

Survey on the OMEP 2026 webinars

A. Consolidated analysis of questionnaire responses

1. Overview

This document presents the analysis of the responses to the evaluation questionnaire for the three webinars organised by OMEP in 2026: ‘Digital Technology and Artificial Intelligence in Early Childhood Education and Care’ (26 January), ‘Strengthening the Training and Professional Development of Early Childhood Education and Care Practitioners’ (31 March) and ‘Ensuring High-Quality Early Childhood Education and Care in Emergency Situations’ (21 May).

61 Total respondents	24 Countries represented	9.0 Average recommendation rating / 10	+66 NPS score
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The vast majority of respondents (85 per cent) expressed themselves in French and came primarily from French-speaking Africa (DRC, Senegal, Burkina Faso, Côte d’Ivoire), with a notable presence from France and a few English- and Spanish-speaking countries.

2. Respondent profile

2.1 Language of response

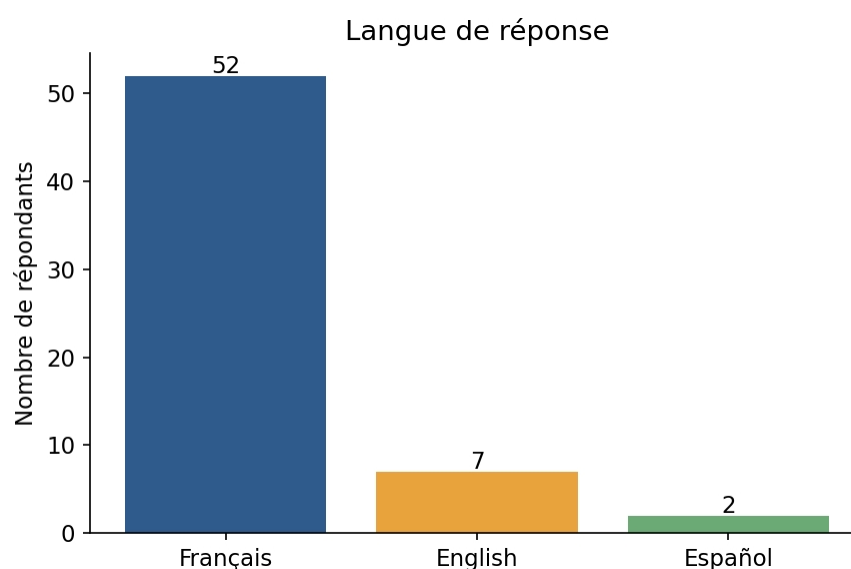


Figure 1 — Breakdown of respondents by language of response (n=61)

2.2 Type of organisation

NGOs working in education (18 responses) and government departments/public administrations (14 responses) form the two largest groups of respondents, closely followed by schools and early childhood education and care centres (12 responses).

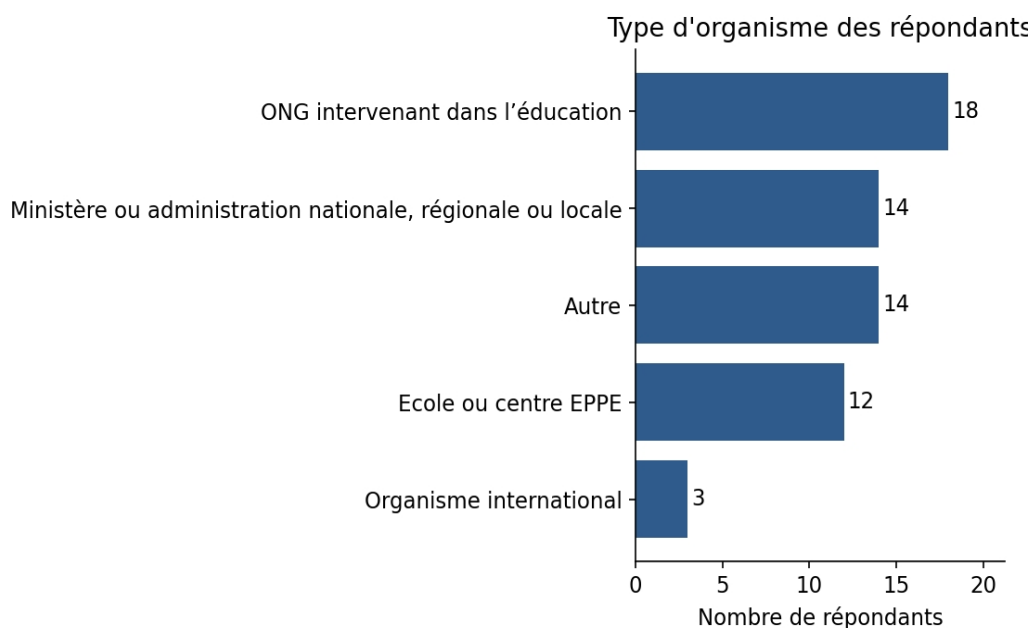


Figure 2 — Breakdown of respondents by type of organisation (n=61)

2.3 Main role

Educators and teachers (16) and educational or administrative managers (14) make up the core of the respondent group, alongside civil society actors and school heads.

