



# 72<sup>nd</sup> OMEP

World Assembly and Conference  
13-17/7/2020 ATHENS

[www.omep2020.org](http://www.omep2020.org)

## 2nd ANNOUNCEMENT

On July 15, 16 and 17, 2020,  
the 72nd OMEP World Conference will be held in Athens Greece.

The Conference theme is:

«Early Childhood Education in the 21st Century:  
New perspectives and dilemmas»

Quality education in childhood is fundamental because it can facilitate the development of children in all areas. It can stimulate the child's personal and social skills development, it can promote attitudes of a democratic, active citizen, who is interested and acts for the protection of the environment, and finally it can contribute to a successful schooling. Although education for children aged 0-8 has a long history, current cultural and socio-economic conditions necessitate a reconsideration of important issues concerning the Theory and Practice of children's Education, Educational Policy and the Administration of Educational Institutions, Integration, Equality and Differentiated Approaches, Learning and Teaching in specific curriculum areas, Didactics.

The theme of the 72nd OMEP World Conference expresses the need to address these issues in the light of current societal concerns and dilemmas, discuss new trends, propose methodologies and solutions that meet the needs and interests of today's children, and that are meaningful to a local, national or international context.



Organisation Mondiale pour l'Éducation Précolaire  
World Organisation for Early Childhood Education  
Organización Mundial para la Educación Preescolar  
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We invite everyone interested in children's education, teachers' education, the educational system for children aged 0-8 years, to participate in the proceedings of the 72nd World Conference. There will be three different presentation modes to choose from (oral presentation, poster, Self Organized Symposium) and we encourage the wider OMEP community to submit proposals for presentation in line with the Theme, Key-Themes and Strands of the 72nd OMEP World Conference, thus contributing to the OMEP World Community Dialogue on the education of children. **Presentations, posters or symposiums can be presented in English language.**

### Important dates

**Until 15 February 2020 submission of abstracts (in English only)**

Until 30 March 2020 acceptance notice

Until 30 April 2020 pre-subscription (lower registration cost)

July 15-17, 2020 World Assembly and Conference

Further information on the 72nd OMEP World Assembly and Conference:

<http://www.omep2020.org>.

Submission of abstracts:

<http://www.omep2020.org/en/call-for-papers/>

Yours sincerely

On behalf of the 72nd OMEP World Assembly and Conference Organizing Committee

Effrosyni Katsikonouri

President of the Organizing Committee

President of OMEP Greece

**Website:** <http://www.omep2020.org>  
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# Keynote Speakers



**Prof. Alexandra Androusou is an Associate Professor in Teaching Methodology in the Early Childhood Education Department of the University of Athens, Greece.** She studied in Athens and Paris (Phd in Educational Sciences - direction Psychology (Sorbonne- Paris V)). Since 1997 she is member of the five member scientific committee in charge of the program "Education of children of the Muslim minority in Thrace." [www.museduc.gr](http://www.museduc.gr). From 2009 -2017 she was the coordinator at the Greek Open University in the post graduate Unit "Ethno-cultural Differences and Social Inequalities", as a coordinator since 2009. From March 2016 to October 2018 she was vice chairman of the Scientific Committee for the Support of the Education of Refugee Children of the Ministry of Education, Research and Religious Affairs in Greece. Also from October 2015 to the present day with a group of the Early Childhood Education Department students, she is in head of and educational intervention at the Refugees Camp of Eleonas, in Athens, for the children of the refugees. Her research and writing interests focus on minorities and education, teacher education and teaching practices. He also deals with the production of educational material in electronic and conventional form either for children or for teachers ([www.kleidiakaiantikleidia.net](http://www.kleidiakaiantikleidia.net)). For more information: [http://www.ecd.uoa.gr/?page\\_id=2190](http://www.ecd.uoa.gr/?page_id=2190)



