



TOY for Inclusion Toolkit

A step-by-step guide to creating inclusive Early
Childhood Education and Care (ECEC)
Play Hubs for all generations



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For more information about TOY for Inclusion, please visit:
www.toy4inclusion.eu

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Introduction

TOY for Inclusion at a glance

IMPACT STATEMENT

TOY for Inclusion will demonstrate that social cohesion is possible¹.

It will do so through building relationships between Roma and non-Roma young children and their families, and supporting interactions in safe play spaces across all generations.

Segregation of Roma in Europe, as all around the world, is both a cause and an effect of socioeconomic and historical factors, and has a detrimental effect on young children (and their families and communities) in terms of their rights, development, and their future. This situation also affects non-Roma children, their families and communities, and society in general.

The project, TOY for Inclusion: Community-based Early Childhood and Care for Roma Children (2017-2019, <http://www.toy4inclusion.eu/>), co-funded by DG Justice – European Commission and Open Society Foundations (OSF), aims to improve the transition experience of young Roma children from home to preschools and schools, by offering an innovative response to discrimination of Romani communities. It will do so by creating community-based ECEC Play Hubs (resource and meeting centres) where relationships between young Roma and non-Roma children and their families are built, and interactions in **safe play spaces (ECEC Play Hubs) across all generations** are supported.

TOY for Inclusion is creating non-segregated multigenerational play spaces in seven European countries: Belgium, Croatia, Hungary, Italy, Latvia, Slovakia and Slovenia. These spaces are located in areas which are accessible for both Roma and non-Roma families, and are designed and run by local committees called Local Action Teams. The

¹ The OECD Development Centre describes a cohesive society as one which “works towards the well-being of all its members, fights exclusion and marginalisation, creates a sense of belonging, promotes trust and offers its members the opportunity of upward social mobility.” (<http://www.oecd.org/dev/inclusivesocietiesanddevelopment/social-cohesion.htm>).

Local Action Teams (LAT) are composed of representatives from both communities, as well as school and preschool teachers, community development workers and local authorities. Along with activities aimed to help children develop the necessary competences and knowledge for formal education, these spaces mobilise local communities around young children, and organise intergenerational activities involving older people with and without a Roma background.

TOY for Inclusion is the result of the cooperation between International Child Development Initiatives – ICDI (NL), who is coordinating the project, and the International Step-by-Step Association – ISSA (NL), Educational Research Institute - ERI (Slovenia), Open Academy Step by Step – OASS (Croatia), Wide Open School – WOS (Slovakia), Centre for Innovation in the Early Years – VBJK (Belgium), Associazione 21 Luglio (Italy), Partners Hungary, and Centre for Education Initiatives – CEI (Latvia)².

Who is this toolkit for?

This toolkit includes resources for the initiators of inclusive community-based non-formal ECEC activities, for all children and their families. The initiators will be trainers and practitioners from various sectors, as inter-sectoral collaboration is key to the success of this approach.

A non-exhaustive list of initiators may include:

- ECEC practitioners,
- Preschool teachers, primary school teachers
- Representatives of local authorities,
- NGOs /CSOs
- Librarians,
- Community development workers,
- Social workers,
- Health workers,
- Social care workers.

² Six of the partner organisations are national coordinators of REYN - Romani Early Years Network (<http://www.reyn.eu/>).

This publication has been developed during the course of the TOY for Inclusion project (2017-2019) with the purpose of supporting the members of the Local Action Teams, set-up and active in all seven countries involved in the project. These teams are composed of representatives from all the relevant stakeholders mentioned above, and play a key role in designing, in consultation with the whole community, a local community-based ECEC pilot action. A pilot action is a way to promote inclusiveness, respect for diversity, equity, social cohesion, early learning and positive parenting. In the framework of this project, pilot actions will be ECEC Play Hubs, which will take the form of toy libraries and/or mobile libraries, acting as children and family resource centres (see also **Appendix 3**).

The toolkit is designed to be first presented to a selected number of trainers during a Training of Trainers (TOT). It will then be used for the organisation of a local training for the members of the Local Action Teams and other potential initiators of ECEC Play Hubs.

The toolkit addresses the following topics:

- Setting the vision for all the children in the local community;
- The importance of community-based ECEC and integration of services for inclusion, equity and respect for diversity;
- Toy libraries as community resource hubs;
- All generations learning and playing together (intergenerational learning);
- The importance of desegregated ECEC for Roma and non-Roma children, and anti-bias education;
- Quality in community-based ECEC.

The TOY for Inclusion toolkit is intended to provide all the necessary conceptual and practical information to enable trainers and practitioners from different sectors to set-up and run non-segregated multigenerational play spaces. The toolkit pays particular attention to social integration, intercultural and intergenerational dialogue, and social inclusion.

The TOY for Inclusion approach can be easily adapted to, and implemented in, other contexts. Through this approach, it is expected to:

- Support practitioners and other stakeholders in the development of skills and competences to organise inclusive non-formal community-based ECEC activities, involving young children of all backgrounds, their families and older adults;
- Ease children's transition experience to formal education;
- Support parents' competences and support parenting in the first years of a child's life;
- Challenge discrimination against the very young and older adults, as well as against children and families from ethnic minorities and migrant backgrounds, and those living in difficult circumstances.

How to use the TOY for Inclusion toolkit?

The Toolkit is organised into three parts:

- **Part One** is designed to illustrate the key concepts on which the TOY for Inclusion (TOY4Incl) approach has been built, and to provide supporting references. This part also includes useful examples from different countries about other existing initiatives as an inspiration in the design and implementation of an inclusive multigenerational play space, or ECEC Play Hub.
- **Part Two** describes **34** training sessions and provides handouts, background readings and all necessary materials to organise a five day training event for practitioners who want to setup an ECEC Play Hub in their community.
- **Part Three** contains all the **Appendixes**, including tools and guidelines for the organisation of training, and the implementation of activities for an ECEC Play Hub.

PART ONE



1. The TOY for Inclusion approach

1.1 The four building blocks of the approach

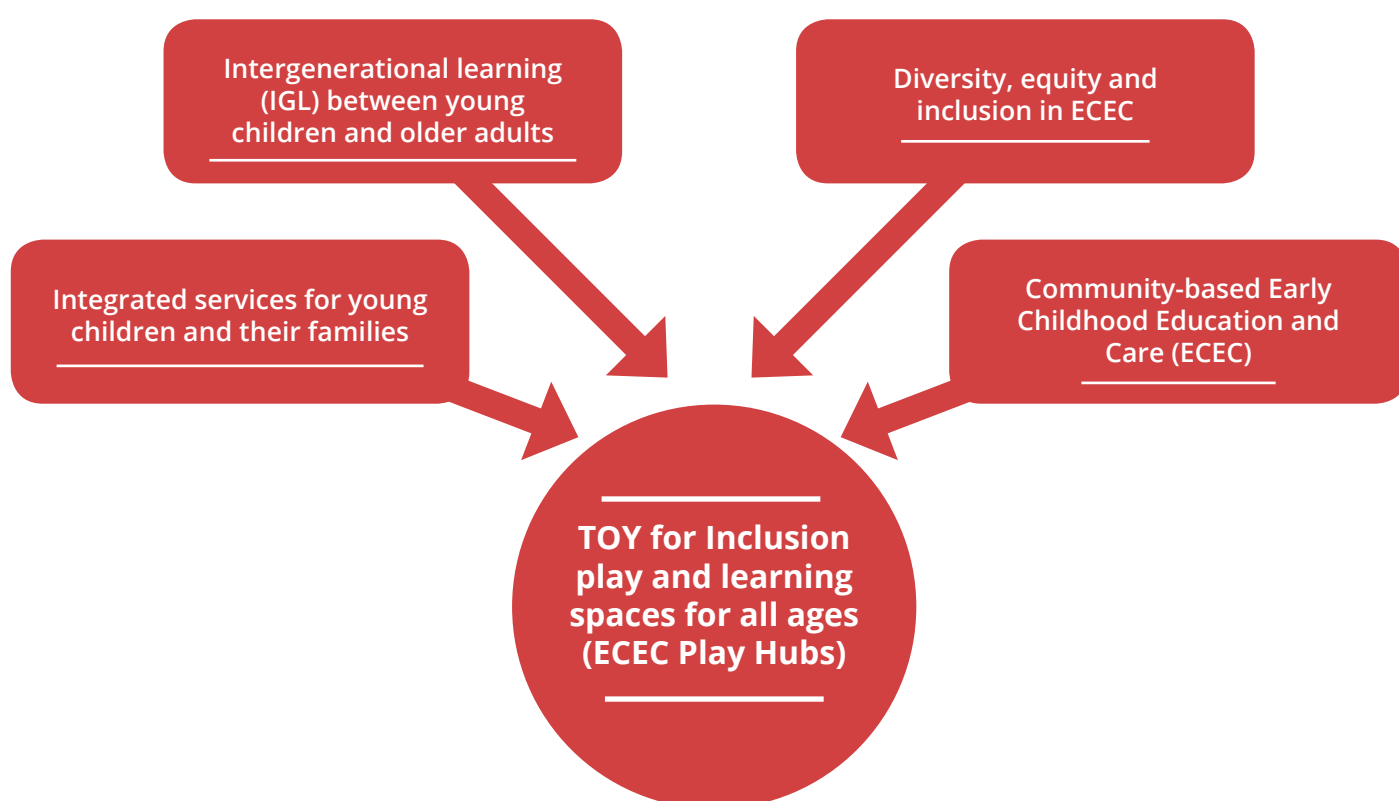
TOY for Inclusion offers an innovative response to the discrimination of children and communities with a minority background. It involves the creation of community-based ECEC Play Hubs (i.e. resource and meeting centres for families of young children, which are welcoming of all generations in the community). The ECEC Play Hubs build on the strengths of communities with regards to intergenerational learning and parenting competences, and strengthen the links between informal, non-formal, and formal settings for young children. At the same time, ECEC Play Hubs improve the capacity of ECEC practitioners with respect to anti-discrimination, in turn increasing the inclusiveness of ECEC settings.

It builds on **four complementary approaches**:

1. **Community-based ECEC**, which promotes the importance of all forms of ECEC services (formal, non-formal and informal) occurring within community and family environments, and their interactions with each other. This interactivity and community mobilisation responds to the changing and diverse needs of a whole community, and utilises the strengths and interests of community members.
2. **Integrated services for children and their families**, which acknowledge the whole of family approach, and that young children's lives (and their parents' lives) are lived holistically, and not sectorally. This also acknowledges that needs cannot be met, and rights fulfilled, through access to just one sector or one type of service.
3. **Together Old and Young – TOY Programme**, the purpose of which is to create possibilities for older adults and young children to learn and have fun together in formal and informal settings. Since 2012, TOY research and training conducted as part of the TOY project have demonstrated the power of intergenerational learning as a catalyser of social cohesion, intercultural dialogue and inclusiveness.
4. **Diversity, equity and inclusion in ECEC** (anti-bias and respect for diversity education), which is an approach that supports respecting and embracing differences, and acting against bias

and unfairness. This approach requires critical thinking and problem solving by both children and adults. The overarching goal is to create a climate of positive self and group identity development, through which every child will achieve her or his fullest potential.

It is believed that the **combination of these four building blocks** represents a very strong social innovation with regards to education, integration and social inclusion. It connects early childhood practitioners and activists working with children growing up in difficult circumstances (Roma, migrants, low socio-economic backgrounds, etc.), to promote equity in access to high quality ECEC services. This through the development of locally run toy libraries as integrated playing and parenting support hubs (ECEC Play Hubs), and the application of intergenerational learning (IGL) in order to **combat segregation of young Romani children and families**, and **enhance social cohesion** at a **community level**.



1.2 What is an ECEC Play Hub?

In TOY for Inclusion the ECEC Play Hubs are envisioned as a **special kind of community-based toy library**. ‘Special’ because they not only provide a toy-lending facility, but also **a space where children and families of all ages are welcomed to play games** with each other. They are a space where **information about childrearing, health, early learning and development** can be passed informally to parents and grandparents, and where they can meet with other parents with different backgrounds and take part in creative and social activities.

Toy libraries have a long history in Europe, existing for almost 60 years. Although membership fees to join toy libraries are generally very low, frequently it is middle-class families, who also have toys, books and games of their own, who most often use toy libraries. Children growing up in disadvantaged circumstances with a challenging home life, where there are little or no games, toys and books actually benefit most from toy libraries, but visit them less.

The TOY for Inclusion approach to toy libraries builds on experience and lessons learnt in an earlier ICDI collaborative project with CIP – Centre for Interactive Pedagogy in Serbia, *Begin at the Beginning* (<https://icdi.nl/projects/begin-with-the-beginning-serbia>). This project promoted community led initiatives to improve play, early learning and development opportunities for young vulnerable children and their families. The TOY for Inclusion toy library is also inspired by the Together Old and Young (TOY) Project³, which demonstrates that playing can be a multigenerational experience with all ages; young children, older children, adults, parents and grandparents enjoying games together. Such an intergenerational approach to play can contribute to bridging gaps between different groups, and challenge both age and cultural stereotypes.

3 www.toyproject.net

2. Our vision of community-based ECEC and integrated services

In our vision **all young girls and boys**, regardless of their background, level of ability, race and ethnicity, have the right to be inspired and supported, to socialise and meet with peers of all generations, to be stimulated, to play and learn, to explore the world, and to do so with the support of older adult family and community members within a welcoming, non-biased, safe and nurturing **formal, non-formal and informal age friendly environment**.

Our vision strongly builds on the UN Child's Rights Convention (CRC), and the image of the child as a "self-educator"⁴, a natural learner and a unique person of today and tomorrow. Additionally, and in tune with CRC, we believe that parents, caregivers, families and communities have a say when it comes to learning and development in early childhood. Thus we strongly rely on and advocate for local leadership, community mobilisation and collaboration around the well-being of young children, and the utilizing of places in the local community to deliver inclusive and stimulating ECEC programmes, which will also be inclusive of older adults in the community.

2.1 Importance of high quality and inclusive ECEC

An ample body of contemporary research highlights the importance of early childhood experiences and opportunities, and the benefits of ECEC services for individuals and society. There is no doubt that ECEC programmes, services and systems targeting young children and their families have positive effects on all children, especially those in vulnerable situations. Positive effects are more substantial and long lasting when programmes start earlier, have an integrated and holistic approach to child development, and include support for parents, and parental and community involve-

4 George 2013 in Oudenhoven&Oudenhoven (2014). Culturised Early Childhood Development – The wellbeing and Healthy Development of Young Boys and Girls, Antwerp – Apeldoorn Garant

ment. There is evidence for long-lasting impact on educational outcomes and attainment of children, as well as on their overall social, emotional, and physical development; in short, their wellbeing⁵.

The European Quality Framework for Early Childhood Education and Care stresses the importance of availability, affordability and accessibility of ECEC provisions. With respect to accessibility, the Framework recommends;

- A collaborative approach between local organisations and community groups;
- ECEC provisions which respect the values and beliefs, needs and culture of parents;
- An assurance that all children and families are welcome in an ECEC centre;
- Close collaboration between staff in ECEC centres, health and social services, local authorities and the school sector (European Commission, 2014).]

Unfortunately in Europe, a significant number of young children from vulnerable groups still do not have access to formal high quality and inclusive ECEC programmes. According to an UNICEF study, the most vulnerable children often access ECEC services at lower rates than their peers, and when they are enrolled, they are placed in lower quality services⁶. The Communication from the European Commission on ECEC from 2011 states, that “Although their needs for support are greater, participation rates of Roma children in ECEC are generally significantly lower than for the native population, and ex-

Five reasons for investing in high quality and inclusive ECEC:

- It's a child right in line with the UN Convention on the Rights of the Child;
- Scientific evidence shows that the first 5 years of a child's life are the most critical for their development;
- It improves equity, social justice and respect for diversity;
- Investing in ECEC helps building social cohesion;
- Economic evidence shows a high return on the investment.

5 Park and Vandekerckhove (2016). Early Childhood Education and Services for All! Policy Recommendations Derived from the Transatlantic Forum for Inclusive Early Years (TFIEY), KBF, Belgium. Retrieved from www.kbs-frb.be and www.inclusive-early-years.org

6 UNICEF. (2008). The child care transition. A league table of early childhood education and care in economically advanced countries. Innocenti Report Card 8. Florence: UNICEF Innocenti Research Centre. Retrieved from http://www.unicef.org/jp/library/pdf/lab0_rc8.pdf

panding these opportunities is a key policy challenge across the EU.”⁷

Low participation in formal ECEC services is well documented, but there is no reason to believe that in non-formal and informal settings the involvement of vulnerable younger children is higher or more equal.

Some major structural barriers to be considered, which may prevent Roma and other disadvantaged families from accessing ECEC,⁸ include:

- **Affordability** – What is the cost of the service? Are there hidden costs? Does this meet the needs of the family?
- **Availability** – Limited public funding often means spaces are restricted, and programmes are geared towards providing child care for the working parent (i.e. the dominant function of ECEC is seen as providing child care for the working parent, rather than focusing on the social and developmental benefits for all children).
- **Accessibility** – Is the service responsive to diversity and relevant for all communities? Is the service respectful of different cultural values, beliefs, languages and backgrounds? For example, children from minorities may feel isolated by monolingual ECEC services.
- **Desirability, usefulness and comprehensibility** – Is the service able to respond to the needs of the community? Is it useful to families and children?

The European Proposal for key principles of a Quality Framework for Early Childhood Education and Care⁹ stresses that all the barriers mentioned above need to be dealt with in order to create a high quality ECEC system. It also stresses the importance of collaboration among services in an integrated, or at least coordinated, approach to child development.

