

# European**Toy**Libraries

## Documentation for Toy Libraries

*These texts have been prepared by ETL for people who wish to consult reference documents about toy libraries.*

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By European Toy Libraries Group (ETL)

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# DOCUMENTATION FOR TOY LIBRARIES

## Directory

1. Definition of a toy library.....	p. 4
2. Toy libraries in Europe.....	p. 4
3. History of the Group of European Toy Libraries (ETL).....	p. 5
4. Purpose of ETL.....	p. 6
5. Members of ETL.....	p. 7
5.1 Information about toy libraries in Europe.....	p. 9
5.2 Membership form.....	p. 10
6. Working Standards.....	p. 11
7. Examples of Charts of Quality.....	p. 18
7.1 Great-Britain.....	p. 18
7.2 Switzerland .....	p. 20
7.3 Italy.....	p. 22
7.4 France.....	p. 25
7.5 Portugal.....	p. 32
8. Training in Europe.....	p. 38
9. World Play Day.....	p. 44
10. Bibliography.....	p. 45
11. ETL Annual Newsletters .....	p. 46

## 7. EXAMPLES OF CHARTS OF QUALITY

### 7.1 GREAT-BRITAIN

#### *Quality Play Matters, the UK Quality Assurance Scheme for Toy Libraries*

*The sections*

##### **Knowing where you are going**

- Understanding your local community
- Your vision and purpose
- Making links

##### **Getting your house in order**

- Accountable body, and who is involved
- Who does what, and meetings
- Safeguards, policies and legal matters

##### **Building a team**

- Recruiting and supporting paid staff and volunteers

##### **Making it happen day to day**

- Premises and access
- Choosing toys
- Catalogues and systems
- Membership, records and monitoring

##### **Supporting your users**

- Supporting parents and carers
- Being a good role model
- Children growing and learning at play

##### **Keeping the books**

- Looking after your money
- Working out your costs
- Raising income

##### **See and be seen**

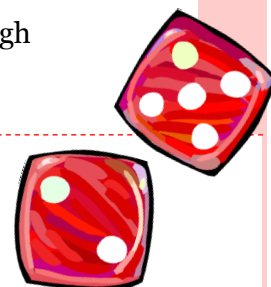
- Telling people about your service
- Promotion/publicity, ideas and plans

*Each section has a series of questions, the toy library provides evidence that it has answered them properly.*

For example the questions for the second section are:

- Who has overall legal responsibility for your toy library?
- Who is involved in running your toy library?
- What other services, organisations or partnerships do you link with?
- What steps do you take to make sure that your meetings are well attended with good representation?
- How do you ensure your toy library is able to take relevant legislation into account?
- How do you ensure that priority is given to safeguarding children who use the service?
- Do you have adequate insurance in place?
- What other measures do you have in place to ensure your service operates to a high standard?
- How can you improve the organisation and running of your toy library?

*An adviser helps the toy library to prepare evidence that they are able to answer the questions, An assessor visits to inspect the evidence (dossier, documents, video etc)*



- The QPM award is given to the representatives of the toy library, often at the Annual General Meeting of the national association. It takes many months work by everyone involved in the toy Library.
- There is an information pack to buy from the national association that describes the scheme.

### **Toy Library Charter**

We recognise and promote the importance of play and that it is an essential part of the child's development. We aim to provide play opportunities that every child can enjoy as part of their childhood and enable learning of new skills and having fun.

In our toy library:

- All users, staff & volunteers are valued
- We ensure a safe and secure environment for all
- Everyone is made welcome and respected
- All resources, toys and equipment are in good condition and well maintained
- We give thought and consideration to our toy selection
- We have systems in place to manage our finances & resources
- We have current and appropriate insurance policies;
- We encourage users to participate in decision making and toy choices.



