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2^η ΑΝΑΚΟΙΝΩΣΗ ΠΑΓΚΟΣΜΙΟΥ ΣΥΝΕΔΡΙΟΥ

Στις 15, 16 και 17 Ιουλίου 2020 θα πραγματοποιηθεί στην Αθήνα το 72ο Παγκόσμιο Συνέδριο της ΟΜΕΡ, με θέμα:

«Early Childhood Education in the 21st century:
new perspectives and dilemmas»

Η ποιοτική εκπαίδευση στην παιδική ηλικία είναι θεμελιώδης, διότι μπορεί να διευκολύνει τη μετέπειτα ανάπτυξη του παιδιού σε όλους τους τομείς, να συμβάλει στην επιτυχημένη σχολική πορεία, στην καλλιέργεια στάσεων του δημοκρατικού, ενεργού πολίτη, που ενδιαφέρεται και δρα για την προστασία του περιβάλλοντος, καθώς και στην ανάπτυξη κοινωνικών δεξιοτήτων.

Αν και ως έννοια, η Προσχολική Εκπαίδευση έχει μακρά ιστορία, οι πολιτισμικές και κοινωνικο-οικονομικές εξελίξεις επιβάλλουν την επανεξέταση σημαντικών ζητημάτων που αφορούν τη Θεωρία και Πράξη της Εκπαίδευσης και Αγωγής των παιδιών ηλικίας 0-8 ετών, την Εκπαιδευτική Πολιτική και τη Διοίκηση της Εκπαιδευτικών Φορέων, ζητήματα Ένταξης, Ισότητας και Διαφοροποιημένης Προσέγγισης, καθώς και εξειδικευμένα θέματα Μάθησης, Διδασκαλίας και Διδακτικής στις επιμέρους περιοχές μάθησης.

Το θέμα του 72^{ου} Παγκόσμιου Συνεδρίου της ΟΜΕΡ βασίζεται στην ανάγκη να εξεταστούν και να διερευνηθούν τα προαναφερθέντα ζητήματα, υπό το πρίσμα των εξελίξεων της σύγχρονης κοινωνίας. Να σημειωθούν τα διλήμματα με τα οποία έρχονται αντιμέτωποι οι άνθρωποι που ασχολούνται με την εκπαίδευση σήμερα, να συζητηθούν οι εξελίξεις, να προταθούν μεθοδολογίες και λύσεις που να ανταποκρίνονται στις ανάγκες και στα ενδιαφέροντα των σημερινών παιδιών, που έχουν νόημα για τα παιδιά σε κάθε πλαίσιο, τοπικό, εθνικό ή διεθνές.



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World Organisation for Early Childhood Education
Organización Mundial para la Educación Preescolar
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Καλούμε κάθε ενδιαφερόμενο/η για την εκπαίδευση των παιδιών, για την εκπαίδευση των εκπαιδευτικών τους, για το εκπαιδευτικό σύστημα που απευθύνεται σε παιδιά, να συμμετάσχει στις εργασίες του 72^{ου} Συνεδρίου με προφορική παρουσίαση, αφίσα, διοργάνωση Συμποσίου, ή/και με παρακολούθηση των εργασιών του, συμβάλλοντας στο διάλογο της Παγκόσμιας Κοινότητας της OMEP για την εκπαίδευση των παιδιών 0-8 ετών.

Σημαντικές ημερομηνίες

Έως 15 Φεβρουαρίου 2020-Υποβολή περιλήψεων (μόνο στην αγγλική γλώσσα)

Έως 30 Μαρτίου 2020 ενημέρωση αποδοχής εργασιών

Έως 30 Απριλίου 2020 προεγγραφή (χαμηλότερο κόστος εγγραφής)

15-17 Ιουλίου 2020 Διεξαγωγή Διεθνούς Συνεδρίου

Περισσότερες πληροφορίες για το 72^ο Παγκόσμιο Συνέδριο της OMEP μπορείτε να βρείτε στην ιστοσελίδα <http://www.omep2020.org>.

Κατάθεση περιλήψεων στην ιστοσελίδα: <http://www.omep2020.org/en/call-for-papers/>

Με εκτίμηση

Για την Οργανωτική Επιτροπή του 72^{ου} Παγκόσμιου Συνεδρίου της OMEP
η Πρόεδρος της Οργανωτικής Επιτροπής

Ευφροσύνη Κατσικονούρη
Πρόεδρος OMEP Ελλάδος

Ιστοσελίδα συνεδρίου: <http://www.omep2020.org>
Για κάθε πληροφορία: info@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. 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). For more information: 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



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studied military strategy at Chile's National Academy of Strategy and Policy and at the Inter-American Defense College in the United States



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 Višnjic Jevtic, 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-authored 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://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>).



Συνεργαζόμενα Πανεπιστημιακά Τμήματα



HELLENIC REPUBLIC
National and Kapodistrian
University of Athens

Department of Early Childhood Education



Aristotle University of Thessaloniki

School of Early Childhood Education



University of Western Macedonia

Department of Early Childhood Education



ΔΗΜΟΚΡΙΤΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΡΑΚΗΣ
DEMOCRITUS UNIVERSITY OF THRACE

Democritus University of Thrace

Department of Education Sciences in Early Childhood



University of Patras

Department of Educational Sciences and Early Childhood Education



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Στη συνέχεια παρουσιάζονται αναλυτικότερα το θέμα, οι άξονες και οι επιμέρους περιοχές του 72^{ου} Παγκόσμιου Συνεδρίου της ΟΜΕΠ.

Theme: Early Childhood Education in the 21st century: new perspectives and dilemmas	
Key-themes	Strands
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