7 European Commission, COM (2011) Communication from the Commission: Early Childhood Education and Care: Providing all our children with the best start for the world of tomorrow. 66 final, Brussels, February 17, 2011. Retrieved from: <<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0066:FIN:EN:PDF>>

9 For more information go to: http://ec.europa.eu/dgs/education_culture/repository/education/policy/strategic-framework/archive/documents/ecec-quality-framework_en.pdf

For the TOY for Inclusion approach, coordination and integration of services is a logical pathway, because it acknowledges that young children's lives (and their parents' lives) are lived holistically, and not sectorally, and that needs cannot be met, and rights fulfilled, through only one sector or one type of service¹⁰. Unfortunately, policy segregation within many early childhood programmes currently results in scattered services that fail to address the holistic needs of young children and their families¹¹. Fragmented services present a challenge and create additional barriers for Roma or otherwise vulnerable children and families.

In many communities, this problem is tackled by creating "service co-location" and a "one stop shop" model, where services are delivered in a single location¹². In the TOY for Inclusion approach, toy libraries are envisioned as a "one stop shop"; an ECEC Play Hub, where a wide range of professionals can coordinate their work with children, families and older adults.

10 Woodhead, Martin; Feathersone, Imogen; Bolton, Laura and Robertson, Penny (2014). Early Childhood Development: Delivering Intersectoral Policies, Programmes and Services in Low resource Settings. Topic guide, November (2014). Oxford: Health & Education Advice & Resource Team (HEART), pg.12

11 Vandenbroeck, M. (2015). Integration, continuity and alignment. Retrieved from http://www.europe-kbf.eu/~media/Europe/TFIEY/TFIEY-5_PP/Michel-Vandenbroeck.pdf.

12 INTESYS Toolkit (2017)- Towards Integrated Early Childhood Education and Care Systems – Building the Foundations, page 21, retrieved from <http://www.europe-kbf.eu/en/projects/early-childhood/intesys/toolkit>

2.2 Rethinking the existing ECEC paradigm – Community-based approach

Focusing on formal ECEC provisions usually means being focused on institution and the services provided, and not on the rights and needs of children, families and communities. This approach unavoidably results in ignoring the capacities of parents, families and local communities, or looking upon them as less effective if not inferior. TOY for Inclusion seeks to challenge this limiting approach, in favour of an empowering approach, which embraces the role of non-formal and informal ECEC in children's lives, as well as formal ECEC settings

Formal: highly institutionalised, chronologically graded and hierarchically structured "education system", spanning lower primary school and through to university.

Non-Formal: organised, systematic, educational activity delivered outside the formal system.

Informal: the lifelong process by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily experiences and exposure to the environment¹³

Formal ECEC settings, whilst being an important part of children's development, are often closely connected with schoolification of early childhood, with a focus on academic skills, and with predetermined and normative outcomes. Formal ECEC settings are rarely places of meeting and socialization, and are often age and culture segregated. Non-formal and informal ECEC settings are therefore important parts of any community, providing a safe space for play, learning, interaction and communication between all members of a community. The TOY for Inclusion approach embraces this potential, and recognises that learning occurs not only within a school setting, but in all areas of life, beginning before a child is born and continuing across the entire life-span. Thus, the focus is on community learning, and community-based ECEC. In order for a community to reach its full potential in regards to ECEC services, it is necessary to recognise the value of all three forms of ECEC, and how they support the well-being of children, families and communities, as well as the mobilisation and shared responsibility of communities around children and other members.¹⁴

¹³ Coombs, P.A., & Ahmed, M. (1974). *Attacking rural poverty: How nonformal education can help*. Baltimore: John Hopkins University Press.

¹⁴ vanOudenhoven, Nico; Jualla, Rona. (2010) *Community-based early years services: the golden triangle of informal, nonformal and formal approaches*. *Psychological Science & Education*. Issue 3, p29-40. 12p.

Outreach play activity in a Roma settlement in Serbia

The NGO “Rainbow” from Ada in Serbia, in collaboration with a local ‘mainstream’ preschool institution, organised puppet workshops in a Roma settlement. Teachers from the preschool went out to the settlement and, together with Roma parents, older adults and leaders, prepared and performed a puppet theatre show. They started by collecting stories from the settlement, making puppets, and rehearsing. Their main goal was to attract more Roma children into kindergarten, and to overcome their own biases towards the Roma community. Although this was a small scale activity, results were impressive: the number of Roma children attending kindergarten increased, and the Roma community was mobilised and involved in their children’s ECEC. This example illustrates that a formal ECEC system (i.e. ‘mainstream’ preschool) can initiate informal ECD (Early Childhood Development, i.e. the puppet theatre) activities, which in turn, strengthens engagement with the formal ECEC system (i.e. there were more Roma children attending ‘mainstream’ preschool), thus setting in motion an upward spiral.

Roma Community Outreach project in Northern Ireland

Under the Roma Community Development Initiative, The Roma Community Outreach (RCO) project was implemented by the Community Foundation for Northern Ireland, Mediation Northern Ireland and South Belfast Roundtable. The project was aimed at Roma parents and grandparents with young children (from birth to age five) empowering them by offering programmes to increase their parenting skills and employability. The project was guided by the slogan “Nothing about us, without us” and promoted Roma leadership and participation in many different capacities, with a strong emancipation component for the Roma community through professional development opportunities. This case study illustrates the potential of small scale community-based interventions, and the need to have strong anti-discrimination, social justice and peace-building components when working to improve Roma inclusion¹⁵.

15 For more information go to: <https://issa.nl/node/30>

3. Toy libraries as ECEC Play Hubs

The previous section elaborated a vision of community-based ECEC where toy libraries play a central role. In this section, toy libraries as ECEC Play Hubs are further described.

3.1 Toy libraries in an historical and global context

The very first known toy library in Europe was established in Denmark in 1959. One year later in 1960, UNESCO (the United Nations Educational, Scientific and Cultural Organisation) presented a plan to develop toy libraries.

In 2014, it was estimated that there were 6,500 toy libraries spread across Europe alone. The majority of toy libraries in Europe are located in the following countries: France, United Kingdom, Italy, Switzerland, Spain and Portugal.

Toy libraries exist across the globe and vary in size, mode of operation, staffing, and funding arrangements. Within Europe, the European Toy Library Group embraces this diversity and describes operating principles which prioritise issues such as accessibility and inclusion:

According to the European Toy Library Group: **Toy libraries provide resources for play, including toys, games, trained staff and a dedicated space on a non-commercial basis.**

‘European Toy Libraries are open to everybody: children and adults, able bodied and disabled persons, institutions and organisations. A toy library is a service that provides to members the opportunity for shared play and/or the loan of toys and games. A toy library can be operated by individuals, charitable organisations, local, regional or national governments or any other such agency or group. Toy libraries, as often as possible, are to serve as a community resource, offering information, guidance and support to members in addition to the loan of toys and games. Toy libraries serve people without regard of race, sex, handicap, religion, language or national origin’¹⁶

TOY for Inclusion supports the understanding of a toy library as a

¹⁶ European Toy Libraries, Documentation for toy libraries. Retrieved from http://it-la-toylibraries.org/home/wp-content/uploads/2016/05/ETL_Documentation_2014_REV.pdf

community resource, offering information and support to members, as well as being a lending service of toys, games and books. An added dimension of the TOY for Inclusion toy library is the priority given to multi-generational involvement, specifically young children and (social) grandparents, as well as older siblings and parents (also see **Part 1, Section 4** of the toolkit). Social grandparenting occurs when older adults fill the role of 'grandparents', for example in situations where biological grandparents may be absent¹⁷

3.2 Toy libraries as ECEC Play Hubs

The TOY for Inclusion toy library is a community-based ECEC Play Hub. They can take many different forms, and can be organised in many different places, as long as they are accessible to young children and other community members.

It is preferable that the ECEC Play Hubs have their own dedicated and welcoming space centrally located in a community close by, or attached to another permanent service(s) for young children. Such locations could be:

- Health centres – places that both young children and older adults access for health reasons
- ECEC formal centres (kindergartens) – Formal kindergartens can serve as a resource centre and a meeting place
- Book Libraries

In a transition phase, and to reach out to families who might be reluctant to come to the ECEC Play Hub if it is located in the above services, consider also organising an ECEC Play Hub in:

- Parks
- Playgrounds
- Traveling libraries in vans and busses...

¹⁷ The concept of social grandparenting was developed as part of the TOY project. It recognises the importance of the role of grandparents in the healthy psychosocial and affective development of children. When grandparents are not available, intergenerational programmes can provide a platform for other older adults to play this role, if enough space and time is given to both young and old to develop a relationship through play, exploration, sharing of values.

Duration and frequency of programmes (number of hours, days per week), location and types of services/ activities provided can vary depending on the needs of the community (also see **Appendix1, Sections 3.2 and 3.3** of the ECEC Play Hub Operating guidelines, for addressing the needs of the community).

Nevertheless, wherever the ECEC Play Hub is located, it should be a space where:

- Information about childrearing, health and development can be passed informally to parents and grandparents while they are playing with their children, improving their self-efficacy as parents and as grandparents.
- Parents of young children can meet with other parents from different backgrounds, and together take part in joint learning, creative and social activities, as well as sharing their knowledge, experience and world views.
- Grandparents and ‘social’ grandparents can be actively involved in joint creative activities with young children (e.g. storytelling, play and art activities) (also see Part 1, Section4 of the toolkit).
- Families, preschool and school staff can get to know each other in an informal setting, supporting the transition to school.
- Parents, grandparents and children can borrow toys, books and games to bring home, as well as playing with them at the ECEC Play Hub.

Operating guidelines providing practical information about setting up and running an ECEC Play Hub are to be found in **Appendix 1** of this toolkit.

Below are two examples of toy libraries, one from the Netherlands and one from Serbia.

The Centre for Children and Families in the Netherlands

Every neighbourhood in the Netherlands has a Centre for Children and Families (CJG) or equivalent. This is a local family-focussed health and social support centre where parents can bring their babies and young children for developmental checks and childhood vaccinations, and get advice about childrearing. Sometimes other services for young children, such as a preschool, playgroup, after school care or a toy library are held in the same building as the CJG. This is the case at the Woerden toy library, which is over 20 years old. Woerden is a small commuter city with a population of about 50,000 in the centre of the Netherlands.

The toy library is located across the corridor from the rooms where parents meet with the children's doctors and nurses and family coaches. The toy library space, which is shared with the after-school care programme, has a wide range of both indoor and outdoor toys and games for children aged zero to ten years. Indoor toys are organised by category in floor-to-ceiling cabinets along one wall of the room. Large outdoor toys such as bikes, scooters, buggies and trampolines are kept in an outdoor shed. The toy library also has a selection of toys for children with special needs.

The CJG is conveniently located next to the shopping centre and shares the building with two of the primary schools, a preschool playgroup and after-school care setting. One of the characteristics of this toy library, which currently has a membership of 180 families, is that it attracts families from diverse educational and cultural backgrounds, including some families who are recent migrants to the Netherlands. Families attending the CJG hear about the toy library from the staff there. Leaflets advertising the toy library are also placed in local day care centres and schools, and at the local library.

A big contributing factor to the sustainability of the toy library is the fact that the cost of the rent of the toy library space is paid for by the local welfare organisation: Welzijn Woerden. The toy library also receives a small annual grant from the municipality to replace and buy new toys.

Additionally, as with most 'regular' toy libraries in the Netherlands, members pay an annual membership fee of €17.50 and between €0.25 and €2 per toy borrowed, depending on the value of the toy and the number of parts etc. The toy library staff consists of a team of volunteer parents who are members of the toy library, and college students who work in the toy library as part of the service learning component of their course. The toy library volunteer staff also organise open days and fundraising events twice a year to both bring awareness of the community to the toy library, and to raise money in order to keep the toy library in operation.

Kangaroo traveling playground

NGO “Our Joy” from Zajecar, Serbia, in cooperation with the local government, police and local small businesses organised a traveling playground for children living in remote and disadvantaged areas. The idea was very simple: NGO activists travelled around with a car full of various types of toys, equipment (such as a mobile slider) and materials. Upon arrival to different places, they would invite local children, families and community members to use the toys, materials and equipment, and to organise a play space. The main goals of the traveling playground were: mobilisation of the local community around young children, empowering community members to take meaningful actions for children; creating spaces where children, community members and professionals could play and work together.

4. All generations learning and playing together

One of the innovative aspects of the TOY for Inclusion approach is the idea of intergenerational learning (IGL) applied to play spaces for all generations. This section provides information on the background of IGL and how it is being applied in TOY for Inclusion.

4.1 The benefits of intergenerational learning

Our approach to IGL is based on the knowledge and insights of the ongoing Together Old and Young (TOY) Project¹⁸, the goal of which is to promote intergenerational learning and create new possibilities for older adults and young children (from birth to age eight) to learn together and benefit from each other's company.

TOY responds to three key societal concerns:

- The first is **age segregation**, in societies that often isolates age groups into same-age institutions (such as preschools and care homes).
- The second is the need for better age integration, in response to a **global aging population**.
- The third is the need for social cohesion and solidarity in **culturally diverse societies**.

Definition of IGL

"Intergenerational learning involves different age groups learning together, learning from each other and learning about each other in a range of settings". (TOY Project)

Intergenerational learning can help decrease the marginalisation of young children and older people, especially those living in difficult circumstances, such as migrants, refugees and Roma, making important contributions to bridging the existent gap between different social groups in society. Previous research demonstrates that such activities challenge stereotypes, and all involved experience the values of solidarity, respect and acceptance of the 'other'¹⁹.

¹⁸ For more information about the TOY Programme go to: www.toyproject.net

¹⁹ The TOY Project Consortium (2013) *Intergenerational Learning Involving Young*

4.2 Intergenerational learning in practice: who and what is involved?

Organising intergenerational learning (IGL) activities can take different forms and requires a range of resources. In the framework of the TOY Programme, these activities involve three generations: **the young children, the older adults and the middle generation**, who is responsible for facilitating the relationship between the first two. The middle generation is often represented by practitioners working or volunteering either in ECEC (day care centres, kindergartens, pre-schools, toy librarians, etc.) or in social care for older adults. In some cases, community development workers responsible for the well-being and participation of all citizens in a certain area can take on the role of IGL facilitators.

As stated above, it is not always necessary to involve institutional settings such as preschools, schools or care homes for older adults in order to organise a successful IGL activity. In fact, IGL can also take place in non-formal and informal settings, such as toy libraries, playgrounds, community centres, arts centres, or parks.

To be able to organise a sustainable and meaningful IGL activity, facilitators need specific **skills and knowledge**, which they don't necessarily have without training. The competences requested to design and run an IGL activity include:

- Understanding the concept of IGL and the benefits of bringing different generations together;
- Understanding the concept of communities for all ages;
- Knowledge about how children and older people learn and develop, and which activities are more suitable for them;
- Recognizing and detecting negative stereotypes against young children and older people, and having the skills and knowledge to counteract them;
- Knowledge and skills to promote diversity, inclusion and equity when working with people from different backgrounds;
- Knowledge and skills to communicate with children, older

*Children and Older People, Leiden: The TOY Project. http://www.toyproject.net/wp-content/uploads/2016/01/TOY-literature_review_FINAL.pdf; del Barrio et al. (2016) *Together Old & Young: How should we live together? A spotlight on the benefits of contact between the youngest and the oldest citizens in our communities*. Retrieved from <http://www.toyproject.net/publication/latest-publications/toy-position-paper/>*

adults, their families and other practitioners working in the community;

- Knowledge and skills to design, implement and evaluate an IGL activity in a participatory way;
- Knowledge and skills to provide and maintain quality and sustainability in IGL.

A wide range of activities can be organised as IGL activities. Some examples are:

- Older adults reading aloud for children;
- Art activities (painting, drawing, theatre, etc.) where children and older adults work together towards a final product;
- Gardening and cooking together;
- Discovering how play has changed over time (children playing old games and older adults playing more modern games)
- Exploring games from different cultures and traditions, and re-visiting them together;
- Making music together, using instruments from different traditions;
- Free play.

The following examples give an indication of the wider range of settings where IGL involving young children and older adults can take place. Also of note are the kinds of activities that are of interest to both young and old.

Older adults as volunteers

Grandparents in the library (Rome, Italy)

For many years, in a multicultural district in the city of Rome, senior volunteers (55+) who are grandparents of school children have run a library, where they read and discuss books with children aged four to nine years, in a primary school setting. Volunteers participate for four hours every week. Groups of students visit the library under the guidance of two such volunteers, who help them choose books to borrow. Approximately 400 children visit this library in total.

The main motivation of the project is to offer children a space to become familiar with and to enjoy books. The initiative provides an answer to the distinct lack of a library in the neighbourhood, and is a way to provide books for those who don't have them at home. This is especially important for the many families in the community that come from other countries and have low literacy levels. The project also provides opportunities to adapt the activities of the library to the multicultural background of the students, and of the community in general. "Children have very different backgrounds, and some with many problems; we have more time for these things and it is a great satisfaction when you see changes on them." Giuliana, senior volunteer, female, 64.

IGL and cultural heritage

The spoken-dance of Moors and Christians (Lleida, Spain)

The Municipality of Lleida organised a project to share the cultural heritage of the town via an intergenerational arts scheme. This involved the revival of a traditional dance and drama – the Ball parlat dels moors i cristians. Children and older people, 36 in total (from four to 70 years-old) were guided by a theatre director.

They worked together to explore the cultural and historical context of the play; they wrote the text, which the children adapted for their peers, made costumes, and finally performed the actual play. By taking part in this creative project the participants learned new theatre skills, and the shared responsibility helped reduce negative stereotypes and increase respect between the generations. Many children who participated in these activities came from migrant families and had the opportunity to discover the history and heritage of the city of Lleida, and feel a part of it.