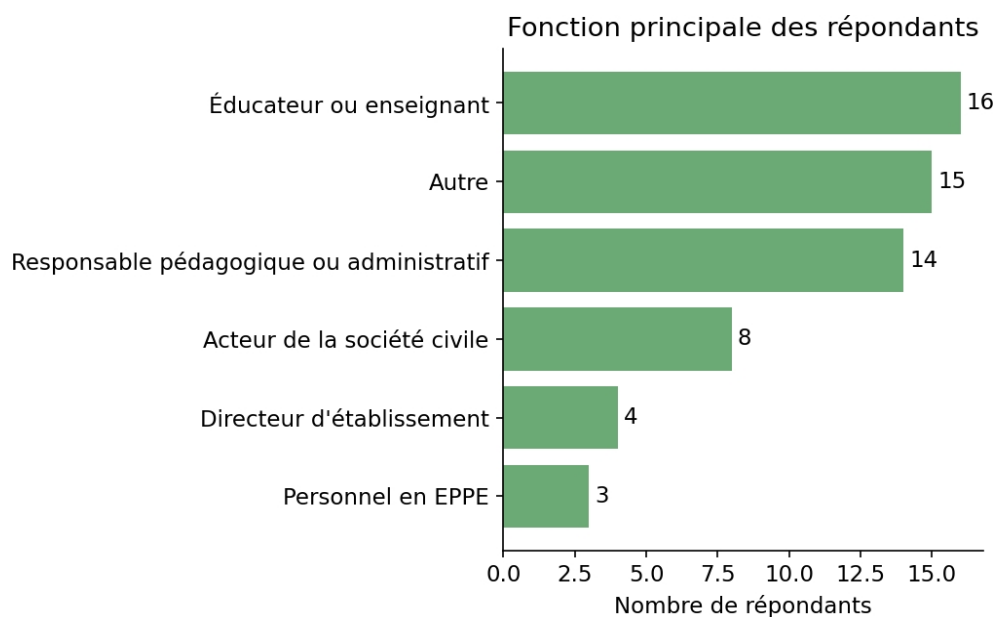


Figure 3 — Breakdown of respondents by main role (n=60, 1 non-response)

2.4 Country of residence

Respondents are spread across 24 countries. The DRC (10), Senegal (9), Burkina Faso (6), France (5) and Côte d'Ivoire (5) are the most well-represented countries, confirming the predominantly Francophone African roots of the OMEP network involved.

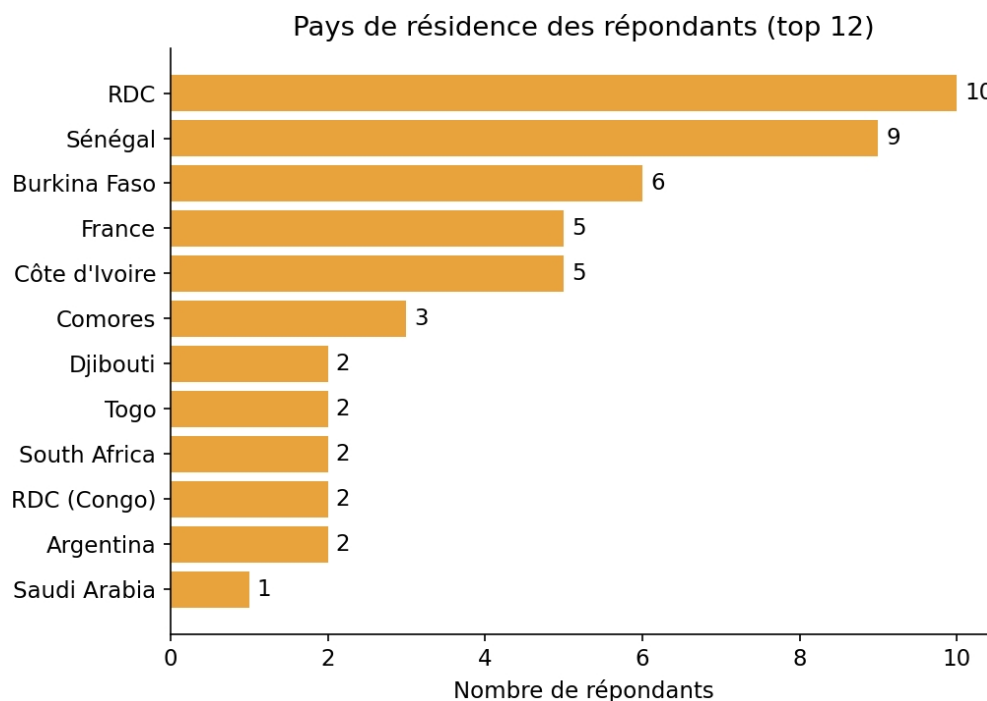


Figure 4 — Respondents' countries of residence (12 main countries)

