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.

DOCUMENTATION FOR TOY LIBRARIES

Directory

1. DEFINITION OF A TOY LIBRARY

Toy libraries provide resources for play, including toys, games, trained staff and dedicated space on a non-commercial basis.

That means:

European Toy Libraries are open to everybody: children and adults, able bodied and disabled persons, institutions and organizations

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 organizations, 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.

"European Toy Libraries are open to everybody"

2. TOY LIBRARIES IN EUROPE

1959 - A first small toy library opens in Denmark

1960- UNESCO presents a plan to create toy libraries

From then on, toy libraries were founded in many countries like in Sweden, France, Great Britain, Germany, Switzerland etc.

Now there are around 6500 toy libraries in Europe.

The main quality of European toy libraries is the fact that most of them are open to everybody.

In some countries toy libraries are mainly for children and adults with special needs.

Most European toy libraries are run by local authorities or private organisations as independent, non-profit organisations, with both professionals and volunteers.

Toy libraries lend out toys and games, provide space and opportunity to play and contribute to the quality of life.

And most countries have a national association of toy libraries.

ETL Meeting in Barcelona 2007

ETL Meeting in Lisbon 2010

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3. HISTORY OF THE GROUP OF EUROPEAN TOY LIBRARIES (ETL)

In April 1996 a questionnaire was sent to the national associations of toy libraries in Europe. The results of this questionnaire showed that the representatives of the European Toy Libraries supported the formation of a European Group of toy libraries.

ETL is the most active continental group in the world.

During the 7th International Conference of Toy Libraries in Zurich (Switzerland) in 1996 the Group of European Toy Libraries (ETL) was founded with the goal to create a platform for the toy libraries in Europe.

Delegates from 11 countries agreed that a project should be developed and a meeting should be held within one or two years.

The first meeting prepared by France and Switzerland was held on March 13th, 1998 in Paris. The aims, the status of the organization and the regularity of the meetings were determined.

Since then a meeting has taken place every year in a different country.

The legal status was discussed and in for the time being it was agreed that the informal status of a group of European Toy Libraries should not be changed.

In 2003 a definition which would consider the different kind of toy libraries in Europe was elaborated in Graz, Austria.

In 2004 Portugal presented the logo for the European Toy Libraires **(ETL) Group of toy libraries. From now on the name "Group of European Toy Libraries" was used, and it was also agreed that for the time being,** the status of an informal group should be maintained.

The annual meetings were very well accepted by the different countries and different improvements have been achieved, such as a better communication and cooperation, such as a questionnaire about training in Europe, the elaboration of working standards for toy libraries etc.

In 2013 the question about the creation of a European association was raised again, but delegates decided not to change the status for the present.

Over all we can say that the Group of European Toy Libraries with its around 5500 toy libraries is the most active continental group in the world.

The European group is committed to the beliefs that play, playthings and playful interaction are essential to optimal educational, physical, psychological, social and cultural development.

The European Group is an informal group.

SINCE 1996 REGULARLY MEETINGS WERE HELD IN DIFFERENT COUNTRIES:

1996 Zurich

1998 Paris

1999 Lisbon

2000 London

2001 Florence

2002 Lisbon

2003 Graz, Austria

2004 Brasov, Rumania

2005 Lisbon

2006 Athens

2007 Barcelona

2008 Noordwijk, Netherlands

2009 Winterthur, Switzerland

2010 Lisbon

2011 Brussels

2012 Istanbul

2013 Greve, Denmark

2014 Athens

National Toy / Leisure Library Associations Toy Libraries, play professionals, individuals interested in promoting play.

4. PURPOSE OF ETL

The purposes of the ETL are:

To disseminate the concept of toy libraries as a means for bringing play and play materials to people.

To serve as a link between national toy library organizations, within Europe, providing opportunity for international exchange of ideas and materials.

To maintain a liaison with other organizations and associations concerned with developmental and social issues, health, education and play.

To organize common presentations at international events such as international Conferences organized by ITLA

To cooperate with organizations with similar goals.

ETL Meeting in Brussels 2011

ITLA International

The Group of European Toy Libraries is a section of ITLA (International Association of toy libraries) and has a close cooperation with ITLA.

ITLA is a non-profit making international organization comprising of national toy library associations, institutions and direct international members.

One of the main goals of ITLA is the cooperation between the different national organisations. To strengthen this cooperation ITLA organises an International Conference every three years.

Another service is the ITLA Documentation Centre at the Centro Internazionale Ludoteche office in Florence, Italy.