## 7. EXAMPLES OF CHARTS OF QUALITY

### 7.2 SWITZERLAND



#### *Swiss Association of Toy Libraries*

In Switzerland the contents of Standards for Toy Libraries were proposed by a planning group and presented to the members. The final agreed version is used since 2001 as the basis for training, assists negotiation with e.g. authorities and helps recognition.

The 9 articles are about legal status, stock, advice, places/spaces (minimum space 100-150 m<sup>2</sup> and opening hours at least 2 x week), administration/staffing, training, PR & publicity, play and socio-cultural activities, finance. In practice it works well.



*In Switzerland the 9 standards that follow are used since 2001 and they are recognized as a good and useful instrument for Toy Libraries.*

The Swiss toy library association recommends apply the STLA-Standards accordingly. Based on local amenities and these standards applied, the goal to create and guide a client orientated and well organised toy library can be achieved.

#### Standard 1 – legal status

The toy library is a non-profit organisation and has a legal status such as an independent association, a sub-branch of an association or is part of local authorities and/or communities.

#### Standard 2 – range and variety

The toy library offers a wide range of toys and games (board games, computer games, games for physical activities, etc.) and articles are classified in different categories according to the classification system proposed by the STLA.

Approx. 100 games and toys are available per 1.000 inhabitants of a community (at the opening a minimum of 250 articles). 10 % of the range has to be renewed every year. Each article is lent 3 to 4 times a year.

#### Standard 3 – advice and client support

The toy library offers professional advice. The toy librarians are capable to introduce the games and toys briefly and to advise clients with competence.



#### Standard 4 – rooms and business

The toy library works in rooms of min 100 - 150 m<sup>2</sup> and is centrally situated. Minimum opening hours are twice a week. General terms and conditions of business are issued and abided by.

#### Standard 5 – human resources - staff

Each toy librarian starting work in a toy library gets a letter of rights and liabilities and working conditions. At the end of the work as a toy librarian a letter of confirmation and/or a letter of recommendation are issued.

The work in a toy library is organised in a team which consists of a head/president of a toy library and the toy librarians. The work is divided into various departments, such as bookkeeping, human resources, spare parts, public relations, etc. While working as a volunteer, the number of hours worked is collected and published as a summary in the yearly report.

#### Standard 6 – training and further training

Before opening a toy library at least one toy librarians follows the course “first steps towards a toy library” offered by the STLA. At least one toy librarian has passed the basic 11day training offered by the STLA. The toy librarians take part in the further education offered by the STLA at regular intervals. Recommended are leadership seminars for the head/president of toy libraries.

#### Standard 7 – public relations and publicity

A uniform corporate identity (logo on printed matter, well signaled toy library rooms, etc.), being present at regular intervals in the local media (print, radio, television, community publications, internet), a client orientated information and communication (informing about closing / opening hours e.g. during holidays, special events, etc.) and close and regular contacts to local authorities, the STLA, other toy libraries and other associations are a trade mark of the professional public relations work of a toy library.



Toy Libraries in Switzerland

#### Standard 8 – Play and socio-cultural animation

Apart from lending toys and games, the toy library as a socio-cultural institution also initiates events that promote play as an important part of every day life.

#### Standard 9 – finances

The toy library works according to the budget and publishes a yearly financial report with balance. The funding is based on yearly membership fees, lending fees, donations, subventions and/or sponsoring.

## 7. EXAMPLES OF CHARTS OF QUALITY

### 7.3 ITALY



#### *ITALIAN TOY LIBRARIES*

##### **1 - The toy library**

The Toy Library is a service of public interest, that is intentionally designed as a space dedicated to play and to the promotion of the play culture. It provides users spaces, play materials and expertise, offers the opportunity to engage freely in play activities, encouraging knowledge and the sharing of different forms of play.

The Toy Library is a place for amusement, socialization, integration and education, which puts the play and the toy at the center of all its projects and actions. Contributes to the development of the individual and is inserted fully into the network of socio-cultural and educational services of the territory.

Through play and animation, it promotes the welfare and the comfort of the individual and is active for the reduction of the handicaps that prevent disabled subjects access to the play.