2.5 Information channel

Emails/letters from OMEP France remain the dominant channel (33 responses, 54 per cent), followed by the network's WhatsApp groups (13 responses, 21 per cent), which confirm their role as an important complementary channel for disseminating information.

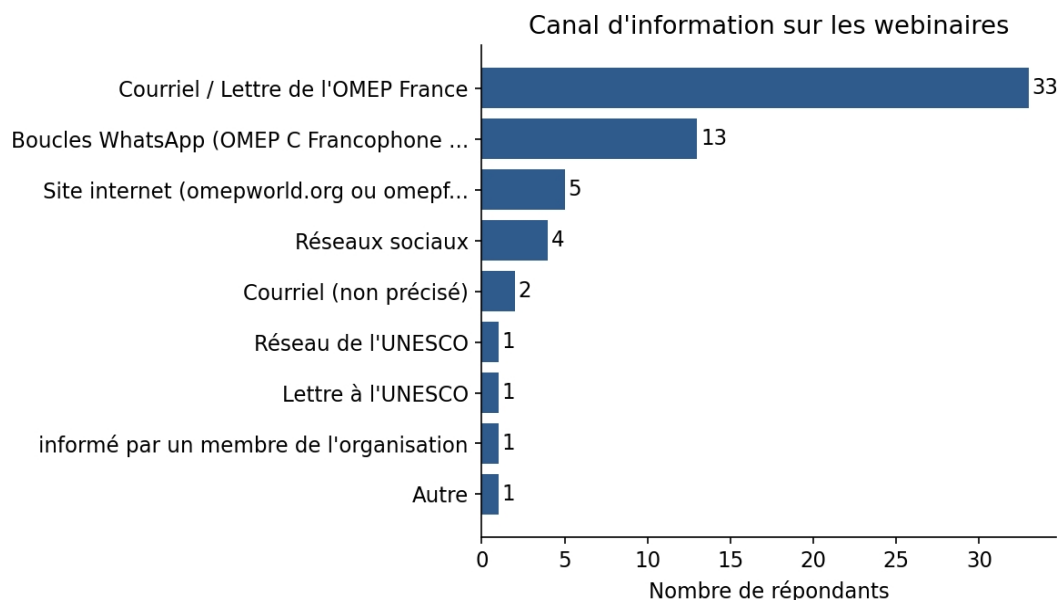


Figure 5 — How respondents found out about the webinars

3. Participation in webinars

58 respondents (95 per cent) attended at least one of the three webinars; 3 people did not attend any. The webinar 'Strengthening training and professionalisation' (31 March) was the most popular (18 unique mentions, 43 mentions in total including multiple attendances), and 8 respondents attended all three webinars.

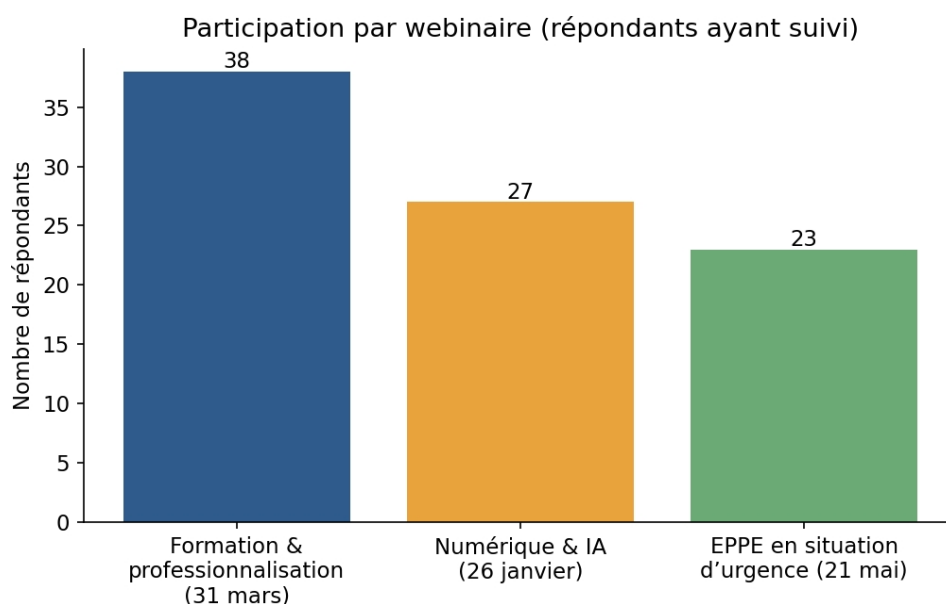


Figure 6 — Number of respondents who attended each webinar (cumulative count)