ETL Meeting in Netherlands 2008

5. MEMBERS OF ETL

ETL has members from 20 countries all across Europe

Website Addresses of ETL Members

Coordinator	
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📞	0041 41 850 39 18
🖥	http://www.iacrianca.pt/en/associacoes-internacionais/310-european-toy-libraries

Austria	
🖥	www.ludovico.at

Belgium	
	www.spelotheken.be (Flandres) www.ludobel.be (Région Francophone)

Croatia	
🖥	www.kgz.hr

Denmark	
	www.legeteksforeningen.dk

Estonia	
🖥	www.lelula.ee

France	
	www.alf-ludotheques.org ALF Bretagne: alfbretagne@yahoo.fr

ETL MEMBERS:

Austria

Belgium

Croatia

Cyprus

Denmark

Estonia

France

Germany

Great Britain

Greece

Hungary

Italy

Netherlands

Norway

Portugal

Rumania

Spain

Sweden

Switzerland

Turkey

Germany	
	www.deutsche-ludotheken.de

Hungary	
	www.mikkamakka.hu

Italy	
	www.centroludoteche.org

Netherlands	
Vereniging Speel theken Nederland	www.speelotheken.nl

Portugal	
Actividade Lúdica	www.iacrianca.pt/sectores-iac/actividade-ludica

Scotland	
SMART PLAY NETWORK	www.smartplaynetwork.org

Spain	
	www.atzar.wordpress.com

Sweden	
	www.fshl.se

Switzerland	
Association suisse des ludothèques Verein der Schweizer Ludotheken Associazion svizra da las ludotecas Associazione delle ludoteche Svizzere	www.ludo.ch

5.1 INFORMATION ABOUT TOY LIBRARIES IN EUROPE (2013)

Country	Number	National	1st TL	Users	Lend of Toy	Public Help	Staff Payed	Users Pay
Austria	50	no		E	yes	yes	yes	
Belgium	130(fr) 83(fl)	2 x yes	1973	C,E,SP,C,A	Yes(fl)No(fr)	yes	yes+ no	yes
Croatia	19	no	1976	SP, C	yes	yes	yes	yes
Cyprus	6	no	2004	C, SP, A	no	yes	yes	no
Denmark	26	yes	1977	SP C+A	yes	yes	Yes+no	no
France	1200	yes	1967	E	yes	yes	yes	yes
Germany	100	yes	1971	E	yes	yes	no	yes
Great Britain	1000	yes	1967	C,SP C+A	yes	yes	yes+no	yes
Greece	4	yes	1990	C, SP	yes	yes	Yes +no	no
Hungary	8	yes	1993	E	yes	yes	yes+no	yes
Italy	450	no	1977	E	yes	yes	yes	yes
Lithunia	108	no	1994	E, SP/C	yes	no		
Netherlands	300	yes	1974	E, SP/C	yes	yes	yes+no	yes
Portugal	700	no	1975	E, SP/C+A	Yes in some	yes	yes	Yes in some
Romania	27	no	1994	C, SP/C	yes	yes	no	no
Scotland	6							
Spain	600	no	1980	E, SP/C	no	yes	yes	yes
Sweden	5	yes	1964	SP/C	yes	yes	yes	no
Switzerland	372	yes	1972	E	yes	yes	yes+no	yes
Turkey	14	no	1999	C/s	yes	yes	yes	yes
TL in Europe	5208							

There are a total of 5208 Toy Libraries in Europe

Visit to Toy Libraries in Netherlands

5.2 MEMBERSHIP FORM

MEMBERSHIP FORM

European Toy Libraries

Premises:

1. Members must live in an European country and speak and understand English;

2. The decision to accept the membership request is exclusively made by ETL group;

3. Individual members **are not accepted. In countries where there isn't a** National Toy Libraries Association, ETL Group will evaluate case by case.

4. A maximum of 2 representatives of each country can attend the meetings. Exceptions are decided by ETL's Coordinator.

By completing this membership form you are stating that you have been informed about the premises above and that you comply with these criteria.

You also commit to gather information about your country and share ETL's work in your Association/Toy Libraries.

1. Country: _____

2. National Association: _____ or

Country Contact Person_____

3. National Association Date of Creation: _____

4. National Association Website: _____

5. Person Responsible: _____

    5.1 Contacts of Person Responsible (e-mail, address, telephone,...):

_____

_____

Place, Date & Signature

_____

By joining ETL you commit not only to gather information abour your country to share within the Group, but also to take ETL's work to your toy libraries

6. WORKING STANDARDS

Rational and legal framework

Definition of toy library:

"Toy Libraries provide resources for play, including toys, games, trained staff and dedicated space for non-**profit purpose"**

Toy libraries have the mission...