"The activity has been a great experience. Everyone (professionals, children and seniors) has learned to value, respect and enjoy learning together. We must continue to invest in these types of intergenerational activities because they enrich our community." Alba, facilitator, 25.

Intergenerational play

Intergenerational toy library: 1, 2, 3... Let's play again? (Aveiro, Portugal)

At the Centro Comunitário da Paróquia São Pedro de Aradas in Aveiro, children's and older people's services are usually located in separate buildings. In this initiative that took place in 2014, 88 three to six year-olds from a kindergarten visited seniors in their care home to play and create games together. The 15 seniors involved ranged in age from 76 and 94 years-old, and were visited by the children in groups of 20 at a time. Activities included board games, such as dominos, puzzles and physical activities. Children taught the seniors how to use and play with a tablet (i.e. ICT skills), and older people taught the children how to play more traditional games. An additional benefit was improved fun and learning opportunities between the two generations.

"The intergenerational activities present an opportunity for all those involved to experience an atmosphere of 'giving and receiving' with fraternity, generosity, promoting feelings of gratitude." Susana Passos, facilitator, 38

Arts and creativity through IGL

Arts and Crafts for Old and Young (Boguszyce, Poland)

Four village primary schools in Pukinin, Konopnica, Boguszyce and Stara Wojska came together, along with the local library in Boguszyce, to engage the youngest local children (four to nine year-olds) in learning traditional crafts and games from seniors in the communities who were keen to engage with children. Together they sewed, made dolls' clothes, made tissue-paper decorations, and learned traditional outdoor games. The main goal was to stimulate older people to be more active in the community, enrich learning processes of both older people and young children, and preserve local creative traditions.

"I'm going to sew clothes for my dolls at home, just like Ms Józefa taught us how to do." Julia, six

More examples of IGL activities involving young children and older people can be found on the TOY website²⁰

20 <http://www.toyproject.net/publication/toy-in-action/> and <http://www.toyproject.net/blog/>

4.3 Intergenerational learning in TOY for Inclusion

In the framework of TOY for Inclusion, IGL is being promoted as a means to foster intercultural dialogue between people with different ethnic, religious and socio-economic backgrounds (e.g. Roma/non-Roma, migrants/non-migrants, etc.).

By inviting older adults from different backgrounds to spend time in the ECEC Play Hub, share their experiences of play and fun with young children, and by organising events with and for them, new relationships can be built and prejudices can be overcome. Through IGL, the cultural heritage of different groups can be shared, promoted and transmitted across communities and generations. This topic is discussed further in the following section.

5. Diversity, equity and inclusion

The segregation of families with different cultural and economic backgrounds in a society can have a detrimental effect on young children and their families, in terms of their rights, development and future. **ECEC programmes can provide an equal-rights meeting space** for families from diverse backgrounds to meet, connect and find the support they need. This section provides important background information on this topic, and how it is being addressed in the TOY for Inclusion ECEC Play Hubs.

5.1 Equal access to ECEC

It is a well-recognised fact that minority, migrant or otherwise segregated families have reduced access to ECEC services. For example, the European Commission's communication on ECEC from 2011 states: "although their needs for support are greater, participation rates of Roma children in ECEC are generally significantly lower than for the native population."²¹

Access to desegregated/integrated education and care services is an important tool for the healthy development of individuals and societies. Currently, many countries operate segregated education environments, for example isolating Romani children to all-Roma or majority-Roma learning environments. The European Court of Human Rights (ECHR) decreed this practice to be unlawful, and a violation of children's rights.²²

5.2 Desegregation in TOY for Inclusion

Segregation is influenced by many structures within society, from policy decisions to community actions and programme inclusiveness. The TOY for Inclusion approach seeks to provide families with

21 European Commission(2011).. *Early Childhood Education and Care: Providing all our children the world of tomorrow* Retrieved from <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0066:FIN:EN:PDF>

22 See: European Court of Human Rights. Case of D.H. and Others v. the Czech Republic (2007). Retrieved from <http://hudoc.echr.coe.int/eng?i=001-83256>; European Court of Human Rights. Affaire Sampaniset Autres c. Grèce (2008). Retrieved from <http://hudoc.echr.coe.int/eng?i=001-86797>; European Court of Human Rights. Case of Oršuš and Others v. Croatia (2010). Retrieved from <http://hudoc.echr.coe.int/eng?i=001-97689>

services sensitive to ethnic diversity, with respect to culture, language and other identity features.²³ Shared public spaces are the first steps towards an inclusive environment, leading to stronger social cohesion at a community level.

In his publication *Toward an equal start: closing the early learning gap for Roma children in Eastern Europe*,²⁴ Joost de Laat listed a number of **policy recommendations** that could be applied to the development of inclusive ECEC services:

- (1) Better inform parents of the benefits of preschool for children's later-life outcomes.
- (2) Promote inclusive preschools by reaching out to parents and by involving them more directly in preschool, with the help of Roma teaching assistants.
- (3) Remove cost barriers possibly coupled with regular attendance subsidies.
- (4) Support parenting at home.

The TOY for Inclusion approach sees toy libraries, operating as community ECEC Play Hubs, as an opportunity for inclusive and desegregated services for all members of a community. The above recommendations can be synthesised into **four practice goals for inclusive ECEC Play Hubs**:

1. To foster and **build on relationships with families**, local communities and broader social environments.
2. To **strengthen parenting practices** and empower positive parenting, through education and informal support structures.
3. To **encourage diversity** in child and parent experiences.
4. To **encourage the engagement of children** with preschool and further educational programmes²⁵

23 There is some discrepancy between aims of pro-Roma policies and frameworks. While some aim for integration (e.g. the EU Framework for National Roma Integration Strategies), others put inclusion as their ultimate goal (e.g. the Decade for Roma Inclusion 2005-2015). Among civil society and education specialists, inclusion is a preferred term, understood as a next step after integration.

24 Laat, J. de. (2012). *Toward an equal start: closing the early learning gap for Roma Children in Eastern Europe*. Retrieved from http://siteresources.worldbank.org/EXTROMA/Resources/RomaECD_FinalReport.pdf

25 Ankie, V., Zorica, T., Peeters, J., Olga, L., & Dragana, K. (2013). *Manual for diversification of programs for preschool education*. Belgrade, Serbia: IMPRES, UNICEF, Ministry of Education Serbia.

Also see **Appendix 1**, (ECEC Play Hubs Operating Guidelines); **Appendix 2** (ECD-QUAT for Play Hubs) and **Appendix 4** (Diversity and Social Inclusion – Exploring Competences for Professional Practice in Early Childhood Education and Care) for more tips on how to develop an inclusive and desegregated environment.

5.3 Embracing diversity

Inclusive education teaches children from early years to live in an inclusive world with friends of different economic, ethnic, religious or other backgrounds. If education takes place in a segregated manner, then this opportunity is missed, and as children grow and communities age, segregation in society prevails. With early inclusion, we can prevent this.

One of the core principles of inclusion is the embracing of diversity, as opposed to exclusion of individuals and groups on the basis of their background. The principle of embracing diversity is built on understanding several core pillars, which are typically included in trainings on diversity for professionals:²⁶

- Identity;
- Exclusion, inequity, discrimination and oppression;
- Cycles of oppression;
- Language and communication;
- Giving voice to families and communities.

Identity and the sense of self are built through living in a community of ‘others’. Social scientists demonstrate that only through dialogue and interaction across differences can we form the *generalised other*, which then supports the community identity of *us*. Without dialogue, and in the absence of contact between Roma and non-Roma communities, identities are restricted to ethnic definitions. In this case, other identities, which have a potential to build bridges, are neglected. By offering quality community-based non-formal ECEC, built on affordability, availability, accessibility, desirability, usefulness and compressibility, we can help all children develop a healthy identity in a healthy

26 See: ISSA (2013). *Embracing Diversity: Equitable Societies through Personal Transformation*. Retrieved from: https://issa.nl/embracing_diversity

and diverse environment (also see Part 1, Section 2 of the toolkit). For Romani children in particular, it is crucial to develop an understanding that success and ethnicity do not exclude one another.

Exclusion and **inequality** are a self-perpetuating phenomenon, as they influence generation after generation. The unequal status of the excluded creates obstacles in the effective fight against exclusion. It is crucial that practitioners as well as the general public understand this concept, especially in light of the additional support that is required to break this cycle. Too often, particular targeted measures are perceived as an advantage to a given group due to a lack of understanding around the inequality of the group's starting position.

Cycles of oppression are also self-perpetuating, and the phenomenon is based on the transmission of the same practices of discouragement experiences by one generation, to the next generation. Younger generations are discouraged to participate in democratic processes, seeing no way out of their current situation, and thus completing the circle. It is generally believed, however, that children experiencing exclusion are not by nature passive agents. With adequate support, they can develop a sense of personal worth, and break the cycle of oppression. The main building block for this process is participation in decision-making since childhood, without being excluded.²⁷

Language and **communication** play a significant role in the design of inclusive environments. In many cases, Romani children are placed into special education on the premise of developmental delays. The real issue, however, is often a lack of comprehension of the language of instruction. Where possible, TOY for Inclusion consortium employs multilingual approaches, using up-to-date knowledge of the development of linguistic skills in young children. The key issue in many cases is not so much the sole absence of knowledge of the language of instruction, but more so the lack of comprehensive development of the mother tongue. Therefore, in such cases it is crucial to build knowledge of the mother tongue alongside the language of instruction.

Giving Voice to Families and Communities as a crosscutting principle should be employed in all types of support and assistance. In

²⁷ Biggeri, M., Karkara, R. (2016). *Transforming Children's Rights into Real Freedom: A Dialogue between Children's Rights and the Capability Approach from a Life Cycle Perspective*. In: Stoecklin, D., Bonvin, J.-M. (2016). *Children's Rights and the Capability Approach, Challenges and Prospects*. Springer. ISBN 978-940-017-9091-8

TOY for Inclusion, where community members are actively involved in ECEC Play Hubs, this principle is deeply embedded. Through initial community mapping, the voice of the target group is included in the project from the initial phase. This principle should be maintained throughout the project, as well as in the sustainability phase.

5.4 Social justice and anti-bias education

Derman-Sparks and Edwards define four goals of anti-bias education:

- 1) Each child will demonstrate **self-awareness, confidence, family pride and positive social identities**.
- 2) Each child will express **comfort and joy with human diversity**; accurate language for human differences; and deep, caring human connections.
- 3) Each child will increasingly **recognise unfairness**, have language to describe unfairness and understand that unfairness hurts.
- 4) Each child will **demonstrate empowerment and the skills to act**, with others or alone, against prejudice and/or discriminatory action.²⁸

The core principle of anti-bias education is the belief that all children and families can be successful and contributing members of society, regardless of their background and socio-economic status. The key aspect of anti-bias practice is challenging prejudice and stereotypes. It is built on the belief that each individual can take an active stance in combatting stereotypes, oppression and bias in society²⁹, which is fostered in TOY for Inclusion through the meeting of members of broad cultural backgrounds in a safe shared space, where interaction, learning and development is promoted. One example of the positive impact of such an approach can be found in IGL projects, as mentioned above, which aim to disband negative stereotypes of

28 Derman-Sparks, L., Edwards, J. O. (2016). *The Goals of Anti-bias Education. Clearing Up Some Key Misconceptions*. Anti-Bias Education Exchange. May/June 2016. Retrieved from: <<http://www.antibiasleadersece.com/wp-content/uploads/2016/07/Goals-of-ABEMisconceptions.pdf>>

29 ISSA (2005). *Education for Social Justice: Training Manual for Adults 2005*. Contact ISSA to access this resource: info@issa.nl.

Playgroup in Primary Health Centre in Ada (Serbia)

The local NGO “Rainbow”, in cooperation with a preschool institution and health centre, organised a play group in the primary health centre, where children and adults could play and learn together. The main purpose of the playgroup was to attract children and families from marginalised groups to health centres, provide them with a safe and welcoming space, inspire playing and learning activities, connect staff from the health centre with marginalised families, and build positive interactions between different groups.

Who reads does not get lost (Serbia)

The local NGO “Rainbow”, in cooperation with a preschool institution and health centre, organised a play group in the primary health centre, where children and adults could play and learn together. The main purpose of the playgroup was to attract children and families from marginalised groups to health centres, provide them with a safe and welcoming space, inspire playing and learning activities, connect staff from the health centre with marginalised families, and build positive interactions between different groups.

Examples from Serbia (MATRA project 2010/ICDI and CIP)

6. Evaluation and quality monitoring, including sustainability

The TOY for Inclusion approach takes the necessity of quality in services for all young children seriously. This section of the toolkit outlines the TOY for Inclusion approach to evaluation and quality monitoring and improvement.

6.1 A participatory approach to quality assessment and improvement

TOY for Inclusion incorporates an approach to quality monitoring and improvement which is user-friendly; dynamic and participatory. This means that it involves all the local 'players', who have the best interests of young children and their families (including older generations) in mind, within the frame of social cohesion. The principle tool being used is the **Early Childhood Development Quality Assessment Tool (ECD-QUAT)**, which has been adapted for ECEC Play Hubs.

The principle behind the ECD-QUAT is that by involving stakeholders, such as parents and grandparents, ECEC Play Hub assistants, educators and community health workers in the process of assessing how a service functions (or not functions), real ownership can be created for the initiative, making way for improvements.

The ECD-QUAT for ECEC Play Hubs creates an opportunity to have an **open discussion**, and improve a Hub or other service for young children by taking all users seriously, promoting staff to reflect on their work, overcoming differences by discussing them together and making use of existing expertise, opinions and insights from different stakeholders. In other words, the ECD-QUAT is a method for promoting **participatory action**!

At the heart of the ECD-QUAT for ECEC Play Hubs are **six dimensions of quality**:

- Child Friendliness; • Agency; • Safety, Health and Protection;
- Staffing and HR; • Connectedness; and • Sustainability.

These are described in the box below:



Child Friendliness or Child-friendly Environment

This dimension refers to the way in which staff members interact with the children participating in the ECEC Play Hub, as well as to the quality of the materials, activities and facilities provided by the Play Hub. The seven components of this dimension put the interests of the child centre-stage.



Safety, Health and Protection

This dimension refers to the overall security, safeguarding, and physical condition of the ECEC Play Hub, as well as to the way in which young children's overall wellbeing is taken care of.



Connectedness

This dimension refers to the way in which the ECEC Play Hub is embedded in relevant social structures. Staff involved in the Hub need to reach out to people and other agencies in the community, such as parents and grandparents, health services, NGOs and after-school programmes, as well as local authorities and businesses, in order to validate and attach meaning to their work. It is also important for them to enable access to resources, to inform others about their work and receive feedback from them, identifying and exploring opportunities for cooperation, and securing support.



Agency

This dimension refers to the way in which children are enabled to exercise choice and to use initiative as an active participant and partner in their own play, learning and development. Agency recognises that chil-

dren's voices should be heard, that they are capable of giving direction in their own lives and that children should participate and contribute to events and processes affecting their lives.



Staffing and HR

A good quality ECEC Play Hub requires much from its staff: knowledge and understanding of children and the role of play, games and interaction in their learning and development; supporting parents and grandparents to play with young children and being able to work with other organisations; being able to respect and embrace differences and act against bias and unfairness; knowledge of the key policies and administrative procedures involved in running an ECEC Play Hub.



Sustainability

This dimension refers to the durability of the ECEC Play Hub and the chances of maintaining and continuing it for the foreseeable future. Commonly, `sustainability` is looked at from a budgetary point of view: is there sufficient money to pay the staff, maintain the premises, buy and replace toys, books and materials? But there is more to sustaining an ECEC Play Hub. Attention should be given to demand; if the wider community is supportive; whether staff are trusted and respected and whether they have the motivation and skills to reach out and establish partnerships with key stakeholders; and most importantly whether the children visibly better off with the service than without it.

Each of the six dimensions has a number of associated component parts and accompanying questions for reflection. The original ECD-QUAT, of which the ECD-QUAT for Play Hubs is an adapted form, is intended for preschools, kindergartens and day care centres. It is possible to adapt the detail of the components and questions for reflection, for other types of initiatives and services in which young children participate, such as in the case of the ECEC Play Hubs at the centre of the TOY for Inclusion project³⁰

These dimensions and components define quality practice in ECEC Play Hubs, and are in line with the major themes in policymaking, practice and the research literature in relation to quality services for young children. They also capture the four building blocks at the centre of the TOY for Inclusion approach. Both structural and process features of quality ECEC (see below) are incorporated in the ECD-QUAT. Importantly, the ECD-QUAT is relevant for all ECEC Play Hubs, whatever their size, location and stage of development, including at the planning stage.

Structural quality is often the focus of policy guidance from international organisations, and compared to process quality is relatively easy to measure. Structural quality refers to how an ECEC system is designed and organised, including factors such as staff requirements, design of the curriculum, regulations associated with financing, ratio of staff to children, arrangements to ensure that all children are treated fairly and in accordance with their needs, and health and safety requirements. It ensures that services are holistic and meet children's needs across a range of areas, including health, nutrition, social protection and poverty reduction³¹. The quality of ECEC Play Hubs is assessed in terms of health and safety, the quality of staff, and the degree to which the ECEC Play Hub meets the needs and interests of children and community members.

30 The ECD-QUAT for Play Hubs is a freely available resource, but in order to apply it in the correct way facilitators need to participate in a training. Please, contact International Child Development Initiatives – ICDI for more information on the tool and the training. www.icdi.nl

31 ISSA (2014) *Review of Documents on Measuring and Improving Quality*: Background material for the International Consultation, 'Measuring and Improving Quality in Early Childhood Environments' September 2014, Leiden.