**Mme Michelle Bachelet is United Nations High Commissioner for Human Rights.** On September 1, 2018 Michelle Bachelet assumed her functions as the United Nations High Commissioner for Human Rights. The Office of the High Commissioner for Human Rights was established in 1993 and Ms. Bachelet is the seventh Commissioner. Ms. Bachelet was elected President of Chile on two occasions (2006 – 2010 and 2014 – 2018). She was the first female president of Chile, as well as Chile's and Latin America's first female Defense Minister (2002 – 2004). She also served as Health Minister (2000 - 2002). During her presidential tenures, she promoted the rights of all but particularly those of the most vulnerable. Among her many achievements, education and tax reforms, as well as the creation of the National Institute for Human Rights and the Museum of Memory and Human Rights stand out, as do the establishment of the Ministry of Women and Gender Equality, the adoption of quotas to increase women's political participation, and the approval of Civil Union Act legislation, granting rights to same sex couples and thus, advancing LGBT rights. Since the early 1990s, Ms. Bachelet has worked closely with many international organizations. In 2010 she chaired the Social Protection Floor Advisory Group, a joint International Labor Organization (ILO) and World Health Organization (WHO) initiative, which sought to promote social policies to stimulate economic growth and social cohesion. In 2011, she was named the first Director of UN Women, an organization dedicated to fighting for the rights of women and girls internationally. Economic empowerment and ending violence against women were two of her priorities during her tenure. After finishing her second term in March 2018, she was named Chair of the Partnership for Maternal, Newborn and Child Health, an alliance of more than 1000 organizations in 192 countries from the sexual, reproductive, maternal, newborn, child and adolescent health communities. As Co-Chair of the High-Level Steering Group for Every Woman Every Child, Ms. Bachelet launched Every Woman Every Child Latin America and the Caribbean, the first platform for tailored, regional implementation of the EWEC Global Strategy. Michelle Bachelet has a Medical Degree in Surgery, with a specialization in Pediatrics and Public Health. She also studied military strategy at Chile's National Academy of Strategy and Policy and at the Inter-American Defense College in the United States



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**Prof. Marilyn Fleeer holds the Foundation Chair of Early Childhood Education and Development at Monash University, Australia.** She was awarded the 2018 Kathleen Fitzpatrick Laureate Fellowship by the Australian Research Council and was a former President of the International Society of Cultural-historical Activity Research (ISCAR). Additionally, she holds the positions of an honorary Research Fellow in the Department of Education, University of Oxford, and a second professor position in the KINDKNOW Centre, Western Norway University of Applied Sciences. She was presented with the 2019 Ashley Goldsworthy Award for Outstanding leadership in university-business collaboration.



**Prof. Adrijana Višnjić Jevtić, PhD is an assistant professor at the University of Zagreb, Faculty of Teacher Education.** She has 20 years of experience working as an early childhood teacher. She is taking part in several educational projects. Her research interests are early childhood education, cooperation between families and educational institutions and early childhood teachers' competences and professionalism. She is a member of OMEP, EECERA and TACTYC.



**Prof. Mikio Kondo, Ph.D. President, Shiraume Gakuen University.** Born in 1953. Graduated from Shinshu University, Faculty of Education. Bachelor of Education Mikio Kondo, Ph.D. President, Shiraume Gakuen University. 1978 Obtained childcare qualification. I worked as a nursery teacher and director at a private nursery school for 26 years from 1978 to 2004, in Yamanashi, Nagano, and Chiba prefectures.

2001 Master's degree from Seitoku University.

From 2004 to 2007, Nagano College full-time lecturer and accompanying kindergarten director.

2007 Associate Professor, at Shiraume Gakuen College.

2009 Ph.D. from Seitoku University (Children's Studies).

2012 Professor, Faculty of Children, Shiraume Gakuen University

2018 President, Shiraume Gakuen University and College

**Major books, papers:**

"Freedom of ECCE", Iwanami 2018

"What Is ECCE", Iwanami 2014

"School Age in the Meiji Era Debates from Kyoiku Jiron Magazine" THE JAPANESE JOURNAL OF THE HISTORICAL STUDIES OF EARLY CHILDHOOD EDUCATION AND CARE Vol.2 2007

The Relation between Characteristics of Local Community and Childcare: Historical Problems of a Day Nursery for Children under Three in "K" Village Known for Highland Vegetable Production", Research on early childhood care and education in Japan 2006

Academic Societies: Japan Society of Research on Early Childhood Care And Education Japanese Society for the Historical Studies of Early Childhood Education and Care.