The Toy Library's planning, activities, toys and play materials, respect the differences of gender, age, ethnicity and promote cultural integration. It works for the full implementation of Article 31 of the Convention on the Rights of the Child, which enacts the right to play, approved by the UN General Assembly on November the 20th 1989 and ratified by Italy by Law 05.27.1991 n.176.



*EDITED BY MEMBERS OF THE NATIONAL PANEL DISCUSSION ON TOY LIBRARIES*

##### **2. The toy librarian**

To provide the best possible service the toy libraries should be managed continuously and professionally by staff with adequate training, skills and experience and - in the case of services for children and adolescents - preferably degree inherent in Education Sciences and psycho-pedagogy or, alternatively, a diploma of secondary education in socio-psycho-pedagogical area.

The toy librarian is a person able to:

- \* have a good knowledge of play culture, different types of toys, specially it's principles of cataloging and classification;
- \* to play with and without play material;
- \* to be motivated, have communication and relational skills, demonstrate attitude to teamwork as well as management and organizational competences;
- \* listen and behave friendly
- \* to plan activities and enhance the play materials;
- \* demonstrate adaptability and flexibility in accordance with the Regulation;
- \* preserve the play and the toy from commercial and ideological exploitation and from educational and therapeutical abuse;
- \* fostering and promoting the free choice of the play, the materials, ones playmates;
- \* respect the play and the no-play.



### **3 - ORGANIZATION OF THE TOY LIBRARY**

The Toy Library service needs:

- \* general project;
- \* staff and adequate financial resources to the project and to the activities;
- \* definition of tasks, roles and responsibilities of each team member;
- \* lifespan learning program for the team.

#### **Typology of play, activities and services offered**

The Toy Library provides a variety of materials, activities and services to promote development, education, socialization, amusement and leisure. It promotes forms of free and organized play on the basis of the opportunities available.

The Toy Library offers:

- \* many types of games and toys;
- \* loan service of toys;
- \* workshop activities.

The Toy Library promotes:

- \* organization of meetings, events, conferences, exhibitions and seminars related to play and toys;
- \* Information, documentation and advice on play, games and toys;
- \* training on play, toy and ludic activities.

#### **Premises / Space / Furnishings**

In a toy library users should find an open, stimulating and welcoming space.

The toy library shall be provided by:

- \* suitable premises to the original design and to the territorial demand, for the exclusive use of the toy library. Possibly, with an outside play area and a special area dedicated to technologically advanced forms of play;
- \* to be accessible to all, free of architectural barriers in accordance with international norms on safety and hygiene;
- \* space, furniture and equipment organized according to the age of users, types of activities and services offered and organized in a non-rigid way.

#### **Games, materials, equipments**

Toys, play materials and equipments must be:

- \* of different types from various eras and cultures, available in sufficient quantity for the project, activities and users, adequate to the territorial context;
- \* comply with safety standards
- \* chosen for quality, in good condition and complete;
- \* classified and cataloged according to a criterion which allows the highest share among all toy libraries;
- \* ordered in a way that make it easily accessible to the users.

## 7. EXAMPLES OF CHARTS OF QUALITY

### 7.3 ITALY (CONT.)

#### Functioning

The Toy Library has to:

- \* schedule an annual increase in assets according to recreational, cultural and educational project;
- \* preserve the games and toys considered significant for play culture, creating a special archive;
- \* adopt a regulation and a service chart;
- \* schedule regular and ongoing opening times, offering both morning and afternoon sessions, in relation to project and the community demand;
- \* provide users access arrangements consistent with the regulations of public socio-cultural and educational services of the territory;
- \* provide users access arrangements consistent with the regulations of public socio-cultural and educational services of the territory;
- \* provide users an insurance coverage.

The toy library service does not qualify as a housing service for Children.



