WORK PLAN PROPOSAL
PERIOD JANUARY 2020- DECEMBER 2022

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Education doesn’t change the world; it changes the people who are going to change the world. Paulo Freire

VISION

In its 70 years of existence, OMEP became a global reference in the defense of the human rights of children from birth to the age of 8. OMEP’s work has focused on education and care as a right and as a tool to achieve other rights: the integral development, citizenship, well-being and dignity of all children in the world. Back in 1950, in Vienna, the second World President of the OMEP Suzanne Herbinière Lebert, said: We want early childhood everywhere to have everything they need, everything they are entitled to: such as protection, but also education.

For 70 years, OMEP has contributed significantly to:

- show that early childhood is a fundamental stage of human development and with it, begins the construction and development of knowledge, values, attitudes, skills that have a founding and lasting impact throughout the life of each human being;
- reaffirm that education is a public good and a universal human right that begins with birth and develops throughout life;
- agree that education is a tool for the achievement of other rights;
- contribute to the development of a broad vision of early childhood education that includes States, families and communities, in a variety of contexts;
- orienting education towards the realization of human rights; the construction of peace and active, critical and participatory citizenship; strengthening democracy and overcoming inequities and discriminations;
- expand scientific research and production in the field of childhood pedagogy, in order to ensure quality in early childhood care and education and to collaborate in the construction of rich, appropriate, timely and relevant policies in public schools’ systems;
- fighting injustice and inequalities of access to education and contributing to the building of fairer societies for the full development of children;
- recognize the importance of education for sustainable development, helping to train caring and responsible citizens builders of peace cultures and to avoid further degradation of our planet.
- make it possible that no public policy aimed to the protection of children’s rights can be carried out without adequate and sustainable funding.

In 2015, with the adoption of the Sustainable Development Goals Agenda (SDG), the world’s states set out to move forward and deepen their efforts to overcome the major problems facing humanity and the planet. This is how, over the next 15 years, all the countries have committed to act in the following AREAS:

- People: to end poverty and hunger and to ensure that all human beings can realize their potential with dignity and equality, in a healthy environment.
- The planet: to prevent its degradation, through sustainable consumption and production, the sustainable management of its natural resources and measurements to address climate change.
- Prosperity: ensuring a prosperous and fulfilling life for all, with economic, social and technological progress compatible with nature.
- Peace: fostering peaceful, just and inclusive societies.
Partnerships: mobilizing the means needed to implement the Global Solidarity Agenda focused on the poorest and most vulnerable, with the collaboration of all countries, all stakeholders and all people.

In this sense, we recognize education as a powerful tool to improve people's lives and to help in social development, providing solutions to the problems of sociocultural, political, environmental and economic sustainability.

Since the adoption of the EDUCACION 2030 Framework of Action, OMEP has committed to its achievement, focusing on SDG4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

In the current historical juncture, the ECCE faces two major challenges: the first is to incorporate the millions of children who do not have access to ECCE, in most of the countries, mainly in poor countries or in countries with large majorities living in poverty. The second is to improve the quality of the systems and services offered. It is not enough to point out that early childhood is an important step, we must work together for States to ensure the universal right to quality education and care, ensured by adequate and sustainable financing.

That is why OMEP fought to include within a specific Goal for Early Childhood: Target 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education, is a challenge which we are committed to, but it also presents us with the need to perfect it and improve it in its conception and extensiveness.

But this goal is not the only one we must attend to; we are also challenged by other complementary goals:

Target 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

Target 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development

The "Implementation Means" Targets are also concerned with the action and follow-up of OMEP:

Goal 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all.

Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states

MISSION

The OMEP MISSION is raised in Article 2.1 of its Constitution: to defend and promote the rights of the child with special emphasis on the right to education and care worldwide. To this end, OMEP shall help any undertaking which could promote access to quality early childhood education and care.

Taking into account this provision and coinciding with the 2030 Agenda, OMEP's mission, for the next years of work, should aim to promote the improvement and transformation of the lives of all children through education, leaving no one behind, recognizing the important role that education plays from birth as the main driver of personal and social development and for the achievement of all the SDGs.

To this end, OMEP should:
Promote global and national initiatives and strategies to ensure the full exercise of the human right to education and care for all children, from birth to 8, with a perspective of “Educare”; providing and guiding the construction of universal and comprehensive public policies, ensuring the provision of sufficient, inclusive, quality systems, institutions, programmes and services, that should be adequately funded.

WORKING AXES

The Education Agenda 2030 provides that civil society organizations will be part of the Global Partnership for Sustainable Development. This is how NGOs, such as OMEP, can act:

- mobilizing and raising awareness of citizens and governments in building public policies
- creating and proposing innovative approaches that contribute to advancing the achievement of the right to education, as well as collecting and sharing good practices
- producing knowledge and gathering research to inform constructive dialogues and decisions taken
- monitoring and evaluating investments and spending, as well as demanding overlap in governance and budgeting processes

I think it is essential to capitalize:

- the achievements of OMEP in recent years
- my experience in the development of the Regional Strategic Plan in Latin America over the last 6 years.
- The variety and wealth of committees’ actions

I propose to start from the already acted and redefine the procedures of the OMEP considering the following WORKING AXES:

1. ADVOCACY

Promote the full exercise of human rights in early childhood, ensuring that the position of OMEP on ECCE is present in international documents that guide the construction of public policies. This will require

a) Ensuring the active presence of OMEP in meaningful political and international fora, summits, meetings and representation spaces (United Nations, UNESCO, UNICEF, Office of the High Commissioner for Human Rights (OHCHR), Committee on the Rights of the Child (CRC) and other organizations.
b) Deepen the debate, awareness raising and social mobilization by the ECCE
c) Providing training to officials and political leaders
d) Provide seminars, conferences and open debates: face-to-face, side-events and webinars

2. KNOWLEDGE

Strengthen knowledge to ensure scientific and political fundamentals for action.

a) Research
b) Statistical reports
c) Position Papers
d) Magazines (IJEC, OMEP: Theory into Practice)

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3. EDUCATION
Advancing the achievement of the right to quality education
a) ESD/GAP: Projects with childhood
b) Play and resilience
c) Educators as the center of our concerns
d) Congresses, conferences, symposia
e) Agreements with Universities and UNESCO: Courses, Specializations and Postgraduate careers

4. COMMUNICATION
Build understanding, adherence, leadership, and influence.
a) OMEPNET: inter-agency information and communication network
b) Website and social media
c) Blog and Newsletter
d) OMEP on social media (public position)
e) Campaigns

5. ORGANIZATION
Strengthen the democracy and management of the OMEP, consolidating a plural, open, inclusive, democratic, participatory space, from which to think, understand, dialogue, dissent and agree, with all the institutional and external actors linked to our goals.

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