Process quality captures the daily practice and interactions within a setting, including the relationships between staff and families; relationships between staff and children and among children; the extent to which care and education is provided in an integral way; the role of play within the curriculum and the day-to-day pedagogical practice of staff. According to Reyes and Britto³², process quality should also include the nature of interactions and relationships between and among service providers, as well as their leadership and management. Dimensions of process quality in ECEC Play Hubs such as interaction between staff and children, and the relationship between the ECEC Play Hub staff and families and the wider community, are assessed in the ECD-QUAT.

6.2 How the ECD-QUAT can be used in TOY for Inclusion: the role of the Local Action Team

The six dimensions of the ECEC Play Hubs are the building blocks of the ECD-QUAT, and are the subject of the **ECD-QUAT session discussions**, which should take place with stakeholders every six months (before the action – planning; mid-term; and end term).

Stakeholders collectively agreeing on an **action plan to improve specific aspects of quality**, is the last and very critical part of the ECD-QUAT discussion. In the TOY for Inclusion approach, the stakeholders are the members of the **Local Action Team (LAT)**.

The LAT coordinates the process of designing, running and monitoring the ECEC Play Hub's activities, ensuring good coordination, sharing of information, and local ownership.

The composition of the LAT should reflect the local context, so that

32 Reyes, C. and Britto, P. (2014) *Achieving quality early child care and education programs in the majority world: A practical and comprehensive framework for implementation, monitoring and evaluation*. Edward Zigler Center in Child Development and Social Policy/ Child Study Center/Yale University.

members of different communities, minorities and institutions can recognise their interests and concerns as being represented in the LAT. A tentative list of members for a LAT could include the following:

- One LAT coordinator;
- One ECEC practitioner and/or director of preschool;
- One social care practitioner (representing needs of older adults);
- ECEC Play Hub assistant;
- One local primary school teacher;
- One representative of local municipality;
- One parent;
- One health worker or social workers;
- One representative of local community development organisations, art centres, libraries.

The LATs should be formed with sustainability in mind: a group of stakeholders representing different institutions and communities (e.g. Roma/non-Roma) trained to work together to initiate and support ECEC and social cohesion initiatives.

To select members of the LAT, a **community stakeholder mapping** is suggested. Through this exercise, individuals and institutions concerned and involved in the wellbeing, development and learning of young children can be identified and brought together to initiate co-operation. More details about this process can be found in the ECEC Play Hubs Operating Guidelines (**Appendix 1**).

Members of the LAT should be trained and supported to assume leadership roles in setting up, managing and monitoring ECEC Play Hubs, as well as in measuring and improving their quality. The ECD-QUAT for ECEC Play Hubs can also be used by the LAT in the planning phase of the ECEC Play Hubs.

Appendix 2 contains the guidelines and accompanying handouts and tools to implement the ECD-QUAT for Play Hubs, both as a planning tool and as a tool to assess and monitor quality.

Additional monitoring and evaluation tools are also made available to the LATs. These tools are designed based on a participatory approach and can be used to capture the views of all actors involved (children, families, practitioners, and older people), at all stages of the design and implementation of the initiative.

7. Putting it together in practice

This final section of **Part 1** of this toolkit provides a useful summary of all the component parts of the TOY for Inclusion approach.

7.1 What are we trying to achieve?

The overarching goal of the TOY for Inclusion approach is to **combat segregation** and **enhance cohesion** at a **community level**, by promoting equity in **access to high quality ECEC services** for children growing up in difficult circumstances.

The approach places value on the **importance of play for all generations**, providing a space for all generations to meet, interact, and develop relationships through play.

The community resource of an ECEC Play Hub will provide inclusive services to all members of a community, promoting **equity, inclusion and respect for diversity**, with a special focus on the needs of the oldest and youngest members, and those most vulnerable to exclusion and segregation.

In practice, the ECEC Play Hubs facilitate **community engagement** by ensuring that the service is embedded within the local community, responding to the needs of the community and providing a sustainable service.

An important contributor is **participation and partnership** with local community members and stakeholders, ensuring that the program promotes involvement and recognises the equity of its members.

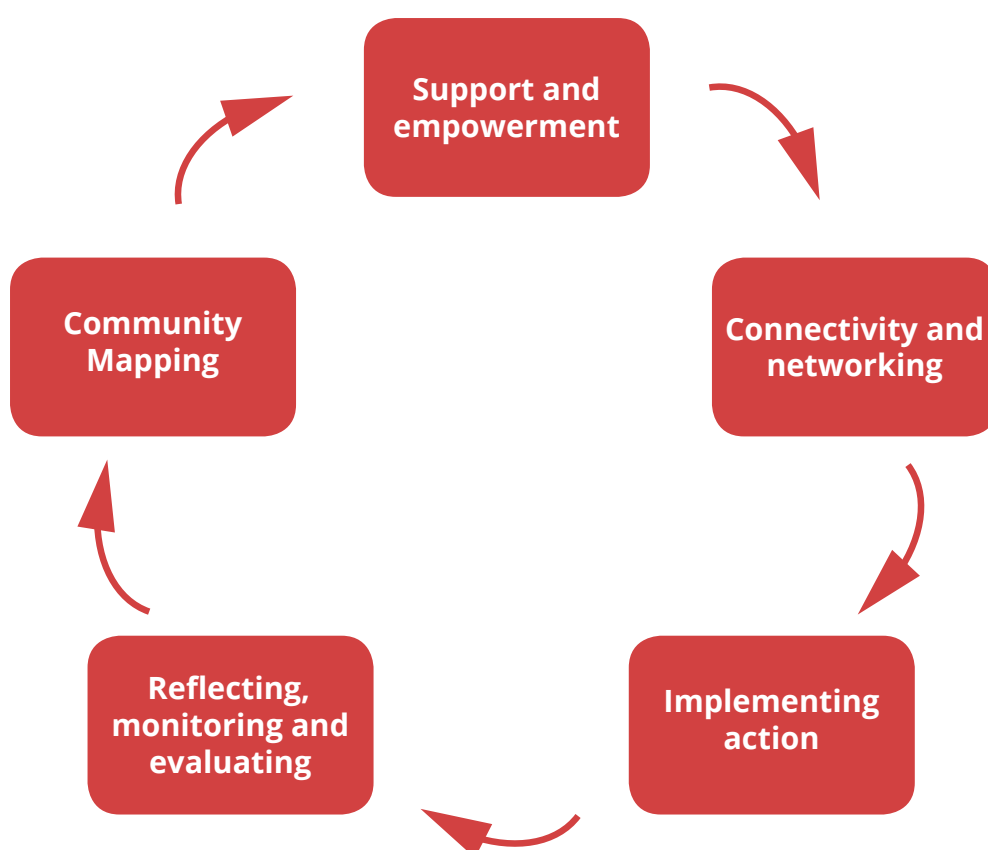
At the core of the TOY for Inclusion approach is an **ECEC Play Hub**: a safe, welcoming, non-discriminating and inspiring physical and psychologically safe and secure space. The ECEC Play Hub should be accessible to all members of a community, with a special focus on the youngest and the oldest. It is essential that the ECEC Play Hub is located in the community and close to where children and families live. It should provide children, families and community members with integrated, meaningful and affordable activities, programmes and opportunities.

In the TOY for Inclusion approach, the **engagement of community members and stakeholders** is key to the success of the ECEC Play Hubs. The approach is developed on the assumption that the Hubs need to be **designed, run and monitored** by those in the community who are concerned with the health and well-being of young children and their families. The Local Action Team serves this function.

The Local Action Team, who is responsible for setting up the ECEC Play Hub, should operate from the principles and practices discussed **Part 1** of this toolkit, and apply this knowledge to the training and resources provided in **Part 2**.

7.2 The TOY for Inclusion five-phase process

The process of developing the **ECEC Play Hubs for all generations** has five stages^{33 34}



³³ Adapted from: Trikić, Ed (2010), *Pocni od pocetka – Roditelji, profesionalci i lokalna zajednica - Zajednicke akcije za dobrobit dece*, CIP Center for Interactive Pedagogy

³⁴ Adapted from: Vandekerckhove et al (2013). *Manual for diversification of programs for preschool education in Serbia*, Ministry of education, science and technological development of Serbia

1. Community mapping: One of the most important things to consider when developing your ECEC Play Hub as a community resource centre is your ability to link parents and families with the structural or social support that they need. You and your staff cannot provide a family with the extent of their needs, however you can act as a first point of contact for families who are outside the support network, bridging the gap between families and local support structures. Also see **Appendix 1, section 2.6** of ECEC Play Hubs Operating Guidelines for how to conduct this stage.

2. Support and empowerment: Part One has provided the theoretical knowledge and overarching goals to be applied to the development of a new ECEC service in the community. The training session found in **Part Two** of this toolkit will provide the practical training needed to guide the operation and running of ECEC Play Hubs

3. Connecting and networking: Successful running of the programme relies upon connecting with local services and providers, embracing the integrated services initiative of TOY for Inclusion. The LAT team is a vital part of this process, developing cooperation among members, and with other services in the community.

4. Implementing actions: This step embodies the operations of the ECEC Play Hub programme, including activities, sessions, and responsiveness to the needs of the community; implementations should be flexible and accommodating.

5. Reflecting, monitoring, and evaluating: Appendix 2, section 6 describes the evaluation tool to be used throughout this programme; the ECD-QUAT. The evaluation process is dynamic and ongoing, and discussions around the success of the programme can be informed by the information given in **Part One** of this toolkit.

The five stages of the TOY for Inclusion process, including the main tasks and goals of each phase, are summarised in the graphic below

Community Mapping	<ul style="list-style-type: none"> ▪ Selecting local coordinator and Local Action team ▪ Gathering data on state of the children and older people in the local community with the special focus on children from disadvantaged groups ▪ Mapping the existing resources (both material and human) in the local community (potential places for activities and stakeholders) ▪ Defining the shared vision
Support and empowerment	<ul style="list-style-type: none"> ▪ Mapping needs of key actors - what do they need to know, what skills they need and what skills are already present ▪ Organizing and delivering different types of trainings for mixed and diverse groups of stakeholders ▪ Providing mentoring and peer support ▪ Creating new knowledge ▪ Creating the space for dialogue between different actors and stakeholders/ exchanging ideas
Connectivity and networking	<ul style="list-style-type: none"> ▪ Involving different stakeholders ▪ Building partnerships ▪ Creating networks of support and networks for advocacy ▪ Mobilizing community ▪ Exploring possibilities for different sectors and services to work together ▪ Bringing different types of organizations and services together
Implementing action	<ul style="list-style-type: none"> ▪ Joint planning of activities and actions ▪ Implementing actions and activities that are meaningful for the community ▪ Avoiding expert solutions and following the lead of the community
Reflecting, monitoring and evaluating	<ul style="list-style-type: none"> ▪ Collecting data on implemented activities ▪ Joint reflection on results of the activity ▪ Special focus on quality monitoring (ECD-QUAT) ▪ Introducing changes if needed

You have reached the end of **Part One** of the TOY for Inclusion toolkit. We hope you now have a sound understanding of the concepts and ideas that form the basis of the TOY for Inclusion approach, and feel inspired and confident to support local communities and practitioners to set up an ECEC Play Hub.

Part Two of the toolkit will provide you with all the materials, resources and tools to facilitate training activities for practitioners who wish to set up an ECEC Play Hub in their community.

A vertical stack of wooden blocks in various colors (white, red, orange, green, blue) is the central focus. The background is a blurred image of a person's face, creating a sense of depth. The text 'PART TWO' is overlaid on a white rectangular box in the lower-middle section.

PART TWO



MODULE 1

This module introduces participants to the TOY for Inclusion approach, the project activities and its goals. Priority is given to participants getting to know each other and discussing their needs and expectations, and any concerns or general questions they might have.

Module 1 includes activities designed to unpack the concept of community-based Early Childhood Education and Care, and the importance of early years and programmes targeting young children, their families and communities. It also explores the concept of holistic child development and holistic interventions targeting young children, with a special focus on vulnerable children and the interactions between formal, non-formal and informal education.



1.1 Introduction to the training

Activity 1.1.1: Programme overview and getting to know each other



Activity objectives

- To present the training programme, the topics and the way of working
- To create an opportunity for people to get to know each other



Material needed

Handout 1.1.1.: Draft 5 days agenda
Blank participant badges
Pens



Description

Step 1: To begin, ask participants to decorate the blank badges with their names, and to draw a symbol that represents them (5 minutes)

Step 2: Next, participants are to walk around the room and introduce themselves to one another (10 min)

Step 3: Walk participants through the training agenda and the methodology (15 minutes)

Step 4: Provide some time for questions, comments and suggestions



Duration

30 min



Activity 1.1.2: Why are the early years so important?



Activity objectives

- To understand the importance of the early years
- To gain a basic understanding and knowledge of how to promote the importance of the early years and high quality ECEC programmes



Material needed

PowerPoint
5 Transparent folia with blank white A4 paper inserted
Markers
Paper tissues
Handout 1.1.2. for the facilitator



Duration

60 min



Possible follow-up and links to other activities

Part One, Section 2 of the toolkit



Description

Step 1: Divide participants in five small groups and explain that they will participate as separate teams in the quiz. Explain the process; that after each question participants are to discuss the question in their groups, and write the answer on the folia. After each turn of questions and answers, participants should clean the folia using the paper tissue, ready to use again for the next answer (3 minutes)

Note for the trainer: This is a very easy and practical activity and can be used for many different purposes such as answering questions, voting etc.

Step 2: Quiz: Use the PowerPoint provided to present the quiz (five questions). After each question, teams have a minute to decide on the answer and write it down on the folia. Use the quiz to explain the relevant theory, and give comments and feedback on the answers provided by the five groups. Key concepts are described in slides 14-19 of the PowerPoint (including videos) (30 minutes)

Step 3: Advocating for ECEC: Participants are to stay in the same groups, and their task is to imagine that they have met important stakeholders in their community. They each have three minutes to persuade the stakeholder(s) to invest in ECEC. Each group has a variation on this task (see handout). Give groups five to ten minutes to prepare what they will say (10 min)

Step 4: Invite groups to present their speech, and provide comments (17 minutes)

1.2 Introduction to the TOY for Inclusion approach

Activity 1.2.1: Introduction to the project: TOY for Inclusion vision and principles



Activity objectives

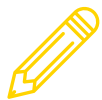
- To understand the TOY for Inclusion approach at a glance



Description

Step 1: Present the project goal, values and activities, using the PowerPoint provided (45 minutes)

Step 2: Provide some time for questions, comments and clarification (15 minutes)



Material needed

PowerPoint



Duration

60 min



Possible follow-up and links to other activities

Part One, Section 1 of the toolkit



Activity 1.2.2: What can I bring to the project?



Activity objectives

- To understand which role each participant thinks he/she can play in the project, and start identifying possible links between participants



Material needed

A selection of photos (if you have 20 participants you need at least 60 photos) printed.

Alternatively, objects, or images from magazines and newspapers can be used instead of photos. Flipchart and markers.



Duration

30 min



Description

Step 1: Lays all the photos down on the floor

Step 2: Invite participants to walk around the room, look at the photos and eventually choose two of them; one that represents what they can bring to the project (positive expectation) and one that represents his/her fears (5 minutes)

Step 3: Instruct participants to go back to their places, and invite them to tell the group why they choose each photo (10 minutes)

Step 4: Keep note on the flipchart of the expectations and fears, and try to cluster them into groups (5 minutes)

Step 5: Finally, invite participants to discuss their expectations and fears as a whole group (10 minutes)

1.3 Community based early childhood education and care (ECEC)

Activity 1.3.1: Community-based ECEC and integrated services



Activity objectives

- To understand the meaning of community-based ECEC



Material needed

Video material
PowerPoint
Flipchart



Duration

60 minutes (or 30 minutes without the video)



Possible follow-up and links to other activities

Activity 1.3.2: What is an ECEC Play Hub?
Activity 1.3.3: Formal, non- formal and informal services for young children
Activity 2.2.1: Toy libraries as ECEC Play Hubs



Description

Step 1 and Step 2 are only relevant for English speaking participants. If your group is not familiar with English, skip to Step 3

Step 1: Start by showing the video Early Childhood Education: Embedded in the Community, from New Zealand (<https://www.youtube.com/watch?v=cLDDFe-dc0zM>)

Ask participants to closely watch the video and pick out the most important and relevant messages that address ECEC services embedded in the community (10 min)

Step 2: Ask participants to share what they noted and write the key messages on the flipchart. Use what they have shared to draw a conclusion, and move on to the PowerPoint (20 min)

Note for the trainer: Be sure to stress participation, trans-generational and whole community approach, diversity of fun, challenging and mobilising activities, involvement of parents, building strong connections with the local community, gathering around young children, etc.

Step 3: Use the Power Point to elaborate on the key messages and the conclusion(s) drawn by the group (15 min)

Step 4: Ask participants if they have personal experience in organising community-based ECEC, and ask them to provide the group with an example of what they do (15 min)

Activity 1.3.2: What is an ECEC Play Hub?