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*3 Main Points: The Toy Library, The Toy Librarian and the Organization of the Toy Library*

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#### Toy library and territory

The Toy Library has to take action to:

- \* to assert its identity and recognition;
- \* bring "play anywhere" and, in particular, closer to the community;
- \* develop partnerships with other public and/or private organizations and institutions, promoting joint projects and / or participating in concerted activities;
- \* develop educational and learning projects with local schools of all levels;
- \* promote the development of a national network of toy libraries in order to encourage exchange and sharing.

#### Communication

The toy library must be equipped with:

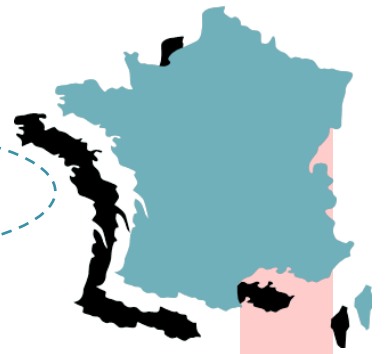
- \* a specific name, eventually accompanied by a logo, that permit an immediate identification;
- \* adequate interior and exterior signage;
- \* methods and tools for information / communication about its activities on its operativity, providing documentation through the systematic collection of printed materials, photographic and digital materials.

*Ascolta*

*Trascrizione fonetica*

## 7.4 FRANCE

### *ALF - association des ludothèques françaises*



#### *The Charter of Quality of French Toy Libraries—Introduction*

The Charter of Quality adopted at the Annual General Meeting on 21st March 2003 is from now on a frame of reference for all French toy libraries.

By clarifying the identity of a toy library the Charter of Quality becomes an incentive. It defines the objectives towards which toy libraries should strive in order to move towards more professionalism, and better quality, resulting in greater recognition.

NB The different elements included in the Charter are not standards or norms, with the need for enforcement that goes with a norm.

This Charter of Quality is the result of reflection, debates and writing that have taken place since 1997 within the toy library network with the willing participation of 408 toy librarians in 15 French regions. The assembled contributions from each region were finalised by a commission of 27 delegates from regional associations that met for 3 days at La Rochelle in 2002.

This Charter of Quality, developed using a method which was tested in Quebec during the recognition of new social work professions, has drawn upon the analysis of daily practice, on the realities that emerged in discussion and involved all participants. All decisions were made by consensus apart from the final stages when a vote was occasionally necessary. In the context of structural analysis the technique called “the named group” was adapted to the circumstances. This work was initiated and supervised by Denise Garon, an educational psychology specialist from Quebec and directed and led by Alice Lucot the National Officer of ALF (French Association of Toy libraries).

The result appears as 11 general headings covering all the elements of a toy library, and the listing under each of 10 associated objective quality criteria.

The application of this Charter of Quality, like its origin, sets up a dynamic and progressive process. It should result in the free use of this tool by toy librarians to evaluate their own practice, but also to negotiate resources with public authorities and employers. The Charter of Quality starts with what exists; it aims to be open and collaborative and to lead forwards.

#### *A self-evaluation checklist will be added in the future*



Created by toy librarians (of all levels, status, and function, both voluntary and employed) it has been considered from the perspectives of toy librarian, toy library user and the toy library organisation. It states the quality criteria that are to be met, and for some of them specifies the factors to be observed.

This Charter of Quality will evolve over time. A self-evaluation checklist will be added to it in the future. This should systematically list the factors to observe and measure. It will be able to indicate courses of action and recommendations.

## 7. EXAMPLES OF CHARTS OF QUALITY

### 7.4 FRANCE (CONT.)

The setting out of the main conditions for the exercise of a profession is a responsibility which naturally comes to those who live every day at the heart of the action. This is why ALF has invested in this vast enterprise for several years, so that for toy libraries, it is they themselves that have set the criteria of quality.

