and high quality programmes. OMEP-HK was invited by LegCo's Education Panel to attend the preschool education review meeting for the Pre-primary Education Voucher System (PEVS) on December 17 2010. Views from our members were

solicited before we submitted our written comments to the educational panel.

To address the UN Rights of the Child, Children's Rights to Play and the Goteborg Declaration on Children's Rights to Play, OMEP-HK has begun assessing the factors that have reduced free play in Hong Kong and how best to protect it by helping families, school systems and communities. We advocate in support of play for all children and encourage parents to view play time as crucially important for the development of children. At the 17th AGM, a creative play seminar was held to promote free play according to the Goteborg Declaration on Children's Rights to Play.

At the 26th World Congress, held in August 2010 in Goteborg, OMEP-Hong Kong was represented by a delegation of 20 people who presented a number of papers. A fact sheet on ECE in Hong Kong was prepared by Dr. Hazel Lam and Ms. Amelia Lee and distributed at the Asia-Pacific regional meeting during the world assembly.

Sustainable Development

OMEP World Project on Education for Sustainable Development (ESD) has launched phase two, ESD in practice. It aims to promote the UN Millennium Development Goals (MDG) relating to sustainability, an area where OMEP has taken the lead by exploring how to educate our young to care for the environment. 15 Hong Kong schools have joined in ESD in practice is inspired by the 7 Rs: respect, reflect, rethink, reuse, reduce, recycle and redistribute. Participants will be asked to work with children around the 7 Rs in early childhood settings and to collect information to better understand



young children's ideas and actions. Dr. Hazel Lam is the project leader and the contact person.

Challenges

While contributing to the continuous refinement of research-based educational policies, OMEP-Hong Kong must also remain engaged in the ongoing education dilemmas: the question whether preschool education should become compulsory and, if so, how to differentiate between half-day and full-day schools; the education of minority and most vulnerable children; and the continuing use of developmentally inappropriate curricula in some Hong Kong preschools.

As an international interdisciplinary organization, OMEP-Hong Kong will seek to become increasingly more relevant as a strong advocate for high-quality developmentally appropriate early childhood practices and for the protection of young children's rights.

Upcoming events

OMEP – Hong Kong will proudly host the 2011 OMEP World Conference, which is the 63rd of its kind and is scheduled to take place on July 8-9, 2011. The World Assembly will take place before the Conference and we are looking forward to extending our hospitality to 65 national committees.

The Conference, entitled “Meeting the Learning and Developmental Needs of Our Young Citizens”, is co-organized with the Department of Early Childhood Education and the Centre for Childhood Research and Innovation (CCRI) of the Hong Kong Institute of Education (HKIEd), and is supported by the Education Bureau, The Government of the Hong Kong Special Administrative Region, and by the Hong Kong Committee of Unicef. A highlight of the event will be the presidential forum, chaired by our World President, which will be a platform for sharing prominent pedagogical approaches.

Conclusion

The future is promising for OMEP – Hong Kong. As we welcome more members and strengthen our ranks, we will be able to achieve increasingly more ambitious goals in promoting Early Childhood Education and Development and in supporting a growing number of initiatives designed to meet short- and long-term objectives.



INDONESIA

Rasfiati D. Iskarno
rasisk@bdg.centrin.net.id
rasfiati@yahoo.com

Activities

Due to the recent government regulation we have to follow the legal instruction of reorganization. Also the reorganization of OMEP Indonesia to have young and active persons in the Committee to continue the programs.

Locations of the regions of geographical Indonesia with 30 provinces and more than 17.000 islands caused a rather slow implementation of finishing the reorganization.

In 2011 we finished the cooperation with the Department of Social Welfare of Aceh in founding the Early Childhood Education and Care for the tsunami and conflict children relocated in Central Aceh/Takengon sponsored by OMEP and other donateurs.

The regional government take over and continue the ECEC program combining with the Government's/ Ministry of Education & Ministry of Social Welfare Policies and Regulations of the Early Childhood Education in Indonesia.

As the goal of the Indonesian Government is to focus ECEC for children of low income families and especially at rural areas, we are still consistent from the start to follow this program.

OMEP Indonesia's activities of the ECEC concentrated periodically at regions after earthquakes, heavy floods, landslides and mountains eruptions. This is possible in cooperation with the Red Cross and other organizations working for children.

We have to adjust our activities for children of low income families. There are many organizations with activities in ECEC in the cities but could not reached by most children because of the financial conditions of their parents. The Government sponsored activities for these children and asked us to train their young mothers to have skills to create a job to raise the family income by giving them a small amount to start.

We have to make them realize not only "looking for a job, but try to create a job". Jobs for young mothers without skills are scarce in Indonesia, especially at rural areas.



JAPAN

Toshiko Kaneda

yoshiga210810@ac.auone-net.jp (correspondent)

kaneda123@hotmail.co.jp (president)

www.soc.nii.ac.jp/omepjpn/

Main activities for 2010

Events: Meeting, Lecture, and Symposium

- National Annual General Meeting and an Open Lecture, March 2010

Guest speaker Mr. Wataru Inoue, President of MEBAE Kindergarten, spoke about the practices relating to ESD in his kindergarten, “Education for Sustainable Development for Young Children –Efforts toward ESD in MEBAE Kindergarten –”

- International Symposium jointly sponsored by the Japan Society of Research on Early Childhood Care and Education, at the 64th JSREC Conference in Matsuyama, May 2010

Guest speaker Ms. Hui-Ling Chua, President of OMEP Singapore Committee and the Principal of Little Village on the Grange Child Development Centre, spoke about current topics about ECEC in Singapore, “Early Childhood Education, Family and Community in Singapore”

- Open Lecture, May 2010

Guest speaker Ms. Hui-Ling Chua, President of OMEP Singapore Committee and the Principal of Little Village on the Grange Child Development Centre, spoke about Early Childhood Care and Education in Sweden relating to ESD, “Education for Sustainable Development for Young Children in Singapore”

- Information Exchanging Meeting for members, November 2010

- Attendance of the 26th OMEP World Congress in Gothenburg, reported the lectures, symposium and discussions in World Congress and visiting reports about preschools and Day care centers in Scandinavian countries.

Public Relations

- Periodical News Letter (May 2010, November 2010)
- Home Page on Web site

International Activities

- Attendance and presentation at World Congress in Gothenburg Sweden, August 2010
- Study tour of pre/post congress to early childhood facilities in Denmark, Sweden and Finland (66attendance)

Activities linked to the United Nations Rights of the Child – Children’s Right to Play

Japanese committee of OMEP has carried out the project focused on the children’s right since our committee was established in 1978. Recently, we have started new activity in relation to the 20th Anniversary of UNCROC. This project aims at promoting interests in this issue for both young children and students majoring in Early Childhood Education. Students participate in making Child Books about Children’s Rights. It will be published in 2011.



Education for Sustainable Development in ECE

- Participation in OMEP World Project on ESD

(Presentation at World Congress in Gothenburg, Continuation of participation in the World OMEP ESD project)

- A series of lectures with the aim of learning more about ESD twice or three times a year, since 2009

Plan to hold the Asian Pacific Region ESD Forum in August 2011 in Tokyo (It is cancelled by considering the hard situation brought by the great earthquake)

Most important task or plan for 2011

- Working on the 40th Anniversary Celebration of OMEP Japan project, including a memorial publication tracing the history of OMEP Japan, a picture book about Children's Right and "an bouquet of hope" a booklet gathered the words of hope written by members of OMEP Japan.
- Establish and operate "OMEP JAPAN KODOMO Fund" for relieving the victims of the Eastern Japan Great Earthquake



KOREA

Dr. Soon-Lye Lee

leesl@kangnam.ac.kr and soominsohn@hanmail.net

The most important activities carried out in our country at a national level in 2010

The 8th Annual Parent and Teacher Workshop by OMEP Korean National Committee & PECERA: April 24, 2010

The OMEP Korean National Committee co-hosted its 8th annual workshop for parents and teachers with PECERA on April 24, 2010. The theme of the workshop was “Current Issues on Early Childhood Education in Korea based on International Research,” which focused on UNESCO research and comparative studies of Korea, China, and Japan. The speakers were John Bennett (UNESCO Co-ordinator), Uchida Nobuko (Ochanomizu University), Geesook Lee (president of PECERA Korea & Ewha Womans University). About 500 teachers, professors, and parents from all over Korea participated.



Participation in the OMEP World Assembly and Congress in Göteborg, Sweden: August 9-13, 2010

Including the national vice-president, Eunhae Park, 5 Korean researchers participated in the OMEP World Assembly and Congress in Göteborg, Sweden. Nine studies from Korean researchers were presented at the conference.

OMEP World Project on Education for Sustainable Development (ESD)

The ESD project in Korea with the title of “Children’s voices about the state of the earth and sustainable development” was conducted under the supervision of Jungsun Park, one of the National Committee Board Members. 279 Korean young children participated in the project. The national vice-president, Eunhae Park, presented the result of the project at the 2010 OMEP World Assembly and Congress in Göteborg, Sweden.



MALAYSIA

Ruth Liew

ruthwah@yahoo.com

Early Childhood Development and Education in Malaysia is moving ahead towards a brighter future. The number of children and preschools in the country has increased. Teacher training courses to provide more qualified workforce are also currently expanding.

It was reported by our Ministry of Education that the preschool enrolment has increased from 67 percent previously to 70.4 percent. There is hope that the unregistered preschools will show interest in getting the proper licensing, as there are still many out there that are not registered.

It was announced in 2010 that the government's 2011 budget will allocate RM111 million for a PERMATA programme which include setting up children's centres all over the country. This is a great feat in the Malaysian early childhood education's history.

There is also a revision of the national preschool curriculum. The new curriculum makes a paradigm shift from academic to more fun-learning for young children. Teachers are expected to play an important role in implementing this new curriculum.

The Ministry of Education embarked on a series of training courses for the preschool teachers, trainers, lecturers and education officers to ensure that the new curriculum is well-received by all. In the new curriculum, both English and our national language, Malay are equally emphasised in the children's learning programme.



PAKISTAN

Noushad Ahmed Khan
Omeopakistan@yahoo.com

The National Committee of OMEP Pakistan congratulate OMEP President, *Professor Ingrid Pramling* and Vice President of Asia- Pacific *Doreen Launder* leadership of OMEP run smoothly and also that you have success in supporting us and all countries of the World. We thank them for their support and guidance of OMEP Pakistan for all time.

Main Activities in 2010

Throughout 2010 OMEP-Pakistan has continued to inspire early childhood advocate, practitioners and researchers changing and touching many children's lives both locally and globally with the generous support and involvement from partnering educational organizations and committed members. OMEP wishes to continue to forge strong relationships with OMEP World, and all member countries around the World, providing assistance and enabling close collaboration and global exchange in all areas of development to establish the ECE, ESD, CRP, Schools and teaching centres in Pakistan.

OMEP Pakistan at the regions / provinces concentrate their activities on recovery programmes for children who are victims of child abuse, malnutrition and poverty. This is made possible by the support of local and international organization.

OMEP Pakistan continued to conduct in service training at pre-schools province wide in collaboration with local organization.

Local affiliated bodies organize their activities according to the needs in early childhood education and care in their own areas with their own way of life.

Nutrition project was implemented in all districts in the Pakistan

The OMEP Pakistan has made arrangement to organized and conduct workshops and seminars to be introduced to pre-schools education.

An Art, folk, song and tradition programmes compiled and recorded was modified to suit the 3-7 age group.

The parents' workshops were held in the Karachi, Hyderabad, Mirpurkhas, Sargoda, Quetta and Manshera to raise their awareness in early childhood education and parenting for children.

The National Committee issued certificates to the institution for the teaching of early childhood education in Pakistan.

Challenges in 2010 Flood Waters Disaster Victim in Pakistan

The OMEP-Pakistan very very thanks to the President and, Secretary General of OMEP CHINA to supported us during the Flood Water Disaster Victim in Pakistan.

You may be aware that peoples of Pakistan are badly suffering from the waters disaster 2010 of the history. The 60% to 80% of the country soil had been affected from the flood water approximate 2,500 died, 20 Million peoples homeless and they lost their lives, houses, schools, animals, shelters, cultivation equipment.

Theses flood affected areas impact on the fundaments structure of schools and educational institutions. Approximate 25,000 to 30,000 are already living below the poverty line. These students are unable to re-purchase the books, copies, class room's



equipment, foods and others things/ items. At this stage OMEP Pakistan is fully devoted to rehabilitation of the students, teachers, school buildings and allied things/items. We know you are very generous to this noble cause and many things are needed for our young children, food, milk, meals, books, classroom equipment, buildings, tents, medicine and clothing.

ESD, Education for Sustainable Development and Children's Right to Play

The National Committee of OMEP Pakistan continues to be active and to promote and encourage the Early Childhood Education ECE, *Education for Sustainable Development, ESD* and professionalism. OMEP Pakistan has introduced a *Children's Right to play and Rights of the Child* project that is aimed at promoting this issue for both young children and students majoring in ECE. The generous support and involvement from partnering educational organizations and committed members is appreciated.

Most Important Plan for 2011

We have prepared a draft plan for the year 2011. Major activities are:

- Training, Workshop and Seminar programmes.
- To promote a Children Rights to Play with collaboration United Nations Rights of the Child.
- To enhance professionalism in the Early Childhood Education for ESD.
- Exploration of partnerships to initiate child programmes for Children Rights to Play.
- Technical supports.
- National Committee and local committees meetings.
- Participation in the World Congress, Regional Meeting, and World & regional programmes.
- To establish Schools and teachers training centres with the support of OMEP members countries and any organization.
- International Children's Art Competition 2011 the age group 3-6
- Wish to host 2012, 2013, 2014 World and Asian Congress/Conference / meeting in Pakistan.

The OMEP Pakistan plan is to establish 70 to 85 Early Childhood Education Schools and Teacher Training Centres in Pakistan with support of local, OMEP members Countries and international organization this is very important to OMEP Pakistan. These will create scope and opportunity for about 15,000 to 18,000 poor children the majority are girls. We offer any international organization and member countries to establish schools and teacher centres in Pakistan.

As a Government policy, primary education is compulsory for all children's in Pakistan but most of parents from the poor and ethnic communities can not send their children to primary school because of their poverty lines. Some parents are very reluctant to send their children to school. The National committee of OMEP Pakistan aims to motivate parents and inspire them to send their children to education.



SINGAPORE

Ms Hui-Ling Chua
hlingc@singnet.com.sg
<http://www.omep-sgp.org>

Activities in 2010

Members' School Visits

School Visits were organised to enrich members' knowledge of early childhood programmes in Singapore

Members' Meetings

A members' meeting was organised in April 29. The speaker, Dr Khoo Kim Choo, presented ways on using low-cost materials to support early childhood programmes in Indochina. She also presented opportunities for members to consider volunteer work in Indochina.

OMEP Student Chapter

The student chapter at Temasek Polytechnic has about 100 members. The National committee did not participate in any joint projects but intend to do so in 2011 to achieve the aims and goals of OMEP.

Research

- Participated in the research on sustainability organised by World OMEP and reported on it at the Congress in Gothenburg.
- Participating in the research on Teachers' Perspectives organised by the Asia-Pacific Region

Publication: ARTEC - Journal for Action Research Today in Early Childhood

OMEP Singapore produced its inaugural copy of the ARTEC journal, "Early Childhood Education for Sustainability in Asia and the Pacific" in March 2010. The papers arose from presentations and discussions that emerged from the

conference that was organised in August 2009. We hope that this will just be a first of a series of journals arising from action research by the growing early childhood professional community.

Activities for 2011

Research

We are working to complete the Asia-Pacific Research on Preschool Teacher Perspectives

Publications

- We hope to publish the second issue for ARTEC - Journal for Action Research Today in Early Childhood
- We will publish and launch a book by Dr Lynn Ang on Preschools in Singapore

Exchange Visits

- We are organizing a return visit for early childhood educators to Korea in October 2011
- We are also organizing exchange visits with Hong Kong

Members' school visits

Two more visits will be arranged for members to different preschools in Singapore

Challenges in 2011

We are still looking for ways to increase membership numbers and to organize projects to further our intention to help develop early childhood education for sustainability in Singapore.



THAILAND

Udomluck Kulapichitr
udomluck.k@chula.ac.th

Most relevant activities conducted at national level

National Projects

Thailand has policies and programs for young children and families which implemented according to the responsibilities of social ministries. The variety of forms and functions have created a national concern for standard and quality programs for young children in Thailand. The following projects have been involved by OMEP Thailand Executive committees:

- The development of National Educational Standard of Indicators and Criteria for Early Childhood Educational Level (2-5 years old) under the responsibility of the Office for National Educational Standard and Quality Assessment (Public Organization).
- The Development of National Standard for Child Development Centers under the responsibility of the Ministry of Social Development and Human Security
- The Development of Safety School Standard under the responsibility of the Child Safety Promotion and Injury Prevention Research Center.
- “Train the Trainers Program to Enhance Preschool Teachers’ Professional Development under the Government Policy of “Strong Nation”, under the responsibility of the Ministry of Education.
- The National Project of “Book Start” under the responsibility and cooperation of the Ministry of Education, the Ministry of Public Health and the Ministry of Social Development and Human Security.

Other Activities

Seminar and workshops involved by OMEP affiliate group as follows:

- Seminar on “Science Curriculum Standard for Preschool Education”
- Seminar on “Using Technology to Enhance Young Children’s Learning”
- Seminar on “Rethink the National Curriculum of Early Childhood Education”
- Seminar on “State and Problems of the Implemented Five Years Bachelor Degree Program in Early Childhood Education.
- Workshops on training preschool teachers and child care workers on topics of classroom management, curriculum and activities, equipment and materials, environmental arrangement, assessment and evaluation of young children.
- Workshops on training the external evaluators to be eligible for the license of external evaluators of early childhood education programs under the Office for National Education Standard and Quality Assessment (Public Organization).

Most significant activities conducted at regional level

In December 2010, Thailand has first announced the National Educational Standard of Indicators and Criteria for External Quality Assessment at the Early Childhood Education Level covering all programs for young children ages 2-5 years old under every responsible ministries. This has remarked another step of how nation concerns for the quality and standard of



early childhood programs and development for children younger than preschool age.

Most urgent challenges to be faced by OMEP in 2011

- To advocate OMEP organization and activities in order to gain more public awareness and memberships in Thailand.
- To launch a campaign for creating a developmentally appropriate bio-socio-ecological learning environment for young children in Thai society.

Members

At the present, the OMEP National Committee of Thailand comprised of:

- President, Vice-President, Secretary General, Public Relations, Treasurer, Advisory Board Members and Members in the Board of Directors, total of 16.
- Individual members, comprised of university lecturers, preschool teachers, and academicians, paraprofessional from early childhood institutions and organizations both public and NGO, approximately total of 180.



WORDS FROM THE REGIONAL VICE PRESIDENT FOR EUROPE

Milada Rabusicova
milada@phil.muni.cz

Activities in member countries

The wide range of activities at the national as well as international level in the whole of Europe has traditionally been covered by the annual reports prepared by the national committees. We have received nearly all national annual reports for 2010, except several ones, unlike in previous years when we got them all. This is something to regret as annual reports are the best way of letting others know about activities related to preschool care and upbringing in the given country and about activities run by OMEP at its national levels.