Activity objectives

- To understand the meaning of community ECEC Play Hubs and their core principles



Material needed

PowerPoint
Handout 1.3.2.1. for the facilitator:
Cards with core principles of
community hubs
Handout 1.3.2.2. for the
participants
Flipchart



Duration

45 min



Possible follow-up and links to other activities

Activity 2.2.1: Toy libraries as ECEC Play
Hubs



Description

Step 1: Divide participants into ten groups/pairs (if the number of participants is small, assign two or more core principles to each sub-group)

Step 2: Small group work: Provide each group with one of the core principles of the community hubs. In groups, the task is to define what their principle means (10 min)

Step 3: Sharing in the big group: Each group is then to share their definition of the principle they had. Provide space for others to add and comment. After presenting their principle, the group will write it onto the flipchart, so that by the end, all the principles are in one place (20 min)

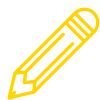
Step 4: Use what participants have said, as well as the PowerPoint provided, to wrap up the session and define community hubs. Provide participants with the handouts (15 minutes)

Activity 1.3.3: Formal, non-formal and informal services for young children



Activity objectives

- To understand the meaning of, and interconnectedness between, formal, non-formal and informal services for young children
- To understand the importance of recognising, acknowledging and utilizing the capacities of parents and communities often neglected by the formal ECEC system



Material needed

PowerPoint
Flipchart
Ball of yarn
Post-its



Duration

45 min



Possible follow-up and links to other activities

Part One, Section 2 of the toolkit



Description

Step 1: Ask participants to write individually on a piece of paper what it is they want for young children and families in their community; what is their dream?

Step 2: Ask participants to stand in a circle and explain the following game. One person says his/her name out loud and calls out the name of another person in the room. They then throw the ball of yarn to the second person while holding onto one end. The second person holding the ball of yarn repeats the process, saying his/her name out loud, calling out the name of the next person, and throwing the yarn to him/her.

As the ball of yarn gets passed, the yarn will begin to form a web. Encourage participants to gently toss the ball of yarn across the circle. If the ball of yarn is only passed and never tossed, no web will form.

When all participants have received the yarn and are included in the web, ask them to carefully put it on the floor, and get out their pieces of paper with the dreams for children written on. Participants are then to put the paper with the dream on the floor as far as possible from their place in the web. When all participants are holding the web with one hand, put a post-it in the middle of the web with the words "child and family" written on it. Next, ask participants to "reach their dreams" with their free hand. Participants should do their best to reach a dream, without letting go of the web. Signal the end of the game after a few minutes of the pulling on the web. Offer the opportunity to play the game again (see the note below) (15 min)

Note for the trainer: Usually everybody pulls the web in their direction, forgetting about the child, and the post-it falls down. Make a point that this also happens in real life; we all individually, as well as different institutions, sectors and services, pull in our own direction, forgetting about the child and the family. Offer participants the opportunity to do the exercise again, but this time taking care of the family and child in the middle. Stress the importance of staying focused on child and family, and of cooperation.

Step 2: Use the PowerPoint to define the main concepts (15 min)

Step 3: Exchange in a big group: Ask participants how the issue of formal, non-formal and informal services relates to the work that they will do in their community



Handout 1.1.1: Draft 5 days agenda

DAY ONE – MODULE 1

1.1 Introduction to the Training

- | | |
|---|--------|
| 1.1.1 Programme overview and getting to know each other | 30 min |
| 1.1.2 Why are the early years are so important? | 60 min |

1.2 Introduction to the TOY for Inclusion approach

- | | |
|--|--------|
| 1.2.1 Introduction to the project: TOY for Inclusion vision and principles | 60 min |
| 1.2.2 What can I bring to the project? | 30 min |

1.3 Community based early childhood education and care (ECEC)

- | | |
|---|--------|
| 1.3.1 Community-based ECEC and integrated services | 60 min |
| 1.3.2 What is an ECEC Play Hub? | 45 min |
| 1.3.3 Formal, non-formal and informal services for young children | 45 min |

DAY TWO – MODULE 2

2.1 Key actors and resources in your community

- | | |
|---|--------|
| 2.1.1 Mapping resources in my community: actors, projects, services, facilities | 60 min |
| 2.1.2 Identifying opportunities for collaboration | 30 min |

2.2 What is an ECEC Play Hub?

- | | |
|---|--------|
| 2.2.1 Toy libraries as ECEC Play Hubs | 60 min |
| 2.2.2 Draw your dream ECEC Play Hub (the importance of the environment) | 45 min |
| 2.2.3 How to operate an ECEC Play Hub | 60 min |

2.3 Quality in early years services and initiatives

- | | |
|--|--------|
| 2.3.1 Introduction to the six dimensions of the ECD-QUAT | 60 min |
|--|--------|

DAY THREE – MODULE 3

3.1 Bringing young children and older adults together

- | | |
|--|--------|
| 3.1.1 What is Intergenerational Learning (IGL) | 45 min |
| 3.1.2 Benefits of IGL for old and young | 40 min |

3.2 Play and playful learning across generations and cultures

- | | |
|--|--------|
| 3.2.1 What are your favourite games? | 20 min |
| 3.2.2 Play across cultures | 20 min |
| 3.2.3 The importance of play for all generations | 35 min |

3.3 Making intergenerational learning happen!

3.3.1 Planning and designing for an IGL activity / initiative	70 min
3.3.2 Evaluating IGL activities	30 min
3.3.3 Skills and competences to run successful IGL activities	60 min

DAY FOUR – MODULE 4

4.1 Diversity and Inclusion

4.1.1 From desegregated to inclusive ECEC	45 min
4.1.2 Diversity – verbal activity	45 min

4.2 Reflecting on our own prejudices and stereotypes

4.2.1 Have you ever...?	15 min
4.2.2 How do we think?	45 min
4.2.3 Anti-bias education	45 min

4.3 How to bring diverse groups together?

4.3a Role-plays – Bringing people together!	180 min
4.3b Putting principles into practice	120 min

DAY FIVE – MODULE 5

5.1 Quality in ECEC Play Hubs

5.1.1 Quality in ECEC Play Hubs: introduction to the ECD-QUAT and the process	90 min
5.1.2 ECD-QUAT discussion	150 min
5.1.3 Action plan	45 min

5.2 From theory to practice: ready to roll!

5.2.1 The TOY for Inclusion approach in practice	30 min
5.2.2 The five phases of the TOY for Inclusion approach in practice	45 min

5.3 Evaluation of training

5.3.1 End of training evaluation game	20 min
5.3.2 End of training evaluation questionnaire	10 min

Handout 1.1.2.: for the facilitator

Group 1:

You meet a President of your Municipality in the elevator. You have 3 minutes to persuade her/him to invest in ECEC.

Group 2:

You meet a member of Municipality Council in the cinema. You have 3 minutes to persuade her/him to invest in ECEC.

Group 3:

You meet a successful business woman at the market place. You have 3 minutes to persuade her to invest in ECEC.

Group 4:

You meet a group of parents in the local park. You have 3 min to mobilise them to advocate for ECEC.

Group 5:

You meet a leader of a political party in the street. You have 3 minutes to persuade her/him to invest in and advocate for ECEC.

Handout 1.3.2.1.

Cards with core principles of community hubs

Neighbourhood based and locally responsive

Accessible and engaging of diversity

Community involvement in decision making

Service Coordination and Collaboration

Community Space

Financial Sustainability

Evaluation

Shared Resources/Logistical Support

Community Capacity Building

Collective Learning

Handout 1.3.2.2.

CORE PRINCIPLES³⁵ of community hubs

Neighbourhood based and locally responsive: Hubs reflect the needs and interests of the local neighbourhood. The design, development and on-going operation of community hubs will include participation from neighborhood residents, service providers, local institutional leaders, and other community stakeholders.

Accessible and engaging of diversity: Hubs embrace the diversity present in local communities and will involve the diversity of people who live in the local area, such as: different age groups, racial, cultural and linguistic groups, and differently-abled people. Hub programmes and activities are designed to be accessible to particularly addressing the interests and needs of marginalised and racialised people living in the neighbourhood. To encourage involvement and participation of diverse individuals and groups, hubs will establish inclusive policies and practices.

Community involvement in decision making: Hubs have transparent decision making and accountability structures that encourage local residents to participate and jointly determine priorities and directions, in collaboration with hub agency partners, local organisations and other community stakeholders.

Service Coordination and Collaboration: Hubs are a platform for service providers to coordinate the delivery of a broad range of relevant and accessible services/programmes, and to collaborate on addressing and responding to local neighborhood needs and priorities.

Community Space: Hubs will include space that is available to resident groups and grassroots groups involving residents, as well as agencies responding to resident requests for service on a flexible basis. This space will be free to residents for the purposes of community engagement or community and social services activities. Community groups and/or residents will be involved in developing the policies and procedures regarding use of the community space.

Financial Sustainability: Hubs will establish mechanisms to efficiently and effectively manage financial resources, as well as secure additional revenues for on-going financial stability and viability of operations.

Evaluation: Hubs will assess the progress of operations, as well as effectiveness and impact of implementation, in relation to building opportunities in the community.

Shared Resources/Logistical Support: To increase cost-efficiencies, hub partners may agree to leverage resources and share logistical support, as needed.

Community Capacity Building: Hubs may support and build capacities of existing and emerging community groups and individuals, by providing opportunities to engage in hub activities and share their knowledge, resources and expertise.

Collective Learning: Hubs agree to maintain information, share experiences and reflect on learnings, to build a shared understanding and knowledge around community hub implementation.

35 Andrews (2013), Community Hub Development Building Community through Collaboration, Peterborough Poverty Reduction Network, pg. 23 – 24 <http://trentcentre.ca/documents/public/4343FinalReport.pdf>



MODULE 2

The focus of this module is to unpack the concept of ECEC Play Hubs for all generations, and supporting participants to build collaboration opportunities with key resources in their community (projects, actors and services) in the framework of the activities organised in the Play Hubs. This module also introduces the dimensions of quality for ECEC Play Hubs, and some practical information about the set-up and administration of these spaces.



2.1 Key actors and resources in your community

2.1.1 Mapping resources in my community: actors, projects, services, facilities



Activity objectives

- To gain a deeper understanding of community actors, and their connection with the planned action (Toy library as an ECEC Play Hub)



Material needed

Flipchart



Duration

35 minutes



Possible follow-up and links to other activities

Activity 2.1.2: Identifying opportunities for collaboration



Description

Step 1: Divide participants into smaller groups

Step 2: Ask each group to use one or two sheets of flipchart paper, and divide it into six columns: projects, individual actors, institutions, services, NGOs/CSOs, other

Step 3: Ask each group to brainstorm and write down all of the projects, individual actors, institutions, services, NVOs/CSOs, and others that they can think of in their community who;

- are involved in activities related to ECEC, parenting and community development,
- can interact with the future ECEC Play Hub

Step 4: Ask each group to briefly present their work. Try to compile a comprehensive overview of resources in the community, and their potential role in the ECEC Play Hub (e.g. organiser of occasional activities, partner, sponsor, etc.)

2.1.2 Identifying opportunities for collaboration



Activity objectives

- To work out the best way to engage with potential collaborators



Material needed

Flipchart
Handout 2.1.2.1 Levels of influence and interest
Handout 2.1.2.2 Identifying opportunities for different types of collaboration



Duration

55 min



Possible follow-up and links to other activities

Activity 2.1.1: Mapping resources in my community: actors, projects, services, facilities



Description

Step 1: Give participants Handout 2.1.2.1 and Handout 2.1.2.2, and explain the contents (5 min)

Step 2: Participants are to continue their work on the list they have developed in the previous activity, trying to place different actors in different categories depending on their level of interest in the TOY for Inclusion project and the future ECEC Play Hub (35 min)

Step 3: Invite participants to share their results as a group (15 min)



Handout 2.1.2.1. Levels of influence and interest

Levels of influence and interest:

- **High influence and high interest**

Collaborate - partner with these people and include them in decision making, developing alternatives and identifying a preferred solution.

- **High influence and low interest**

Involve (and consult) - work directly with these people throughout the process to ensure that their concerns and needs are consistently understood and considered.

- **Low influence and high interest**

Consult - obtain feedback from this group on analysis, alternatives and/or decisions.

- **Low influence and low interest**

Inform - provide balanced, objective, accurate and consistent information to assist this group to understand the trial, alternative approaches, opportunities and/ or solutions.

Taken from - Source: Community Map Activity, Victoria State Government Education and Training, <http://fuse.education.vic.gov.au/>

Handout 2.1.2.2. Identifying opportunities for different types of collaboration

Collaborate High influence and high interest	Involve (and Consult) High influence and low interest
Consult Low influence and high interest	Inform Low influence and low interest

Taken from - Source: Community Map Activity, Victoria State Government Education and Training, <http://fuse.education.vic.gov.au/>

2.2 What is an ECEC Play Hub?

Activity 2.2.1: Toy libraries as ECEC Play Hubs



Activity objectives

- To understand the TOY for Inclusion approach to toy libraries as ECEC Play Hubs
- To discuss what the benefits are of ECEC Play Hubs for children, families and the communities at large



Description

Step 1: Present the concept of Toy libraries as ECEC Play Hubs using the PowerPoint provided (50 minutes)

Step 2: Provide some time for questions, comments and clarification (10 minutes)



Material needed

PowerPoint



Duration

60 minutes



Possible follow-up and links to other activities

Activity 2.2.2: Draw your dream ECEC Play Hub (the importance of the environment)
Part One, Section 3 of the toolkit



Activity 2.2.2: Draw your dream ECEC Play Hub (the importance of the environment)



Activity objectives

- To discuss possible designs and the function of the spaces created in the ECEC Play Hub
- To raise participants' awareness of the importance of the environment for play and development, as well as for socialisation and community engagement



Material needed

Posters
Markers
Handout 2.2.2 Examples of toy libraries from all around the world



Duration

45 minutes



Possible follow-up and links to other activities

Appendix 1: ECEC Play Hubs Operating Guidelines



Description

Step 1: Divide participants into groups of four or five, and give each group a poster and some markers

Step 2: Explain the following activity to participants: imagine you are an architect and you want to design an ECEC Play Hub. You must decide on the most suitable room within a building. Draw your Play Hub, identifying the location (basement/ground floor/first floor/near entrance) the doors, windows, floor-coverings, and types of furniture (e.g. sofas, tables, toys and books shelves, etc.) In designing your ECEC Play Hub, take into consideration the perspectives of both children and families (5 minutes)

Step 3: Participants work in their groups to design their dream ECEC Play Hub (15 minutes)

Step 4: Ask each group to present their toy library/ Play Hub to the other participants, explaining why they chose their designs (15 minutes)

Step 5: Give feedback to each group, drawing on the design tips and photos contained in Handout 2.2.2 (10 minutes)

Note for the trainer: You can also give blocks/boxes/ tape/glue etc. for the participants to create their dream ECEC Play Hub

Activity 2.2.3 How to operate an ECEC Play Hub



Activity objectives

- To think about how policy and procedures might be applied to a range of situations
- To identify and discuss some common hurdles that may arise in running the ECEC Play Hub



Material needed

PowerPoint
Handout 2.4.1 Sample situations
Handout 2.4.2 Trainer handout: ideas and responses



Duration

60 minutes



Possible follow-up and links to other activities

Appendix 2: ECEC Play Hubs Operating Guidelines



Description

Step 1: Present How to Operate an ECEC Play Hub from the PowerPoint provided (20 minutes)

Step 2: Provide some time for questions, comments and clarification (10 minutes)

Step 3: Split the group into small groups of three, and provide each group with a copy of Handout 2.4.1.

Step 4: Instruct the groups to read the example situations on the handout, and discuss the best approach to each situation, bearing in mind the policy and considerations outlined in the PowerPoint. Provide each group with paper to note their responses on (15 minutes)

Step 5: Facilitate a group discussion, where all groups share their ideas about how to respond to the example situations. Encourage critical thinking about the suggested responses, and relate back to policy and procedural decisions regarding the ECEC Play Hub (15 minutes)

2.3 Quality in early years services and initiatives

Activity 2.3.1: Introduction to the six dimensions of quality of the ECD-QUAT



Activity objectives

- To understand the six dimensions of quality of the ECD-QUAT for Play Hubs
- To facilitate a discussion around what quality might look like in an ECEC Play Hub



Material needed

PowerPoint
Post-it notes



Duration

60 minutes



Possible follow-up and links to other activities

Part 2, Module 5 of the toolkit
Part One, Section 6 of the toolkit



Description

Step 1: Present the Six dimensions of quality of the ECD-QUAT for Play Hubs using the PowerPoint provided (20 minutes)

Step 2: Provide some time for questions, comments and clarification (10 minutes)

Step 3: Divide participants into small groups of three and provide each group with post-it notes. Hang a poster on the flipchart with the names of the six dimensions on it, and enough space to stick post-it notes under each dimension

Step 4: Next, assign one dimension per group and ask the group to brainstorm and write down some practical statements (e.g. components/indicators) that might help to better define the given dimension (10 minutes)

Step 5: Participants are to stick their post-it notes on the poster, with statements/indicators under each dimension, and present them to the rest of the group (10 minutes)

Step 6: Provide feedback to the participants, comparing their inputs with the components. Round up the discussion with questions for reflection for each dimension (10 minutes)

Handout 2.2.2 – Examples of toy libraries from all around the world

Australia



Belgium



Croatia



New Zealand



Romania



Hungary





Refer to "The ECEC Play Hub Environment Checklist" below

THE ECEC PLAY HUB ENVIRONMENT CHECKLIST

THE OUTSIDE ENVIRONMENT

- Is the building safe and well maintained?
- Is it in a good location for families to bring small children?
- Is it accessible for children and adults with disabilities?
- Is there clear and attractive signage, which also displays opening hours of ECEC Play Hub and any closures during holidays or other unforeseen circumstances?

THE INSIDE ENVIRONMENT

- Is the space warm, well-lit and welcoming for families with young children?
- Is there a safety warning for equipment in the room where children are playing?
- Are toys and books visible and accessible during opening hours, and organised in way that is easy for parents and young children to select toys?
- Is there space for children and parents to play with toys on the floor or at low tables?
- Is there a place for parents to sit and relax? (This will help with engaging parents)
- Is there an information board that is regularly updated?
- Is there access to water/a sink for washing and cleaning toys?
- Are toilet facilities available?
- Is there an area for administering returns/loans and storing records securely?
- Is it possible to lock the room securely during closing hours?