#### 1 The ethos and role of a toy library

To-

- have play and toys at the centre of all projects and activities in the toy library
- promote play and share the joy of playing
- encourage and promote free play (free choice of playthings, of their use and of playmates), to know how to not intervene, to respect play and those who choose not to join in
- know how to play games, to set them out, make clear the rules and adapt them for users of different ages and abilities and different situations
- keep the rules of the game and of the place and maintain respect between players
- value the heritage of play by possessing toys of different times and cultures
- let members try a wide variety of games so as to encourage a critical spirit
- keep play apart from interventions of an educational, therapeutic, commercial and ideological aims
- be vigilant to maintain the neutrality of the toy library environment
- be knowledgeable about the conditions in which toys and games are manufactured.



*11 points: the ethos and role of a toy library, the project of creating a toy library in the long or short term, partnership, the team, services offered, premises, Stock of toys and games, operations, users, reception and communication*

## 2 The project of creating a toy library in the long or short term

By-

- making a prior assessment : a study of the situation and its needs
- defining the goals (general and specific, long and short term) as well as the priorities
- determining the tasks and completion date
- defining and researching the necessary resources (human, financial, material...). Analysing the practicalities
- drawing up a project relevant to the assessment which includes different stages and the budget
- knowing how to present and defend the project
- acting to bring about the anticipated goals
- planning for evaluations during the work (medium and long term) to allow for adjustments if required
- planning concertation with all participants involve in the project and keep a record
- carrying out a quantitative and qualitative evaluation



Toy Libraries in France

## 3 Partnership

To-

- assert the toy library's identity in relation to it's partners
- actively participate in the toy library network, develop communication and act together. Join the national association
- locate potential partners (institutional and community) in the neighbourhood, understand their functions and aims
- make oneself known to potential partners by linking with the various organisations and institutions around the toy library
- identify different sources of funding, their areas of action and requirements
- know about the positions and political choices of district, county and regional administrations
- understand the socio-cultural and educational environment and place oneself accordingly
- develop partnerships with other organisations by setting up shared projects or by joining their activities
- set-up links or partnerships with the toy industry (designers, distributors, manufacturers...)
- define the situation and actions of each partner

## 7. EXAMPLES OF CHARTS OF QUALITY

### 7.4 FRANCE (CONT.)

#### 4 The Team

Should-

- have qualified paid staff
- have enough staff for the project and its activities
- have staff with relevant qualifications
- have defined roles, tasks and responsibilities for all
- encourage additional and combined skills and both sexes
- support the work of the toy library
- create team spirit and motivate everyone
- participate in ongoing training in the areas of play, toys games and toy libraries
- have regular team meetings
- promote team stability



Toy Libraries in France

#### 5 Services offered

The provision of-

- loan of play equipment free or for a fee
- free play on site
- organised play on site
- organisation of celebrations and the setting up of themed activities around toys, games and play
- organisation of play outdoors and in other settings
- workshops for the design and making of playthings
- documentation, information and advice about play (choice, use and interest....)
- training about play, toys and games, dealing with students on placement and visitors
- play bus and other mobile services
- testing toys and games



## 6 Premises

### Should-

- be dedicated toy library space with outdoor access
- be large enough for the activities and numbers attending
- have the necessary facilities (areas for reception, technical work, administration, toilets...)
- provide easy public access: near homes, public transport, parking...
- be accessible to all (wheelchairs, prams etc...)
- be light, quiet, airy, separate...
- fulfil security and hygiene regulations
- have public areas set out according to the current age group, types of activities and services
- have functional furnishing units adaptable to different users, playthings and activities
- be attractive (colour, decoration, style of furnishing, clean, tidy...)