3.1 Reasons for non-participation

For webinars not attended, the overwhelmingly dominant reason was a clash of schedules ('other more important or urgent activities', 30 mentions), far ahead of technical connection difficulties (14 mentions).

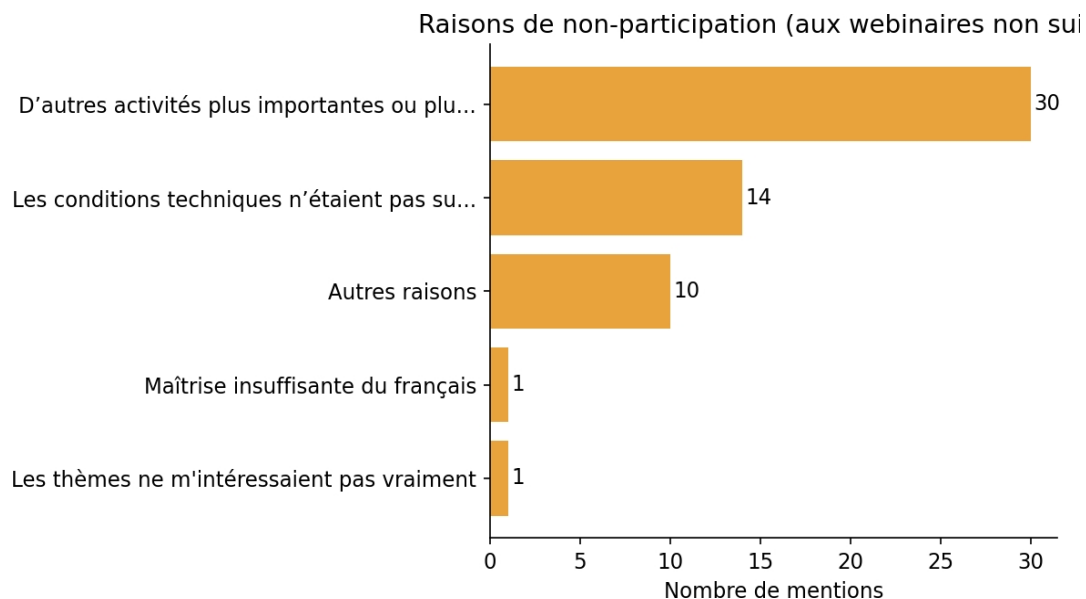


Figure 7 — Reasons given for not attending one or more webinars

4. Assessment of quality and organisation

Respondents rated four aspects out of 10. The recommendation score was the highest (8.97/10 on average), indicating a high level of overall satisfaction despite identified areas for improvement in technical quality (7.68/10).

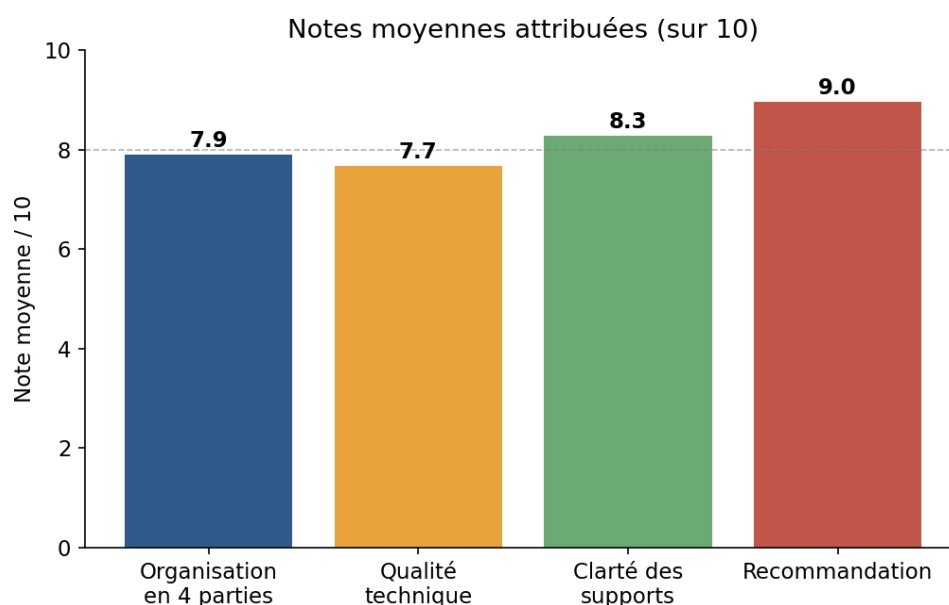


Figure 8 — Average scores for the four assessed dimensions (/10)