Handout 2.3.1 – Sample Situations

Becoming a member: A mother and her young child have attended a community play day session as visitors, and have come back to attend a reading session and to enquire about borrowing toys. You encourage them to become members of the ECEC Play Hub, but the mother shakes her head and tells you they cannot afford it. What do you do?

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Stay and Play policy: You have organised an intergenerational story telling session, with several older members of the community volunteering to read or tell stories to the young children in the community. One parent wishes to drop their child off to the session. The parent insists they cannot stay, but is very keen for the child to attend the session. How do you respond?

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Borrowing and Returning: A parent is returning the toys they have borrowed for the past two weeks. Two of them have all their parts, but are looking a bit unclean. The third toy is missing a part, but the parent insists that that was how they received the toy. What policies or procedures do you have in place to help you deal with this situation? What is the outcome?

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Selecting toys: You have held a community play day, in which you have accepted donations of toys from members of the community. You receive a large box of assorted toys, from books to toy trucks and building blocks. What are some important things to consider when selecting which toys you will use in your ECEC Play Hub?

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Handout 2.3.2 – Trainer Handout: Ideas and responses

Becoming a member:

- Provide the mother with information on the exact costs of the ECEC Play Hub, and the benefits and services provided. Explain to the mother why it is necessary to become a member to use the ECEC Play Hub (e.g. personal details and member form needed for taking toys home, knowledge of policy required by members).
- Be considerate of those families most in need of your services when deciding on membership fees and any other costs.
- Inform the parent of other ways that members can contribute to the running of the ECEC Play Hub, for example as a volunteer for events and activities.

Stay and Play policy:

- Explain to the parent that there are not enough staff to safely mind children who are present without their parents. It is important to consider that volunteers may not be trained in childcare, and the older participants should not be expected to be responsible for the safety and wellbeing of others' children.
- You may decide to display a poster stating the rules and expectations of activities and sessions like these, in a friendly manner.

Borrowing and Returning:

- Policy should outline different standard fees for loss or damage of toys or toy parts, which the members were informed about upon joining. Refer to these standardised fees and remind the parent of their consent to this procedure through signing the membership form.
- Lost parts have a habit of showing up in the house days later, so it might be an idea to suggest that the parent extends the loan of the toy for an extra week, in hope of the piece turning up and avoiding a fine.
- Remind the parent of their responsibility to return toys in a clean fashion, maybe provide tips on cleaning the toy(s) in question. Staff members are also expected to clean toys before returning them to the shelves. Also be sure that toys missing a part are not re-shelved.
- Keep an accurate and up-to-date record of the condition of toys,

including recording details about any breakages or missing pieces, so that you can be sure of the condition the toy was lent in. Inform the member of this procedure, and encourage them to look again for the missing piece.

- If a member has repeat incidences of unclean returns or missing / broken pieces, it might be necessary to discuss this issue with them, and inform them that their membership may be at risk.

Selecting toys:

- Refer to the “Checklist for choosing toys and books” below.

CHECKLIST FOR CHOOSING TOYS AND BOOKS

- Are the toys and books appealing to children?
- Are children and parents involved in choosing toys and books for purchase?
- Are the toys of good quality and from brands with good reputations?
- Do suppliers provide replacement parts if necessary?
- Are the toys and books strong and durable and easy to clean and repair?
- Do the toys meet safety standards?
- Does the range of toys develop a wide range of skills and support different types of play (physical, creative play, pretend play, language play, games with rules)?
- Can the toys be used in different ways (i.e. have more than one function, encourage creativity)?
- Are there plenty of games with rules of different levels of difficulty that can be played by a wide range of age groups?
- Do the toys and books reflect diversity and the positive aspects of children's homes and communities?

AVOID

- Toys with many different small pieces
- Battery-operated toys and books with electronic features.
- Soft toys like teddies
- Toys that encourage violent play
- Fad toys like film, TV, computer game merchandise



MODULE 3

The purpose of this module is to introduce the concept of intergenerational learning (IGL) and the Together Old and Young – TOY approach in the framework of TOY for Inclusion and the set-up of ECEC Play Hubs for all generations. Emphasis is given to the benefits of IGL for young children, older adults and their communities, as well as on the role of play and its importance across generations and cultures.

This module also provides participants with a step-by-step guide on how to design, plan and evaluate an intergenerational activity/initiative.



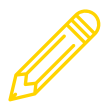
3.1 Bringing young children and older adults together?

Activity 3.1.1: What is intergenerational learning (IGL)?



Activity objectives

- To introduce the broad European social and demographic context that provides the rationale for IGL
- To identify important aspects in a local context that influence contact between young children and older people



Material needed

Handout 3.1.1 A growing separation between old and young in Europe



Duration

45 minutes



Possible follow-up and links to other activities

Activity 3.3.1: 1 Planning and designing for an IGL activity/initiative



Description

Step 1: Introduce the activity by explaining that a number of different social changes in European countries and the world are affecting the lives, relationships and learning opportunities of both older people and young children (5 minutes)

Step 2: Give all participants Handout 3.1.1, which summarises some of these changes

Step 3: Divide the group into four subgroups. Ask each group to discuss one of the issues summarised in the handout, guided by the following question: 'To what extent is the statement true for the communities you know best?' Encourage participants to provide examples from their own experience (10 minutes)

Step 4: Each group nominates a spokesperson to feedback the subgroups' views to the whole group. Ensure that each spokesperson has a turn to share with the whole group, and record answers on the flipchart (10 minutes)

Step 5: Ask participants to reflect on the potential role of older adults in the community in the ECEC Play Hub, including sharing any examples of older adult's engagement in their own communities Add these responses to the flipchart paper (20 minutes)

Activity 3.1.2: Benefits of IGL for old and young



Activity objectives

- To understand the benefits of IGL
- To create a space for discussion of how the participants' communities would benefit from IGL



Material needed

PowerPoint presentation
Flipchart
Markers
TOY pilot actions case studies



Description

Step 1: Ask participants to brainstorm the benefits of IGL within the TOY for Inclusion approach and record participant's ideas on the flipchart (10 minutes)

Step 2: Give a short presentation on the benefits of IGL for young children, older adults and for the communities in general, using the PowerPoint provided. When presenting, reflect on the ideas that have already been mentioned by the participants, and explain those that have not yet been discussed. The PowerPoint may need to be adapted to the needs and contexts of the participants (10 minutes)

Step 3: Generate a group discussion about what the benefits of IGL could be for children, families, older people and the community in general, in the framework of an ECEC Play Hub (20 minutes)



Duration

40 minutes



Possible follow-up and links to other activities

Activity 3.3.1: 1 Planning and designing for an IGL activity/initiative

3.2 Play and playful learning across generations and cultures

Activity 3.2.1: What are your favourite games?



Activity objectives

- To explore participants' experiences of play



Material needed

A4 paper
Drawing and colouring material



Description

Step 1: Give each participant an A4 piece of paper and drawing and colouring material

Step 2: Ask them to divide the paper in two. On one side they are to write down or draw a game they liked to play when they were a child. On the other side, they are to write down the name of a game, or draw a game, that they like to play now (10 minutes)

Step 3: Let participants share their drawings and a brief explanation of the pictures and words to the group (10 minutes)



Duration

20 minutes



Activity 3.2.2: Play across cultures



Activity objectives

- To understand how views about play might vary between cultures
- To explore how to integrate cultural aspects of play



Duration

20 minutes



Description

Step 1: Explain to participants that play takes place in all cultures, but that it can take different forms and be ruled by different norms. Emphasise the importance of having an awareness of the cultural differences of play that are present in their community, and highlight the importance of applying an intercultural approach to activities in their ECEC Play Hub (5 minutes)

Step 2: To guide this thinking, present participants with the following questions:

- What cultural groups are present in your community?
- What are the similarities in their views and experiences of play?
- What are the differences in their views and experiences of play?

Step 3: Ask participants to think about these questions and to share their opinions based on their personal and professional experiences (10 minutes)

Step 4: Summarise the ideas that have been mentioned, and discuss with the group how they could incorporate the various approaches to play in their ECEC Play Hub (5 minutes)

Activity 3.2.3: The importance of play for all generations



Activity objectives

- To understand the importance of play for all generations



Material needed

Markers
Flipchart
Example of a board game that works with different generations playing together



Duration

35 minutes



Description

Step 1: Introduce the activity by explaining that play is important across all generations, and is not only for children (5 minutes)

Step 2: Ask participants to brainstorm the potential benefits of play for young children and older adults, and record participant's ideas on a flipchart (10 minutes)

Step 3: Lead a discussion around other benefits of play that have not been mentioned, and highlight the importance of play for all generations (5 minutes)

Step 4: Divide participants into groups of five and give them one of the drawings from the first activity. Ask them to discuss:

- 1) If the game can be played by young and old together and, if not, how to adapt it for both generations;
- 2) What benefits this game would bring to young children and older adults;
- 3) The kinds of toys and games that work best for many generations playing together (15 minutes)

Note for trainers: experience from toy libraries internationally shows that often the most popular and most borrowed toys and board games are those that can be played with all members of the family together – children, parents and grandparents.

3.3 Making intergenerational learning happen!

Activity 3.3.1: Planning and designing for an IGL activity/ initiative



Activity objectives

- To brainstorm ideas for IGL activities within the ECEC Play Hubs
- To provide participants with resources to plan IGL activities in the ECEC Play Hubs



Material needed

Handout 3.3.1 IGL work in progress
Flipchart
Markers



Duration

70 minutes



Possible follow-up and links to other activities

Activity 3.1.1: What is intergenerational learning?



Description

Step 1: Ask participants to brainstorm ideas for IGL activities that would work in an ECEC Play Hub, based on the discussion held in Activity 3.1.1 (10 minutes)

Step 2: Divide the participants into groups of four to five people and ask them to choose one of the activity ideas that was mentioned

Step 3: Give each group a copy of Handout 3.3.1. This handout can be used when planning IGL activities in general, but it can also be useful to use this outline when planning any kind of initiatives for the ECEC Play Hub

Step 4: Ask participants to work in groups and try to fill out the handout for developing their IGL activity (40 minutes)

Step 5: Ask participants if they have had any difficulties filling in the form and discuss any arising issues with the whole group (20 minutes)

Step 6: At the end of this activity, leave the handouts in a visible place so that participants can read other groups' activities

Activity 3.3.2: Evaluating IGL activities



Activity objectives

- To discuss the importance of evaluating IGL activities and possible ways to go about it



Material needed

Handout 3.3.2 Participatory evaluation of IGL initiatives



Duration

30 minutes



Description

Step 1: Present the main principles of participatory evaluation based on Handout 3.3.2 (15 minutes)

Step 2: Ask participants what their experience is (if any) of participatory evaluation (5 minutes)

Step 3: To round off, emphasise that participatory evaluation of IGL activities focuses on continuous improvement by involving inputs from representatives from all generations (10 minutes)



Activity 3.3.3: Skills and competences to run successful IGL activities



Activity objectives

- To discuss and analyse the skills of IGL mediators
- To identify the participants' skills and capacities in relation to IGL
- To assess participants' own capacity-building needs



Material needed

Handout 3.3.3 What are necessary skills and conditions for IGL?
Flipchart
Markers



Duration

60 minutes



Description

Step 1: Distribute Handout 3.3.3 among participants and then divide the group into pairs

Step 2: Ask each participant to read the handout and in pairs ask them to identify which of the skills are familiar to them and which are new. (25 minutes)

Step 3: Ask each pair to share their insights with the larger group and write on the flipchart the main points of the discussion. Together with participants, make a final list of relevant skills and capacities (20 minutes)

Step 4: Ask the group whether the presented skills and capacities are already available among the present participants and, if not, what kind of training/capacity-building/exchange they can envisage to fill the gap (15 minutes)

Handout 3.1.1: A growing separation between old and young in Europe

Social changes in Europe are affecting the lives, relationships and learning opportunities of both older people and young children.

Although older people are living longer, many are isolated from immediate family members and younger generations because of migration or family breakdown.

Children in Europe are growing up in smaller families and have fewer chances to socialise with different age groups. Young children are also playing outdoors less, which limits their opportunities to meet older people.

The growing separation of the generations into 'same-age' institutions and spaces such as preschools and retirement homes means that young children and older adults may miss out on opportunities for mutual interaction, understanding and learning.

However, while young children and older adults are less likely to meet and socialise in community settings, the connections between grandparents and grandchildren may be stronger now than it was a few decades ago.

The research reviewed in the TOY Project highlights the central role of grandparents in giving love and security, providing care and sharing family values and history. Also, grandparents are an important resource not only for their own grandchildren but for other children as well.

Sources:

The TOY Project Consortium (2013) *Intergenerational Learning Involving Young Children and Older People, Research Summary*, Leiden: The TOY Project, <http://www.toyproject.net/#!/research-summary/c1o98>

The TOY Project Consortium (2013) *Together Old & Young: A Review of the Literature on Intergenerational Learning Involving Young Children and Older People*, Leiden: The TOY Project, <http://www.toyproject.net/#!/literature-review/c1sbe>

Handout 3.3.1: IGL work in progress

**this outline it's not exclusively designed for IGL activities; it can be used to plan all types of activities in your ECEC Play Hub.*

Where is the initiative going to take place?

.....
.....
.....
.....

Does the initiative respond to any needs/desires expressed by children, older people, families, institutions?

☐ yes ☐ no

If yes, which needs/desires?
.....

Who shall we invite to take part in the initiative?

.....
.....
.....
.....

How do we approach those (children, older people) who we want to take part in the initiative?

.....
.....
.....
.....

How do we ensure the protection of both children and older people in the initiative?

.....
.....

How are we going to involve them in the planning?

.....
.....
.....
.....

Is the activity also tackling other aspects of the Toy for Inclusion approach, besides intergenerational learning?

☐ yes ☐ no

If yes, which ones? ☐ Diversity, equity and inclusion in ECEC

☐ Integration of services for children and families

What material resources will be needed (facilities, materials, knowledge, human resources and budget)?

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.....

To what extent should activities be structured? What structure is needed?

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.....

What can be the rough schedule?

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.....
.....

Will we need to cooperate with other services, institutions, groups? Who shall we contact (individuals, institutions)?

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.....
.....
.....

What kind of problems might occur? What are possible ways to solve them? When might you decide to cancel/change an activity?

.....
.....
.....
.....

How do we plan to involve children, older people and families in the evaluation of the initiative?

.....
.....
.....
.....

Is the initiative sustainable?

☐ yes ☐ no

If yes, how?
.....

Handout 3.3.2: Participatory evaluation of IGL initiatives

What are your roles and responsibilities, as an IGL facilitator, in evaluation?

Good planning

TOY research has demonstrated that good planning involving participants (children and older people) is important for the successful implementation of IGL activities. It is important, for example, to set out clear aims and intended outcomes at the planning stage, to think about materials, appropriate venues, who can be involved, budget etc. from the very beginning. When thinking about designing activities, it is also useful to consult with both young children (and their parents in the case of very young children: 0-4 year-olds) and older people.

Tracking children's and older peoples' attendance

It is important to track how many young children, older people, and other members of the community, participate in each session of the IGL activity, as well as their ages and gender.

Involve children and older people in evaluation

Children, their parents and older people should be supported to reflect on, document and evaluate their experience of the IGL activity.

Some possible approaches are listed below:

Both children (4-8 years-old) and older people can be asked to choose photos of the things they liked the most in the activity, and describe why. You may need to assist them in writing down descriptions or recording their views.

Older children (6-8 year-olds) can be paired with an older person, in order to take photos of each other (focusing on those participants they got to know best), and write a short biography of that person describing what they enjoyed doing together.

Take care to provide sufficient time, comfortable space and a relaxed atmosphere for this, where children and older people can be concentrated and focused on the task. As the facilitator, you need to provide support where necessary and be attentive to new information and unexpected outcomes.

In the case of the youngest children (0-4 year-olds), their parents(or other relevant family members) can be interviewed regarding their views of how the IGL activity benefited their child, and what their child enjoyed the most. An alternative is to ask parents to answer interview questions themselves as a questionnaire, and return completed questionnaires to you.

Review and evaluate activity/initiative at the end of the implementation period

Finally, it is important to review and evaluate the activity/initiative at the end of the implementation period against the planned for aims, outcomes etc.

Handout 3.3.3: What are necessary skills and conditions for IGL?

First of all as an IGL facilitator, it is necessary to **reflect on your own values and attitudes**. You should be open to working with all generations and, along with all the other facilitators working with the ECEC Play Hub, you will be committed to IGL. This means that you are open to this new way of learning, and recognise that **learning is active**, takes place through relationships in ordinary life, and is life-long.

It is also important to be **flexible, creative, playful, non-judgmental and welcoming of difference**, whether it's difference in relation to class, gender, sexual identity, family status or ethnicity, as well as age.

Our beliefs and values will influence how we understand and behave towards diversity among individuals, families and communities, and ultimately, how we will work with them. You, as an IGL facilitator and together with ECEC and social care practitioners, teachers, volunteers and parents, may need to be the **bridge between young children and older adults from different backgrounds**.

Sometimes it's helpful to check with children about what they expect from older adults, and to carefully observe the interaction. It's also a good idea to ask older adults what they expect from young children, and to reflect on the experience afterwards.

Being open, however, is not the only aspect to pay attention to. As the facilitator you will need to **prepare and plan** the programme and activities, thoroughly keeping the goal of the initiative in mind. You will need to plan for relational aspects, keeping in mind that not every eventuality can be planned for; the unexpected often happens and is to be welcomed. It is also a good idea not to plan too far ahead, to be open to change and able to adapt activities based on experience and reflection. However, basic organisational decisions such as the time of day and the duration of the IGL activity can be made in advance. These considerations will ensure that young and older participants are not too tired, nor do they feel too rushed.

