



*Where does the water come from where you live and what does water mean to you?*

## *An invitation to join the OMEP World Project Water and Waterscapes – Children's Right to Clean Water*

World Assembly, Bologna, 2025

- Elin Eriksen Ødegaard & Aihua Hu
  - *On behalf of OMEP Norway and the KINDknow – Research center*
  - *Aligns with UN Agenda 2030*
  - *Aligns with Wash from the Start*
  - *Aligns with UNCRC, Article 24*



# The aim of the project:

- to showcase children's meaning-making
- to raise awareness of and protect water landscapes and water sources
- to expand the understanding of water as a sensuous concept in children's lives and as a vital resource for children and their families, across nations and cultures.

The background of the entire image is an underwater scene. It features a deep blue color palette with numerous small, light-colored bubbles rising from the bottom right towards the surface. Sunlight rays penetrate the water from the upper left, creating a shimmering, ethereal effect. The overall texture is fluid and dynamic, emphasizing the theme of water.

Water, the essence of life, is a universal necessity. We all experience water or the lack of it in our daily lives.

The significance of water transcends existential and cultural boundaries, often carrying spiritual meaning.

The way we interact with water—ranging from washing to cooking, from nourishment to recreation—reflects our cultural practices and life philosophies.

Water practices can be experienced aesthetically and culturally in various ways.

Clean water is necessary for a healthy life





- Children are exposed to the highest risks among other. most affected group because they live longer and are relatively disposed to climatic changes.
- This calls for ECCE stakeholders to make paradigmatic shifts to more sustainable and ecological world views and frameworks in which children co-create and shape alternative futures.



- UNCRC Article 24 focuses on the right to health for children, emphasizing the importance of access to the best possible healthcare, clean water, nutritious food, and a safe environment. It also highlights the need for education on health and well-being, ensuring children can stay healthy.

**The UN Convention on the Rights of the Child (UNCRC) declares every child's right to clean water and health.**



# What you need to do, to participate

Organize collaborative explorations with children aged 4 to 8 years to:

1. Investigate local water sources for washing and drinking
2. Grow their understanding of water's significance in their lives
3. Foster a sense of responsibility and connection to this vital resource





- *Which poetic forms and narrative accounts are significant in their practice, are told in their context,*
- *Which learning materials or local traditions and practices are experienced in everyday life through the pedagogies that orient their meanings and significance in educational settings?*