It is also necessary to say that the quality of information provided in the reports varies. Some annual reports only present list activities which are rather hard to understand outside the context of the country. Unfortunately, only a few reports have followed the four-point structure we recommended, which fact has prevented us from collecting reliable information on how the Declaration on Children's Right to Play adopted at the OMEP World Assembly in Goteborg in August 2010 has been implemented in OMEP's activities in the member countries.

It is nevertheless clear that many interesting and useful activities promoting and enhancing care and upbringing of young children have been taking place in the member countries. These activities often involve a variety of conferences and workshops for general public and teachers but they are also often specific activities (contests, fun events, celebrations etc.) targeting children themselves. I thank to all

national OMEP committee presidents for the information they have provided through the annual reports.

A number of European countries report they have been taking part in the ongoing project Education for Sustainable Development announced at the World Assembly in Goteborg. The results of this second stage of the project will be recorded and processed and subsequently presented at the 2011 Hong Kong World Assembly and Conference and at the European Meeting and Conference in May 2011 in Nicosia, Cyprus.

The European project How to learn about different cultures at pre-school age has gradually been gaining momentum as well. The project was proposed by the Czech OMEP Committee and is administered by Marek Kadlec. The aim of the project is sharing good practices in familiarizing children of pre-school age with other cultures and nations. For more information please see the OMEP website (<http://www.omep.org.gu.se/>). The project already has its first participants and others wishing to join the list are more than welcome.

The number of OMEP member countries in Europe has increased from 22 to 23 last year. The new member we had the pleasure to welcome among us at the Goteborg World Assembly was Cyprus. A preparatory committee has been established in Ukraine and we are looking forward to the country becoming one of the regular OMEP members as soon as possible. Another preparatory committee is being formed in Croatia, with its very active group around



Ms. Adrijana Visnjic Jevtic, President of Association of Kindergarten Teachers.

Acknowledging and honouring the work of long-term OMEP members by awarding them honorary membership has been an important OMEP tradition. The European colleagues awarded honorary membership this year are Kerstin Ruth Amelie BÄCKSTRÖM from Sweden and Dorothy SELLECK from the United Kingdom. I would like to thank both ladies for all they have done in their lives to benefit young children.

Events in the region

The most important joint event in Europe has traditionally been the European Regional Meeting and Conference. Unfortunately, the one originally planned to take place in Chester, Great Britain, in April 2010 had to be cancelled due to traffic problems in consequence of the volcano eruption in Iceland. The British colleagues nevertheless did hold their national part of the conference and reported on its success.

Another event where people representing member countries in Europe had an opportunity to meet in person was the OMEP World Assembly held in Goteborg, Sweden, in August 2010, attended by delegates from 44 member countries, 19 of them European ones. As part of the World Assembly, the European Regional Meeting took place, the minutes of which appeared in the autumn issue of the OMEP Europe Newsletter.

Activities of Vice-President

In 2010, too, the European Newsletter appeared. National representatives received the autumn issue containing information on the World Assembly and other information such as conference announcements, minutes of the European Regional Meeting, announcements of new books in preschool pedagogy, witness accounts of important OMEP events etc. The Newsletter can also be downloaded from the OMEP website (<http://www.omep.org.gu.se/>).

Together with Ingrid Engdahl, President of the Swedish OMEP committee, I helped to organize the ESD world project. We have prepared a report covering the first phase of the project and have proceeded to undertake the second phase. It focuses on implementing specific projects as part of activities by preschool education institutions.

As always during my OMEP service, I have strived to keep in touch with all national committees actively and continuously. My aim is to provide everyone with enough information to use at their national levels.

In conclusion

2010 was the first year of my second period of service as Vice-President for Europe. I would like to thank to everybody for your trust in me. I feel honoured and hope to keep the good cooperation going. There is still a lot we can do together for the wellbeing of young children in Europe and elsewhere in the world.



BULGARIA

Prof. Dr. Elena Roussinova- Baboudaila
eroussinova@yahoo.com
roussinova@fnpp.uni-sofia.bg

Key activities conducted by the National Committee in 2010

Participation in the OMEP project “Education for Sustainable Development” (ESD). The studies are conducted in Kindergartens and in primary school classes with teachers and students of the Sofia University “Saint Kliment Ohridski”-Faculty of Primary and Preschool Education. Report of BG.OMEP is sent to the World Organization.

National Conference “Education for Sustainable Development: Future for Children starts from Today”, organized by BG.OMEP, in which are discussed strategic questions and constructive pedagogical practices.

All materials from the project and the conference are issued in a special volume in the journal of “Preschool Education”.

BG.OMEP participated in the sub regional Conference of the Southeast European countries: “Qualitative education for all true raising the qualification of teachers”, under the name of UNESCO, in Sofia.

The international congress of OMEP in Sweden is presented in BG.OMEP bulletins.

Main Activities of the Regional Committees of BG OMEP

Conferences and Round Tables

- National Conference in Preschool Education “Leading the future hand in hand”, organized by Ministry of Education & Science with partners, BG., Lovech.

- International theoretical-practical Conference “Current tendencies in Preschool Education”, BG., Sandanski.
- Round Tables: “Pedagogical technologies and methods for teaching, creating personality values” BG., Pleven, Gabrovo, Haskovo.
- District Conference: “Integrative functions of the Kindergarten – BG., Sofia, Pleven, Kardjali, Russe.

Pedagogical seminars

- “Academic knowledge through games”;
- “Innovative practices in Preschool Education”, Sofia;
- “Prevention of stress in the Kindergarten”, Pernik;
- “Education of children for consistent with Nature”, Sliven, Sofia.

Pedagogical practices & Competitions

- Open practices on the occasion: European Year in protection against Poverty and social isolation, -Sliven;
- Practices for Children with Special Educational Needs – Sofia;
- Virtual Exhibition on line for talented teachers-Sliven;
- Promoting the Qualification of Teachers in Kindergartens - regional committees;
- Traditional charity exhibitions Bazaar with drawings – Sliven;
- Exhibitions – Bazaar with Martenitzi in Kindergartens with charity motives for children at House: Mother and Child, and with children of different ethnical



- communities -Regional committees - Russe, Kardjali;
- Celebrations devoted for Child Day- 1st. June on the subject “For children with Love and Care”- Regional committees – Kadjaly, Pleven, Sofia, Bourgas;
 - Competition for didactic Posters: “In Nature “– Pleven, Russe;
 - Sport & Health in Kindergartens – family sport- Sliven.

The Most Significant Activities of BG OMEP during 2010 year that link to the United Nations Rights of the Child – Children’s Right to Play

Round Tables:

- “Children’s Right to Play”;
- ”Games and Teaching”;
- “Learning through Play and Creativity”;
- “The Play – center of educational interactivity”;
- “Creative development of Children during Play” – all RC;
- “Applying of interactive methods in play activities for developing Learning process” - Russe, Pleven;
- “The Games in Kindergartens with the help of Parents - Sliven, Sofia.
- Discussion on OMEP’s declaration, approved in the World Council 2010 by all regional committees of BG.OMEP, underlining it’s timelines in relation to concentrating on the academic knowledge in the preparation for school in mass practices of the kindergartens and replacing the place of games to earlier age groups.
- BG.OMEP with its structures supports the right of children to play, learning through games and creativity in childhood.

- In the state of BG Educational Standards, there is self educational direction -“Game Culture”, whose educational contents stimulate formation of system of values for children 3-7 years.
- In the University programs the Pedagogy of Game as a subjects is teaching 200 academic hours-theory and practice.

Education for sustainable development in ESD

The aim of the project is to collect information about young children’s thoughts, comments and understanding of the OMEP 2010 Congress logo and to enhance the awareness of ESD among OMEP members.

Interviewing children 2-8 years the interviewers concentrate on listening to the children, trying very hard to understand what the children talking about.

The following study is done in City Sofia in 4 kindergartens and in one primary school of educational system; the number of all children age group 2-8 years is: Total 900.

Based on the interview with the children the teachers and students gained more knowledge about the children and could able to obtain significant information and ideas for the pedagogical practice and for professional qualification.

Most important Tasks for 2011

Organizing a national conference of BG.OMEP with partners on theme:

- “Interactivity between governmental institutions and non governmental organizations in order to reach to the aims of preschool educational”.
- Participation of President of BG OMEP in the European Meeting and Conference of OMEP in Cyprus, as a guest - key lecturer.



CYPRUS

Chrystalla Papademetri-Kachrimani
C.Papademetri@euc.ac.cy
www.omep.com.cy

Main activities at an international level in 2010

Cyprus' application for membership to OMEP was formally accepted at Goteborg in August 2010. The Association's legal advisors have since registered the Articles of Association with the Ministry of Internal Affairs and OMEP bank accounts have been opened.

On 4th November 2010, a National Committee (NC), comprising 7 members was elected at the first Annual General Meeting. The formal positions and responsibilities, as outlined in the Articles, have been appointed.

Hosting the OMEP European Conference 2011 in parallel with the 8th Pan-Hellenic Conference has meant that both NC and the Organising Committee have focused their attention on organising and ensuring that the Conference will be successful.

Activities during 2010 that link to the United Nations Rights of the Child, *Children's Right to Play* and the Goteborg 2010 Declaration on *Children's Right to Play*

The very recent formation and election of OMEP Cyprus National Committee (Nov '11) has meant that we have not had an opportunity to embark on any initiatives in 2010*, beyond securing the hosting of the European Conference 2011

Activities on Education for Sustainable Development in ECE

Please see above*

Most important task or plan for 2011

Preparations are underway for the hosting of OMEP European Conference 2011 in May 2011. Our aim is that this Conference offers a constructive forum for the exchange of ideas and the establishment of support networks between members.

Bill Ayers (<http://billayers.org/>) who has written extensively about social justice, democracy and education, the cultural contexts of schooling, and teaching as an essentially intellectual, ethical, and political enterprise, will present a workshop for OMEP members in March 2011. This will focus on Early Years Teaching and the Cyprus context. The workshop will support participants to reflect on their teaching and consider their 'stories' as a basis for improving their practice.

A series of professional development seminars for Early Years Practitioners, in a number of areas of learning will be conducted nationwide for OMEP members. In addition to the presentation of research-based good practices by recognised academics and members of OMEP Cyprus Committee, and the exchange of concerns particular to Cyprus, these meetings will provide an opportunity to promote both the Goteborg 2010 Declaration on Children's Right to Play and Education for Sustainable Development in ECE.



CZECH REPUBLIC

Jarmila Kotrbová
j.kotrbova@volny.cz
www.omep.cz

The Czech Committee of OMEP is involved and work closely not only in the Czech Republic but also in the field of international cooperation and international activities. All these activities mingle. The Czech Committee of OMEP closely cooperates with other organisations working in the field of preschool education in the Czech Republic. It has its representation in the Advisory Council in the Ministry of Education.

Main activities in 2010

This year OMEP held several meetings with all professional organizations of preschool education to comment on laws and regulations relating to preschool education. This involved reducing the number of children in the nursery schools, reducing the number of working hours of head teachers in the nursery schools, comments were also made on teachers' classification into new salary grades. The representatives of the Czech Republic took part in the world meeting in Sweden.

In 2008 Grundtvig project was completed and in 2009 a booklet including the results of the project was printed. The booklet should help teachers and parents in the transition of children from nursery school to primary school. This year we have been awarded for this project by "The Seal of Quality" and evaluated among the four best projects at the occasion of 10-year anniversary of Grundtvig operating.

The Czech Republic took part in the global project "The Sustainable Development". 44 nursery schools and 519 children in total participated in this project. An art

competition was launched for this theme, which was attended by 18 nursery schools. Some drawings were selected, which are now on display and are going to take part in the chain and run "a travelling exhibition" in individual cities. It started in Prague 4, Prague 2 is the next and other will follow – this will promote the work of OMEP.

In Teacher's newspaper and Informatorium magazine there was published an interview with the OMEP President, Jarmila Kotrbova - the issue of teachers' pay.

Activities on Education for Sustainable Development in ECE

The nursery schools continued in the project The Sustainable Development even after finishing the world project and the poster was used for other work. Framework Education Programme for Nursery Schools covers a section dedicated to sustainable development of children at preschool age. The continuation of this project was focused on an art competition.

Activities during 2010 that link to the United Nations Rights of the Child, *Children's Right to Play* and the Goteborg 2010 Declaration on *Children's Right to Play*

The President of OMEP participated in the consultation procedure in the Senate of the Czech Republic – respecting the rights of the child. OMEP cooperates with non-governmental organization dealing with the rights of the child and their respecting and compliance.



Most important task or plan for 2011

The plan for 2011 for the Czech Republic - work on building the membership base, assistance to preschool education when commenting on laws and regulations in cooperation with other professional organizations of preschool education in the Czech Republic, the environmental conference in the autumn 2011 with foreign participants, continuation in the OMEP projects, cooperation with Düsseldorf in the field of preschool education.



DENMARK

Henny Hammershoej

hammershoej@rabbitrecords.dk; omepdk@gmail.com
www.omep.dk

International level

We participated in the world congress in Göteborg, Sweden. Some participants try to apply for fund means to participate in the project of sustainable development. They did get any fund-means, so they are trying their best to follow up on the OMEP-project.

We had a pre-tour program prior to the congress. We had 20 visitors from China, Australia, North and South America, Russia and European countries. We saw a bunch of children's institutions inside and outside Copenhagen.

Activities that link to Children's right to play (the Swedish declaration)

We finally succeeded in getting money to the Ghana-Denmark project of collecting toys to children's hospitals in Ghana.

Many of our member institutions donated lots of toys, bicycles, furniture, bookshelves, computers, clothes, beds etc, so that we could fill a whole container. It arrived in Ghana in the beginning of October 2010. It seems that the Ghanaian OMEP committee has problems with the last part: getting the donations out to the hospitals. We have not heard the last of it. It cost a lot of work from all of us and it seems that there are financial problems to finish the project in Ghana. We hope for the best.

We have been working on all our OMEP-office papers and documentation of 60 years of international and national work of OMEP. It is still not finished – as this report is written, but we hope to see the end of this huge work within 2011. Some of the material will go to the state archives and some will probably go to the archive in Prague.

National affairs

Our education system is still reorganised on the government level, so we are trying to reorganise our members in the new fusions of education colleges that have taken place here. It is getting more and more difficult to get volunteers to work here. Many organisations that work for children are organised within areas, where the staff is hired and get a salary. OMEP has difficulties to compete with that, since we are short of money and we have to discuss if OMEP in this country is able to do a proper work for children that the other organisations cannot do. First of all OMEP globally has a network that is unique, but everyone is short of money here and cannot afford to expand their activities right now.

A new government election is coming up, so we cross our fingers for OMEP in the years to come.



FINLAND

Juha Säkkinen
juha.sakkinen@diak.fi

OMEP Finland is a working group in Central Union for Child Welfare. In 2010 it had 30 members. OMEP Finland had 4 round-table-meetings with special experts giving introduction to the topic. OMEP Finland participated in the OMEP ESD project and in the World Assembly and Congress.

Round table meetings

One meeting had the theme "*Work and family*, Reconciliation of family life with working life". The best interest of the child especially under school age was the main topic in the discussions. Hope for family-friendly working life and difficulty with shortage of parents' time came up severally. The importance of everyday life and the interaction between parents / adults and the child was emphasized. Interaction and partnership with parents and personnel in early childhood education and care are very important for the well-being of children.

The second meeting was about *sustainable education* in early childhood education and in primary school. On a regional project the learning environment was opened from classes and from inside to the garden, farmyards and forests. Most important was learning by doing or better: learning by gardening. Learning by doing means always also cooperation with others and at the same it helps the feeling of solidarity and joint responsibility to increase.

Preventive child welfare and the role of early childhood education and care in it was the third theme. In a sense, early childhood education can be said to be preventive child welfare, if it works from every child's individual viewpoint and for every child's

best interest. But in practice in many cases this ideal do not exist and the personnel should work in cooperation not only with parents and also with personnel in other important institutions in children's life. This last-mentioned is not usual and it needs a new opening. Personnel in early childhood education and care needs also further training to early intervention.

The last session gave feedback about the three years' time this working group has existed. Networking and information change have been the most important benefits. Theme sessions about the current interest topics were assessed high.

OMEP ESD project

Two members helped to gather the ESD project information from Finland. It was only a study in small-scale. Our researchers emphasize team-work and cooperation in children's answers; children can see the importance of social viewpoint in education for sustainable development.

Child poverty

In the names of the European Year for Combating Poverty and Social Exclusion also child poverty was handled. We participated in Euro Child's (www.eurochild.org) End Child Poverty Now! -campaign. In a meeting we discussed about the child's possibility to have hobbies with a very small amount or without any money. A demand for guaranteed hobby for everyone was accepted.

Although the Finnish Day care act (ECEC law) gives for every child the right to access in ECEC services if parents want that. An although poor children have free of charged



accessibility to ECEC services, the fact is that in many cases the poor children stay at home – even if they should need early childhood education and care. For this reason we put our zooming in child poverty.

ECEC in Finland in general

We have been waiting for the new ECEC law years. It was written also in the Government Program of Prime Minister Mari Kiviniemi's Government. The Government Programme is an action plan agreed by the parties represented in the Government and it sets out the main functions of the Government. Unfortunately there is no more time to realize the new ECEC law, because we have Parliament Election in April 2011. We put our hope on the Parliament and the Government in future.

In general, Finland has relatively good legislation as regards children, their rights and well-being. However, implementation of legislation in different parts of the country varies considerably. This means that children, depending on where they live, are placed on unequal position in terms of receiving services that they are entitled to.

Plans for OMEP Finland in 2011

- Ombudwork for the new ECEC law.
- Ombudwork against child poverty.
- ESD in action in the Finnish ECEC.



FRANCE

Mme Marlène Brissard
Marlene.bris@laposte.net
omep-france.blogspot.com

Main activities in 2010

Activities implemented by the OMEP-France National Committee

- Improving the visibility of the Organisations' actions, in France.
- Improving the quality of OMEP-France's Newspaper and activities for the creation of a Web-site.
- Delivery and analysis of the world questionnaire concerning Education for a Sustainable Development (ESD).
- Drafting of articles to be published in the journals of Friendly Organizations sharing our concerns. (M. Brissard; D. Perruchon)
- Participation to conferences and meetings concerning early childhood:
 - In France: AGEEM conferences (Association of Preschool Teachers).
 - At the European and World level: Seminar in Göteborg.
- Organisation of the OMEP national Conference in cooperation with our branch of Paris and with a school inspectress of the National Ministry for Education.

Activities during 2010 connected with the United Nations Convention on the Rights of the Child, Children's Right to play and the Göteborg 2010 Declaration on Children's Right to Play

Right to play

- Pedagogical activities: "Play and Learning", for teachers with pupils from 3 to 8 years old.

- At the ministerial level: participation of a member of our section in Paris in the Ministerial Commission: "Playing for Learning".

Right for reading, right for education!

- "The young lecturers" in the framework of the Project for school success, in a "multiple hospitality" day-nursery, activity concerning the book and early childhood.
- Founding of 2 libraries in Senegal and in Rumania.

Activities on Education for a Sustainable Development in Early Childhood Education (ECE)

Participation in UNESCO activities

- Participation of OMEP-France in the UNESCO Commission, "Ethics and Education for Sustainable Development".
- Creating and presiding a Commission about Early Childhood, in the House of NGOs.