## 7 Stock of toys and games

### To-

- have a good, continuously updated understanding of the material, technical, psychological, developmental, historical and cultural aspects of toys and games
- have a wide variety of playthings, sufficient for projects, activities and users
- offer playthings that conform to safety regulations
- keep stock in good condition, complete, well maintained and clean
- prepare stock for use: protection, valuation, classification, cataloging, marking, learning how to use it...
- use a recognized system common to toy libraries for the cataloguing and classification of the playthings
- display the stock in a user-friendly way (easy location and access)
- manage the stock from purchase to redundancy (awareness of its state, regular renewal...)
- make known, promote and value every toy and game
- know about the different networks for the manufacture, supply, and distribution of toys and games and their designers

## 7. EXAMPLES OF CHARTS OF QUALITY

### 7.4 FRANCE (CONT.)

#### 8 Operations

To-

- have a set of rules
- have regular days and hours of opening that suit potential users and the activities plans
- establish a timetable: open sessions, sessions for groups, outside events, celebrations, tidying, maintenance
- have fees (membership, loan) affordable by all
- have specific and ample time for the selection, exploration, learning the uses, preparation and management of the stock and the organisation of the setting
- keep accurate statistical records of the numbers of users, of lending and of membership
- maintain a suitable balance within projects and budgets and produce an annual report
- be aware of current legislation (premises, users, activities...)
- provide or participate in the administrative and financial management of the organisation and its staff
- have IT resources that make possible good management of the organisation

#### 9 Users

To-

- welcome everyone without discrimination by age, culture or disability
- promote meeting and interaction among all
- be aware of the expectations of different users and know how to respond to their needs
- know about child development, people's behaviour, the characteristics of specific groups
- respect the rhythm and abilities of users as they play
- promote responsible use of toys and premises
- allow users to share their understanding and ways of playing
- promote interaction between parents and children through play
- seek out new users
- encourage member's involvement in the life of the toy library

## 10 Reception

By-

- having staff available for welcome
- having an identified and organised reception area
- being available and having a welcoming attitude
- displaying the rules and working of the toy library
- having a good understanding of the users so as to personalise the welcome
- organising the play space, selecting and preparing toys appropriate for the expected users
- being alert to what is happening, observing and creating circumstances of mutual respect for all
- being flexible and adaptable in individual circumstances within the rules of the toy library
- knowing how to listen without judging and be discreet
- being confident in the toy librarian role and relating appropriately to other professionals

## 11 Communications

To-

- create a toy library identity (name, logo...)
- know how to present the toy library and its operation
- distribute a flier about the toy library and its operation
- have good signage to indicate the toy library
- display information about the way the toy library works at the entrance and inside the toy library
- appear in public and professional listings as a toy library and have communication tools (telephone, fax, internet...)
- maintain regular interaction with the media, funders and partners
- organise events open to all and participate in local events with the aim of promoting the toy library
- promote events with specific publicity such as posters and handouts
- keep records and share memories of events in the life of the toy library (newspaper articles, photos...)

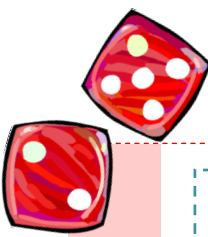
## 7. EXAMPLES OF CHARTS OF QUALITY

### 7.5 PORTUGAL (DRAFT)

#### *IAC - Child Support Institute*

Toylibraries have become a national reality, being community, school, disability, university, hospital, itinerants, play centers, *ludobibliotecas* or *ludocreches*, and they develop in different contexts.

This document intends to standardize the criteria for design, implementation and evaluation of play spaces (toy libraries, play centers, *ludocreches*, itinerants, etc.), through general assumptions and minimum requirements, recognizing, nevertheless, the difficulty in creating such a document.



*Having in mind that toy libraries are intervention projects, with specific characteristics, the proposal below follows the guidelines commonly used when defining a project.*

#### **I - Definition:**

"The toy library is a space prepared for children to play, enabling access to a wide variety of toys in a particularly playful environment. It is a space where everything invites you to explore, to feel, to experiment."

(Leonor Santos)

#### **Community Toy Library:**

Open to the entire community, aiming raising awareness of family and wider community to the value of play in the overall development of children and youth.

#### **School Toy Library:**

Being the school a privileged place of social interaction regarding learning, knowledge exchange and the living of significant experiences among peers, must also provide a space for pleasure through free play, toys and books.