**Start out by asking: *Where does the water come from?*  
*What does water mean for you and your family?***



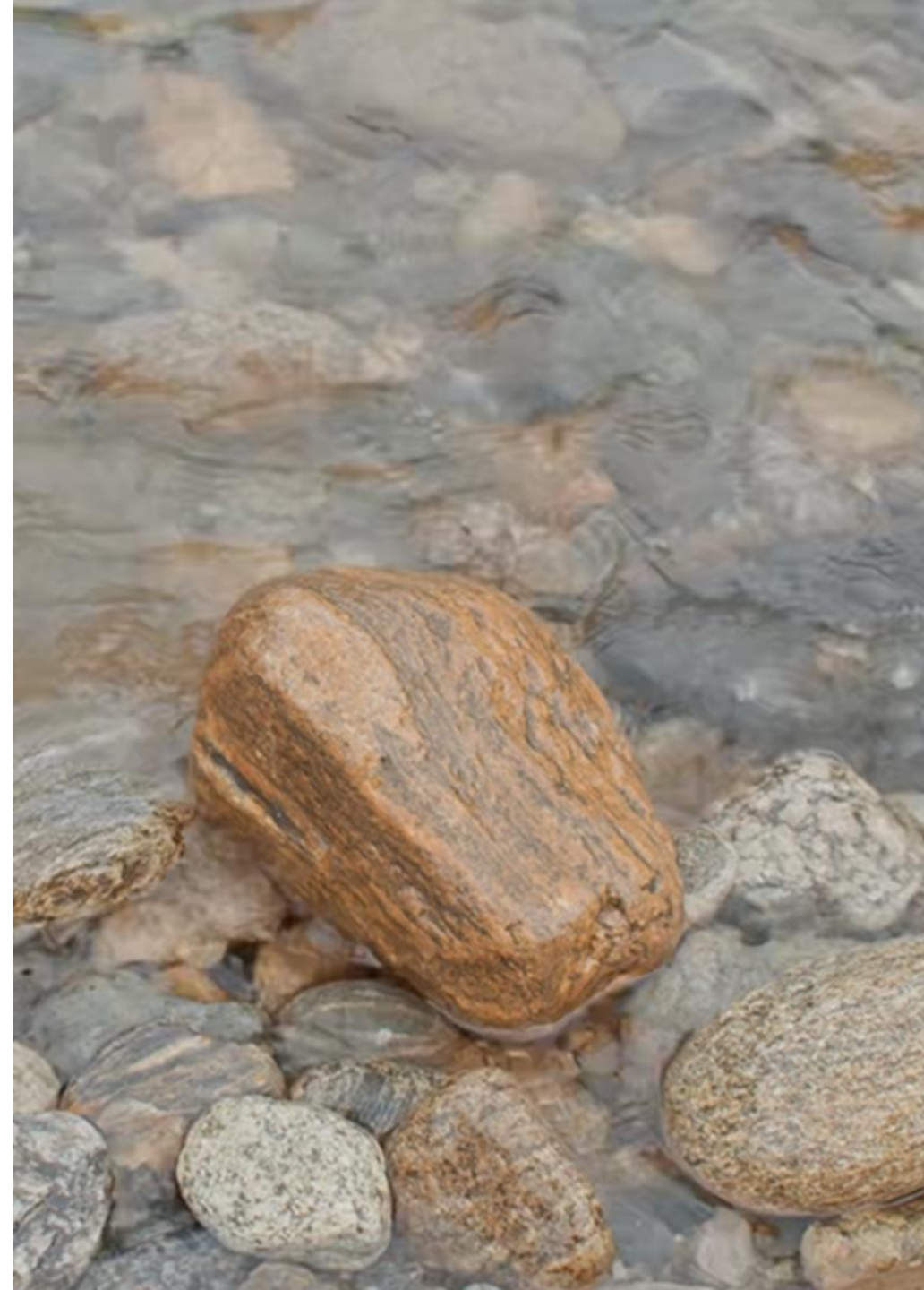


Your participation will contribute to generating an analytic base that will lead to a series of:

- Stories,
- Policy briefs
- Academic papers and reports
- Visual communication
- Together, these will enable OMEP to effectively communicate with local and world leaders about children's right to clean water and for a more sustainable future in their best interest.



- All country reports must include both written and visual material and answer the following two questions:
- 1. **What significance does water, in any form and from any source, have in your country and local context?**  
For example:
  - Provide one relevant citation from your national framework/guidelines/curriculum.
  - A sentence on the status of water in your country.
  - A short paragraph on the local water situation in your country.
  - A longer paragraph on water that connects to a local situation or event.
- 2. **What meanings do children experience and express with water or with the lack of water?**
  - For example, what children say, tell, do, represent, theorize, imagine, and think about when engaging with the local waterscape.
  - This could take the form of stories, drawings, poems, songs, dances, etc.





- 1) Select at least one Early Childhood Care & Education **site near a waterscape** .
- It could connect to a local water supply, a coastline, a river, a pond, a well, a weather event, or other. You could also draw a map of a local landscape to illustrate how the waterscape is situated.
- 2) Provide a **consent form** for project participants. A template based on the Norwegian regulation will be provided.
  - Languages accepted: English (preferably), French, Spanish, German, Chinese, and Scandinavian.
  - Illustration: Tanzania Pilot study





- Videos/films or animations are welcome, as they provide possibilities for effective project dissemination, but are not a requirement. If you plan to make a video/film, please contact the project team, as we will be able to plan the overall dissemination better.
- On a national level, these data should be given a context.
- The OMEP national executive team responsible for this project will oversee the collection of material storage.
- You follow your countries national ethical guidelines. You decide what to share.
- Illustration: Tanzania Piloto study



# Funding:

- A small hardship fund will be allocated to the project to subsidize three global south countries (USD 460 funding stems from OMEP NORWAY and will be administered by OMEP Norway). Contact persons: Geir Aaserud and Aihua Hu.
- The KINDknow Research Center in Norway will fund the translation of the Policy Brief to three Languages, data coordination and storage, and open-access publication.
- A wider OMEP community and research milieu seek further funding for dissemination purposes.
- Illustration: Tanzania Pilot Study





## Analyses

- **Place:** noticing the waterscape in terms of landscapes and weather inside or outside kindergarten.
- **Time:** noticing seasons and processes.
- **Activity:** noticing actions and movements in everyday events or planned excursions.
- **Pedagogy:** Noticing aspects of teachers' and children's interactions and whether the pedagogical styles were exploratory, instructional, responsive, etc.
- Illustration: Norwegian Pilot study

Time	Tasks	Person in charge
	Confirmation of participation in the Project.	OMEP National Committees
Around six months (mid 2025-February 2026)	Project time: Projects are carried out (flexible about the time to start depending on local conditions)	National Project Coordinator
March 2026	Report time: The National Project Coordinator and members analyze the material and write a Summary of the results using the template provided.	National Project Coordinator
Upon completion	Sending the project summary to the Project team	National Project Coordinator
2026 -2027	<p>The project team will summarize and disseminate at the OMEP World Assembly and OMEP World Congress (2026 and 2027).</p> <p>Further dissemination and agency of options for national committees and the project group.</p>	Project team and eventually participants





# Organisation of the project

- OMEP Norway, in collaboration with KINDknow Research Center, hosted by Western Norway University of Applied Sciences, represented by project leaders Elin Eriksen Ødegaard KINDknow and OMEP & Aihua Hu (OMEP Norway Treasurer) and researcher at KINDknow).
- Board and advisors
- Steering leader: OMEP Vice President of Europe
- 4 Partners represented in the project leader team
- Contact information:
- [aihua.hu@hvl.no](mailto:aihua.hu@hvl.no)
- [eeo@hvl.no](mailto:eeo@hvl.no)





Thank you for the attention!  
Let us make a difference for  
and with children!