Activities related to the Sustainable development

- Conference on Education for a Sustainable Development for teachers in Paris.
- Creation of training audiovisual instruments.
- Projects' presentation during the National Ministerial Conference about Education for Sustainable Development.
- Organisation of OMEP-France's Conference concerning the stakes of Education for Sustainable Development,



in connection with the Section of Paris and the General Assembly.

Actions for International Solidarity

- Senegal: Creating and managing a Welcoming Center for Reading and collecting books.
- Haïti: Fundraising with a result of 3'600 Euros.
- Rumania: Follow up of the actions: "Books to be shared", in aid for Voinesti.

Participation in Academic Institutions

- Participation of OMEP-France and presentation of the survey about Education for Sustainable Development, during the Academic Day of Paris, devoted to the Kindergarten.

Training

For the concerned professionals

- Development of an "interprofessional" training about the coordination of sustaining actions for parental tasks
- Conferences for the professional training of Early Childhood Education staff.

For parents

- Creation and monthly animation of "Parents' cafes", in gaol, about the topic: "The Time for parents".

Activities implemented by OMEP-France and which could be mentioned in the World Report

Productions of films and powerpoints products concerning Education for Sustainable Development (ESD)

- Being trained since the kindergarten to become an "eco-citizen" student.
- Familiarize kindergarten's pupils with the practice of selective sorting in order to train them, since early childhood to behave as accountable citizens, who have regard for their environment and for the requirements connected with Sustainable Development.

The most pressing challenges to face in 2011

- Strengthen the coherence between the objectives of the National Project and the World Project, especially those concerning Children's Play and Education for Sustainable Development (ESD).
- Prepare our participation in the OMEP European and Hong-Kong Conferences.
- To be better known and recognized among official institutions thanks to the production of Video mediums for Teacher Training.



GERMANY

Norbert Struck

Representative: Mrs. Doris Beneke

beneke@diakonie.de

www.agj.de

Main activities at an international level in 2010

The Child and Youth Welfare Association (AGJ) is the German National Committee for Early Childhood Education (DNK). On behalf of the AGJ Board, the AGJ “Childhood and Family” expert committee looks after the DNK tasks and is thus also the DNK spokesperson. The DNK is a member of the World Organization for Early Childhood Education (OMEP). Unlike in other countries, the DNK does not only comprise individual members but also mainly includes representatives from the structures in child and youth welfare.

In 2010, the DNK focused especially on the following main issues: “Quality of education and care in day care facilities”, “The qualification and expertise of early years’ professionals” as well as “The transition between day care facilities and primary school”.

In terms of the quality of child-care facilities, the main focus in discussions was on the chances for the individual children to develop and participate in educational opportunities.

The DNK has extensively dealt with the topic of the transition between day care facilities and primary school. The discussions focused on what children and their families need for a successful changeover from early years day care to the formal school system. In this context, the need to build a culture of cooperation between both systems was highlighted. In the DNK’s view, however, it cannot be the

job of early childhood education and care to align itself with the standardisation in the school’s educational remit. Instead, one should do justice to the realities of children’s lives.

In the debates on the public responsibility for growing up interculturally, the development of a cultural and immigration-sensitive approach on the basis of acknowledging difference was considered as necessary as an education aware of prejudices, cooperation with parents and networking in the community. Overall, it was noted that there is a need for a concept of integration that does not regard it as a process of one-sided adaptation but works on the basis of recognition and a positive treatment of differences and heterogeneity.

Building on the debate on measures to support families, the focus was on a number of concepts for improving the work-family balance. In addition, the specialist debates concentrated on issues in conceptual design and the potential links to civil society involvement. Here, possible sustainable networking in the social area was considered just as much as the issues around a functioning mixture of specialists and volunteers.

Activities during 2010 that link to the United Nations Rights of the Child, *Children’s Right to Play* and the Goteborg 2010 Declaration on *Children’s Right to Play*

The National Coalition for the Implementation of the UN Convention on the Rights of the Child in Germany (NC), a



project of the Child and Youth Welfare Association (AGJ), addressed the withdrawal of the declaration of reservations on the UN Convention on the Rights of the Child which the Federal Cabinet passed on 5 May 2010, 18 years after the UN CRC was ratified. On 15 July 2010, the declaration on the withdrawal of reservations on the UN Convention on the Rights of the Child was submitted to the United Nations General Secretary in New York. As a result, an important step has been taken which had been called for by all children's rights organisations, paving the way to implementing children's rights equally for all children and young people living in Germany.

For the first time, the AGJ has produced an independent Children and Young People's Report to be presented to the UN Committee on the Rights of the Child in addition to the Federal Government's State Party Report on implementing children's rights in Germany as required under Art. 44 of the UN Convention on the Rights of the Child and the National Coalition's Supplementary Report. The project followed the UN recommendation of directly involving young people in the reporting process and, in this way, played a part in realising the participative rights of children and young people.

In addition, in the spirit of encouraging the development of children's personalities, the DNK also discussed the need to enable children to have more time, to ease pressures on them and to give them more possibilities to play.

In general, it can be noted that a majority of children are now under a considerable pressure to succeed, even at an early age, and as a result symptoms of strain are on the increase.

The DNK is calling for children, young people and parents to be provided with possibilities in education, development and

stress reduction which are not solely directed to achievement and do not view young people in the context of their "human resources".

Against this background, the DNK has also signed the OMEP World Declaration about the right and the joy to learn through play.

Activities on Education for Sustainable Development in ECE

The DNK is not directly involved in the UN Decade of Education for Sustainable Development. Nonetheless, early years education and cooperation with schools, as well as non-formal and informal learning are all key substantive areas in the DNK's work. In addition, on the "Portal for Professionals in the Field of Child- und Youth Welfare Services", an AGJ project, a new section has been created where a compilation of current information on the UN Decade can be presented.

Most important task or plan for 2011

In the coming year, the DNK will also track current social and political discussions and developments from its own expert perspective.

In early childhood education, it will provide an expert policy commentary on the debates over the requirements for the provision of proper education and care. "Time for being responsible in Families" forms another main focus area here.

In 2011, the AGJ is organising the 14th German Child and Youth Welfare Congress (DJHT) headed by the motto "Children. Youth. Future: Developing perspectives – Fostering potentials!" At the Congress, German children and youth welfare services can exchange experience and present their work. The Congress aims at the joint implementation of improved social conditions for children, young people and their families.



GREECE

Angelaki Christine

omep@mail.gr; c_angelaki@yahoo.com

www.omep.gr

Main activities at an international level in 2010

In February we organized a party for children of Nursery School and the first years of Primary School driving them to take part in traditional group games.

Additionally:

February 28: the role of children's literature in a changing world.

February, 26: Modern approaches and strategies for the development of the relations between family and school.

February, 26: Environmental education for the preschoolers.

Activities during 2010 that link to the United Nations Rights of the Child, *Children's Right to Play* and the Goteborg 2010 Declaration on *Children's Right to Play*

February, 3: Children masquerade festival.

February, 5: Puppet theatre.

Activities on Education for Sustainable Development in ECE

In October we held an experiential seminar for teachers on drama. Also, many courses have been held on the subject of Art.

October 16, "What, how and why I evaluate in kindergarten. How to use the portfolio"

October, 25: The gift of dyslexia

November, 6: From the theatrical act to the creative writing in the theatrical play (Workshop)

November 24: Music and education: a system to develop the personal expression

and freedom, animated by the kindergartener.

November 27, "Continuing Eleni Palaiologou's efforts for an authentic kindergarten teachers' training": *"Let's listen to the little children". "I learn through my colleagues: Examples and perspectives of the educators' training nets"*.

Many seminars have been held on subjects as:

- a) Cooperation Development,
- b) Stress Management,
- c) Combination of dramatic action, creative writing and theatrical play,
- d) Strategies of Reading Fiction etc

March, 6: Recycling bazaar "We don't throw anything"

March, 17: Stress and anxiety management

April 24, the Works of art, as an implement for observation ability and critical feedback development

May, 8: The construction of a puppet – the road to a performance

May, 12 & 15: Proposals for the final school fest: music, movement and dance

December, 1: "I came to stay", submission of the children with special characteristics in the Preschool Education"

Most important task or plan for 2011

In 2011 the Greek National Committee of OMEP will cooperate with National Committee of OMEP in Cyprus to organize together the 8th Congress of Greek OMEP and the 1st Congress of Cyprus OMEP simultaneously. The conference will focus on "Perspectives of Creativity and Learning in Early Childhood" and will be held in Nicosia, Cyprus from May 6 – 8, 2011.



ICELAND

Sigríður K. Stefánsdóttir
siggak@hi.is; siggolli@simnet.is

Activities on Education for Sustainable Development in ECE

60 children from three kindergartens plant their own small trees in Iceland's OMEP Children's park in spring 2010. We plant one tree for each born child in Reykjavík every year.

Most important task or plan for 2011

OMEP in Iceland have decided to make a point of the youngest children in kindergarten (2010 and 2011) and their play and interaction through play.

We have fulfilled a seminar for OMEP's members and professional people in kindergarten (2010) and planned a seminar in Spring 2011.



IRELAND

Dr. Maura Cunneen

m.cunneen@ucc.ie, info@omepireland.ie
www.omepireland.ie

OMEP Ireland has had a very busy year. The OMEP Committee met regularly to discuss issues and developments relating to Early Childhood both in Ireland and worldwide, to organise our Annual Conference and review articles submitted for *An Leanbh Og*, {Translation “The Young Child”} our peer reviewed Journal.

A very successful and well attended OMEP Conference was held on March in University College Cork. Wide ranging and very interesting papers were presented which were very well received by those in attendance. The following are a selection of some of the topics presented at this Conference:

- Cultural Diversity.
- Men in Childcare.
- Educational Inclusion.
- Bilingualism in Childhood.
- Children as Consumers.
- The Voice of the Special child.

Both the presenters and delegates considered this Conference to be both thought provoking and enlightening.

In September 2010 our Annual General Meeting was held and Dr. Anna Ridgway resigned as President of OMEP Ireland having completed two very successful terms in that office. A presentation was made to mark her invaluable contribution to OMEP Ireland. In the subsequent election to membership of the OMEP Board and other offices, Dr. Maura Cunneen was elected President and Ms. Pat O'Connor, Vice President.

Future plans of OMEP Ireland in the coming months include reviewing Articles submitted for “*An Leanbh Og*” and investigating the possibility of conducting a series of talks for the general public on topics relating to Early Childhood.

Activities linked to the U.N. Rights of the Child and the Goteborg 2010 Declaration on Children’s Right to Play

Unfortunately Ireland has not been immune to the swift economic downturn which has affected World economies. This difficulty has also impacted upon the Irish Government’s priorities in relation to young children. Little progress has been made in ensuring that the U.N. Convention on Children’s Right to Play has been implemented in this country. Emphasis is being placed on the development of Literacy and Numeracy rather than on Play. Given Ireland’s dire economic situation, this position is unlikely to change for the foreseeable future.

Activities on Education for Sustainable Development in ECE

There has been little development in activity in relation to Education for Sustainable Development in ECE in the past year. However, Ms. Pat O'Connor, Vice President of OMEP Ireland, is very interested in this topic and is exploring ways in which this can be developed among early years students in particular.

Most important tasks or plan for 2011

OMEP Ireland hopes to expand its membership by conducting a series of public



lectures on topics relating to early childhood thus bringing it to a wider audience. Our Journal “An Leanbh Og” is very well received by those involved in the early years in Ireland. This year we intend to expand its accessibility by including past issues on our website www.omepireland.ie. Furthermore, we will be reviewing articles submitted for this Journal with the intention of having them printed and ready for our next Conference.



ISRAEL

Tuca (Goldi) Yalin-Mor
eym@012.net.il

Main Activities 2010

Promotion of Legislation to protect Young Children's Rights

Members of OMEP Israel National Committee continue to participate regularly in discussions on Early Childhood issues at Israel's Parliament - the Knesset, particularly those of the Committee for Children's Rights.

Lately, the newly nominated chairperson of the Committee for Children's Rights - the parliament member Dr. Z. Orlev, well known for his expertise and experience in the field of education – has renewed the efforts to finalize the legislation for the Licensing and Supervision of Day Care Centers providing services to Early Age Children (from 3 months to 3 years). This legislation is essential to ensure equal quality standards of caring services and Education for Sustainable Development in all DCC. This law has been a major area of activity for Israel's Association in the last years.

Collaboration with public and private professional organizations

The Association continues to strengthen the ties between a wide variety of organizations providing services to young children and their parents, to increase National awareness to their needs.

Meetings with professionals from different disciplines and a wide variety of services provided to young children, with a variety of needs, enable the Association's Committee members to focus on the problems requiring special attention and action to protect children's rights and to enable them a better quality of life.

Narrowing the gaps in early childhood education in the Arab sector is another main area of activity, in order to increase the enforcement of existing laws in Arab society, such as the Free Compulsory Education Law for children over the age of three.

Ms. Samaia Hag Yahia, a committee member of the Omep Association committee, initiated last year a forum of mayors and other local authorities from Arab municipalities. Their coordinated and joint activities are aimed to bring a change in the government's policy and priorities to Early Age Children in the Arab society, and to enhance the enforcement of existing laws.

Creating a National Program for Young Children's Parents

A major concern of the Association is the discrepancy between the increasing needs of young children's parents, in social and psycho-educational areas, and the existing universal services to attend their needs, at different levels of intervention accordingly.

Dr. Tamar Erez and Ms. Nomi Arbel, members of OMEP Association Committee, with the collaboration and participation of the National Nurse Coordinator of Maternal & Child Public Health Services and the National Coordinator of Parenting Education in the Ministry of Education, initiated a group focusing their work on this issue.

Collaboration with local governments

As planned last year, Committee members of the OMEP Association started to work more closely with local governments and their local authorities. Members of our National Committee are becoming involved in the activities of a few municipalities, and



this includes their participation in the meetings of the Municipality Committee for Early Age Children. We have two major goals in this project:

- to recruit the local authorities and their subordinate groups to work together and to support a better coordination and integration of services on a local level, on the basis of an universal and holistic approach to young children's needs.
- to encourage local leadership, political and professional, to give a higher priority to the needs of young children and their parents and to the development of quality services.

The development of the Website of the Association will be completed in the next months.

Important National Tasks and Activities for 2011

Continuation of our efforts in the Knesset, Israel's Parliament

- to promote legislation for the Licensing and Supervision of Early Childhood Programs for the very young
- to implement the Free Compulsory Education Law for children over the age of 3 in the Arab society and in municipalities with young parents with a low income level.

- to increase awareness to the needs of Early Age Children in all discussions concerning young children, due to the still existing tendency of giving more emphasis on children's needs from school age.
- *Continuation of the Association's work with government departments* when special action is required to deal with particular problems and failures in operating services to young children and their parents. These are problems brought to our attention via our reach-out to professionals and parents.
- *Increasing the Association's activities with Local Governments and Municipalities* including the participation of volunteers in the Municipality Committee for Early Age Children, under the guidance of Executive Committee Member, Prof. Dorit Aram, of Tel Aviv University.
- Creating a National Program for Early Childhood.
- Broadening the OMEP Association's Circle of Activists.
- Expanding the use of the Association's Website as a tool for increasing awareness to the need of a National priority to the needs of young children and their parents.



LATVIA

Ruta Kanepeja
r.m.kanepejs@dot.lv

Main activities in 2010

Conference “Creativity in preschool” 2010. February, 163 participants from different places and schools of Latvia. They worked in 6 workshops

Conference “Preschool programmes in Latvia and the world” 2010 December, 210 participants from schools and preschools. They discussed about the indoors and outdoors learning in Latvia and outside of Latvia.

Association participate

- in developing of national guidelines for preschool education of Latvia
- in developing of curriculum for preschool education of Latvia,
- have take part at preschool teachers courses

Have cooperation with organization *Eurofortis*.



LITHUANIA

Elena Markevičiienė
rastine@lazdynelis.vilnius.lm.lt

Main activities at an international level in 2010

Activities of OMEP Lithuanian National Committee were mainly dedicated to the implementation of the state child's welfare policy.

Special attention was dedicated to creation of superior internal and external educational environment for children.

We have been continuing the Year 2009 activities. Among these activities, the most important are the following:

- Conference for preschool teachers and Vilnius College lecturers "Environment - third educator".
- We continued work on the practical use of Reggio Emilia educational system.
- Conducted seminars for teachers on the topics:
 - "Learning through play",
 - "Creativity and expression in the game"
 - "Children and teachers are researchers"
- Have organized summer play activities together with teachers, parents and students (summer playground for children who do not attend kindergarten, presenting them toys and books)

Activities on Education for Sustainable Development in ECE

Important contribution has been made to preparation "Pre-school education development program until 2013".

Partnership in ECEC combines the knowledge and experience of parents and ECEC staff both of which are important influences in the child's life.

Parents are more and more active and interested in ECEC. They have also been invited to join as partners in planning ECEC. For parents it was given out booklet presenting information about ECEC. All parents and teachers are also welcome to visit the web site www.ikimokyklinis.lt which is entirely dedicated to the preschool education issues.

Most important task or plan for 2011

Our members are working for the best interest of the child in ECEC services seeking for more space for children to play, more opportunities for the children and the teacher's creativity.



NORWAY

Elin Eriksen Ødegaard

eeo@hib.no

<http://omepnorway.wordpress.com/>

Main activities at an international level

- March – Participation in *Education for sustainable Development*, 1. Part with National report (Erik Duncan).
- June 21 – Conference; *Language mapping in kindergartens* (preschools). 270 participants. The conference proceedings are published in *Nordisk Barnebageforskning* nr. 3 -2010 <http://grundtvig.hio.no/index.php/nordiskbarnebageforskning/issue/current>
- 10 August - World Assembly august 2010, Göteborg; Elin Eriksen Ødegaard and Anne Greve (observer).
- August 14-17 – Conference; *The “Glocal” teacher*. 100 participants from China and Norway (10 OMEP- delegates from Australia, Hong Kong and Canada were included, post-conference OMEP World in Gothenburg, also included cultural and social exchange).
- August 14-17 – Visits to Norwegian kindergartens for 7 Spanish OMEP-delegates in the Oslo region and for 10 in the Bergen region.
- August – A kindergarten in Norway and one in China established a friendship agreement and cooperation.
- October- Ruth Fuentes visited Buenos Aires and Montevideo. Contact with the committee OMEP-Argentina.
- November 4 - *Nordic African Early Human Development Study Network*; Anne Greve and Elin Eriksen Ødegaard participated in establishing a new research network.
- November 18 - *EFA-forum (Education for All)*: Early childhood care and education – investing in the future (Anne Greve &

Elin Eriksen Ødegaard participated and wrote a response to NORAD).

- The Nordic Council of Ministers’ Strategy for Sustainable Development 2009–2012 (OMEP – Norway is a participant in an application)
- Initiative to get three institutions to nominate OMEP to the Sophie – prize <http://www.sofieprisen.no/> for OMEPs work with Education for Sustainable development.