4.1 Net Promoter Score (NPS)

Of the 58 respondents who indicated their intention to recommend the service: 42 were promoters (score 9–10), 12 were passives (score 7–8) and only 4 were detractors (score ≤6), resulting in an NPS score of +66, a very favourable result.¹

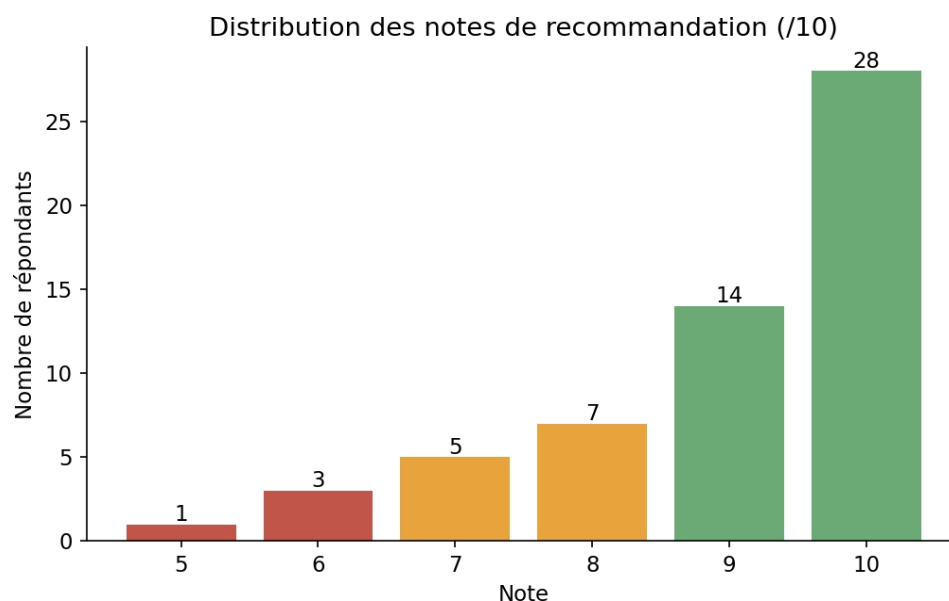


Figure 9 — Distribution of recommendation scores given by respondents

5. Content appreciated by format

Each part of the webinar (presentations, panel discussions, Q&A sessions, summaries) meets different expectations: the ‘overall quality of the presentations’ and the ‘diversity of viewpoints’ are highly rated for presentations and panel discussions, whilst Q&A sessions are particularly valued for the ‘inclusion of additional examples’ and the ‘quality of the comments’.

¹ The score always ranges from -100 (everyone is a detractor) to +100 (everyone is a promoter). A positive score is already considered good. Above +50, it is deemed excellent.