1. To defend the idea that leisure, as part of Human Rights (art. 24), includes the right to play;

2. To defend the Right to Play (art. 31 CRC) recognizing it as essential in the overall development of children;

Article 31 CRC

States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

3. To promote and recognize the pedagogical, educational and socio-cultural role that play has for society and individuals all lifelong;

4. To raise awareness among institutions and the community about the importance of informal/ free play and to favor autonomy by free choice;

5. To nurture the relationships between children, their parents or carers through playing together.

"European Toy Libraries have in mind Human Rights and the Convention the Rights of the Child"

The Working Standards refer policy, management tasks and worker tasks, organized in 10 points: vision, strategic plan, resources, staff and volunteers, training, environment, public relations and networks, users, day -to-day work and evaluation.

POLICY	MANAGEMENT TASKS	WORKER TASKS
1. Create a vision **Create a vision of the way the toy library should work**	• Develop and communicate a vision that has its users at the heart of the toy library. (A user is someone who uses the toy library service)	• Contribute to the development of the vision. • Make sure that the vision is followed in the work of the toy library
2. Develop a strategic plan **Know** • **how to establish the need for a toy library and the most suitable toy library model** • **the importance of working with other providers to strengthen the role of the toy library** • **the importance of using the knowledge of the toy library workers and users in the development of the plan** • **that communication is vital for successful implementation**	• Learn the needs of local communities • Identify the people who will benefit from the toy library service • Decide the type and nature of the toy library service • Consult with workers • Ensure that workers are supported to deliver the strategy • Identify what resources are needed • Communicate the strategy to workers, users and other interested groups • Develop a method for evaluating the strategy	• Contribute to the development of the strategic plan • Follow the plan and deliver the strategy • Communicate with users and others. • Work with other agencies and build partnerships to promote the toy library • Take part in evaluation and review of the plan

POLICY	MANAGEMENT TASKS	WORKER TASKS
3. Provide resources • **Know how to secure resources for the toy library service, including staff, premises and toys** • **Manage the finances**	• Provide enough workers for the toy library to run well and to meet legal standards • Provide enough resources for toys, games and equipment • Ensure the suitability of toys, games and equipment for toy library users • Set out a budget and financial rules	• Know the number of users to expect • Know how to provide a range of toys to meet the varied needs of users • Know about toys, games and how they support child development and social and cultural learning • Follow the financial rules
4. Staff and volunteer Development • **Know the relevant legislation, policies and procedures for recruitment of workers** • **Know the of the importance of providing job/role descriptions and performance criteria** • **Know how to develop a training and development plan**	• Recruit workers correctly • Ensure training and support so that workers can operate the toy library • Provide a framework of job descriptions, policies and procedures	• Know what is expected of your role and when to refer matters to a manager • Follow the rules of the toy library

POLICY	MANAGEMENT TASKS	WORKER TASKS
5. Training for workers • **Be aware that training is the key for a successful way to run a toy library**	• Establish a training and professional development strategy • Establish a supervision and appraisal system • Develop a method for evaluating the strategy	• Learn how to identify your training needs and how to get training • Understand the importance of supervision and appraisal in supporting continuous development and improvement • Know the importance of evaluation of training for improvement of the toy library service
6. A safe environment • **Provide a safe and secure environment in the toy library** • **Provide for users with special or additional needs**	• Ensure the safety of all who use the toy library by defining policies and procedures • Ensure access for all who wish to use the toy library • Ensure that spatial arrangement of the toy library creates a good experience	• Create a welcoming play environment while following policies and procedures • Know how to set out the space to enable users make the best use of the toy library • Know the needs and preferences of individual users

POLICY	MANAGEMENT TASKS	WORKER TASKS
7. Public Relations and Networks • **Know the needs of users and potential users and how the toy library would benefit them** • **Know which individuals and which organisations will be good partners** • **Know how to develop a marketing and public relations strategy and evaluate of its effectiveness**	• Network with other organizations and services to promote the toy library and work in partnership with them • Provide resources for marketing the toy library	• Cooperate with the marketing and public relations strategy
8. Working with users • **Ensure a warm and inviting toy library environment** • **Know about the value of toys and play and promote it** • **Support the role of the parent as the child's first and foremost teacher** • **Know how to plan for diversity** • **Maintain confidentiality** • **Know how to use local information to plan the toy library service**	• Ensure that toy library service is based on the needs of current and potential users • Listen to the users • Provide training and information • Ensure that the range of toys provided reflects the diversity of the users • Provide policies to ensure that the needs of all users are met • Provide a suitable record system, in line with local requirements • Ensure that records are stored safely and shared only with those who need to know	• Welcome the users and listen to them • Understand that play is a self-directed activity and that the player should choose how and with whom to play • Offer a choice of toys and games and know about them • Follow policies about confidentiality and information sharing