Report connected to work on UNCRC and Children’s right to play

The status in terms of *Children’s Right to Play* is at a governmental level, on the one hand, strengthened. The Ministry of Education has made changes related to the Kindergarten Act and regulated the national curriculum for the Kindergarten's content and tasks (law 17 June 2005 No. 64, § 1, § 1a, § 2 and § 3). In the new Kindergarten act regulations (2010) and new Framework plan regulations (2011), the new objective states that the kindergarten will continue a holistic approach. The UNCRC is strengthened especially in the 2. §. On the other hand, there are signs that play could be at stake in Norwegian kindergartens. In a white paper, NOU: 8, 2011, called *With the urge and joy to explore and play* [Med forskertrang og lekelyst] the mandate is to strengthen quality in kindergartens by aiming for a more systematic kindergarten. There is a debate going on in Norway about language mapping. This debate is also going on in the White paper committee, (NOU:8 committee). In page 139 some of the committee members recommend a systematic mapping of basic qualifications in



order to find children at risk. They recommend mapping of five year olds. In this report little is said about the value of play. It could be taken for granted, or it could be a sign that the committee do not prioritize, or see the value of play.

We have delivered Hearings on political documents. In these we have related to the UNCRC or the Gothenburg 2010 Declaration:

- Green paper 41, Quality in kindergarten [Stortingsmelding 41- Kvalitet i barnehagen].
- New Kindergarten act.
- White paper 2010:7, Diversity and capability, Multilanguage, children, young people and adults in education [NOU 2010:7 Mangfold og Mestring. Flerspråklige barn, unge og voksne i opplæringsystemet].

The most important plans for 2011

- We are planning a national conference on *Education for sustainable development in kindertens* October 31 and November 1 in Bergen.
- We participate in the international study on *Education for sustainable development*.
- We aim to write for the public and the kindergarten sectors related to the UNCRC and promote play and will respond to political hearings.



POLAND

Anna Wróbel

wrobel.a@wp.pl and zarzad@omep.pl
www.omep.org.pl

Main activities in 2010

- There was elaborated project specification for creation professional library Polish OMEP Committee in order to share collected materials among other teachers and students of pedagogy.
- Elaborating and publishing by OMEP members materials about education for small children in pedagogical magazines:
 - E. Fundowicz :OMEP conference. Dalton education;
 - M. Narożnik :Kindergarten in the face of reform 2009 – 2012;
 - K. Dryjas: Education for Sustainable Development;
 - M. Narożnik :OMEP World Congress in Sweden;
 - E. Brańska: Education of the youngest citizens – conference at Seym of The Republic of Poland;
 - A. Wróbel: Educational outpost in collaboration with non government organizations.
- There were prepared presentations about “Educational Project in kindergarten” in order to present it at European OMEP Conference in Chester in Great Britain on 22-24 of April 2010. Presentation was impossible because of problems with airplane transport caused by volcano eruption in Island.
- Participation Polish OMEP committee in International Dalton Conference on 3-5 of May in Brno. Polish Board members met OMEP Europe vice president Milada Rabusicova. They discussed current initiatives taking by Polish OMEP Committee, the most close activities connected with OMEP Congress in Gothenburg and planned in 2012 European OMEP Conference in Warsaw.
- There was organized educational trip for directors and kindergarten’s teachers to learn about Dalton kindergartens and their experiences.
- There were organized English workshops for kindergarten teachers.
- There were published reflections about educational reform in Poland: E. Jaszczyszyn Expectations 6-years old children and their parents of school and reality of realization school obligation.
- There was an organized art competition for small children “Meetings with Chopin”. Children sent 378 pictures from 143 Polish kindergartens in effect and 7 foreign outposts from Lithuania, Slovakia, Ukraine, USA and Mauritius.
- Participation OMEP board members in World Assembly and World OMEP Congress in Gothenburg in Sweden on 9-13 of August 2010.
- There was organized visit for two groups of teachers from Ukraine in Polish kindergartens in Warsaw.
- Polish OMEP Committee has taken under patronage conferences in Poland:
 - “The most important competence in kindergarten and early school education” organized in Kielce.
 - The second Polish Conference Directors of kindergartens, organized in Warsaw by Raabe Institute and House of Knowledge.



- There was work out conception and organization of European OMEP Conference 2012 in Warsaw.

Activities during 2010 that link to the United Nations Rights of the Child, *Children's Right to Play* and the Goteborg 2010 Declaration on *Children's Right to Play*

- In answer to Haiti appeal, there was organized charity action for children injured in earthquake. Collected money was sent to World OMEP Committee.
- There was made the opinion in writing about law, making by Ministry of Labour and Policy about kind of education for children under three years old in Poland.
- Cooperation with Polish Committee of UNESCO. Współpraca z Polskim Komitetem ds. UNESCO. Preparing and sending to World UNESCO Congress in Moscow information about good Polish experiences connecting with education for sustainable development.
- There was organized an open air meeting for children called "Meeting with Chopin" together with Warsaw Music Association and city of Warsaw. Children had possibility to play, draw, and listen to music.

Activities on Education for Sustainable Development in ECE

- Polish Committee of OMEP took part in World Project – Education for Sustainable Development. About 334 children 4 and 5 years old from 11 kindergartens took part in this project.
- In answer to University of Gothenburg announcement, about competition for the most interesting project including idea of education for sustainable development, Polish OMEP Committee presented two ecological projects: "Peaceful place" worked out by Kindergarten nr 401 in Warsaw and project "The tree is our friend" worked out by public kindergarten from Ostrowiec Świętokrzyski. Project "Peaceful place" was one of four rewarded European projects.

Most important task and plans for 2011

- Preparing and organizing European OMEP Conference in 2012 in Warsaw.
- Continuation participating in World OMEP Project – Education for Sustainable Development.



PORTUGAL

António Ponces de Carvalho
ese@escolasjoaodeus.pt
<http://omep.pt.vu>

In 2010 we kept running 2 main projects: “A RODAR” (Amadora) and “BCV Helping Children Living Better and Healthier” (Lisbon).

From the whole OMEP – Portuguese Committee (Pt) set of 2010 developed activities we would like to enhance:

- JANUARY: the entreprise ACCENTURE – CONSULTORES DE GESTÃO, offered two used laptop computers for use of children and their families that come to us.

General Assembly on 25th January.

- FEBRUARY: We signed a protocol with ARGUMENTOS FORTES, Lda, for distribution of 100 OMEP-Pt Books “The Yellow Bear”.

On the 14th, 12 Children from BCV Project Visited Lisbon Pedagogical Farm facilities



Lisbon Pedagogical Farm facilities

- MAY: Like in former years The Ministry of Education borrowed us, for the whole month, the showcase windows to exhibit OMEP-Pt activities. These windows are placed on the Ministry Headquarters in centre of Lisbon City.

On the 27th, in OMEP-Pt headquarters Museu João de Deus and to commemorate the International Children’s day and World Environment day, we promote the seminary” Health and Environment in School”. The ESCOLA SUPERIOR DE EDUCAÇÃO JOÃO DE DEUS (Higher Education College) supported us with the following program:

- Opening session, hosted by Alexandre Ventura (State Secretary for Education) and António Ponces de Carvalho (OMEP-Pt President)
“Environment, School and Violence”, Margarida Gaspar de Matos (Lisbon Technical University – Human Motricity Faculty Professor)
- “Health, Environment and School” Panel, hosted by José Eduardo Rosado Pinto (OMEP-Pt Board Vice-President and HWO-GARD National Coordinator
“School: an Health Promoter Context”, Isabel Baptista (Minister of Education, Education for Health and Education Social Welfare Core Coordinator
“Set of Portuguese Breath Hilness”, Teles Araújo (Portuguese Lung Foundation President)
“Smoking at School”, Emília Nunes (Health National State Board Principal)



“Air Quality at School”, Pedro Lopes da Mata, INFANTASMA Project Coordinator

“Building Schools and Nurseries – Engineer Perspective”, João Viegas (National Lab of Civil Engineering)

- Debate and seminary closure, hosted by Mário Grácio (Environment Portuguese Agency Director, representing Environment State Secretary)
- AUGUST (9 to 17): An OMEP-Pt group participated on the XXVI OMEP World Congress in Goteborg, Sweden, Titled “Children – citizens in a challenged world”.

Camping and Surfing lessons for a group of “A RODAR” gypsy children. Ericeira Beach.



Surfing lessons. Ericeira

- OCTOBER, 1st: His Royal Highness, D. Duarte Nuno de Bragança, visited our “A RODAR” project place, settled in Amadora district, near Lisbon. This visit was primetime reported on TVI, national most seen TV Channel.
- DECEMBER, 21st, we delivered toys and games offered by João de Deus Kindergarten Schools pupils to children that are using our settlements (Sta Filomena, 6 de Maio e Casal do Silva – Amadora; B. Cruz Vermelha e Horta Nova – Lisbon). RTP, The National State Television reported this event on primetime.

To keep track on Portuguese OMEP link to:

- Institutional site: <http://omep.pt.vu>
- Project “A Rodar” – <http://projectarodar.blogspot.com>
- Project “BCV” – <http://omepbcv.eblog.pt>



RUSSIA

Dr. Larissa A. Paramonova

cddz@mail.ru

cddz.educom.ru

Most relevant activities conducted by the National Committee

2010 has been declared by the government The Year of Teacher in Russia. The President of Russian Federation emphasized that education remains one of the nation's priorities. More new schools must be built and efforts must continue to improve the education process and lay a modern legal foundation for the education system. It is imperative to give attention to boosting the prestige of the teaching profession, enhancing the payment system for teachers, providing schools with modern equipment, and doing everything possible so that Russian schools remain among leading schools in the world.

In accordance with the Federal State requirements regarding the structure of the basic general education programme of preschool education we revised and published in 2010 the Programme "Istoki" (from birth to 7). The content of the programme is to be implemented in all preschool establishments so that all children can achieve the best possible level of development, taking into account the age range and the individual characteristics of children.

In 2010 our members published the methodological book "Developing activities for children aged 4-5" edited by L. Paramonova. This book for parents and teachers of preschool educational institutions is based on new principles of modern preschool didactics and has the purpose of full physical and mental development of children. This book is a part

of the Educational Resource Kit of the programme "Istoki".

In 2010 the following main activities took place:

- Round table "The first positive experience of child's socialization" (September). It was well attended by researchers, preschool teachers, college and highschool teachers from Moscow.
- In November "Week for Playing – 2010" took place in Moscow with the active participation of OMEP Russia members (I.Kachanova, E. Arnautova, N. Rodina, N.Ryzhova).

Members of OMEP Russia prepared and held an international conference "The importance of play in children's development" (December). The conference was offered to educators, teachers, psychologists and highschool teachers from Belarus, Uzbekistan, Republic of Sakha (Yakutia), Ural and other regions of Russia.

In 2010 a lot of time was devoted to inclusive education and social adaptation of disabled children. In particular a great deal of attention was drawn to promoting the integration of hearing-impaired children and deaf children into the general educational environment (kindergartens, schools, universities). The member of OMEP Russia E. Leongard has been carrying out the work using a unique technique.

All the materials are being distributed among regional members of OMEP Russia.



Children's right to Play

Today, preschool-aged children are treated from the position of focused training to school. Many of the children, except for kindergartens, attend training courses and learning groups.

Thus, the time used for the free role playing game is significantly reduced. For this purpose we published the collection of the methodological preschool books, where the developing activities for children are connected with free child's play. In the programme "Istoki" objectives of game development are given a significant place.

Education for Sustainable Development

Within the framework of OMEP World Project on Education for Sustainable Development (ESD) the activities in cooperation with different regions of Russia were conducted. 150 kindergartens from all Russia took part in the project.

Most urgent challenges to be faced in 2011

The current year 2011 has been proclaimed in Russia to be the Year of Space because of the 50th anniversary of the first manned space flight. The year 2011 will be of crucial importance for the ISS programme, in which 16 countries are taking part.

2011 was declared the Year of Sports Lifestyle in Moscow.

The authorities of Moscow pay immense attention to popularizing of physical culture and sports, persistent advertising of projects and programmes implemented in the city.

The implementation of plans (until 2012) of major projects (ecology, education of children in bi- and multilingualism, support for modern family and socialization), proposed by OMEP members and approved by UNESCO (Moscow office) with the participation of researchers, practitioners and Moscow preschool educational institutions.

In 2011 the following main activities will be taken:

- Regional conferences, seminars and workshops, contributing to the promotion of the assimilation mechanism for implementing the programme of upbringing and learning children from birth to 7 "Istoki".
- Conference "Intercultural pedagogy in the kindergarten".

Theoretical and practical conference "The alliance of family and kindergarten – the basis of preschool education in 21 century".

Roundtable "Helping preschool children develop a healthy lifestyle".

For the programme "Istoki" we are planning to publish more than 20 methodological books based on age characteristics and principles of a unit integrated system of education of different kinds of activities (2-7 years).



SLOVAKIA

PaedDr. Monika Miňová
monika.minova@gmail.com
www.omep.sk

Main activities in 2010

Conferences

From 14th until 15th of May 2010 was organized scientific - technical conference with international participation called Perceptual-motor learning in Pre-primary Education on the context of current curriculum reform.

The aim of scientific - technical conference was:

- To point out the important changes in its content. A methodical research perceptual-motor areas in accordance with basic documents in Pre-primary Education. The guests from Slovakia, the Czech republic and Poland presented their reports on scientific-technical conference. 180 participants took parts in an active and creative program. They are presented in the creative-educational activities (physical, natural science, mathematics and logic, language and communicative, information, work, play, graphomotorical, ethical and artistic expressive, artistic and expressive (music, art, creative dramatics).

On the second of June was organized professional Scientific international conference entitled "Sustainable Development through the eyes of early childhood education.

The aim of scientific - technical conference was:

- To point out on theoretical and research findings in the field of sustainable development through the eyes of early childhood education. The group of 31

experts from Slovakia, the Czech republic and Poland. They presented knowledge, views and findings on issues of sustainable development in various fields of education and early childhood education.

From 15th to 16th of October 2010 was organized an international conference entitled:

- Pre-primary education in the metamorphoses of time. The aim of the professional context of the pre-primary education in the content of the reform transformation changes constitute an educational reality and create professional discussion for pre-primary education.

The group of 26 technical contributions from Slovakia, the Czech republic and Hungary presented their plans. The next day, the conference held a panel discussion on theme: Pre-primary education in current educational realities led by experts from the theory and practice of pre-school education.

Conceptual and professional activities

- The review of policy papers and legislative proposals,
- Active partnership with all participating teams, which cooperates in research tasks National Education Institute, Government of Education
- Liaising with universities and other institutions for research in the field of pre-primary education,
- Examination of the readiness of children, kindergarten teachers and material conditions for the realization of



perceptual - motor areas in terms of kindergartens,

- Developing methodologies pre-primary education

International Activities

- Participation to the study - Sightseeing in Poland - Krakow, The Czech Republic - Prague and Hungary - Budapest.
- We welcomed guests from Czech republic, Hungary and Serbia.
- Establishing cooperation with the European OMEP.

National and regional activities

- Scientific - methodical workshops for teachers and nursery school director,
- Shows creativity preschool children,
- Children in public speeches,
- Open days in kindergartens,
- Involvement in the second part of the global project on Sustainable Development.

Activities during 2010 that link to the United Nations Rights of the Child, *Children's Right to Play* and the Goteborg 2010 Declaration on *Children's Right to Play*

On the pedagogical faculties of universities in Slovakia in various subjects that students, future kindergarten teachers lead to the fact that children acquire knowledge through play and the play activities. Directly in the subject of the play activities and games take a wide range of theoretical and practical experience of the game as the principal activity of the child under school age, as the method and means of acquiring knowledge. Being able to play a great teacher's art and we still need to learn.

In the nursery, which operates under the state education program ISCED 0 - pre-primary education, includes games and the

play between the basic activities of daily organization form of order. The game is not only a major means of child's personality development school age, but also an important educational method. Therefore, in kindergarten we apply learning through the game.

Referred to conferences and professional - methodological seminars, we heard various contributions, where dominated the game. During the first conference the participants could directly tested different creative educational activities that were implemented through games. A child loves to play Let us prepare our children for the life hood through playing games.

Activities on Education for Sustainable Development in ECE

Educational process in kindergartens issues of sustainable development is realized mainly through the games in each organizational form and order of the day while the child is in the kindergarten. Into the global project entitled Sustainable Development was involved in 17 kindergartens. 16 kindergartens were urban and one rural school. Interview carried on 17 kindergarten teachers of which 10 were university educated. There are 10 regional sections OMEP in Slovakia out of which 7 participated in the world wide. The group of 246 children took part in discussion of the logo of the World Congress. At the end of 2009 was conducted interviews with kindergarten children. They recorded with interviews. Children were involved in discussions with their teacher, looked through encyclopaedias, drawings, paintings were made and photographs of children in various activities. These activities of local nature took place indoor and outdoor of kindergartens. All interviews took place in the morning hours in individually in kindergarten accept one, were a group discussion with eight children. We have added a categorized a children's answers.



Children and teachers liked this project and has brought an inspiring look into their activities in kindergarden. Teachers together with children will think in a more meaning full way about essence and philosophy of such and challenging concept but also of content such as Education for Sustainable Development.

In Slovakia we are intensively dedicated to problem of ecological and environmental education. Any interesting initiative as was this one – getting involved in a World wide project can enrich and improve horizon of knowledge for teachers and children in their care.

Most important task or plan for 2011

In 2011, plans to organize SV OMEP:

- Study - Sightseeing in Olomouc, Czech Republic, Budapest, Hungary
- Scientific - technical conference focused on the game and a national conference on Sustainable Development

In 2011, further consider the key and SV OMEP will participate and seek to:

- Create a comment policy papers and legislative proposals,
- The participation of the national projects,
- Active partnership with all participating teams, which cooperates in research tasks National Education Institute, Government of Education
- Materialization of various surveys on pre-primary education.



SPAIN

Amalia Bayón Álvarez
amaliabayon.al@gmail.com
www.omep-spain.es

Main activities in 2010

- OMEP-SPAIN Participation in the meeting convened by the Ministry of Education of the Community of Madrid, in the program "The educational care for the sick child in Madrid capital (from 8 to 12 March 2010).
- We visited several hospitals where children are hospitalized and Primary.
- We studied the different projects with the involvement of teachers and parents, as well as Learning Support Services Domiciliary the sick child.

Activities that link to the United Nations Rights of the Child, *Children's Right to Play* and the Goteborg 2010 Declaration on *Children's Right to Play*

- OMEP-SPAIN was invited to collaborate in the VI European Forum for Education and Freedom, held in Madrid in November 2010 with a large number of participants from European countries.
- Under the motto "Education Can save us from the crisis?", This event brought together personalities of great prestige around an issue so crucial to the future of Spain and Europe.
- We analyzed "the White Paper on Private Education in Europe" and "The Education System Reform in Spain".
- Publication of the book "The Elementary Basic Skills in reading comprehension from." Its authors are Don José Luis García Llamas and Jose Quintanal Díaz, members of OMEP-SPAIN. Under the leadership of both and with the

collaboration of the UNED (National Education Distance Education) in Guadalajara (Spain) and the Inspectorate of Education, participated in the fieldwork a large group of professors of educational levels and Third Cycle Kids Elementary. In the first part of the book, besides addressing the research project and the concept of competence in the language area and its application to education, are also presented school reading lesson plans. This book will be of great help for Spanish teachers.