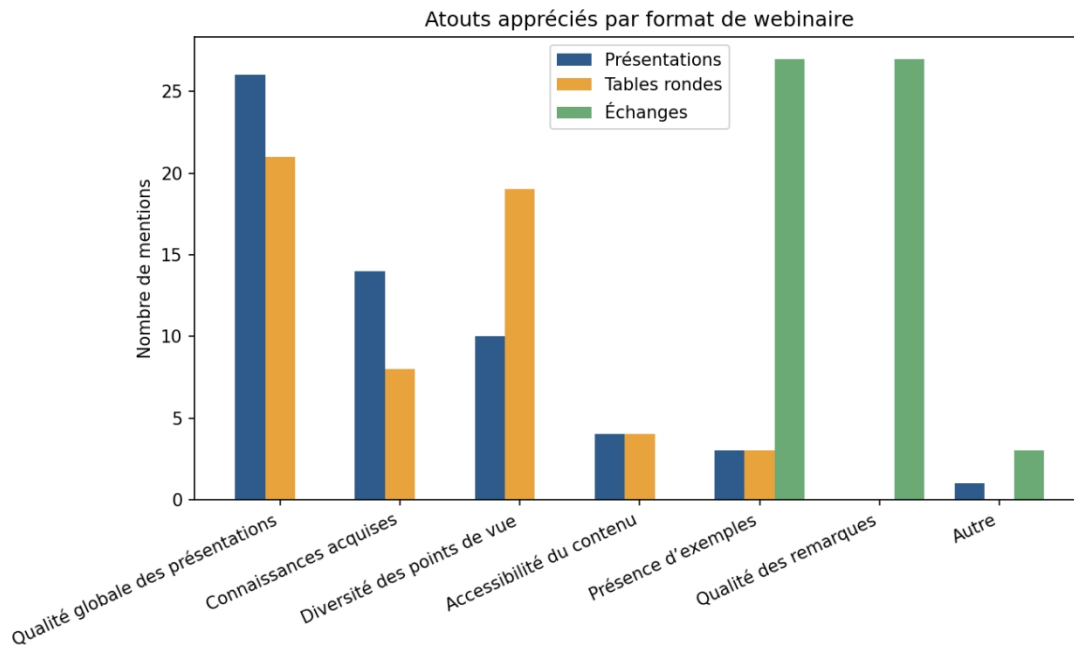


Figure 10 — Appreciated strengths by webinar format (number of mentions)

6. Impact and expectations

6.1 Application in respondents' work

Sharing within the team (23 responses) and personal further study (19 responses) are the most common uses of webinar content; 10 respondents indicated that they had changed their teaching practices as a result of the webinars.

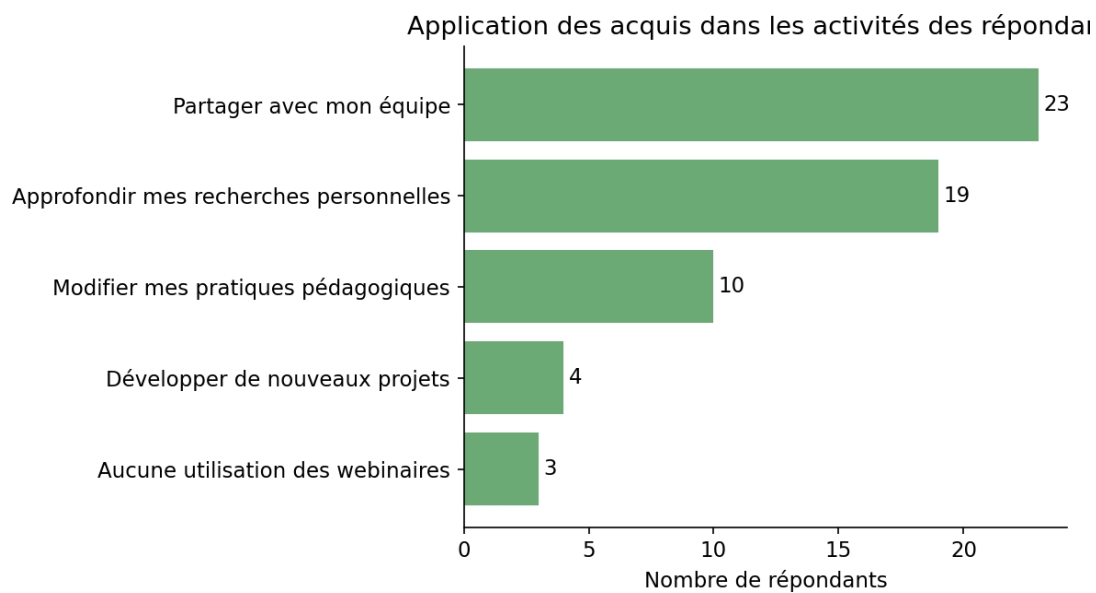


Figure 11 — Respondents' use of webinar content

6.2 Measures considered conducive to future engagement

Across all languages, the issue of a certificate of attendance conditional on follow-up (participation + summary report) received the widest support (33 mentions), ahead of the organisation of follow-up workshops 1 to 2 months after the webinar (22 mentions).