POLICY	MANAGEMENT TASKS	WORKER TASKS
9. Day to day running of the toy library • **Know the importance of providing suitable systems for running the toy library**	• Provide systems suitable for running the toy library effectively • Select opening hours for the toy library –e.g. to fit in with school hours, religious observance, holidays, health clinics	• Know how to catalogue/classify toys in line with local policy • Know how to use the catalogue system to retrieve toys • Know about toy maintenance and hygiene • Know about storing of toys • Know about toy loaning systems, where appropriate • Know about the system for collecting fees, where appropriate • Know about activity planning, where appropriate
10. Evaluation • **Collect data to continuously improve the toy library service** • **Set policy** • **Evaluate the toy library**	• Evaluation of the staff • Evaluate the toy library service	• Record activities • Follow policies and procedures • Give feedback to management • Co operate in evaluation

ETL Meeting in Istanbul, Turkey (2012)

ETL Meeting in Greve, Denmark (2013)

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 wlcome 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.

7.2 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 m2 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 m2 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.

7.3 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 disable 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 tipes 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.

7.3 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.

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

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;

* ptomote the development of a national network of toy libraries in order to encourage exchange and sharing.

Communication

The toy library must be equiped with:

* a specific name, eventualy accompani*ed by a logo, that permit an immediat 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

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.
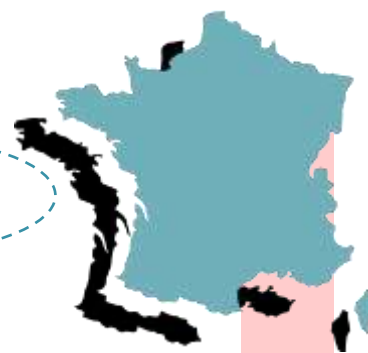
7.4 FRANCE (CONT.)

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 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

7.4 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

7.4 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...)**

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.

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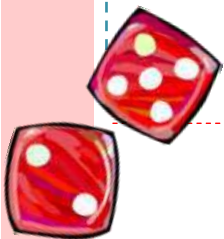
The spaces should be designed so that children and adolescents feel the beauty, as beauty, joy, affection and magic should be palpable and simultaneously invite them to explore, feel, experience, and respect the sharing space where spontaneous interactions occur.

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.

7.5 PORTUGAL *(CONT., DRAFT)*

VII – Evaluation
Project's Evaluation Methodology and Self-Evaluation
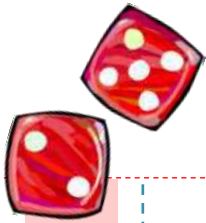
The evaluation model addresses the continuous analysis of all the components of the project to assess the performance of human, technical and pedagogical resources, processes, methods and results, aiming to get the strengths and weaknesses.

-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.

Toy Libraries in Portugal

ETL Meeting in Lisbon (2010)

ETL Meeting in Brussels (2011)

Questionnaire about training for toy librarians in Europe

18 countries participated:

Austria, Belgium, Croatia, Cyprus, Denmark, France, Germany, Greece, Italy, Lithuania, Netherlands, Portugal, Romania, Russia, Spain, Sweden, Switzerland, United Kingdom
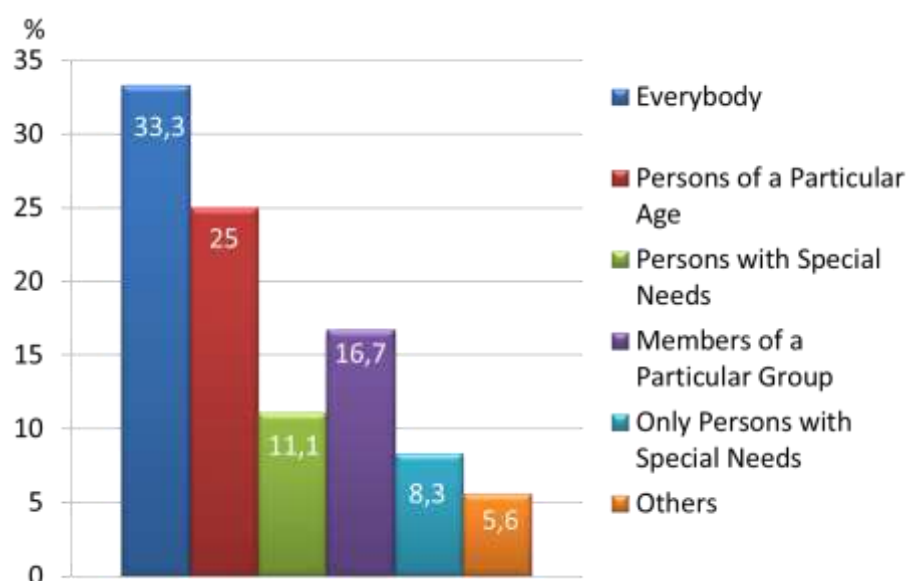
1. How many toy libraries exist in your country?