Also important is the **design and layout of the ECEC Play Hub**, including such considerations as the degree of comfort, natural light, heat, colour and noise levels. Is it possible to move freely and safely between indoors and outdoors? Are seating and tables arranged where young and old can easily interact? Are there both quiet and energetic activities included in the programme? Are there sufficient materials and props, and is the activity novel and exciting? Is the environment free from hazards, and is it conducive to children and adults feeling physically and emotionally safe? All of these spatial and environmental issues will have an impact on how intergenerational interaction will develop, so it is important that IGL facilitators are aware of them and plan for them.

(Note: It will be important for the facilitator to be aware of the relevant legislation, protocols and practices with regards to children and older people; their security, basic safety and protection against abuse).

Another important aspect of working with IGL is being prepared to **work collaboratively with practitioners from other sectors**. These could include early childhood education practitioners, social care workers, teachers, community development workers, or health care practitioners and volunteers of different ages. If you already work with children, you probably are aware of their learning and care needs, but you may not know much about the learning and care needs of older adults, and how to work with them. Or it may be the other way around; you work with older adults, and so are aware of their needs, but you wouldn't know where to start if you had to work with young children. Where do you learn about these skills? Where can you find this information?

We have learned from previous projects that IGL facilitators, and senior volunteers participating in IGL initiatives, really value the opportunity to exchange information and learn from each other's experiences. Working in collaboration with other organisations or practitioners is the most time and resource efficient approach to this work.

So, collaboration is an important element of IGL. But there is more. It is not only beneficial to collaborate with other practitioners, but also with children, and often their parents, as well as with older adults. This starts in the planning process, by asking both children

and adults about their ideas for an activity. For example, IGL facilitators should recognise the important role older adults have in opening up the world to young children, and when planning IGL activities, take into account the hobbies and interests of older adults and senior volunteers.

It's also important to **review and evaluate** the initiative together with all participants, to investigate whether the activity or initiative met their expectations, and what could be done differently to make it even better. Involving participants in the planning and evaluation of IGL is key for success. Both children and older adults should be included and recognised as leaders of their own learning process.

Finally, special mention should be made of **encouraging the participation of both men and women** in intergenerational learning. Past experience has shown that men's participation as senior volunteers in intergenerational learning is less common than women's participation. Young girls and boys benefit from the involvement of both men and women in their lives as role models, carers and educators. This includes grandfathers, or older men who assume a grandfathering role but who may not be related to a child. We refer to this as social grandparenting.

Grandparenting is often equated with grandmothers. Involving grandfathers in intergenerational learning activities provides them with an opportunity to be nurturing in their relationships with young children, broadening their role beyond the traditional role as breadwinner or wise man. This will bring young children in touch with a wider breadth experiences and different kinds of activities than they might have with grandmothers.



MODULE 4

The purpose of this module is to explore how the TOY for Inclusion approach can support inclusion and social cohesion in diverse communities.

Diversity and inclusion in ECEC are key concepts in this approach, and in this Module participants will be guided to reflect on how to promote social inclusion in the whole community through the activities organised in the ECEC Play Hub.



4.1 Diversity and inclusion

Activity 4.1.1: From desegregated to inclusive ECEC



Activity objectives

- To familiarise and identify with concepts of diversity and inclusion
- To foster participants' ability to use arguments for social inclusion and inclusive education and care



Material needed

Flipchart
Markers
PowerPoint



Duration

45 minutes



Possible follow-up and links to other activities

Activity 4.1.2: Diversity – verbal activity



Description

Step 1: Let participants discuss in pairs their own educational experience, and how much they were exposed to 'otherness' (e.g. having school-mates and friends from various ethnic, religious, socio-economic and other backgrounds). Participants should also discuss possible reasons for their level of exposure / experience with 'otherness' (10 minutes)

Step 2: Collect participant's thoughts about their reasons for levels of exposure – both for diverse experiences and non-diverse experiences. Write them all onto the flipchart, and elaborate in a group discussion (10 minutes)

Step 3: Present the concept of diversity in education and care and why diversity should be embraced, using the PowerPoint provided. Engage participants in a conversation, and encourage them to contribute to the groups thinking about this topic (25 minutes)

Activity 4.1.1: From desegregated to inclusive ECEC



Activity objectives

- To begin a discussion amongst participants about diversity
- To exchange ideas and share how diverse individuals feel about diversity



Material needed

Handout 4.1.2 Thinking about diversity
Pens



Duration

45 minutes



Description

Step 1: Distribute the list of questions in Handout 4.1.2 to participants (or display them, write them on a large flipchart, etc.). Ask participants to use these questions to interview other participants – ideally switching partners after each question, so asking one question per participant (15 minutes)

Step 2: Go through the questions with the group, sharing interesting answers that they discovered in their interviews. Please first check that participants are comfortable to share their answers with the group. Hold an in-depth discussion around each question, and encourage an exchange of opinions and ideas. You should spend approximately five minutes on each question (30 minutes)

4.2 Reflecting on our own prejudices and stereotypes

Activity 4.2.1: Have you ever...?



Activity objectives

- To encourage participants to start thinking about stereotypes and discrimination, and the consequences of these in everyday life
- To raise awareness of the concern that nobody is fully protected from discrimination



Material needed

A white or coloured tape or cord



Duration

15 minutes



Description

Step 1: Draw a long line on the floor with the tape or cord

Step 2: Ask participants to stand on the right side of the line. Then, ask the participants to step onto the left side if;

- 1) They are older than 45 years
 - 2) They are a woman
 - 3) They consider themselves overweight
 - 4) They have attended a rural school
 - 5) The national language is not their mother tongue
 - 6) They are left handed
 - 7) Etc. (Please add three to four more questions relevant to your context)
- (10 minutes)

Step 3: Briefly discuss how this activity made everyone feel, and reflect on how they experience discrimination in their everyday life (5 minutes)

Activity 4.2.2: How do we think?



Activity objectives

- To initiate a discussion about stereotypes
- To open participants' minds in thinking about stereotypes present in their own lives



Material needed

Handout 4.2.2 Who will receive your heart?



Duration

45 minutes



Description

Step 1: Present a case from Handout 4.2.2. Split the group into two and let them discuss the case to try to reach a solution (15 minutes)

Step 2: Explain that the task did not have a specific solution, and all solutions are correct. Use the following to guide your conclusion;

- "This is mainly because we did not have enough information to make an informed decision, and acted on the basis of stereotypes and prejudice instead. Heart transplants are conducted on the basis of a very long list of medical criteria, including suitability of the heart (or any other organ). Then there are some other criteria that may play a role: major systemic disease, age appropriateness, cancer, being an active smoker, active substance abuse, HIV... Most importantly: we do not have all this information and typically, participants in this game make up, or infer, the information that they do not have. This shows exactly how stereotypes and prejudice are used in every-day life." (5 minutes)

Step 3: Discuss in the group what additional information the participants 'made up' or inferred, on the basis of stereotypes about certain patients. Create a safe space in leading by example, and express what your own stereotypes could have been. Pick one of the patients as an example, and explain how the lack of information presented can inspire our creativity to fill in the gaps (20 minutes)

Activity 4.2.3: Anti-bias education



Activity objectives

- To familiarise participants with the theoretical concept of anti-bias education



Material needed

Flipchart
Markers
PowerPoint



Duration

45 minutes



Possible follow-up and links to other activities

Part One, Section 5 of the toolkit



Description

Step 1: Present the PowerPoint provided about anti-bias education:

- Four goals of anti-bias education (slide 1)
 - Core principle (slide 2)
 - Bias scenarios (slide 3)
- (10 minutes)

Step 2: Use slide 4 to discuss what biases and biased scenarios the participants see around themselves? Feed the discussion by sharing your own examples (5 minutes)

Step 3: Use slide 5 to discuss how we can control bias (15 minutes)

Step 4: Use slides 6 and 7 to discuss reacting to children in an anti-bias environment. Encourage participants to discuss examples from their own experiences (10 minutes)

4.3 How we bring diverse groups together?

Activity 4.3.a: Role-plays – Bringing people together!



Activity objectives

- To practise the situations that participants may face in the field
- To practise the argumentation and lines of reasoning
- To train for unexpected situations



Material needed

Handout 4.3.1 Story of Livoka
Handout 4.3.2 Evaluation
Pens
Flipchart
Markers



Duration

Afternoon (3 hours, with movable coffee break)



Description

Step 1: Split the group into two and provide them with the Story of Livoka. Instruct them to prepare a plan for bringing the communities together (20 minutes)

Step 2: Inform the groups that rumours have spread about a Romani teenager who robbed a non-Romani woman. Two local NGOs (role-played by the two groups) were asked to comment. The two groups must each provide a press statement for the local media (20 minutes)

Step 3: Both groups present their media statements (Feedback not provided at this point) (5 minutes)

Step 5: Each group then decides who the other group will represent, (e.g. Roma community, non-Roma community, mixed group, stakeholders) and prepares a response to the media statement given by the other group (15+15 minutes)

Step 6: Allow the groups a chance to provide mutual feedback to each other, thinking about interactions between communities and the media (15 minutes)

Step 7: Use Handout 4.3.2 to hold a group discussion on evaluation, and answer the questions (10 minutes)

Step 8: Discuss lessons learnt from the group presentations, using the questions from the evaluation as a guide (10 minutes)

Activity 4.3b: Putting principles into practice



Activity objectives

- To support participants to formulate key messages
- To support participants to explore different communication tools and actions for attracting attention to involving children and families
- To support participants to explore different strategies for retaining children and family engagement
- To develop a tentative communication plan



Material needed

Pens
Flipchart
Markers
Handout 4.3.b.1. Communication plan template
Handout 4.3.b.2. Action plan template



Duration

45 minutes



Description

Step 1: Divide participants into four groups.

Step 2: Provide two groups with Handout 4.3.b.1, and two groups with Handout 4.3.b.2

Step 3: Present the handouts and explain that every group has 40 minutes to fill in the tables (5 min)

Step 4: Small group work (40 min)

Step 5: Next, merge the groups with the same task, and ask them to compare what they have planned. The merged groups should decide upon their three best ideas, which they will share in to the larger group (30 min)

Step 5: Ask each subgroup to share their three best ideas in plenary sessions, and record the main points of discussion on the flipchart (20 minutes)

Step 6. Once all groups have shared, use the notes on the flipchart to hold a whole of group discussion (20 min)

Note for the trainer: This activity is very important because it will illustrate the way participants currently understand the project, and what they are supposed to do (main messages etc.). The trainer and participants will also have the opportunity to deal with some of the main challenges that have arisen; how to attract beneficiaries; how to encourage participants to stay in the programme. It will also help participants to gain more clarity about what it is they want to do

Handout 4.1.2: Thinking about diversity

1. When did you first become aware of ethnic or other minority differences?
2. Describe a situation when you were a minority
3. How do your thoughts about diversity differ from your parents?
4. Share your best experience with a person of different ethnicity (or other background that may have played a role or not)
5. Describe an instance when someone went out of their way to make you feel included
6. Do you sometimes feel like an outsider? How do you cope with this feeling?

Handout 4.2.2: Who will receive your heart?

You are a committee in charge of making a decision: you have only one organ – a heart – and 10 patients waiting for that heart. Discuss as a group and pick one patient to receive the heart.

- 1) A father of six children
- 2) An alcoholic
- 3) A student of medicine
- 4) A child with a disability
- 5) A surgeon
- 6) A cancer patient
- 7) A prisoner
- 8) A former drug addict
- 9) A retired teacher
- 10) A former organ donor

Handout 4.3.1: Story of Livoka

Livoka is a small village in the region of Niska, known for its agricultural history and significant Roma population, reaching approximately 20%. In Livoka, Romani children make up half of the young population. Most Roma live in the settlement at the edge of the village, although a few Roma families live in the village, and there are also some mixed marriages and families. The settlement has been there for many decades.

The majority of Roma belong to the Pentecostal church, while most non-Roma are Catholic.

The school is attended only by Romani children; non-Romani children travel to a nearby town.

The small kindergarten has a separate Roma and non-Roma group.

There is a public library, which is rarely used by Roma.

A Romani businesswoman runs the only pub in the village, which is visited by both communities.

There are no Roma in the local football team.

Older generations remember how they used to live together with Roma; they had integrated classrooms, they used to do sports together... "But now it is different"

You want to change this – starting with bringing together the young children and their families.

Handout 4.3b.1 for participants

Communication plan template

Main target group	Objectives	Main messages	Communication tools	Time frame	Monitoring results

Handout 4.3.b.2 for participants

Activity plan template

Main target group	Objectives	Main messages	Communication tools	Time frame	Monitoring results

Handout 4.3.2: Evaluation

Discuss in smaller groups:

- How do you think a real-life situation would differ from the role play?
- What do you think would work in your community? What would not?
- Thinking back about the situations – what would you do differently now?
- What opportunities are there that have not been used?



MODULE 5

The purpose of this module is to explore the implementation process of the ECD-QUAT for Play Hubs (Early Childhood Development Quality Assessment Tool) and its application in the framework of the TOY for Inclusion approach.

The ECD-QUAT for Play Hubs is intended to be a planning, monitoring and evaluation tool for ECEC Play Hubs and in this module participants will learn how to use the tool and will prepare a first draft of an action plan for setting up their ECEC Play Hub.



5.1 Quality in ECEC Play Hubs

Activity 5.1.1: Quality in ECEC Play Hubs: introduction to the ECD-QUAT and the process



Activity objectives

- To familiarise with the ECD-QUAT process



Description

Step 1: Use the PowerPoint provided to present the ECD-QUAT for Play Hubs, its process, and the role this tool will have during the project (45 minutes)

Step 2: Participants have time to ask questions and seek clarification (15 minutes)



Material needed

PowerPoint



Duration

60 minutes



Possible follow-up and links to other activities

Appendix 2: ECD-QUAT for Play Hubs

Activity 5.1.2: ECD-QUAT discussion



Activity objectives

- To understand how the ECD-QUAT for Play Hubs works as a planning and design tool



Material needed

ECD-QUAT for Play Hubs
Spider web drawn on a poster
Markers



Duration

2.5 hours with movable coffee breaks



Possible follow-up and links to other activities

Appendix 2: ECD-QUAT for Play Hubs



Description

Step 1: Explain the role of the ECD-QUAT as a planning tool. Use the following to guide your explanation:

The ECD-QUAT is used here for planning purposes. In the process of setting up an ECEC Play Hub, the group responsible for this process, together with other relevant stakeholders from the community, organises an ECD-QUAT discussion and uses the six dimensions of quality, their components and questions for reflection, as a guide and checklist. These describe all the necessary aspects to be taken into consideration when setting up and running a quality ECEC Play Hub.

When the ECD-QUAT is used as a planning tool, there is no need to score each dimension and to complete the Spider Web. However, it can be useful to use the action plan template provided in this Handbook to develop a step-by-step plan and define responsibilities and costs

Step 2: As the trainer, act as the ECD-QUAT facilitator, and guide the discussion of each dimension of quality using the definitions, components and questions for reflection provided. Each dimension should be discussed for a maximum of around 30 minutes. Be sure to take notes of the main points of discussion.

Activity 5.1.3: Action plan



Activity objectives

- To draft an initial action plan with all the LAT members from which to work towards the set-up of the ECEC PlayHub



Material needed

Handout 5.1.3 The TOY for Inclusion approach applied in my community
Pens and markers
Discussion notes from previous session



Duration

45 minutes



Possible follow-up and links to other activities

Appendix 2: ECD-QUAT for Play Hubs



Description

Step 1: Act as the ECD-QUAT facilitator and guide the group in the development of a very concrete action plan, based on the outcome of the ECD-QUAT discussion (Activity 5.2)

For each action, the group should identify a deadline, and a person responsible for meeting it

Step 2: The group (LAT members) are to discuss the action plan together, and agree to update it on a regular basis, both during the LAT meetings, and in discussion with families, children, community members and organisations involved in the activities of the ECEC Play Hub

Note for the trainer: Consider addressing items in the ECD-QUAT in a phased basis. Not all aspects of quality can be included from the beginning. Decide what is most important and agree to review after two months to include the other aspects. Reviews are best conducted during the monitoring/mentoring visits

5.2 From theory to practice: ready to roll

Activity 5.2.1: The TOY for Inclusion approach in practice



Activity objectives

- To explore the goals of the initiative that the participants are planning to implement



Material needed

Handout 5.2.1 The TOY for Inclusion approach applied in my community
Pens



Duration

30 minutes



Possible follow-up and links to other activities

Part A, Section 7 of the toolkit



Description

Step 1: Invite participants to describe in one sentence what it is they are planning to implement in their community. Decide on one sentence as a group, and write it on the flipchart (10 minutes)

Step 2: Distribute Handout 5.2.1 to all participants, and read the questions aloud. Give participants a short time to discuss the questions, and then decide as a group on a common answer to each question (20 minutes)

Note for the trainer: The outcome of this discussion could be the basis of communication to the community about the initiative

Handout 5.1.3 The TOY for Inclusion approach applied in my community

ECD-QUAT Action Plan

Service/location:

Person(s) responsible for overseeing implementation:.....

What	How	Who	When	Resources, materials, costs
Comments				

Date Action Plan:

Signature facilitator

Signature responsible for implementation.....

Date follow-up.....

Handout 5.2.1 The TOY for Inclusion approach applied in my community

The overarching goal of the TOY for Inclusion approach is to combat segregation and enhance cohesion at a community level, by promoting equity in access to high quality ECEC services for children growing up in difficult circumstances.

How is the initiative you have in mind going to:

1. Value the importance of play for all generations, providing a space for all generations to meet, interact, and develop relationships through play?
2. Provide inclusive services to all members of a community, promoting equity, inclusion and respect for diversity, with a special focus on the needs of the oldest and youngest members, and those most vulnerable to exclusion and segregation?
3. Facilitate community engagement by ensuring that the service is embedded within the local community, responding to the needs of the community and providing a sustainable service?