- The College of Doctors and Lawyers in Spain, asked the ONEP, in the person of its President, Mrs. Amalia Bayon Alvarez, an expert in mathematics, the publication of an article "Mathematics for children (zero to three years).
- Maintain Parent→ School as in previous years.
- Periodically publishes a newsletter on-line for members of OMEP.
- Updated the web page of→ OMEP-Spain: www.omep-spain.es
- Ms Naomi Quintanal Blog has been created: omep-spain.es/blog and Dr Quintanal is responsible for updating this Blog.
- Participation of the President, Ms. Amalia Bayon Alvarez as head of field research work carried out in Valencia (Spain) by the Institute of Creativity and Innovations in Education of the University on "Study to determine the behavior of consumers of games and toys (5 to 7 years), Values, profiles and preferences".



This work has helped to know the preferences, taste views on games, toys and other topics of interest to the children of this age and improve understanding among parents, teachers, family, friends.

- At the request of the Assembly of Gothenburg in various meetings with members of OMEP, transmitting the need to give importance to the emotional education and development of recreational and artistic aspects as a source of learning.
- The President and several members of the Committee and members of OMEP-Spain, participated in the Assembly and Conference held in Gothenburg in July 2010, presenting communications and works.
- OMEP-Spain joined the World OMEP-research work on “Sustainable Development”.

Activities on Education for Sustainable Development in ECE

Collaborator in the College OMEP, Virgen de Europa, Madrid, is conducting the project “Planet Clean”, developed through meetings and plastic works with children ages 4 and 5. At the end of the study, will present the results obtained, thus uniting OMEP-World work on “Sustainable Development”.

Most important task or plan for 2011

- Keep the plan in meeting requirements of the legislation relating to child rights.
- Continue to maintain the cooperation agreement with UNICEF.
- Follow-on work in Math (zero to six years).
- Maintain Parent Education courses, with emphasis on Education for Sustainable Development.
- Regularly update the Web page and blog.



SWEDEN

Ingrid Engdahl
ingrid.engdahl@buv.su.se
www.omep.org.se

Main activities in 2010

2010 was a challenging but enriching year for OMEP Sweden as we hosted the World Assembly and Congress in August in Gothenburg with the theme *Children – citizens in a challenged world*. 44 countries were represented at WA and the Congress attracted 750 participants from 72 countries. The delegates were invited to five key-notes in the Concert Hall and could choose between more than 300 presentations. All were invited to study visits in preschools. The evaluation was very positive, both of the content, the proceedings and the many new contacts that were established during the congress. The budget was met and the contribution to International OMEP has been forwarded to the World Treasurer.

Due to the problems with communications caused by the volcanic ash cloud from Iceland, OMEP Sweden could not participate in the European conference 2010 in Chester and Manchester.

OMEP Sweden has opened a new website in December 2010, which we hope will facilitate the communication with members but also to attract more interest for Early Childhood Education www.omep.org.se.

Activities that link to the United Nations Rights of the Child, *Children's Right to Play* and the Göteborg 2010 Declaration on *Children's Right to Play*

Most activities were linked to the busy congress week in August, which led to public discussions on Early Childhood Education and the congress themes in meetings and in press. After the congress,

we have had local follow-up seminars and also reported about the interesting seminars in our journal OMEP- news. In four local chapters OMEP has arranged seminars and lectures on new research and recent issues within early childhood education.

Activities on Education for Sustainable Development in ECE

OMEP Sweden has finished a three year project on Child Participation in the Outdoor Environment. To open up for discussions on the result, OMEP Sweden has produced a DVD, posters and a booklet in English and in Swedish about the project.

OMEP Sweden has also applied for a two year Nordic project on ESD, together with representatives from Denmark, Finland, Iceland and Norway. The aim of the project is to write a research overview on ESD in the Nordic countries, to facilitate projects in preschools on ESD and to promote ESD by conferences and seminars in the Nordic countries.

Most important task or plan for 2011

OMEP has signed on to the OMEP World project on ESD, and this will be in focus for our work. We have appointed national and regional ESD project leaders, who will be supporting the participating preschools in different ways.

Linked to our Annual meeting in February, OMEP, UNESCO and the city of Umeå arrange a seminar Education for Sustainable Development in the North of Sweden. Teachers, health care professionals, politicians and local officers in 50



municipalities are invited as well as students and university lecturers.

There are also preparations for two interdisciplinary projects on Children's wellbeing and on From Birth to three together with paediatricians, psychologists, teachers and social workers.



TURKEY

Prof. Dr. Gelengiil Haktanir
haktanir@education.ankara.edu.tr
<http://www.toogd.org>

Main activities in 2010

Meetings

In 2010, 12 board meetings were held and 6 news bulletins were issued and delivered to all members. Also, round table meetings and supportive discussions with other NGOs and governmental institutions were organized in order to improve the quality of early childhood education.

Conference & Seminars

Parent education conferences across Turkey were held by our members in various cities, and towns.

A seminar and workshop on “Different Approaches to Early Childhood Education: Storyline Method” was organized in collaboration with the founders of the method, Steve Bell and Sally Harkness, and Ankara University in Ankara between the dates March 13-15, 2010. Many scholars and teachers participated in the seminar and workshop sessions.

Another workshop on “Raising Voices of Children in Istanbul 2010 European Capital of Culture” the improvement of the quality of early childhood education in Istanbul was held between June, 24-25 2010. Ministry of Education authorities, academicians, NGO's, municipality authorities, publishers, and teachers were among the participants. Factors affecting the quality of early childhood education were discussed by the partners and the stakeholders of the field. The workshop book and declaration was published and posted to all the participants.

The third conference and workshop of the year was about sustainability and architecture

in early childhood. The workshop title was “Sustainable Life & Children: Early Childhood Education for Sustainable Development and Architecture”. Dr. Ingrid Pramling Samuelsson, Dr. Anne Taylor, and Atsuko Sakai were invited as the conference keynote speakers and workshop leaders. In total 100 in-service and pre-service teachers participated in the workshop sessions.

Activities on Education for Sustainable Development in ECE

Regarding education for sustainable development in early childhood education as a committee, we participated in OMEP's ESD World Project. In that context five national committee members attended 26th OMEP World Congress to present their research. As a national committee we took part in ESD Project Part 2 and are working with project schools. The findings will be presented OMEP World Conference in Hong Kong.

Most important task or plan for 2011

OMEP Turkey, as a partner with two local schools, made a submission for IPA project (Regional Competitiveness Operational Program – RCOP)” co-financed by the European Union and by the Turkish Government under the Instrument for Pre-Accession Assistance –IPA-) in 2009 which was accepted. In the project the main purpose is to support disadvantaged children who cannot attend preschools. In this regard in two schools classrooms will be furnished. Also children and their parents will be supported in educational, nutritional, and health domains.



Second important initiative is “Minik TEMA” (Kid’s TEMA) in collaboration with the Turkish Foundation for Combating Soil Erosion, for Reforestation and the Protection of Natural Habitats (TEMA) was launched in January 2011. This project involves in creating educational package for preschool children to raise awareness in environmental issues. In the first half of 2011 the educational package will be completed and introduced to teachers and parents across Turkey.



THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND (UK)

Janet Morris

janet.morris@ntlworld.com

omepuk.org.uk

Main activities in 2010

OMEP(UK) has been headed this year by an Executive Committee of fourteen members.

- *Membership:* Our currently includes practitioners, lecturers, Inspectors and Advisers. There has been a decline in membership over recent years but there are indications that we are beginning to recruit.
- *The European Meeting and Conference:* A stimulating conference was planned and was well-attended by UK delegates but volcanic ash prevented European delegates and speakers from attending
- *Website:* We have aimed to keep it up-to-date and informative, and appreciate that it is sometimes also useful for our colleagues in other countries.
- *World Links:* We have supported the World President and our European Vice-President by our representation at the World Assembly, attempting to hold the European Meeting and by keeping Membership in touch with World OMEP affairs.
- *New Leaders in Early Years:* We were invited by Canterbury Christ Church University to sponsor this government-funded Masters course. Two cohorts have now started this preparation for senior positions in EE Administration. We offer a chance for a student to attend the World Congress and give free membership for a year.

- *Advocacy:* A new government, and a new Minister, drastic cuts in expenditure are underway. We are starting to see the results of these changes affecting our services and putting more pressure on to those who work in them - many in fear of losing their jobs. We submitted evidence to the latest government review of the Early Years Foundation Stage and await its results early in 2011. We hope there will not be another major change and that Children's Centres will continue their work, which is showing good results.

- *Routine Activities:* After years of successful conferences in the North West we are looking for new ways to continue the spirit of the event in a wider range of events

Updates: We aim to publish these twice a year, and they are usually research-based and themed.

Newsletter: Also published twice a year, giving news of events and members at home and abroad.

Representation on other organisations: OMEP sits on the Hospital Play Specialists Education Trust which has just completed designing a new degree course. Also we share in the trusteeship of the Lady Allen of Hurtwood Fund. This gives grants to people in education with projects abroad which will benefit practice in the UK.

- *Children's Fund:* £500 was sent to UNICEF for Haiti and later collections went to the OMEP Fund. Other contributions bought toys for child victims of sexual abuse in the Philippines, provided play therapy in



UK project and supported a school in Ethiopia. These small grants can make a significant difference to groups.

Links to Children's Right to Play

We wrote to the responsible Minister giving a total picture of OMEP and including the Goteborg Statement on play. A favourable response may lead to better links which are also part of the benefit of membership of the Early Childhood Forum.

Members circulated the Goteborg Declaration to students, practitioners and early childhood organisations.

We have ensured that the philosophy expressed in this statement is demonstrated in the evidence we present to the government's curriculum review, in the New Leaders in Early Learning course and in the new degree course for Hospital Play.

Education for Sustainable Development

It did not prove practical to organise participation during 2010 but we are now taking part. We have a significant number of settings where the initial and second stages are being carried out. We are also promoting the circulation of the published report.

Challenges for the coming year

- Publicity and recruitment of new members: The target will be younger people and all agencies connected with the education and wellbeing of young children. We hope membership will be boosted by students from "New Leaders in Early Learning."
- Make more use of the website.
- Be proactive in our advocacy role.
- Continue with our training role, providing support for practitioners.
- Continuation and completion of the World Project on Education for Sustainable Development.
- Support for the World Executive and European Committees.
- Continue the exercise started on the "Future of OMEPUK" to develop an action plan.



UKRAINA

Inessa Filippowa
filipinessl@gmail.com
omepuk.org.uk

Main activities in 2010

Wolyn - OMEP (Ukraine) organized series of interesting activities and events:

Ukrainian organization has worked closely throughout the year with the Polish OMEP Committee, organized meeting of members of the Wolyn-OMEP with Polish teachers and educators to share experiences on early development, upbringing and education of children. Ukraine submitted materials and examples of practical work on the validation of the State program "I am in the world." Presentations have been prepared to introduce innovative technologies in educational process (teaching early reading skills, environmental education of children, therapy for children with problematic development).

Our organization also prepared a large concert with participation of children and teachers for celebration of the Day of preschoolers.

We organized activities for children and their parents in Lutsk "The future of children's non-GMO" (May 2010)

There was opened a School of Tolerance for parents and caregivers of preschool institutions of the city Lutsk.

Work with the International School Project (USA) continued in a program of moral and spiritual development of children in the area.

We participated in the international project "Culture of Neighborhood" in the Crimea - Ukraine, the Western Balkans (May 2010, Simferopol) and organized regional seminar on it.

We organized different seminars and workshops:

- For the heads of institutions on standardization of food products;
- For parents and teachers "Hyperactive children: problems of education and behavioral modification";
- For parents and teachers "Children with Autism: Symptoms and methods of work."

The book for preschool and school children about the problems of blind children.

Children of kindergartens and schools took part in the International Competition readers and drawings "The meeting with Chopin", where children have been awarded by diplomas and gifts.

By the International Children's Day a festival "We are your children - Australia!" has been prepared.

On the basis of pre-school tutoring № 7 Centre was opened for international cooperation and EU integration.

Empirical studies on the theme "Socialization and enculturation of preschool children in Ukraine and Poland" were presented at a scientific seminar at the University of Warsaw (November 2010).

Work plan for Wolyn-OMEP regional organization for 2011

Hold public meeting to discuss organization of planned activities for the year.



Organize and promote empirical research on psychological and educational problems in preschools Lutsk.

Action “Family child read” and make it a city.

Organize a seminar for members of OMEP in Rivne region (under a separate plan).

Organize a fair of healthy food and family picnic in the City campaign “The Future of children without GMO” for preschoolers and their parents (under a separate plan).

Continue in the program “School of Tolerance” for educational purposes and promotion of qualified psychological and educational knowledge among parents of preschool children.

Take part in the celebration of International Children’s Day.

Prepare the meeting with Polish OMEP delegation.

Organize practical training to increase professional development of members of OMEP-Volhynia for Poland and to conduct training of creativity and positive thinking.

Organize Holiday of Teddy Bear for preschoolers.

Participate at European Conference and Meeting on the creative development of personality in Nicosia.

Participate in international projects “Open new names” and begin the search and research work background and musical creativity Teklya Bondazhevskoyi.

Organize activities to improve the health of its members.

Organize Evening art songs for OMEP members.

Continue participation in the International project “Culture of Neighborhood”.



WORDS FROM THE REGIONAL VICE PRESIDENT FOR LATIN AMERICA

Ms. M. Victoria Peralta Espinosa
iidei@ucentral.cl

This final report is comprised of the regional objectives raised in 2008, which were a result of the research carried out through surveys involving all the participating countries, and contributions made in the regional meeting in Buenos Aires.

The main objectives and activities discussed were as follows:

A. To identify the situations of passive or semi-passive Committees in the region.

B. To strengthen OMEP's visibility and the renovation and decentralization of national OMEP committees.

C. To create new National Committees.

D. To encourage and support themes which are relevant to early education in Latin America.

E. To strengthen the ties and exchange between OMEP Latin America and other institutions.

The progress we have made is as follows:

A. To identify the situations of passive or semi-passive Committees in the region

Country and Date	Activity performed	Situation in 2010
Colombia	Meeting with national directors in Bogota. (January 2008) Meetings with OMEP-Antioquia	Reactivation, new directive. Active Committee
Costa Rica	Meeting with potential new directive and new partners in San Jose. September 2008	Commitments were made to reactivate. Without any results. Passive.
Guatemala	Meeting with potential directives to reactivate the National Committee. September/October 2008	Commitments were made to reactive, without success. Passive committee.



Country and Date	Activity performed	Situation in 2010
Paraguay.	Meeting with Committee President and founder of OMEP chapter. September 2008.	The need to create new statutes for the conformation of this committee was expressed. OMEP Chile provides these. The results are unknown.
Honduras	Meeting with the president in Tegucigalpa. October 2008	Activity in the country has been highlighted. Active committee.
Ecuador	Contact with partner through telephone call in order to request activation. January 2009 Interview with partner in Gothenburg. August 2010	A commitment to reactivate was reached. Without any results.
Venezuela, January 2009	Meeting with Venezuelan academies, in order to request contact with President, who does not establish contacts, in order to aid in reactivating her committee.	Contact established. There is some activity in the country. Pending.

Active committees with permanent contact: Argentina, Bolivia, Brazil, Colombia, Cuba, Chile, Panama, Peru, Mexico, Nicaragua, El Salvador, Uruguay.

Heterogeneous situation with regard to reporting, payment of fees, and joint activities.

B. To strengthen OMEP's visibility and the renovation and decentralization of national OMEP committees

Supporting relationships with International Organisations

Worldwide:

- The transfer of World Presidency, organised in Santiago de Chile, before international and national authorities: UNESCO, OEA, UNICEF. (January 2008)
- Participating in a workshop regarding 'Social Development in Childhood', organised by UNICEF in Geneva, Switzerland. (December 2009)
- Making a speech in the World Early Childhood Congress organised by UNESCO in Moscow.



Oceania:

- Carried out a presentation in regional Oceania, in Hong Kong, concerning early childhood education in Latin America. Ties were established with the Hong Kong Committee and the Institute of Education.

Africa:

- Reunion with African countries during the World Congress in Canada with the aim to strengthen ties between both regions, as we have situations in common. A few possible joint activities were discussed, and it was agreed to aid the playgrounds in Liberia by donating teaching materials.
- In the World Congress held in Nigeria (August 2009), the attending Latin American countries provided games and materials for the playgrounds.

Latin America:

- An official visit was made to the Directress of UNESCO/Orealc, Ms. Rosa Blanco, in order to inform of OMEP related activities in Latin America and to request support for other countries.
- *Spain:* The president of the national committee was visited in order to establish further contact between Spain and Latin America. Well received.
- *Argentina:* Contacts with OEA were favoured. Gaby Fujimoto participates in the OMEP National Congress. (April 2009)
- *Peru:* Contact was made between national committee and OEA (G. Fujimoto) and the Van Leer Foundation (L. Yanez) July 2008.
- *Honduras:* Contact with Save the Children facilitated, for potential activities.
- *OEI.* Will take part in the Latin American Goals Congress in 2021 with a presentation on Childhood Development

and the Curriculum. Buenos Aires, September 2010.

Aiding decentralisation

- *Chile:* The creation of a Chapter in Arica (North) is encouraged.
- *México:* The creation of a chapter in the state of Nueva Leon (Monterrey) is encouraged.

C. To create new National Committees

- *Nicaragua:* OMEP Informative meeting held- constituent meeting takes place, certificate is signed in the presence of Vice President. Preparatory committee makes a presentation in Canada, and the report is approved in Nigeria. The first activity is supported with a speech in Managua. (October 2009)
- *Bolivia:* Various meetings were held in La Paz and Santiago de Chile, with representatives from Bolivia, in order to create a national committee. Global union statutes were handed over and OMEP Uruguay was requested to send support by providing the national statutes. The president of a potential preparatory committee attends a regional meeting in Santiago. The preparatory committee is presented during the World Congress in Sweden. A meeting is held with the preparatory committee in January 2011, in order to provide guidance on matters such as reports and OMEP activities.

D. To encourage and support themes which are relevant to early education in Latin America

Various conferences and events were attended, where OMEP Latin America was represented through different presentations:

- *Uruguay,* August 2007. OMEP Congress with UNESCO (Curricula for post-modernity)
- *Peru,* December 2007: Regional and national OMEP congress with the P. U.