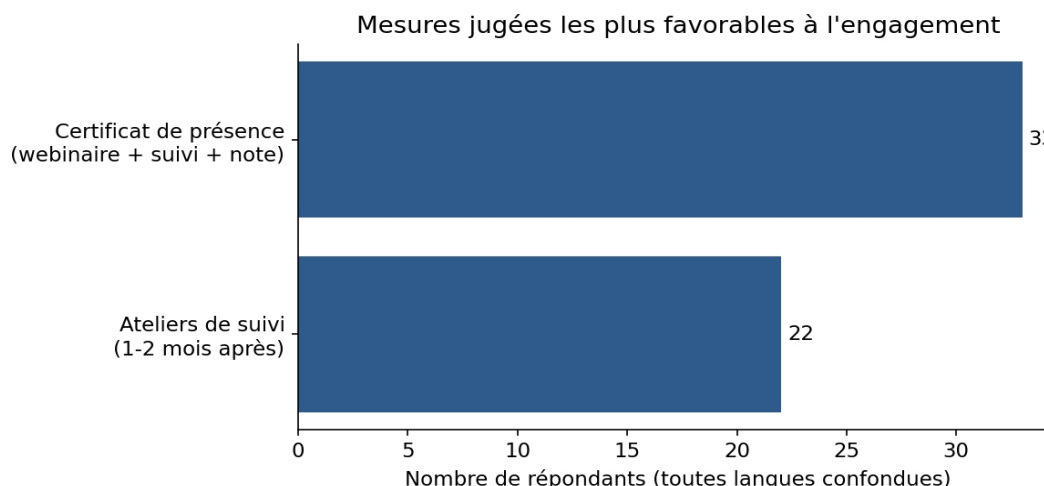


Figure 12 — Measures perceived as conducive to engagement (all languages combined)

6.3 Desired topics for future webinars

Around fifteen distinct topics were freely suggested by respondents, reflecting a wide range of interests. The most frequently mentioned topics relate to:

- Artificial intelligence and digital technology applied to early years education
- Psychosocial skills and socio-emotional support for children
- Inclusion and cultural diversity
- Child protection in emergency or crisis situations (conflicts, epidemics)
- Sustainable development and the greening of early childhood
- Support for parenting and guidance for new stakeholders in the sector

7. Summary and recommendations

The OMEP 2026 webinars received a high overall satisfaction rating (NPS +66, average recommendation score 9/10), driven by the perceived quality of the presentations and the richness of the discussions. Three areas for improvement and enhancement emerged from the survey:

- Improving the technical reliability of the sessions (the lowest score across the four dimensions), particularly for participants with limited internet connectivity.
- Meet the high demand for recognition and follow-up by making the certificate of attendance conditional on post-webinar engagement and by trialling follow-up workshops 1–2 months later.
- Further diversify information channels beyond email (WhatsApp groups already play a key role), and build the next programme around the themes of AI/digital technology,

psychosocial skills, inclusion and child protection in crisis contexts – the themes that recur most frequently in open-ended suggestions.

B. Thematic analysis of verbatim comments

Satisfaction survey — OMEP 2026 webinar series (61 respondents)

1. Method

This report analyses the four open-ended response sections of the survey, compiled from the three language versions of the questionnaire (French, English, Spanish): desired topics for future webinars, suggestions for improvement, details provided when ‘Other’ was ticked, and final comments. Each verbatim response has been categorised by dominant theme; some responses covering multiple topics appear in several categories. The quotes are reproduced verbatim (translated into French where necessary), along with the response number, the language and the respondent’s country.

2. Preferred topics for future webinars (50 responses)

This was the most prolific section: 50 of the 61 respondents made at least one suggestion. Digital technology and artificial intelligence were by far the most common themes, followed by inclusion, sustainable development and emergency situations.

Topic	Number of mentions	Examples of verbatim comments
Digital technology & artificial intelligence	10	<i>‘Multilingual generative artificial intelligence and playful learning in pre-school (#10, FR, DRC)’</i> <i>‘I would like to see the continuation of the artificial intelligence webinar [...] focusing on its ethical use (#52, EN, South Africa)’</i> <i>‘Incorporating all aspects relating to AI (#26, FR, Côte d’Ivoire)’</i>
Inclusion and special needs	5	<i>‘Inclusion (#2, FR, France)’</i> <i>‘Inclusive education in early years settings (#33, FR, Burkina Faso)’</i> <i>‘Review the section on children’s inclusion (#40, FR, DRC-Congo)’</i>
Sustainable development, climate & environment	4	<i>‘Education for sustainable development (#9, FR, Djibouti)’</i> <i>‘Sustainable development/climate change (#36, FR, Senegal)’</i> <i>‘Impact of climate change and the nuclear legacy on early childhood education (#38, EN, Marshall Islands)’</i>
Emergencies, crises & child protection	4	<i>‘Managing Child Protection in Emergency Situations (#8, FR, DRC)’</i> <i>‘Early childhood education during the Ebola virus pandemic (#12, FR, DRC)’</i> <i>‘Pre-school education and emergency situations (#55, FR, Burkina Faso)’</i>
Training & professional development for stakeholders	4	<i>‘Support systems for new or future stakeholders (#19, FR, Senegal)’</i> <i>‘Initial and continuing training for early childhood education and care (ECEC) practitioners (#48, FR, Comoros)’</i> <i>‘Innovative funding strategies in early years education (#39, FR, Guinea)’</i>
Well-being & socio-emotional development	3	<i>‘Psychosocial skills (#1, FR, Djibouti)’</i> <i>‘Psychosocial support and social-emotional learning (#23, FR, DRC)’</i>
Cultural diversity & society	4	<i>‘Cultural diversity within the Francophonie (#17, FR, France)’</i>