Activity 5.2.2: The five phases of the TOY for Inclusion approach in practice



Activity objectives

- To understand how the different phases of the TOY for Inclusion approach will be operationalised



Material needed

Handout 5.2.2 The five phases of the TOY for Inclusion approach in practice
Pens
Flipchart and markers



Duration

45 minutes



Possible follow-up and links to other activities

Part A, Section 7 of the toolkit

The outcome of this activity could be complementary to the Action Plan developed during Activity 5.3



Description

Step 1: Briefly present the five phases of the TOY for Inclusion approach, and then divide participants into five groups. Provide each group with a sheet of paper, with one of the five phases written on it (10 minutes)

Step 2: Each group is invited to unpack and describe what their phase entails, and what this means for them in practice (20 minutes)

Step 3: All five sheets, with the five phases and their operationalisations, are hung on the wall and discussed as a group, to clarify and resolve any doubts or uncertainties (15 minutes)

5.3 Evaluation the training

Activity 5.3.1: End of training evaluation game



Activity objectives

- To reflect on participants' experiences and learning in training activities



Material needed

A4 paper
Crayons
Pencils
Markers



Duration

20 minutes



Description

Step 1: Divide participants into smaller groups up to six people

Step 2: Provide each group with a sheet of flipchart paper and markers. Ask the group to draw something that represents the current training programme for them. Participants should be prompted to think about what they liked and enjoyed, as well as things that were missing. It can be useful to provide specific examples, such as:

- If the training was an animal, what would it be, and what would it do?
- If the training was a place, what would it look like?

Step 3: After the drawings are finished, ask each group to present them and describe their pictures to the rest of the participants

Step 4: Summarise the drawings and the discussion around what was successful in the training, and what could be improved next time

Activity 5.3.2: End of training evaluation (questionnaire)



Activity objectives

- To assess the training in terms of organisation, contents, participants' involvement and their ability to share their expertise, doubts and concerns
- The outcome of the evaluation will help to amend the toolkit, based on the experiences of the trainer and participants



Material needed

Handout 5.3.2.1
Pencils



Duration

20 minutes



Description

Step 1: Explain to participants the importance of a formal training evaluation

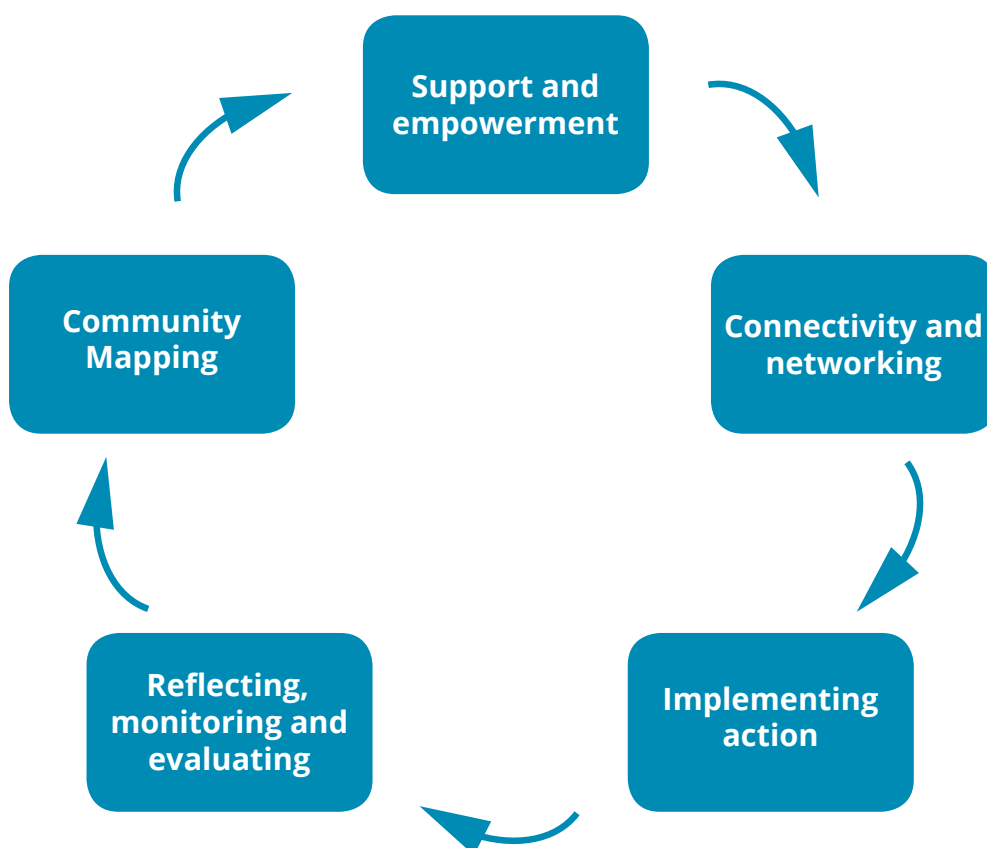
Step 2: Distribute handouts to all participants, and inform them that answering all questions is not obligatory, but is encouraged and very welcome (10 minutes)

Step 3: Collect as many forms as possible

Step 4: Provide an opportunity for an open discussion, in case the participants feel the need to share their opinions on both the training and the evaluation (10 minutes)

Handout 5.2.2 The five phases of the TOY for Inclusion approach in practice

The process of developing of the ECEC Play Hubs for all generations has five stages:



1. Community mapping: One of the most important things to consider when developing your ECEC Play Hub as a community resource centre is your ability to link parents and families with the structural or social support that they need. You and your staff cannot provide a family with the extent of their needs, however you can act as a first point of contact for families who are outside the support network, bridging the gap between families and local support structures.
2. Support and empowerment: Community members and all potential stakeholders (Local Action Team) need to share a common understanding of the goals of the ECEC Play Hub, and have a shared sense of ownership towards the space and the activities organised there. They also need knowledge of how to set up and run an ECEC Play Hub.
3. Connecting and networking: Successful running of the programme relies upon connecting with local services and providers, embracing the integrated services initiative of TOY for Inclusion. The Local Action Team is a vital part of this process, developing cooperation among members and with other services in the community.
4. Implementing actions: This step embodies the operations of the ECEC Play Hub programme, including activities, sessions, and a responsiveness to the needs of the community; implementations should be flexible and accommodating.
5. Reflecting, monitoring, and evaluating: Monitoring and evaluating the programme is key to its success and sustainability. Some data needs to be collected and analysed, and the quality of the services provided need to be regularly assessed and discussed by the staff and volunteers in order to improve the programme and respond to the desires of the children and their families.

What does each phase entails in the initiative you are planning to implement?

Community mapping	
Support and empowerment	
Connecting and networking	
Implementing actions	
Reflecting, monitoring, and evaluating	

Handout 5.3.2.1 Final evaluation questionnaire

1. How do you generally assess the training? How far were your expectations met?

0% 25% 50% 75% 100%

2. The information I received prior to the workshop was...

- ☐ very good
- ☐ good
- ☐ average
- ☐ poor
- ☐ very poor

3. The duration and timing of the different parts of the training were ...

- ☐ very good
- ☐ good
- ☐ average
- ☐ poor
- ☐ very poor

4. The rooms and equipment for training were ...

- ☐ very good
- ☐ good
- ☐ average
- ☐ poor
- ☐ very poor

1. I would assess the work of the trainer(s) as:

- ☐ very good
- ☐ good
- ☐ average
- ☐ poor
- ☐ very poor

6. I felt involved in this training...

- ☐ strongly agree
- ☐ agree
- ☐ undecided
- ☐ disagree
- ☐ strongly disagree

7. I was able to contribute from my own expertise to the training.

- ☐ strongly agree
- ☐ agree
- ☐ undecided
- ☐ disagree
- ☐ strongly disagree

8. I was able to express my doubts and uncertainties.

- ☐ strongly agree
- ☐ agree
- ☐ undecided
- ☐ disagree
- ☐ strongly disagree

9. I was able to express my disagreements.

- ☐ strongly agree
- ☐ agree
- ☐ undecided
- ☐ disagree
- ☐ strongly disagree

10. The most interesting/valuable parts of the training were

.....

.....

.....

.....

11. The least interesting/valuable parts of the training were

.....

.....

.....

.....

.....

12. Do you feel ready to put the experiences from the training into practice? What else do you need to feel more secure?

.....

.....

.....

.....

.....

13. If you have any remarks regarding the training or the TOY for Inclusion project itself, please write it down here.

.....

.....

.....

.....

6. Personal background

My age and gender:

- ☐ 20-29
- ☐ 30-39
- ☐ 40- 49
- ☐ 50 - 59
- ☐ 60 - 69
- ☐ 70 - 79
- ☐ 80+

- ☐ female
- ☐ male
- ☐ unspecified

My last paid job:

- ☐ none

My experiences in ECEC initiatives:

- ☐ I am presently participating in an ECEC initiative.
- ☐ I did participate in an ECEC initiative in the past.
- ☐ I have not participated in an ECEC initiative before.

Appendices:

Appendix 1 - ECEC Play Hubs operating guidelines

These guidelines provide practical information about setting up and running an ECEC Play Hub, which provides a space for play and for meetings and quality interactions for people of all generations (from birth to age 99) and people of all ethnicities.

The Guidelines are closely aligned to the ECD-QUAT for Play Hubs. Together they are a useful resource to ensure quality in the service provided to families.

Every TOY for Inclusion Library should be adapted to meet the particular needs of the community where it is located. Nevertheless, there are certain essential elements for all TOY for Inclusion Libraries.

Appendix 2 - ECD-QUAT for Play Hubs

This handbook is a user manual for the *Early Childhood Development Quality Assessment Tool for Play Hubs* (ECD-QUAT for Play Hubs). The manual contains the components of quality for community-based ECEC Play Hubs, which are supported by the TOY for Inclusion Project. The ECD-QUAT for Play Hubs is more than a list of dimensions and questions. It is a participatory process of quality assessment and improvement. By following the ECD-QUAT process it is hoped that ECEC Play Hubs will be useful, meaningful and welcoming for all families, including Romani families, and that young children's play, healthy development and learning will be supported.

The ECD-QUAT for Play Hubs is closely aligned to the ECEC Play Hub Guidelines. Worked with together, the ECD-QUAT and the Guidelines are a useful resource for ECEC Play Hub staff; assistants, leadership and volunteers, as well as those who support them i.e. members of the Local Action Team, other mentors, and organisations in the community.

Appendix 3 - TOY Pilot Actions report

The purpose of the TOY Programme is to promote intergenerational learning and create new possibilities for older adults and young children to learn together and benefit from each other's company. TOY was initiated and is promoted by [International Child Development Initiatives - ICDI](#).

This report tells the story of the 13 TOY pilot actions which took place during 2014 in 5 European countries (see map). The goal was to unite young children and older people in enriching intergenerational activities, improve social bonds and dismantle stereotypes. The actions were led and supported by local communities, municipalities and care services. During the actions schools, kindergartens and care homes were freed up to become resources for a wider cross-section of the population. As a result of the TOY pilot actions, their ability

to engage with a broader public was enhanced and their value as a resource for the whole community was developed.

The benefits to both generations were demonstrated by improved mutual understanding, a reawakened interest in local culture and traditions, and deeper community engagement. Older people reported that contact with children improved their feelings of wellbeing, and that they derived great satisfaction from sharing their knowledge and experience with the children. To demonstrate the success of the TOY pilot actions, we have assembled photographs, drawings, videos and testaments from participants, and we encourage you to visit the photo galleries of each initiative.

The multilingual report is accessible at <http://www.toyproject.net/publication/toy-in-action/>

Appendix 4 - ISSA – DECET publication: Diversity and Social Inclusion - Exploring Competences for Professional Practice in Early Childhood Education and Care

The ISSA (www.issa.nl) and DECET (<http://decet.org/>) have worked together in 10 countries (Belgium, France, Ireland, Mexico, Morocco, the Netherlands, Serbia, Spain and the UK - England and Scotland) in close cooperation with different practitioners, on identifying action orientated competencies needed to work in the context of equity and diversity.

Regardless of their qualifications, background *and previous experience*, all practitioners have identified fundamental and specific competences.

This publication is not offering a standard list of competences that practitioners need to acquire in order to work in a context of diversity and inclusion. It is a dynamic document that can be used to trigger reflections and discussions in teams of professionals in ECEC centres and preschools. It can also be used as a training tool to engage in critical reflection with participants. It can also inform interested policy makers, academics, practitioners and parents about how professionalism in the early childhood sector, with a focus on diversity and equality, can be addressed. Download the publication and learn more: <https://issa.nl/node/201>

Appendix 5 - Towards Integrated Early Childhood Education and Care Systems – Building the Foundation - Toolkit

The project *INTESYS – Together: Supporting vulnerable children through integrated early childhood services* (funded by the European Commission under the Erasmus+ Programme, Key Action 3 – Forward Looking Cooperation Projects) is aimed at advancing the policies and practices in early childhood ser-

vices towards (more and better) integration in early childhood education and care (ECEC) systems across Europe. The intention is to provide opportunities, especially for children and families from vulnerable groups, to benefit from high quality early childhood services.

Building on existing experiences and promising practices in Europe, the partners in the INTESYS consortium developed this Toolkit: to unpack the complexity of the concept (and the reality) of integration; to indicate key factors influencing integration; to propose quality practices, pathways and tools for action at different levels (team working, service delivery, inter-agency working, etc.).

<http://www.europe-kbf.eu/en/projects/early-childhood/intesys/toolkit>

Appendix 6 – Roma case studies https://issa.nl/publications_search?field_main_category_tid=3

Under the *Capacity building of Roma supporting partners* project, carried out by ISSA in partnership with Bernard van Leer Foundation from April 2014 to November 2016, the case studies *Roma Empowerment and Support for Inclusion* were developed. These reports are created to convene debates around the inclusion of young Roma children and their families, for influencing European policies and transferring good practices to other countries. The three case studies were generated around the projects funded by Bernard van Leer Foundation in Italy, Belgium and the UK/Northern Ireland and assisted by ISSA. A synthesis report with policy recommendations was developed by ISSA based on the three case studies. Each case study presents key issues related to the project implementation: strategies employed, specific context, challenges, outcomes, monitoring and evaluation, and lessons learned. They explore and reflect on the scalability and sustainability of the project interventions, and propose a few policy recommendations. In addition, the case studies indicate the added value for the implementing organisations of the external technical support, in this case done by ISSA through capacity building, peer learning and networking on a national and international level.

https://issa.nl/publications_search?field_main_category_tid=3

Appendix 1 - ECEC Play Hubs operating guidelines

Roma

This document joins the European Institutions, representatives of various Roma groups in Europe, and a number of international institutions in using the term Roma to refer to a number of different groups (such as Roma, Sinti, Kale, Gypsies, Romanichels, Boyash, Ashkali, Egyptians, Yenish, Dom, Lom) and also Travellers, without denying the specificities and varieties of lifestyles and situations of these groups. (See for example; Communication on an EU Framework for National Roma Integration Strategies by 2020).

Antigypsyism

Antigypsyism is a specific form of racism towards Roma, Sinti, Travellers and others who are stigmatised as gypsies in the public imagination. However, antigypsyism gives rise to a much wider spectrum of discriminatory expressions and practices, including many implicit or hidden manifestations. Antigypsyism is not only about what is being said, but also about what is being done and what is not being done. To recognise its full impact, a more precise understanding is crucial. (See Alliance against Antigypsyism (2016) Antigypsyism – a reference paper).

Segregation

By *segregation* the document refers to discrimination in education exercised by separate education of Roma on the basis of their ethnicity. While segregated education of Roma is often justified by other reasons, investigation in multiple cases confirmed that it was done on the basis of prejudice and stereotypes. In several cases the European Court of Human Rights confirmed that separate education of Roma constitutes discrimination and is illegal – whether in segregated special schools, mainstream segregated schools, classes, separate facilities or language groups

Desegregation

The term defines ending of policies leading to segregation of Roma directly or indirectly. Where segregation in education is a result of other factors, e.g. residential segregation, it may be a result of inaction rather than action. Therefore, a way to desegregate would be not an end to policies, but an introduction of new policies.

Integration

The usual first step in dealing with addressing segregation is integration, which in education often results in physical placement of Romani (or other disadvantaged children) into a mainstream environment.

Inclusion

The term refers to the educational system that rejects separate schools or classrooms for children with special educational needs or of other ethnic, cultural, religious, socioeconomic or other backgrounds.

Intergenerational learning

Intergenerational learning activities in TOY (Together Old and Young) are friendly and informal social encounters between young children and older adults in a range of formal or informal settings, involving transfer of experiences and mutual creations, as well as acts of active solidarity towards those who are marginalised or in difficulty. (See for example; TOY Position Paper: *Together Old & Young: How should we live together? A spotlight on the benefits of contact between the youngest and the oldest citizens in our communities*, 2016)

Toy library as ECEC Play Hubs

Toy libraries, also known as *lekoteks*, began in Sweden and exist worldwide as community and family resource centres for young children and their parents. Children can borrow toys, books and games to take home. When developed as ECEC Play Hubs for all generations, toy libraries also serve as a 'one-stop-shop' or community hub for parenting support, intergenerational activities and intercultural dialogue.

Community-based Early Childhood Education and Care

Community-based ECEC recognises the value of all forms of services (informal, non-formal and formal) and their interaction with each other. This provides the necessary flexibility and a response to local needs. Community-based ECEC benefits from the informal environment of the family, non-formal education without governmental interference, and regulated formal education.

www.toy4inclusion.eu



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