- Catolica de Lima (The baby's right to education)
- *Colombia*, January 2008. OEI Congress in Bogota. (Quality in Early Childhood Education)
 - *Argentina*, April 2008. Regional and National OMEP Congress in Buenos Aires (Cultural Relevance)
 - *Hong Kong*, May 2008. Asia-Pacific Regional Congress, Hong Kong. (Factors that strengthen Early Childhood education)
 - *Cuba*, July 2008. CELEP/Ministry of Education Congress. (Quality and the input of teachers)
 - *Chile*, July 2008. The beginnings of decrolian pedagogy in Latin America.
 - *Costa Rica*, September 2008. CEEC/SICA Congress in San José. (Quality)
 - *Geneva, Switzerland*. Workshop in UNICEF/Teachers College, USA. December 2008. (social equality)
 - *Chile*, May 2009. Symposium of the Americas, OEA, Vina de Mar (Teacher Training)
 - *Chile*, June 2009. OMEP National Seminar, Chile
 - *Chile*, August 2009. (First playgrounds in Latin America) OMEP Regional vicepresidency and Chilean committee, U. Central.
 - *México*, September 2009 and October 2010 OEA/SEP/CENDI. (Teacher Training)
 - *Nicaragua*. October 2009, OMEP Day Nicaragua/OEI. (The beginnings of Early Childhood education in Latin America)
 - *Chile*. Regional OMEP seminar. October 2009. (Issues of Quality)
 - *Venezuela, Caracas*. National congress organised by the Van Leer Foundation. Alternative Curricula. January 2010.
 - *México, Puebla*. Congress on Interculturalism. SEP/OEA, January 2010.
 - *Panamá*. Presentation made on the the quality of early childhood education in the event organised by OEI. July 2010.
 - *Chile, Santiago y La Serena*. Seminar on 'The thought of Chilean preschool education in the centennial and bicentennial analyses'. September and October 2010.
 - *Sweden, Gothenburg*. The 'Letter from Bad Blakenburg' supporting the OMEP World Declaration concerning the child's right to play. Sent to the different Latin American committees and other organisations.
 - *Chile*. Integral foundation. Interview Magazine, ages 0 to 4. First edition, October 2010, on the Importance of Early Childhood Education.
 - *Chile*. 'Letters to the editor' sent in order to support the extension of the Postnatal Act in Chile. Diario La Tercera, Santiago.
- E. To strengthen the ties and exchange between OMEP Latin America and other institutions***
- News bulletin published in OMEP World web site, concerning regional activities.
 - Transfer of the charge of World Presidency and three regional meetings. (Buenos Aires, Santiago, and Buenos Aires)
 - Latin American working reunion held during the OMEP Congress in Canada and in Sweden (2010), from these meetings surged the initiative to raise the theme of the loss of child play in preschools. This discussion has inspired OMEP's World Declaration.
 - Relationships amongst countries is being encouraged in order to renovate statutes (Chile- Paraguay; Uruguay-Nicaragua and Bolivia)
 - The history of OMEP in Latin America has been collected and presented as an



item in the regional seminar organised in Santiago (2009)

F. Others

- Working with the OMEP Committee of Nicaragua, in order to research the beginnings of education in Nicaragua. Research is delivered to the country: Schools, Universities, Mineduc, NPOs, in a national Seminar.
- Working with the Bolivian Committee, to investigate the beginnings of Early Childhood Education in Bolivia. (January 2011)

As this is the final report made by this Vicepresident (2008-2010), we would like to thank all of the countries and their participation in strengthening OMEP's actions, which have accounted for the activities of this report.

Santiago de Chile, March 2011.



ARGENTINA

Nora Rut KUITCA
rutykuitca@yahoo.com.ar
www.omep.org.ar

Key activities of 2010

Third International Early Childhood Education Conference: “Sciences and Environmental Education. Teaching to understand the world and to live in a sustainable way”

The conference was sponsored by UNESCO, the OEI, the Ministries of Education of Argentina, the City and the Province of Buenos Aires – as well as the Environmental Protection Agency of the Government of the City of Buenos Aires. The 600 attendees were: representatives and members of Uruguay, Chile, Colombia, Mexico and Brazil; authorities of the education system; early childhood teachers and directors; teachers of all disciplines; staff and directors of teacher preparation programs as well as universities; and other professionals invested in early childhood education. Also in attendance were members of UNESCO, OEI and the third sector; with whom we continue to build networks and partnerships to improve the education of young children.

Participation in the EducaRed Portal (in partnership with the Telefónica Foundation of Argentina)

For the sixth consecutive year, we continued to participate in the EducaRed Internet Portal (www.educared.org.ar/infanciaenred), which has translated into an important increase in the visibility of our organization nationwide and internationally, affording us the possibility to bring up the issues in early childhood education and care, and work towards increasing the quality of the educational services and experiences. In that portal we administer three spaces: “Dilemas”

(dilemmas), “Educrianza” (a play on the words childrearing and education), and “Pescando ideas” (fishing for ideas).

Dilemas (www.educared.org.ar/infanciaenred/dilema) proposes the debate and discussion of ideas about teaching and learning in children under the age of six, with the goal of improving educational environments. This year showed an increase in the participation and virtual exchange with schools, which submit high quality experiences to be published on the website.

Educrianza (www.educared.org.ar/infanciaenred/educrianza) is a site for consultation, exchange and professional development of adults in charge of children from birth to age three; with issues related to the quality of the care and education offered in formal, non formal and informal environments. We continued publishing the Blog for directors. We implemented three free virtual courses with the participation of over 600 educators (the topics were: psychological and motor development in the first years, communication in the first years, positive guidance, and art in early childhood), as well as three free conferences for 400 early childhood teachers. The website receives approximately 14.000 monthly visits.

Pescando Ideas (www.educared.org.ar/infanciaenred/pescandoideas) is a blog with expert recommendations of websites for educators, future teachers and families. It is a space in which professionals of the early childhood education field, students in teacher training programs and families can find comments about selected websites that are organized in different interest areas and



organized in categories that make the search for appropriate content easy.

After December 31st, 2010, the entire portal was moved to the global website: <http://www.educared.org/global>

Framed by this project, we have implemented three online courses in 2010, with the participation of 150 students in each of them. We have also organized three conferences in different cities of Argentina.

PROYECTARNos Initiative (in partnership with C&A Foundation)

In 2010 we continued with year two of “Proyectarnos”: a project for the professional development of teaching and non teaching staff working in community based early childhood programs serving children birth through five. These programs are located in vulnerable contexts of poverty and the goal of the project is to improve the quality of their educational services. We have worked with 106 educators and 900 children under the age of six that attend 6 programs located in cities in the province of Buenos Aires.

This project had its closing with a day long meeting to present and exchange experiences. It was held at the Museum of the Banco de la Provincia de Buenos Aires on November 5, 2010. Every attendee received a CD with all the project materials. The educators of the 6 schools involved in the project were present. We also had the attendance of government representatives, NGOs and Foundations, as well as education personalities and friends that work for the well-being and education of young children.

Publications

- Collaboration in the monthly journal “Papel y tinta para el día a día en la escuela” (Paper and ink for the day to day at school) in partnership with Editorial 12ntes.
- Preparation of the second volume of “Pensando la Educación Inicial. El vínculo familia escuela” (Thinking early childhood education, the relationship between family and school). Its eighty pages will be published with a DVD, in a partnership with Editorial 12ntes.
- Third International Early Childhood Education Conference: “Sciences and Environmental Education. Teaching to understand the world and to live in a sustainable way.” Pack of 5 DVDs with the workshops and roundtables that took place during the conference. (Partnership with 12ntes and PopCorn TV)

Early Childhood Research Program

In 2009, OMEP Argentina designed the Early Childhood Research Program with the goal of enabling and supporting projects and activities whose purpose is the development of new scientific and technological knowledge –for basic topics and those related to practical application– developed by investigators from public and private non profit organizations in the country, within the field of early childhood education.

In 2010 we continued with the following subprograms:

A) “Lic. Lidia P. de Bosch” course, which constructs diagnostics about early childhood education, studies about practices in the field and other issues of specific interest to OMEP. A new Research Subcommittee was created and we are participating in the Worldwide Project on Education for Sustainable Development (ESD). Currently we are completing the first stage (interviews and data collection).

B) Scholarship “Hebe San Martin de Duprat” which grants incentives to investigators or research teams in the early childhood education field.



C) Specialized library: we continue gathering and organizing materials for the OMEP library (titles that specialize in early childhood education) as well as with the procedures for its operation.

Creation of the Public Policies for Infancy project

We created the Public Policies subcommittee of OMEP, with the participation of: Rosa Violante, Elvira Rodríguez de Pastorino, Mercedes Mayol Lassalle, Susana Santarén, Nélida Lichy; Isabel Bayugar de Moreau y Beatriz García.

Website and Newsletter

We have reached the 12,000 subscriptions.

Other activities

- Participation in Exposocial: 3° Volunteerism, Social Responsibility and Citizenship Participation Fair in Río Cuarto (Córdoba), between August 19th to 22nd.
- Sponsorship of the International Conference of the Solare Network: “The Reggio Emilia Approach in Education: experiences in dialogue”, on October 7th to 9th in Buenos Aires.

International relations

- Participation of the Administrative Vice-president in the XXVI World Congress of OMEP, in Gothenburg, Sweden “Children – citizens in a world full of challenges.”
- OMEP Argentina received the visit of Ruth Fuentes Arends, member of the Norway Committee of OMEP, investigator of the Oslo University, whom we supported by facilitating interviews in different educational organizations. The specialist also met with the President and Vice-president of OMEP Argentina – Lic.

Rut Kuitca y la Lic. Mercedes Mayol Lassalle respectively.

- OMEP Argentina’s Technical Vice-President participated in “OMEP FILM FESTIVAL: Reel Children: Our World, Our Children”, an event of OMEP USA at the Annual NAEYC Conference (National Association for the Education of Young Children), November 3rd to 5th in Anaheim, California.
- The President and Vice-president of OMEP Argentina participated in the Pre-Conference meeting of the international Conference “Policies for Early Childhood in the Bicentennial of Argentina”, sponsored by UNICEF in Buenos Aires.

Key plans and tasks for 2011

- Fourth International Early Childhood Education Conference: “Other spaces, other times for Early Childhood Education” and Regional Congress of OMEP (May 2011).
- Collaboration in the monthly journal, in partnership with 12ntes.
- Expansion of the weekly radio show “Agenda Infancia” to two hours per show.
- Teaching of the seminar: “Early childhood education, policies and social problems” at the School of Philosophy and Arts in the University of Buenos Aires – UBA (May).
- Management of the Early Childhood Research Program of OMEP Argentina.
- Teacher Preparation Program with the Museo Nacional de Bellas Artes (National Museum of Art).
- Website and Newsletter management.



BOLIVIA

Isabel M. M. Calvo Carmona
iby.calvo.carmona@gmail.com

Main OMEP Bolivia activities for 2009 and 2010

- *October 2009.* Participated of the First Latin American OMEP Congress, in Santiago Chile.
- *November 2009.* Set up the National OMEP Bolivia Preparatory Committee made up as follows:
 - President: Isabel M. M. Calvo Carmona
 - Vice-president: Vivian Valdes
 - Secretary: Roxana Salazar
 - Treasurer: Ana Maria Ampuero
 - Member: Carmiña Paz
- *December 2009.* Begin paperwork for OMEP Bolivia's legal status so as to have the legal instrument operate in all the country.
- *January 2010.* Given that the Plurnational State of Bolivia has begun a process of change in it's national life, and all its public institutions are being restructured, it was necessary have an analysis of Governmental policies on attention given to children under the age of 8, of the education law reform, of Children's Rights, of autonomies, health, etc., so as to have a general outlook on these changes, their strengths and weaknesses so we can adequately contribute as OMEP Bolivia.
- Analysis of probabilities of coordinating different activities with the operational entities of the Municipal Governments and Governorships.
- Visit the Universidad Mayor de San Andrés (San Andres Major University), to coordinate and visualize OMEP Bolivia in academics at the higher education level.

With regards to Children's Rights, sustainable development education, Bolivian culture and laws, we carried out, both nationally and internationally:

- *Chile 2009,* Universidad Santo Tomás (Santo Tomas University), Sec and Andres Bello: Workshop on awareness and knowledge, skills and method that allow students, scholars and educators:
 - Promote a healthy relationship between educators and students to prevent greater conflicts (among them bullying).
 - Pass on: affection, respect, appreciation, acceptance and comprehension, vital elements for students to psychologically mature and learn.
 - Be an effective mediator in conflicts among children proposing a resolution paradigm with respect and non violence.
- *Bolivia 2010:* CEFIM Institute, Universidad Católica (Catholic University) and parent groups. Training workshops for scholars, students, educators and parents covering "Disregard common practices (authoritarianism – permissiveness, rewards and punishments) so they are able to fulfill their daily tasks with respect and affection, mutual acceptance and appreciation".
- Interviews during the radio show "Hilo y Aguja" (Thread and Needle), belonging to the UNIR Foundation, broadcasted by Red Erbol radio station that reaches all the Bolivian territory, on "Necessary skills close to parents, students and educators for a peaceful community culture in Bolivia".



This being our first year we were not able to fulfill some of our scheduled tasks, such as the President's promise to obtain the data resulting from the "Relevant teachings for children under the age of four" research.

Given the process of change taking place in the country and the fact that our organization does not have an official constitution, it has been complicated to finish the proposal to host the 2010 regional congress, our greatest wish. Thus we have concluded we must set feasible goals for 2011 as the national scenario is consolidated through there public entities and we are able to join this process in the best way possible, supporting poverty reduction, which hurts women and children, and improve the quality of their education.

With regards to *Children's Rights*, and considering article 31 of the Children's Bill of Rights, that recognizes the child's right to rest and recreation, to games and leisure activity and participate freely of the cultural life and the arts, we completely agree with OMEP on the emphasis that should be places on playing, recreation and leisure activity as the basis for learning. However, we must express our great concern over the number of children temporarily forced into labour because of economic hardships, which takes away the child's opportunity to live out their childhood. Also, we are worried about an overly scholastic early education that attempts on this right. Thus we have strategically reached out to organizations that work with the idea of playing and recognize the playfulness essence of the child so as to program joint activities.

National plan for 2011

- Finish the process of obtaining legal status.
- Schedule meetings with the Ministry of Education.
- Analyze the new Education Law Avelino Siñani – Elizardo Perez and its coherence with the National Constitution and the Autonomy Law, as well as the Law against Discrimination and Racism and other legal considerations concerning the Bolivian children.
- Coordinate with international organisms (UNICEF, International Plan, WHO-PAHO, etc.) and with local Educational Institutions and propose feasible joint tasks with regards to training, research, spreading and promoting a culture of attention to children.
- Also, contact Municipal Governments to begin coordination, training and support activities for different groups.
- Promote toy libraries in coordination with the Espacio Cultural Creativo NGO (Creative Cultural Space), that works with a network of socio cultural entertainers applying a creative playful methodology.
- Carry out training workshops in urban and outlying areas to present culture of different areas: playing, sustainable education, promoting protection and a healthy relationship between adults and children, in institutions, universities, educational institutions, prisons, publish articles twice a week in the Magazine Todo Guagas (Everything Baby) and participate of the radio show Hilo y aguja (Thread and Needle).



BRAZIL

Maria Aparecida Salmaze
omep.brasil@omep.org.br
www.omep.org.br

OMEP Brazil reports the actions carried out in 2010 that aimed to fortify the representation of the institution and the effective completion of its purposes concerning the integral development of the child and their rights. In addition to these aims, remains also the objective concerning the appropriation of a political and social culture that promotes the development of the human being, especially the universalization and democratization of education.

We believe that for this to happen, we need to not only defend the quality of education offered to children in our country, but also to articulate debate, discussion and research that aid society to position itself and establish public policies favoring such objectives.

In this manner, we participate in numerous events, such as the National Conference on Education- CONAE, which helped to formulate strategies for the development and implementation of the National Plan of Education (PNE). Additionally, we participated in the First International Forum of Child Education, highlighting the theme of Child Education as Public Policy, and the 14th Seminar of Professionals of the Child Educational Sector (DEDIC), and also the 6th Regional Seminar of Child Education carried out by the Campinas University - UNICAMP and OMEP/SP/CAMPINAS.

We also highlight our participation on a municipal, state and national level, in the City and State Councils of Social Services, Municipal and State Councils for the Rights of Children and Adolescents, Educational Forums in general, mostly those concerning

Early Childhood Education and also the Inter-Forum Movement of Early Childhood Education of Brazil.

We are also part of a network composed by numerous organizations of the primary, secondary and tertiary sector, that works in favor of Children's Rights and that develops a dialogue between other networks active within Latin America, Central America, North America, and some European countries.



Giving continuity to the EDS Project proposed by OMEP, numerous activities, mobilizations and deployments on the topic took precedent in our country in 2010, there being a continuously active participation on the part of OMEP Brazil in the carrying out of activities and actions on sustainability.

Our president participated in meetings outside of the country, and sparked research assisted by other associations of OMEP Brazil from the states of Mato Grosso do Sul, Sao Paulo, Sergipe, Acre and Rio de Janeiro, Universities, Professors, researchers, servers, and children from the Institute Marisa Serrano - IEMS, an institution kept by OMEP Brazil, in a joint production of



knowledge, teacher training and of scientific, technologic, cultural and social development.



Results of this research was published in the OMEP World Congress in Sweden, by the President of our Chapter, who demonstrated the affection held by our country, towards projects of this nature that approach environmental issues as to sensitize and educate children- and through them, also the family unity and society- to adopt an active role in such issues. All of these initiatives culminated in the creation of a book, *'Education and sustainability: Revealing sights, and valuing voices in Early Childhood Education'*, organised by OMEP Brazil.

From this same perspective, we carried out the 3rd Brazilian Seminar of OMEP Brazil, Pará in Ananindeua, the theme being *'Childhood, Sustainability and Citizenship: Political and pedagogical challenges'*, which resulted in the creation of a Letter of Intent addressed to the agencies responsible for the defence of childhood in the country. We have also promoted the 3rd State Meeting of Early Childhood Education, in Caxias, Maranhão, regarding *Childhood and the Environment in Maranhão and Brazil*. In the same manner, OMEP/BR/SP/Santo Andre directed the 1st Forum- *Environmental Education as Public Policy: The voice of Future Generations*.

With the aim of promoting the pedagogical improvement of education professionals, and the betterment in attending to the essential rights of childhood, primarily

pertaining to those who work with children, the OMEPS of SC, AC, AL, BA, DF, MA, MT, MS, PA, PB, RJ, RN, RS, SP and their municipal associations, who are concerned with offering pedagogical training.



Also, we have held the 21st State Meeting of OMEP/BR/MS in Campo Grande, with the topic of Teacher and Child: Training and Ecological Critique, and the 7th International OMEP/BR Seminar on the subject of *Education, Development and Sustainability*.

Regarding the defence of the Child's Right to Education and Play, OMEP Brazil alongside its regional associations of Mato Grosso, Maranhão and Rio Grande do Sul, has inaugurated 'brinquedotecas' (a space filled with children's leisure and educational toys and games, open to the public), held projects, programs and campaigns for the Right to Play, as well as participating actively in the Abring Foundation Project, *Crèche for all Children*.





Regarding the care and education of 180 children aged from 0 to 5 years, in the Centre of Early Childhood Education of OMEP/BR/MS, we have developed basic social protection through engaging families and communities in socio-educational activities, highlighting dental and nutritional care, project spaces for pregnant women, parenthood schools, IT, ballet, capoeira and the Young Apprentice Programme.



For the year 2011, the following actions will be developed

- Strengthening OMEP's establishment within social networks.
- Latin American convention- selection of date and topic for 28th World Seminar.
- Publishing the book 'Education and sustainability: Revealing sights, and valuing voices in Early Childhood Education'
- Public convention with the authors of the book *Education and sustainability: Revealing sights, and valuing voices in Early Childhood Education*
- 22nd State Meeting of OMEP Brazil with the theme Childhood: *the 7 R's and the Quality of Education* and the 8th International Seminar: *Development from 0 to 3: A Reflexive Approach*
- 18th Brazilian Congress of Early Childhood Education in Sao Paulo, with the topic Education for Childhood: the practices that excite the everyday.
- 2nd Part of OMEP'S Education, Development and Sustainability Project.
- Presentation of the results of the 2nd part of EDS Project, in the OMEP World Congress in Hong Kong.