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**Prof. Elin Eriksen Ødegaard is Professor, dr. Fil. and Director of KINDKNOW - Kindergarten Knowledge Centre for Systemic Research on Diversity and Sustainable Futures at Western Norway University of Applied Science.** She is also visiting professor at University of Tromsø - The Arctic University of Norway. She has received research grants from Research Council Norway, EU- Erasmus and NORDplus and has advised the Norwegian Ministry of Education and Research on the development of the Framework plan for the Content and tasks of Kindergartens. She was elected OMEP Worlds Treasure from 2020 and she was former President at OMEP Norway (2009-2013). Her research interests are children's cultural formation, their play explorations and collaborative narrative meaning making. She has for many years worked with partnership research for professional development in efforts to understand and support conditions for institutional pedagogical practice. Her research interest embraces cultural historical ideas, global and local perspectives, teachers' pedagogies and changing practices for sustainable futures. She often uses narrative, explorative and multimedia resources in her research and communication. She has authored and co-authors 8 books and more than 50 scientific articles/chapters. Her two latest books are: 1. Gradovski, Ødegaard, Sumsion, Rutanen, Mika & White (2019). *The first 1000 days: Becoming*. Singapore: Springer and 2. Hedegaard & Ødegaard (2020). *Exploration and Cultural Formation* (ed). Dordrecht: Springer.



**Prof. Katerina Plakitsi is a full professor of Science Education at the University of Ioannina in Greece.** She has got two bachelors, one in Physics and another in Pedagogy, a master's diploma and a PhD in Science Education. Her main researching interests are Science Education in Early Childhood, Formal and Informal Science Education and Cultural Historical Activity Theory applied in Science Education. She has written many books in Greek and in English and published in different international academic journals. She is a member of many scientific committees in National and International Conferences as well as a scientific coordinator in many European Projects ([www.epoque-project.eu](http://www.epoque-project.eu), <http://bdfprojects.wixsite.com/mindset>). She has written a lot of school environmental science textbooks and has coordinated a current science curriculum reform in Greece. Katerina also founded and directed the new intradepartmental Master's program "Environmental Sciences and Education for Sustainability" among the Departments of Early Childhood Education, Medicine and Biological Applications and Technology at the University of Ioannina. She is also the founder of the ISCAR-STEM Thematic Section and the principal investigator of the @formal and informal science education group (@fise group). She is the Director of the Lab "Didactics of Maths and Science & Education for Sustainability", a member of the Board of the Institute of Humanities and Social Sciences of the University of Ioannina Researching Center and also a member of the Board of the National Center of Teachers Training. She is the editor in chief of the international bilingual journal SCIENCE EDUCATION: RESEARCH AND PRAXIS. She is the HEAD of the Early Childhood Department at the University of Ioannina and the PRESIDENT of the International Society for Cultural Historical Activity and Research (<https://www.iscar.org/>, <http://iscar2019.conf.uoi.gr>).



# CO-ORGANIZERS



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**Theme: Early Childhood Education in the 21st century: new perspectives and dilemmas**

<b>Key-themes</b>	<b>Strands</b>
New perspectives and dilemmas in ECEC Theory and Practice	Curriculum Decision Making, Learning Frameworks and Research
	Assessment and Evaluation, Reflective Practice
	Educational Change, Innovation, Research and Development
	Pedagogy, Global and Local discourses of ECEC, Beliefs and Theories
	Paradigms, Theories and Methodology of Working with Children
New perspectives and dilemmas in ECEC Policy and Administration	Leadership for learning, Quality Management, Local/National/International Structures of Educational Planning and Support
	Initial and Continuous Teachers' Education, Teachers' Professional Learning and Development, Lifelong Learning, Learning Communities
	ECEC Policy, Reform and Governance, Comparative, Cross-national, Cross-cultural Research
	Families and Communities in ECEC
Inclusion, Equity and Equality in ECEC	Refugee crisis and education
	Children's Rights in Education
	ECEC for a Sustainable Future
	Inclusive Teaching and Learning, Differentiated Pedagogy
	Special Educational Needs, Special Education Policy and Support Services, Gifted Education
	Identity Development, Diversity and Strength, Multicultural Education
	Democracy and Citizenship in Education
	Health and Resilience
	ECEC Contexts, Transitions and Practices
Teaching, Learning and Didactics in ECEC	Play-based Learning, Conceptual Play, Play pedagogy
	Social and Emotional Learning and Development
	Language Learning, Multiliteracies and Multimodality, Bilingualism and Multilingualism, Children's literature
	Mathematics, Science Literacy, STEM
	Social Studies, Democracy, Philosophy
	Physical Education, Sport Pedagogy, Motor Skills Learning
	Art Education and Arts in Education
	New Media and Technologies
	Problem Solving, Creativity, Metacognition, Exploring and Experimenting
	Child-centered Approaches, Learning Environments