Theme	Occurrences	Examples of verbatim quotes
		<i>"Traditional beliefs in the face of societal change (#11, FR, Senegal)"</i> <i>"CULTURAL DIVERSITY (#57, ES, Argentina)"</i>
Gender, positive discipline & combating violence	2	<i>"Gender-sensitive teaching and positive discipline (#24, FR, Côte d'Ivoire)"</i> <i>"What teachers [...] are doing to stop violence and aggression (#43, EN, United States)"</i>
Other individual proposals	14	<i>"Peace in early childhood (#7, FR, Japan)"</i> <i>"Support for parenting today (#16, FR, France)"</i> <i>"The OMEP Flagship Projects (#41, EN, Sweden)"</i> <i>"Creativity in activities (#58, FR, DRC)"</i>

3. Suggestions for improvement (32 responses)

A third of respondents (around 8 out of 32) explicitly stated they had 'nothing to report', indicating that the format was generally considered satisfactory. Specific suggestions focused on follow-up after the webinar and logistics.

Topic	Occurrences	Examples of verbatim comments
Post-webinar follow-up & resources	5	<i>"Send a post-webinar summary to all participants, even those who were unable to attend (#50, FR, DRC-Congo)"</i> <i>"Share the learning resources with all participants (#18, FR, Chad)"</i> <i>'Carry out evaluations of the webinars (#42, FR, Senegal)'</i>
Logistics & session format	4	<i>"Interpretation. In English (#27, EN, South Africa)"</i> <i>"Organising the webinar at the weekend (#31, FR, Togo)"</i> <i>"Monthly organisation of webinars (#39, FR, Guinea)"</i> <i>"Making podcasts with OMEP members from different countries (#43, EN, United States)"</i>
Transition to face-to-face meetings / local representatives	2	<i>"It would be better to train trainers in the countries so that they can train other education professionals in person (#23, FR, DRC)"</i> <i>"We need research visas (OMEP/France) to attend a number of in-person webinars (#10, FR, DRC)"</i>
Topics for further exploration	4	<i>"the quality of learning and fundamental skills [...] and inclusive education (#44, FR, Comoros)"</i> <i>"Children's sustainable development and the greening of childhood (#15, FR, Russia)"</i>
Peer networking	3	<i>"Strengthening the exchange of best practice between professionals from different countries (#53, FR, Senegal)"</i> <i>"Regional exchanges on experiences gained (#48, FR, Comoros)"</i> <i>"Contact with OMEP National Committees and possible local/national projects (#41, EN, Sweden)"</i>
No suggestions or expressions of satisfaction	8	<i>"Nothing to report (#12, #25, #33, #37, FR)"</i> <i>"No (#1, #9, #26, #61, FR)"</i>

4. Details provided for 'Other' (9 responses)

This field, which appears when a respondent ticks 'Other' in response to a closed question, highlights two useful points to bear in mind for the next edition:

- The format of the sessions was perceived as too long: “the presentations were long and tiring for participants” (#23, FR, DRC) — to be cross-referenced with the final comment #41 below.
- Request for recordings: “Please send us a recording of the webinar sessions so that we can keep up to date with the information” (#31, FR, Togo).
- Desire for knowledge-sharing: sharing experiences in child protection (#8) and best practice in early childhood education and care (#42).

5. Final comments (19 responses): a very positive atmosphere, with one point for attention

18 of the 19 final comments were expressions of thanks or encouragement, with no reservations expressed: “Thank you! Long live OMEP!” (#16, France), “Thank you for this initiative and for the opportunity to share our needs and expectations” (#44, Comoros), “I encourage you to continue with this type of initiative” (#47, Angola).

There was just one reservation, but it was explicit and consistent with the point raised in section 4:

‘Sessions are too long; you need to stick to the timetable!’

— #41, English, Sweden

Although this comment stands alone in the final remarks, it is corroborated by a second respondent in the ‘Other’ (#23) and is consistent with the ‘Technical quality’ score (7.68/10), the lowest of the survey’s four quantified indicators.

6. Summary and recommendations

- Content: prioritise organising a webinar on AI and digital technology in early years education (the most frequently cited topic, with an explicit request for an ethical perspective), followed by inclusion and sustainable development.
- Format: set stricter limits on the duration of presentations and ensure adherence to the schedule — a consistent finding across two distinct fields.
- Follow-up: introduce a system for systematically sending out summaries and resources after each session (high demand, consistent with the overwhelming support for attendance certificates as shown in the figures).
- Accessibility: assess the provision of enhanced English interpretation and the availability of recordings for non-participants.
- Networking: consider creating a forum for the exchange of best practice between countries, a theme that recurred in several independent responses.

Analyses carried out with the active support of artificial intelligence and validated.