CHILE

Verónica Aedo

vromol1@yahoo.es, veronica_aedo@hotmail.com

Main activities in 2010

- Monthly board meetings (from April to December)
- May: The OMEP Newsletter sent off to partners.
- July: FODEP Meeting (Training Educators of Infant Children Forum). Progress and joint research agreements:

Within the framework of the Forum of the training of Toddler Educators (FODEP), an interesting investigation is being carried out relating to the 'Learning relevant to children under the age of four', which is proceeding from its original guidelines.

The project looks to answer the following question: 'What relevant learning should children under the age of four acquire, according to various members of educational communities of Latin American countries?'

Consequently, our intent is to construct an understanding of this matter through investigation, considering the opinions of pre-school and nursery teachers, students training in pre-scholar and child education, and also by gathering information by proxies from children under the age of ten and their siblings. Moreover, the information gathered from communities will be contrasted with programmes offered by the government and the performance standards expected of children.

Once this information is collected and contrasted with government documents and data from the participating countries, paradigms will be identified, from ontological, epistemological and method-

logical perspectives which will be inherent within the proposals drawn from collected data. These proposals will be confirmed with a sample of the actual participants, in order to affirm whether the data actually depicts their voices- their personal views. It was agreed in this meeting to gather information until the 30th of September.

Participating Universities:

- Verónica Díaz, U Mayor
- Ana M Álvarez, U Católica Silva Henríquez
- Myriam Iturriaga, U Andrés Bello
- Pamela Maturana, IP Chile
- Marcela Eissmann, IP Chile
- Pilar González, UCINF
- Solange Antoine, U Padre Hurtado
- Astrid Ugarte, ENAC
- Verónica Romo, U Central

Discussion on Test INICIA (Evaluation of recently graduated teachers) with the representative of the Ministry of Education.

- 25 August: CAPES (Student Chapter of OMEP Chile) Mathematics Lecture, professor Myriam Oyaneder; 56 people attended.
- 27 September: Language Lecture, profesor Mónica Berstein; 43 people attended.
- 15-16 October: Seminar concerning the Attention to Diversity in Child Education; guest lecturer: Quinto Borghi.

The Rights of the Child (UN) and The Rights of the Child to Play

September: The dissemination of the World Declaration of the Rights and the Happiness of the Children to learn through play:



- Seminar of the School of Educators in Telefonica; the declaration was distributed and read at the end of this seminar.
- Seminar of the Bicentenary in U Central; was distributed and read at the end.
- The School of Child Educators has published the declaration in their web page and forwarded it to their database.
- Seminar on Literacy from the Crib in UISEK- the declaration was read aloud and accompanied by a brief presentation on the importance of child play.
- Also published in the OMEP web page and in the Revista Carrusel magazine.

Education for Sustainable Development in ECE

November: Education for Sustainable Development Lecture.

November: FODEP meeting and agreement to carry out investigation.

Within the framework of the International OMEP proposal considering the prioritisation of the Education for Sustainable Development (EDS) since early childhood learning, the Chilean OMEP Committee proposes the following project in working alongside a few Universities in the country:

Objectives and questioning

A Few Questions:

- How would members of various educational communities view a proposal of an EDS project focused on the recycling and re-using of materials?
- How do we understand the impact of these actions upon the conscience and interest of the children involved- especially concerning their understanding of issues such as caring for the environment and their respect for all living things, and consequently the planet?
- How will the families and educators perceive that these actions/initiatives have shaped their understanding and attitudes towards the subject matter?

Objectives

To describe the opinions and perceptions of adults involved in early childhood educational communities, about the work developed with children related to re-utilization and re-cycling materials for making toys and different resources, and the impact they perceive in the attitudes and conscience of children and adults about caring Human and natural diversity.

Most important plans and tasks for 2011

- At least two CAPES (OMEP Student Chapter) discussion-workshops.
- National Seminar: Continuing the theme of Sustainable Development.
- The board held monthly meetings.
- Completion of research relating to the 'Learning relevant to children under the age of four according to various representatives of 4 Latin American countries'.
- Continuation of investigations concerning the Education for Sustainable Development.
- Continuation of FODEP projects, discussing emerging themes and moving towards investigation.
- Creating an alliance with the School of Childhood Educators in order to realise various actions/projects.
- Publishing four OMEP bulletins.



COLOMBIA

Blanca Vilma Parra Duran
acdepcolombiaomep@hotmail.com

Main activities in 2010

- Encounter and Seminar-Workshop about “Accident Prevention, First Aid and Sexual Education in the First Infancy”. Held on May 22 in Gimasio Infantil Las Villas; attended by 80 directors of kindergartens from Bogotá and acting teachers.
- Workshop seminar on “the Reggio Emilia Approach, Experiences and Socialization of ecosystem use and sustainability” held on 26 August, attended by 72 directors and kindergarten teachers.
- Accompaniment to kindergartens guiding infrastructure and quality national policies.
- Work with kindergartens about environment socializing EDS-OMEP project.
- All regional committees worked and supported with resources like food, clothing and toys for the children of Haiti and have conducted seminars and workshops significant socializing experiences consistent with the needs of children in their region.
- The Colombian Association of Early Childhood Education ACDEP conducted the study and signing the agreement with the “Land” based in Costa Rica. With this program, all institutions from kindergarten, preschool, elementary, high school develop its cross-cutting project on ecology: how we protect ourselves and the environment. There have been forums and booklets on the subject.

The Rights of the Child (UN) and the Child’s Right to Play

- All of regional committees worked and supported with resources, such as garment, food, and toys for Haitian children and have developed seminars and workshops to socialize significant and coherent experiences in connection with children’s needs of the region.
- Attendance at meetings of the permanent year plan for early childhood. Upholding the right of the child to a quality teacher.
- Training of 1,000 community mothers in the department of Casanare. Nutrition, child development, pedagogical models and play.

Education for Sustainable Development in ECE

- Encounter and Seminar-Workshop about “Accident Prevention, First Aid and Sexual Education in the First Infancy”. Held on May 22 in Gimasio Infantil Las Villas; attended by 80 directors of kindergartens from Bogotá and acting teachers.
- Party and Seminar-Workshop “The Approach of Reggio Emilia, Experiences and Socialization of its use in ecosystems and sustainability thereof. Held on August 26; attended by 72 Kindergarten Directors and teachers.



Most important plans and tasks for 2011

- Workshops will be held.
- Play and leisure as a strategy of children under 10 years.
- Teaching in love and coexistence.
- The art of health education.
- Models of care educational fun for children of nursery from 12 months to 5 years.



ECUADOR

Elba Domaccin A
elbadom@hotmail.com

Main activities in 2010

National:

- Promote the OMEP through press and television by the Project Winner: “Guardians of the Environment for environmental consciousness,” presented by Ecuador in the contest sponsored by OMEP in the 26th World Congress of OMEP.
- Perform in the city of Manta, Manabi Province, sustainable development activities, with extensive press coverage.
- Research on the cultural patterns that influence children’s play.
- Research relating to cultural diversity in the classroom and the proposal to cultivate intercultural strategies with children.
- Participation in the Project OMEP: interviewing children about the logo of the OMEP 2010, where 220 participating pollsters, early childhood education university students from various districts of the province of Manabi, El Oro, Guayas, Morona Santiago.

At an international level:

- Participate in the 26th World Congress of OMEP in Gothenburg, Sweden.
- Presentation of the winning project: “Guardians of the environment with environmental awareness”, Sweden.
- Oral Paper Presentation: “Cultural patterns in the practice of children’s games”, Sweden.
- Poster Presentation: “Cultural diversity in the classroom. Strategies to cultivate

cross-cultural attitudes in children”, Sweden.

The Rights of the Child and the Child’s Right to Play

- Respect for gender equality, for both boys and girls
- Respect for cultural diversity
- To meet the above points are made presentations to parents and teachers to school life and daily life ruts gender equity and respect for cultural diversity.

Education for Sustainable Development in ECE

Implementation of the “Guardians of the Environment for environmental consciousness”, in 12 educational institutions: tax, individuals and day care centers, with children up to 8 years.

The goal that arises is: To create environmental awareness among administrators, teachers (as), parents and children from schools in the city of Manta, Manabi Province.

The topics discussed with teachers, parents and children were: Save the water, the family garden, Save Energy, Save the Forest, Save the air, Greening and Recycling.

Coordinated with the Municipality of the city of Manta, and they donated trees and compost and actively participated in the activity.

The School of Early Childhood Education of the Secular University “Eloy Alfaro” Manabi and the School of Social Work, through the Department for Liaison with the community, enabled the students to



collaborate in the implementation of this project in various educational institutions.

Educational institutions agreed to welcome the implementation of this project and provided the facilities to develop activities.

In each participating school were actively and with great motivation: Exhibitions, Drawing competition, fashion show with costumes made from recycled materials. Videos were projected related to the theme. Ecology books were used to better explain to children the various subjects covered.

Teachers, parents and children contributed to the authorization.

Report on the task or plan more important for his country in 2011.

To activate OMEP in the country.

To strengthen the organization with the accession of new members linked especially to early education.

OMEP - Links with other countries for effective exchange.



EL SALVADOR

Haydée Araujo de Lucha
sandra.lucha@citi.com
haydee.lucha@yahoo.com

Activities

The “OMEP-MONTEZEL” School, in Eastern El Salvador, was visited twice in order to distribute books and to manage, with the City Hall, the construction of a Playground, on a plot that has been given on loan. Our objective is that all of the children in the Eastern area of the country gain a place where they can play with their families. The construction of playing areas have begun.

Seminar-workshops were held in order to update teachers of Early Childhood Education.

- Seminar-workshop “The Child’s Right to Play: Reliving traditional games”.
- Two Seminar-workshops: “Readiness for Calculating”
- “How to stimulate the integral development of children aged 0 to 3”.
- A handbook for the management of the playroom “OMEP-Fundasil” was created.

Procedures were continued for the donation of the land where the Nursery School “OMEP-MONTEZEL” is located. For reasons due to the measurement of the land and other difficulties, the donation could not be completed, however it will be completed in 2011.

Fortunately we have found that, for the year 2011, the Ministry of Education will fund many Centres of Early Childhood Development (CDI) in impoverished zones in order to meet the needs of children aged 0 to 3. They have been training teachers, family members and also members of the community, and have been involved with other government agencies.



MEXICO

Maria Aide Davila Olvera

omepmexico@hotmail.com, omepnacional@yahoo.com.mx

www.omep.org.mx

Actions under the framework of the Child's right to play

OMEP Mexico believe that the child's opportunity to play must be provided as an oasis of reflection, an opportunity to share with others in a safe environment, in order to achieve the self-esteem needed to encourage problem solving. And so, OMEP Mexico continues with the toy library project in a sustainable manner, as it is aimed at children from marginalized communities across the country.

- In the State of Mexico, in the borough of Naucalipan, where more than 400 children attend weekly.
- In the state of Queretaro in the borough of Jaral, where children at a preschool level go to play with their teacher.
- In the state of Tabasco, in the village of Gaviota, where the recent floods have gravely affected the townspeople, and the toy library has become an oasis for their children.
- In the state of Morelos, in the outskirts of Cuernavaca, where children from various suburbs go to play with the assistance of teachers.
- In the state of Oaxaca, where the toy library is held in disused train carriages, in the train station.
- In the state of Veracruz, in the town of Coatzacoalcos, with the women's prison, in order to care for the children of the incarcerated women.

Actions under the framework of Sustainable Development

- A seminar was held concerning children's participation in a sustainable education in the city of Culiacan, Sinaloa, which was very successful, and was attended by family members and teachers from the state of Sinaloa and Jalisco.
- We accepted the invitation made by the International Committee to take part in an investigation concerning sustainable education, in which children expressed their views on keeping the planet clean. Children from Queretaro, Guanajuato, Yeracruz, Sinaloa, and the State of Mexico participated in this event.

Courses and Conferences

We organised the OMEP Mexico annual congress, focusing on the theme of 'How to Encourage Thought Processes in Children', in which the theme was analysed from distinctive points of view with speakers of renowned international quality, with the participation of over 350 attendees from all over the country.

Seminars were held for parents and teachers in Veracruz and Queretaro, concerning the child's emotional intelligence and creativity, and folk dance as a recreational activity for adults.

Actions for 2011

OMEP Mexico is constituted by 16 Delegational Committees, which represent 16 out of the 32 States that comprise the Mexican Republic, and each year we hold



our National Assembly, in which we analyse our actions and project the future. In the 2010 Assembly, held in the month of November, it was agreed to focus our attention on working a little more with parents and teachers on skills required to take control over personal problems worsened by the social situations, in order not to project them upon their children, to irradiate wellbeing upon the adults so that it may pass on to their children. And also, to continue to sustain the toy libraries put into action in many of the marginalised communities throughout the country, in order to uphold the child's right to play, and therefore their wellbeing.



NICARAGUA

Loli Estrada Urroz
lolidenicaragua@gmail.com

Main activities in 2010

Training

Three workshops were held for approximately 45 teachers and coordinators of preschool and primary education from 4 schools (1 private and 3 subsidized by the state). The workshops touched on the importance of early childhood education, the link between creativity and childhood development, the psycho-emotional development of the child from 0 to 6 years of age. In these same centres was held a workshop for 90 teachers, principals and coordinators about the emotional environment of the school as a determining factor in learning. These activities were conducted by trained professionals provided by OMEP.

The theme of child play/games was introduced and emphasised through training activities held by OMEP members, activities created within the context of institutional work, among them:

Workshops held for 56 rural nursery educators, touching on the importance of child play and its function in the child's development: making toys from environmental material; storytelling. These training exercises are aimed at strengthening the educators' abilities to deal and work with families in rural areas of Nicaragua, in order to then provide the tools for parents to be able to aid in their children's care, education and playtime.

The monitoring activities of these educators include the feedback and modeling of recreational and educational activities that promote learning through playing, the use of

humour in the teaching-learning and self-reflexion on the part of the educators concerning their own work with families that will allow them to enhance their work at home.

We have participated in the design and implementation of a program pertaining to the Training for Childhood Educators, with a focus on rights, gender and inclusive vision with preschool teachers and community educators from seven national departments (Chinandega, Juigalpa, Boaco, Matagalpa, Jinotega, Esteli Ocotal and Somoto) in collaboration with the Ministry of Education and civil society organizations.

The themes developed upon are:

- Current approaches to early childhood education.
- The Curriculum and the quality of education that aids the development of children from the age of 0 to 6.
- Childhood growth and development from the age of 0 to 6.
- Cognitive and Linguistic Development in Early Childhood Education.
- Inclusive Education in Early Childhood Education.
- Learning quality in Early Childhood Education.
- The participation of the family, community, teacher, and authorities in Early Childhood Education.

Equally, we have developed Art and Games Workshops to aid in the development of creativity- Children's Literature and Theatre, Body Expression, Drawing and Painting, Development of Materials with environmental resources, Sing-song and



Music. These workshops were aimed at nursery teachers. This training was developed with nursery teachers who are in the process of affiliation with OMEP Nicaragua.

Impact

The Nicaraguan Chapter of OMEP has proposed in the Forum of Human Education and Development (FEDH), (the network for national advocacy for education), to put forward a law on early childhood. One of the priorities in the OMEP proposal was the incorporation of a comprehensive and inclusive focus on effective approaches to early childhood policies. The bill was drafted from the perspective of Education Laws, such as the Law of Early Childhood Education, and is currently in consultation phase with authorities.

OMEP's role has been key in contributing to the original draft of the bill, and in promoting discussion of such document within educational networks. In order to do this, board members of the Nicaraguan OMEP Chapter have carried out a debate with professionals of the Institute of Strategic Studies and Public Politics (IEEPP), with whom the bill was first presented before the FEDH.

Members of the Chapter have participated in meetings with other agencies and national education organisations. In such meetings, the argument concerning the importance of defining integral policies and programs was repeatedly touched upon, especially issues concerning the law, and the need to unite conceptual and technical criteria towards the improvement of Early Childhood (including the child's right to play), the need for cooperation from all areas of the state in order to define national policies.

- We have participated in the International Symposium held in Iquitos Peru, on Programs of Integral Attention to Children aged from 0 to 3, within

Amazonian indigenous communities. The symposium was held from the 13th to the 16th of November 2010, where we presented the perspective of Intercultural Bilingual Education within communities of Nicaragua's Caribbean Coast.

- We have also participated in the Bureau of Inclusive Education, with social NGOs focusing on disabilities. Contributions were made in aiding Child Care Regulations concerning children and young students with disabilities.

Children's Rights (UN) and the Child's right to Play

The activities linked to this aspect are reported under the subheading 'Training, within the first bullet point.

Education for Sustainable Development in ECE

Nicaragua has participated in the Sustainable Development project presented by the OMEP presidency, by presenting the report as requested in this instant. There has been no organized continuation of activities relating to this project, however the project is continually promoted within the work by members of the Chapter.

Most important tasks and plans for 2011

- To continue to analyse the proposal for the Early Childhood Education Bill, presented by the Forum of Education and Human Development, calling to members of OMEP and other professionals to aggregate contributions that allow the expansion of the Education Law in order to cover all aspects of early childhood, and not solely in the scope of education.

To continue the voluntary training with the four aforementioned schools, prioritising training linked with child play and the emotional environment within the classroom.



PANAMA

Judith Flores Bernal
Jbernal15@hotmail.com

Activities in 2010

Panama OMEP has held two seminars to raise awareness of the importance of the child's early childhood care and its nature.

Teachers and family members were dealt with directly within the sustainable development project in order to boost awareness and international interest in OMEP.

The Panama Ministry of education was involved in the project to ensure that it was upheld in all pre-schools throughout the country.

Also, the association of pre-school educators cooperated by helping to implement and reinforce interviews regarding the project, within the schools.

Thus, a representative sample was extracted in order to support the final report, which was previously sent to OMEP Sweden.

The president of OMEP Panama also attended and took part in the World congress held by OMEP Sweden.

An effective and consistent communication was upheld with the vice-president of Latin American OMEP branch in respect to maintaining a regular update of the reports.

The most important tasks for the year 2011

- to promote and implement the proposals issued in the Sweden world congress concerning the rights of the child to play.
- to continue with the project of sustainable development, by increasing the number of participating schools and children.



PARAGUAY

Maria Burt de Rolón
mariaburt@yahoo.com

The Toy Library was set up in different neighborhoods of Asunción and near cities in special

dates like Children's Day (Comunidad San Miguel, Capiata), Christmas Day (Hogar Comunitario Los Querubines en Viñas Cué, Puerto Botánico), and Día de Reyes (Aldea SOS de la ciudad de Luque).



As always children were very happy with the toys and the setting. It was organized by a group of university students who volunteer their time for the children's well being.





PERU

Maria Graciela Dupont

gracieladupont@yahoo.com, omepperu@yahoo.com

Main Activities of 2010

Educational Seminars participated by Chapter members, and guest teachers, with the aim of analysing current work approaches relating to Child Education and appropriate methodological strategies for such work.

Members of our Chapter were involved in training teachers, at a national level, within the framework of action concerning the improvement of education quality in our country.

Activities organised by members of our chapter at a national level, within the process of The Municipalization of Education that is being implemented.

We have participated in the National Forum of Education for All. This organisation was constituted as a commission from the Sector of Education, integrated by institutions operated by the state and organisations of the Civil Society, with the aim of combining public and private efforts for the achievement of commitments signed on by Peru in the World Education Forum organised by UNESCO.