#### **Special Needs Toy Library:**

The toy libraries for special needs are a space open to the entire community that allows children with disabilities sharing and interaction with all children (inclusion) and the free choice of toys, providing a vast range of toys and games, adapted or not.

#### **University Toy Library:**

Toy Libraries at universities are open to community spaces and simultaneously contribute to the training of professionals who value play.

#### **Hospital Toy Library:**

Toy Libraries in hospitals are places to play that help children to ease their experiences in hospital.

#### **Ludobus:**

Ludobus provide children's living in remote and isolated places the opportunity to experience new play materials and new varied recreational experiences. In urban areas, restore the street children as a place to play, sharing playful activities.

## **Play Centers:**

The Play Centers are places for intergenerational dialogue where cultural identity and knowledge of older takes place.

Have different services: toy library, workshops, artistic expressions, library, technologies,...

## ***Ludobibliotecas (in french Ludobibliothèques):***

The *ludobibliotecas* are places where books and toys share spaces, words and feelings.

## ***Ludocreche***

A space where child's overall development is developed, supporting the early stages of sensory, socio-emotional and language development (0-3 years).



Toy Libraries in Portugal

## **II – Principles**

- To defend the Right to Play, recognizing it as a determining factor in the personal and social development of children;
- To recognize the pedagogical, educational and sociocultural role that Play Activity implies in the life of every individual and society;
- To raise awareness among institutions and the community, to practice an intervention policy that favors non-formal educational (and sociocultural) perspectives, allowing the child and young freedom of choice;

## **Guidelines:**

- Create more suitable conditions for the overall development of children and adolescents;
- Provide for the child and adolescent positive experiences in the physical, psychological and social plan having in mind their age and length of stay in the play space;
- Provide to the child, adolescent and family quality and innovative services that meet all safety standards;
- Value the play space as an opportunity for transformation and construction of the child;
- Value toys and play activity and provide the child with access to a wide range of play material;
- Give guidance regarding the use of toys and its adequacy;
- Experience situations that favor the development of thought and language;
- Encourage the interaction of child and adolescents with the surrounding environment.



## **III - Target Group:**

- Accommodates different target groups without discrimination of age, cultures, special needs, from 0 to 18 years.

## 7. EXAMPLES OF CHARTS OF QUALITY

### 7.5 PORTUGAL (CONT., DRAFT)

#### IV – Space

##### Selection:

- Physical Space:
  - Wide room;
  - Airy;
  - With natural light, always when possible;
  - Organised and Clean;
- Outdoor space (when possible), with shadow areas;
- The furniture should be functional, easy to maintain and adapted to different ages;

##### Organization:

The environment should be quiet and comfortable, where the child is part of it.

- Space “Sensory Motor Development”: tactile books, musical toys, pull toys, tricycles, strings, etc..
- Space “Role play and make-believe”: costumes, cars, dolls, puppets, etc...
- Space “Construction and creativity”: fitting, construction, etc...
- Space “Sharing, Cooperation and Competition”: sportive games, circuits games, reflection games, scenario games, theater, etc..
- Space “The Real and the Virtual”: computers, games console
- Space “Book - play with words, play with sounds”
- “Inventor Space” - dedicated to the reuse of waste material. In the first contacts with this space it’s important to stimulate children to stir and watch all the available materials and let them create freely their games and toys.
- Space “Tradition” - systematizes and organizes information on traditional tales, toys and games.
- Technical Office – work office for professional with the different working areas.

##### Hygiene and Safety:

Create standards for hygiene, cleaning, disinfection and preservation of objects.

Develop hygiene weekly actions.

The space should have all power outlets protected.

Stairs and other places where children can climb and fall (eg windows) must be protected.

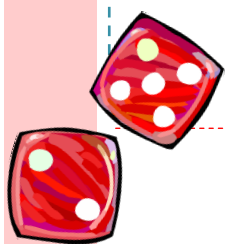
Stairs and ramps must have non-slip floors and handrails proportional to the height of children.

