



Organisation Mondiale pour L'Éducation Préscolaire
World Organization for Early Childhood Education
Organización Mundial para la Educación Preescolar
Te Rūnanga ā-ao mō te Mātauranga Kōhungahunga

WORLD ORGANISATION FOR EARLY CHILDHOOD EDUCATION

OMEP AOTEAROA NEW ZEALAND

Kia ora koutou; kia ora tatou katoa!

President note

*Toitū te marae a Tāne-Mahuta, Toitū te marae a Tangaroa, Toitū te tangata.
If the land is well and the sea is well, the people will thrive.*

Kia ora koutou

My heart goes out to all who have been affected by recent turbulent weather. The damage to such a widespread portion of our country is devastating and rebuilding for individuals and communities a challenge. Any ideas on ways that OMEP Aotearoa could support are welcome. For example, after the Christchurch earthquakes we donated to affected centres money to purchase wheelie bins to hold their emergency kits, we sent a container of resources to Samoa and after the Tongan earthquake we made a donation.

While the holiday season seems so long ago now, I hope you all had time to relax with family and friends.

Since the last newsletter National Exec have been focussing on drafting a position statement outlining our stance regarding early childhood. Our next meeting, 14 March, open to all members, we will review our draft and focus on what more to add specifically looking at children's rights and environmental sustainability.

A small group met to discuss ways to promote our OMEP Aotearoa resource to support teachers using the book For Each and Every Child He Taonga Tonu Te Tamariki.

CRAANZ

In January Jacqui Southey and Claire Achmad represented CRAANZ when the UN Committee for Children met our government representatives.

<http://www.converge.org.nz/pma/CRC-C-NZL-CO6.pdf> details of draft copy of the UN report.

Tick4Kids

Tick4kids, which was established in 2012, has been revitalised again for this election year. Their aim is that you tick for children in the ballot box. They want to unite a cross section of the community to collaborate to advocate for children and young people. While I have been involved as an individual from the onset I am currently representing OMEP.

Notices

**12th OMEP
Aisa-Pasific
Conference
Call for Papers**

If anyone is interested in participating, please let us know. Tick4kids are considering what their capacity is to raise the profile of children and young people with current and potential politicians and political parties. They are seeking ways young people could be involved e.g. raising social justice issues on Tik Tok. They are also looking for someone to scrutinise party manifestos for what is promised children. Can anyone help?

Also mentioned was a resource to help young people cope with the effects of Cyclone Gabrielle. https://emilywrites.substack.com/p/i-would-tell-them-theyre-not-alone?r=#61;2o4ja&fbclid=%2361;lWAR3AK-tqziQJp_ggieXr6RRBN-yn4xOf3jU_T3o-QShM7IhueQfKwbRNp5w

ARNEC

Asia Regional Network for Early Childhood (ARNEC) has had several webinars recently, two of which several NE attended. One, 'Supporting teachers' care and social and emotional learning with young children' looked at three survival systems, threat, affiliation and drive, the importance of listening to one's true self and giving it the care it wants as well as barriers to self-care. One is the difficulty for those with trauma histories to recognise that they deserve to be well cared for and how mindfulness and compassion can help. They discussed cultivating an attitude of acceptance, happiness, joy, gratitude, awe, inspiration and love. Fostering co-regulation i.e. being present with /for others and helping them to learn about their emotions. UNESCO has developed a social-emotional handbook that has been trialled in Asian and Pacific countries.

The second webinar was on 'Elevating Early Child at the COP Conference. They discussed three tracks in negotiation: mitigation, adaption and loss and damage. My key takeaways were the importance of ensuring that early years are included specifically in all documentation, in this case around climate change, and to focus on young children who are both vulnerable and valuable as a smart investment.

Anyone can attend these webinars.

An early childhood perspective Jacqui Southey wrote an article on early childhood published in the NZ Herald

Jacqui Southey: Early education makes a greater nation <https://www.nzherald.co.nz> › New Zealand › Education

IPA

The Aotearoa New Zealand International Play Association branch, Play Aotearoa, has appointed a new General Manager, Toni Talijancich. They are also seeking two new board members, in voluntary positions. If you are interested look on their website playaotearoa.org.nz. There is also governance training that you can do on the Sport NZ website.

This year National Exec hopes to focus on children's rights, climate change and governance from Te Tiriti o Waitangi lens. It is an election year so we will participate in Tick4Kids to foster a focus on the rights of children.

I hope you all keep dry, safe and healthy and I look forward to you joining us online for presentations and discussions.

*Kia kaha
Charlotte*

12th OMEP Asia-Pacific Conference - Call for Papers

Sydney, Australia
6 - 8 December 2023

Looking Back, Moving Forward: Progressing the UN Sustainable Development Goals in the Asia-Pacific region

Call for papers is now open, **deadline extended to March 17.**

More information: <https://event.mq.edu.au/omep2023/>

OMEP World: 2023 Sustainable Development Goal 4 scorecard report

Dear colleagues

As I mentioned in the video LINK on the occasion of the International Day of Education, the Institute of Statistics – UIS and the GEM Report team, launched the "2023 SDG 4 scorecard report on progress towards national SDG 4 benchmarks" with focus on early childhood.

Download the report: <https://unesdoc.unesco.org/ark:/48223/pf0000384295>

Three in four countries have submitted benchmarks, or national targets, to be achieved by 2025 and 2030 for at least some of seven SDG 4 indicators: early childhood education attendance; out-of-school rates; completion rates; gender gaps in completion rates; minimum proficiency rates in reading and mathematics; trained teachers; and public education expenditure. This process, supported by the UIS and the GEM Report, responds to the Education 2030 Framework for Action which had called on countries to establish “appropriate intermediate benchmarks ... for addressing the accountability deficit associated with longer-term targets”. This report provides the first annual snapshot of country progress towards these national targets.

The report also contributes to one of the main objectives of the national SDG 4 benchmarking process, which is connecting progress to specific policies. This report focuses on one benchmark indicator, the participation rate in organized learning one year before primary. Countries’ progress is discussed with reference to policies related to free and compulsory pre-primary education legislation, private provider regulation and public education expenditure.

Q&A: How fast are countries transforming their education? What you need to know about the new 2023 SDG 4 Scorecard | UNESCO

Fact sheet: English

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