Meeting with the Directress of Early Childhood Education of the Ministry of Education. The motive for the meeting was to receive information concerning political guidelines and the main action frameworks undertaken by the board, and to what extent can OMEP aid some of these activities.

Activities that promote sustainable development in young children

Educational Seminar "Analysis of the design of the National Curriculum of Education"

This seminar was organised taking into account that this is the main normative document used by teachers. Specialists of the Ministry of Education were invited to this event, so that information could be provided directly from the authorities responsible for the National Curriculum.

The first day of the event touched on the Theoretical and Doctrinal Framework that sustains the National Curriculum design. The second day was comprised of the analysis of the first cycle of the Curriculum corresponding to children below the age of 3, and on the third day the second cycle, corresponding to children of ages 3 to 5, was reviewed.

Framework for Actions concerning Teacher Training

Members of our Chapter are participating in the National Programme of Lifelong Education and Training, carrying out actions of advice, in person or by proxies, concerning Early Childhood Education. This programme develops within the framework of the initiative for the Betterment of Educational Quality proposed by the Ministry.



Actions carried out in favour of Early Childhood Education

Educational actions for the education of children

Members of our chapter are developing actions of teacher training and classroom monitoring, informal programmes directed at children and the orientation and involvement of family members in educational actions within our own country.

Achievements in relation to the UN Convention for the Child's Right

Members of our Chapter involved in the care of children through informal educational programmes.

Contributing to the betterment of educational quality through the development of teacher training actions.

Some challenges (projects) that we propose for 2011

- To organise teacher training events in collaboration with Regional and Local Governments.
- Create spaces for debate and reflection upon issues concerning the Child's Right.
- Spreading global agreements concerning our institution through organising events for reflection on such matters.
- To display and establish OMEP-Peru as a global organisation committed to working with children at preschool stages, through a permanent habit of debating and discussing such issues on a nationwide scale.



URUGUAY

Alicia Milán López
ali1000an@yahoo.com
www.omep.org.uy

Major activities of 2010

Annual activities opened with the Conference Director Prof. Estanislao Antelo of Early Childhood FLACSO Argentina.

Was developed, as in previous years an extensive and intensive teaching plan update, a monthly that was focused on “Languages” and included lectures and workshops on music, games, children’s literature, theater, Psychomotor.

Refresher Course was conducted in the Management of Educational Institutions for directors and coordinators. Simultaneous meetings were held bi-monthly directors and coordinators, sharing case studies and looking for strategies to improve management, the link with families and educational quality.

Members of our Board of Directors have participated as special guests at various conferences, doing different presentations: Congress “Children First” School of Psychology - Universidad de la República Congress “Living in educational institutions” National Public Education Administration.

Steering Committee members and several members of Congress involved OMEP Argentina that develops in the month of June.

In the October elections are held in Commission Directive renewing all the authorities. The new Commission began operating on November.

Activities in Education for Sustainable Development

Nationally, in May participated in the Congress of Environmental Education Network, RENEA, who works at the Ministry of Education: www.reduambiental.edu.uy, attending all weekly meetings.

Our representative Laura Barcia Participates in Meeting organized by OMEP - Brazil. In August there was a meeting on Education for Sustainable Development with the participation of Spanish technicians.

At international level, was developed quantitative and qualitative report on research for the World Congress to be held in Sweden. There were three papers and a poster at the World Congress. Attended the same three members of Executive committee.

Progress on the United National Convention on the Rights of the Child (UNCROC)

As is traditional for many years, continue to strengthen ties with UNESCO / Education in Montevideo, to work for the Rights of the Child, linking us to the Millennium Development Goals. UNESCO’s program is called “Meeting Point”, we worked on three projects that were developed in Uruguay (two in Canelones and one in Tacuarembó). It consists of intensive seminars of 48 contact hours, which are addressed diverse populations, including staff education, health, civil society, including families also.



In the month of September, participating in the initiative of UNICEF and the Municipality of Montevideo, “The Children’s Capital.” Stand was organized jointly with UNESCO, OMEP. It is an event that lasts a week, and which provided information, books, pamphlets, posters thousands of people visiting the shows, plus experiential workshops, making visible the children and their rights, care and early education.

It is involved in REDSOLARE Argentina, deepening the pedagogical ideas of Reggio Emilia. Continues to run a study group that meets monthly to study and share this educational line.

Task or major national plan for 2011

Continue the process of decentralization, establishing more Secretaries of Departments. During 2011 we intend to establish a secretariat in the Department of Cerro Largo and one in Cologne

Organization and participation in the Latin American Congress of OMEP to be held in May in Buenos Aires, Argentina.

Forming subcommittees to strengthen and support the Steering Committee to give strong emphasis to the website will be updated giving the format of educational portal.

Participation in national events organized by public and private: UNESCO (Meeting Point), UNICEF (The Children’s Capital), Days of School Psychology, Early Childhood Coordinating Council of the Ministry of Education and Culture, etc.

Planning a training agenda for teachers and educators to be held on a monthly basis with the participation of technicians and professionals of outstanding national and international academic standards.



WORDS FROM THE REGIONAL VICE PRESIDENT FOR NORTH AMERICA AND CARIBBEAN

Madeleine Balliargeon
mbaillargeon@videotron.ca

Situation in the region

First may we remind you that our vast North America and the Caribbean region comprise three National Committees: Canada, United States of America and Haiti. These countries show large diversity from geographical, cultural, and socioeconomic viewpoint as well as concerning early childhood. Up north, two of the richest countries in the world yet stand at the lowest rank of industrialised countries for services provided for young children and families. In the Caribbean, the situation is generally far from better and much is yet to be done to support our members' action and to establish new committees. By the way, contacts keep being made in Jamaica, thanks to OMEP-USA members, and, in Guadeloupe, thanks to OMEP-France.

The Declaration on play adopted by OMEP in 2010 came at the right time, since a debate is going on in North America about the place of play as opposed to direct teaching for school preparation.

Main activities in the region

The January earthquake in **Haiti** has been the main focus of activities in our region. The two other Committees rapidly took action for a fund raising campaign, which fast expanded to the entire OMEP, and was a real success. Part of the funds raised by OMEP-Canada was dedicated to sending over Ms. Claire Foch, psychotherapist specialist of mourning, following the need for psychological support, one of the two priorities asked for by our Haitian

colleagues. OMEP-Haiti took charge of lodging Ms. Foch and organising her activities: workshops, public lecture, participation in a popular TV program, and interview for an important newspaper. According to its support to training orientation, the Haitian Committee also prepared a project to renew materials and equipments of the library of the Port-au-Prince École normale de jardinières d'enfants (Normal School for early childhood teachers), destroyed by the quake.

OMEP-USA held its spring activities during the ACEI (Association for Childhood Education International) annual conference, with ACEI's support. Its fall activities took place during the NAEYC (National Association for the Education of Young Children) conference, with NAEYC's support. Thanks to OMEP-USA's collaborative work, OMEP's visibility is growing within these important organisations, which are influential also outside of the US.

OMEP-Canada participated in various events in order to be known, to attract new members, and to have good relationships with member organisations or which share its goals. For instance, it hosted two round tables on kindergarten teachers' training, as pre conference to the annual conference of AÉPQ (Quebec Association of preschool education), one of its collective members, which offers a support that is very much appreciated. OMEP-Canada raised over 6000.00 CAD for Haiti and dedicated many efforts, with its partner the French NGO



C.I.E.L.O, to try starting the Kinshasa toy library, finally planned for early 2011.

The three Committees from the region attended the Gothenburg World Assembly and regional meeting held on the same occasion. Communications have been steady with all three, as well as with Carol Darcy, our representative to United Nations and UNICEF in New York.

Activities related to children's rights and the Declaration on the right to play

- Celebration of the International Day of the Child and the anniversary of adoption of the Convention on the Rights of the Child (CRC) by the United Nations by OMEP-Canada & OMEP-USA on November 20.
- Various initiatives taken by them, related to the right to play and the dissemination of the Declaration adopted by the OMEP World Assembly, including the implementation of the Kinshasa toy library by OMEP-Canada.
- Intensive participation of OMEP-USA in promoting the ratification of CRC by the US.

Activities in Education for Sustainable Development (ESD)

- Participation of OMEP-Canada & OMEP-USA in the OMEP global project on children's perception of sustainable development, from the logo of the World Congress 2010, and in a few other activities in ESD in early childhood.

Other activities of the Vice-President

Work related to UNESCO

- Grant proposal, 2nd part of the African toy libraries Project; participation program for NGOs with an official status to UNESCO. 20 000.00 USD granted.

- Bilingual document presenting the African toy libraries Project, for the booklet of the NGO-UNESCO joint programmatic Commission, following the request of our delegation to UNESCO, Paris.
- Proposal of OMEP's candidacy to the Houphouët-Boigny UNESCO award for the promotion of peace and democracy.

Meetings and communications

- World Executive: participation in Skype phone conferences, meetings, World Assembly and Congress, Gothenburg, Sweden.
- Preparation and chair of the three member countries' regional meeting, Gothenburg.
- Participation in the fall activities hosted by OMEP-Canada, Montreal, Quebec and OMEP-USA, Anaheim, California.
- Writing of "Words from the Vice-President" in national Newsletters.

Most important tasks for 2011

- Project to support the library of the Port-au-Prince Normal School for Early Childhood Teachers, as proposed to the World Assembly 2010.
- African toy libraries Project, with partners such as OMEP-Canada & OMEP-Ivory Coast.
- Efforts to implement new national committees in the Caribbean.
- Transition with the succeeding regional Vice-President, after the World Assembly 2011 elections.



CANADA

Ginette Beauséjour

beausejourg@videotron.ca

www.omep-canada.org

Main activities in 2010

In the wake of the earthquake hitting Haiti, the Canadian Committee decided to organize a fundraising to help this community. The sums collected by our members and school children allowed for a quick response to the needs requested by the OMEP-Haiti's members, namely psychological support. A Canadian psychotherapist, Claire Foch, went to Haiti and gave two-day workshops to the OMEP-Haiti's members and school personnel. Foch also held an open conference to a large number of people, including students' parents. The subject discussed was mourning in children. She also gave an interview to a big newspaper and participated to a very popular TV show, which was aired several times.

Last spring, OMEP-Canada participated to our partners' activities: the Association d'éducation préscolaire du Québec (AÉPQ) and the Association des Services de garde en milieu scolaire du Québec (ASGMSQ). One of our members held a workshop on the alphabet book of peace in Montreal, at the Festival bleu pour enfants (Children's blue festival), which brought together international authors. The event was reported in the *Revue préscolaire*.

In the summer, in August 3 - 7, we were represented by Jean-Yves Lévesque, a member and vice-president of our administration board, and a Canadian delegation at the OMEP World Assembly held in Gothenburg, in Sweden.

We continue our toy library project in Africa with a new Congolese partner, the Association pour la famille (AFA), and the French ONG, the Coopération Internationale pour les Équilibres Locaux (CIELO), by setting up a toy library in the Democratic Republic of Congo and a network of toy libraries in five French-speaking African countries.

In November, the Canadian Committee was present at the 30th Congress of the Association d'éducation préscolaire du Québec (AÉPQ). OMEP-Canada held an information kiosk and a pre-Congress activity. Two round-table conferences were held: the first, about the contribution of academics and the second, about the contribution of the people working on the field.

AÉPQ is a member of OMEP and dedicates a page of its quarterly magazine to OMEP-Canada. We presented our activities (fundraising for Haiti, The Festival métropolis bleu, and the project for the logo) and we also talked about the importance of play by publishing the world Declaration on the *Children's Right to Play* (OMEP 2010).

Activities regarding Education for Sustainable Development

In August 2010, OMEP-Canada participated in the project "Interviewing children about the OMEP 2010 Congress logo" at OMEP's 26th World Congress, in Sweden.



Achievements relative to the Convention on the Rights of the Child of the United Nations, Children's Right to Play, and the Declaration on the Children's Right to Play

To emphasize November 20, 2010 the International Day of Children and the 21st anniversary of the adoption of the *Convention on the Rights of the Child* by the United Nations, the Canadian Committee of the World Organization for pre-school education (OMEP-Canada) published a press release about the world Declaration relative to the rights of children to play (OMEP 2010). Moreover, the complete version of the Declaration was published in the *Revue préscolaire*, vol. 48, no. 4 and in the *OMEP-Canada Newsletter*, vol. 39, no. 3.

Most important plan or task for 2011

At our General Meeting, we adopted a four point action plan for 2011:

- Contribute to preschool education for sustainable development by organizing workshops on the subject and participate in the 2011 project of OMEP.
- Increase the number of OMEP-Canada members
- Help Haiti and continue the toy library project in Africa.
- Explore the possibility of putting forward the rights of children within the Declaration on the Rights of Indigenous Peoples.



HAITI

Karine D. Charlier
aniec25@yahoo.fr

Main activities in 2010

Number of damaged or destroyed schools by the 01/12/10 earthquake.

Number of victims in the educational sector.

Meetings with the Consortium of Organisations of Private Sector Education (Consortium des Organisations du Secteur Privé de l'Éducation- COSPE) - this consortium regroups several organisations involved in education. OMEP was often consulted in matters relative to the early childhood education.

Activities related to children's rights and the Declaration on the right to play

We advocated for early childhood education (ECE) and worked on propositions for the Haitian government, thus the ECE receives its own status. During the previous several years, the Haitian government always considered the educational materials for ECE as luxury toys. The earthquake opened a special view on early childhood. Hopefully, over the next three years children under 6 years old will have their own status in the Haitian education.

Activities in Education for Sustainable Development (ESD)

We did not have actual activities regarding this subject. The priority of the Haitian government remains helping to rebuild the destroyed buildings of both public and private schools and renovate those damaged.

However, we participated to a workshop on mourning in children thanks to OMEP Canada and our vice president for North America and the Caribbean. Mrs. Claire Foch, who held this workshop, had also a TV appearance. Following this TV appearance, we received a certain number of calls from people who greatly appreciated the given advices and wished to obtain more information on mourning.

Most important task or plan for 2011

The most important plan for 2011 remains helping the Early Childhood Teacher Normal School (Ecole Normale de Jardinières d'Enfants), the first school of this type founded in Haiti. This school was destroyed and OMEP Haiti wishes to participate in its reconstruction by helping set-up and equip its library with the necessary materials.

We will hold our general assembly to elect a new committee in May 2011.

We also plan a congress on early childhood education in collaboration with institutions or organisations working in the educational field.



UNITED STATES OF AMERICA

Judith Wagner
jwagner@whittier.edu
www.omep-usnc.org

Main activities during 2010

1. Increasing OMEP's Visibility by Building Bridges with Other Organizations

a. Held two national meetings in association with major childhood organization to increase OMEP attendance and visibility through

(1) OMEP Film Festival, Reel Children: Our World, Our Children

(2) Initiated Action for Children Projects during all National Meetings: During the November meetings we created 130 books for children and distributed in them in Jamaica, Belize, Liberia and the USA.

(3) Global Perspective Seminar: Pathways to Peace for the World's Children

(4) OMEP Poster Session

b. Created a permanent website: www.OMEP-USA.org

c. Created an informational video. Rough cut video available on YouTube at [www.YouTube at omep-usa](http://www.YouTube.at/omep-usa)

2. Publications and presentations on Research and Practice on topics relating to OMEP's mission, goals, and current projects at local, state, regional, and national conferences.

3. Membership Initiatives:

a. Encouraged the formation of informal OMEP groups and student chapters. Established an ad hoc board position relating to this effort

b. Created engaging and visible positions for new and younger members. For example, we are training two new, young members to serve as representatives to the UN/UNICEF

c. Added photo albums and member stories space on the website

d. Created Gwen Coe Scholarship Fund to support participation by new and experienced members

e. Revised newsletter content guidelines to incorporate material of interest to various constituent groups, including teachers, teacher educators, social workers, health and mental health providers, activists, researchers, etc.

f. President sent personal note to all new and renewing members

g. Each board member committed to recruiting or sponsoring at least two new members

4. Projects

Seeing action as a key to increasing membership and involvement levels, we initiated several OMEP-USA projects, including support for a preschool in Jamaica, information-sharing about maternal and infant health issues, and presentations on the State of the World's Children based on information from UNICEF.



Main activities at the international level

1. Contributed to Haiti Relief project
2. Supported a preschool in Jamaica by sending children's books and school materials
3. Contributed books to professional library at MICO University, Jamaica
4. Conducted a book drive for children in Belize and Liberia
5. Launched a school materials drive for children in Liberia
6. Approximately 13 members attended the World meetings in Goteborg. Most made presentations.
7. Members worked with children, families, and teacher education projects in many places, including Jamaica, Belize, Northern Ireland, Haiti, Indonesia, Korea, and Malaysia. Details in the Winter newsletter at www.omep-usa.org

Activities relating to The United Nations Convention on the Rights of the Child, especially the Child's Right to Play

OMEP-USA is one of the most active participants in the Campaign to Ratify the Children's Rights Convention, <http://www.childrightscampaign.org>, working toward US ratification and full implementation of the CRC. OMEP-USA has sponsored a number of workshops, poster sessions, and briefings on the need for ratification. OMEP-USA member John Surr is on the national steering committee. The Campaign continues to work toward ratification and implementation with the Obama Administration, which favors ratification, and with the U.S. Senate, where there is currently insufficient support for ratification.

Several OMEP-USA members have been leading efforts to emphasize the importance

of play, especially for young children, in preschool and school curricula and in parents' child-raising practices. OMEP-USA members are active participants in the World Forum's Nature Action Collaborative for Children,

<http://www.worldforumfoundation.org/wf/nacc/index.php>

Situation in the USA with regard to children's right to play

Child development specialists and leaders in early childhood education repeatedly proclaim the importance of play for all children. However, playtime continues to shrink in too many early childhood settings. Children are spending more and more of their free time "playing" with computer games and other technology, rather than in physical or social play. OMEP-USA is collaborating with other organizations to make policy-makers more aware of the importance of play. OMEP-USA also encourages researchers to conduct studies to document "academic" outcomes of play, with a goal of promoting the idea that learning is not separate from play, but rather, a result of play.

Activities relating to Education for Sustainable Development (ESD) in ECE

1. OMEP-USA participated in Phase One of World OMEP's international research project on ESD.

2. Members of the OMEP-USA governing board have taken the lead in promoting awareness of the UN Millennium Development Goals, especially as they relate to the CRC and sustainability, especially education for sustainable development in early childhood. Board members have made presentations at local, state, regional, national and international meetings. The OMEP-Whittier College student chapter has made ESD a priority by working with preschool and primary grade children on a variety of projects relating to the three "legs"



of sustainability: healthy environment, viable economy, and equitable and just societies.

Priorities and plans for 2011

1. Increasing OMEP's visibility within the USA
2. Making the benefits of membership more obvious/transparent to potential and new members.
3. Increasing membership and the number of transitions from group membership to individual membership
4. Increasing activity levels and involvement among members

5. Implementing Action for Children Projects at all OMEP-USA meetings and events

6. Promoting CRC, ESD, and play initiatives

7. Increasing participation in and contributions to World OMEP and OMEP-USA projects

8. Supporting OMEP's work at the United Nations in New York, including focus on the 20% most vulnerable and Millennium Development Goals (MDG).



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Maria N. Esteban

Verónica Romo

Layout:

Lisbeth Söderberg