All edges (tables, shelves, shelving) must have silicone or rubber protections.

##### Internal regulation:

It should contain:

- The requirements of users, working hours, vacation period, loan terms and norms of use;
- Capacity should be considered according to the square meters of space (2.5 meters for each child).
- Contemplate an afternoon for teamwork (close to the public).



*The spaces should be designed so that children and adolescents feel the beauty, as beauty, joy, affection and magic should be palpable and simultaneously invite them to explore, feel, experience, and respect the sharing space where spontaneous interactions occur.*



## **V - Play Material:**

### **Selection and purchase of materials:**

- Adequacy of play material to the stages of development of the child;
- Pedagogical value (recreational aspects, cognitive, functional and social functions);
- Attractiveness (aesthetic and moral values);
- Versatility (allowing different ways to play and adapted to the different needs of children);
- Durability (resistance to the use of several children);
- Security (according to all toy safety rules, national and international).

### **Preparation and organization of material:**

- Create a database of acquired material, proceed to the conservation of the boxes, labeling the material, and its separation into bags.
- Whenever possible, have a listing due to the play activity of each object (ESAR – Exercise, Symbolic, Construction, Rules).

### **Hygiene and safety:**

- Develop regulatory practices of hygiene and safety of materials;
- In toys selection must have in consideration the transmission of microorganisms, the material which is made, and if this is possible to clean and disinfect;
- Protect game boxes with plastic.



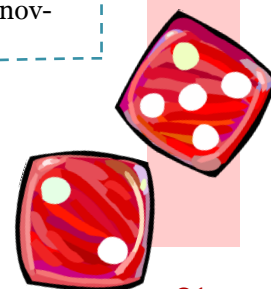
**Toy Libraries in Portugal**

## **VI - Human Resources:**

- 1 Coordinator / Responsible, with a degree;
- Toy Librarians, whenever possible with a degree;
- Animator, whenever possible with a degree;
- Administrative.

### **Training:**

- To train professionals with new valences and skills through the organization of thematic itineraries that encourage reflection, experimentation, sharing experiences and pedagogical novelty, seeking a quality strategy.

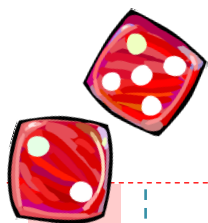


## 7. EXAMPLES OF CHARTS OF QUALITY

### 7.5 PORTUGAL (CONT., DRAFT)

#### VII – Evaluation

##### Project's Evaluation Methodology and Self-Evaluation



*The evaluation model addresses the continuous analysis of all the components of the project to assess the performance of human, technical and pedagogical resources, processes, methods and results, aiming to get the strengths and weaknesses.*

-The evaluation process should allow explaining the interrelationship between social, psychological and cultural factors that influence the results and the perception that actors have about the process.

- So it is necessary to use qualitative and quantitative data that allow observing the phenomenon in all their extension.

#### **Criteria:**

- The feasibility of the project (the relevance of its objectives, its goals and results)
- The relevance and management of processes (process management)
- The objectives (achievement of objectives)
- The goals (achieving the goals)
- The impact of the project
- Efficiency and effectiveness of the project
- The effectiveness of the methodology and play techniques.

#### **Indicators:**

- The number of children (boys and girls) attended by day
- The number of activities carried out / performed each day
- Quality of processes: measured by the effect it produces in the development of skills and knowledge acquisition;
- Interaction and involvement of families;
- Level of user satisfaction;
- Community Projection of the play space, measured by membership, level of satisfaction of the community;
- The efficiency, measured by analyzing the quality of processes and by the optimization of resources;
- The effectiveness, measured by analyzing the expected results, by the objectives and goals fulfillment.







ETL Meeting in Lisbon (2010)



ETL Meeting in Brussels (2011)