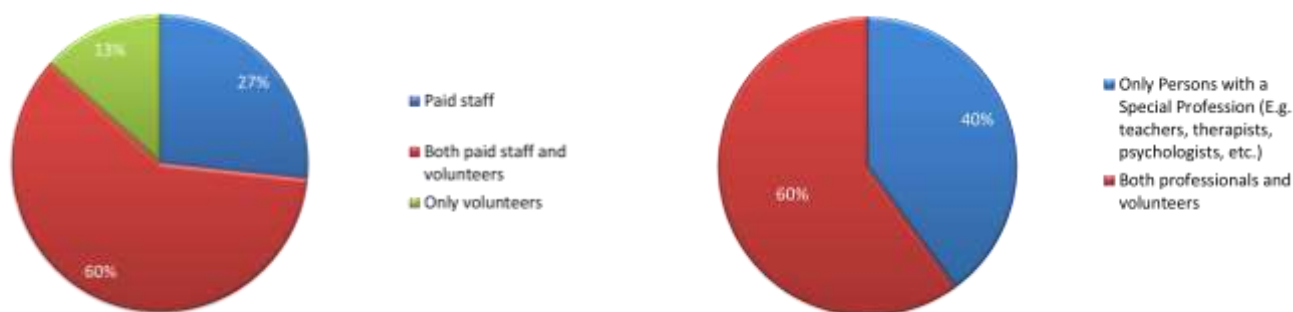In the above mentioned countries there are 5300 toy libraries.

2. Is there a national organization for toy libraries in your country?

10 countries have a national organisation, 8 do not have one.

3. What is the target group of the toy libraries in your country, who are the customers?

4. Persons working in the toy libraries of your country:

Information about Training

1. Do you have special training programs for toy librarians?
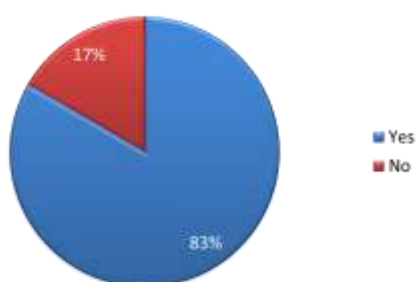
2. Details of the training program

| Title of training	Brief details of content	Length hours, days	Number of courses per year	Number of participants per year
Austria	2 moduls Different subjects	10 weekends each	1	40
Cyprus	Basic training	2 days	1	
Denmark	2 moduls with different themes like communication and development Conductive pedagogy	3 days each	1	28
France	University and practice Different courses Summer university	350-600 hours 1 – 3 days	 1-3 times 1	25 25 a day 60
Greece	Basic training	2 days	1	20
Italy	Various offers e.g. basic training with stages	600 hours	1	
Lithuania	Basic training	4 hours	1	
Netherlands	Different subjects Regional meetings	1 day	1	
Portugal	Different courses, different subjects Training workshop	2-3 days 5 months	1 1	20 25
Spain	Course with different subjects	20-40 hours	1	15-20
Sweden	Course with different subjects	2 days	1	100
Switzerland (always in the German and French speaking part)	Basic training Management in non-profit organisations Courses with different subjects Regional meetings National symposium Conference of directors of Toy Libraries	11 days 6 days 1 day 1 day 1 day 1 day	1 Every 2 years 12 13 Every 2 years Every 2 years	40 20 240 600 100 180
United Kingdom	Different courses with different subjects	1 day	1	

Questionnaire about training for toy librarians in Europe

3. How are the training courses organized in your country?

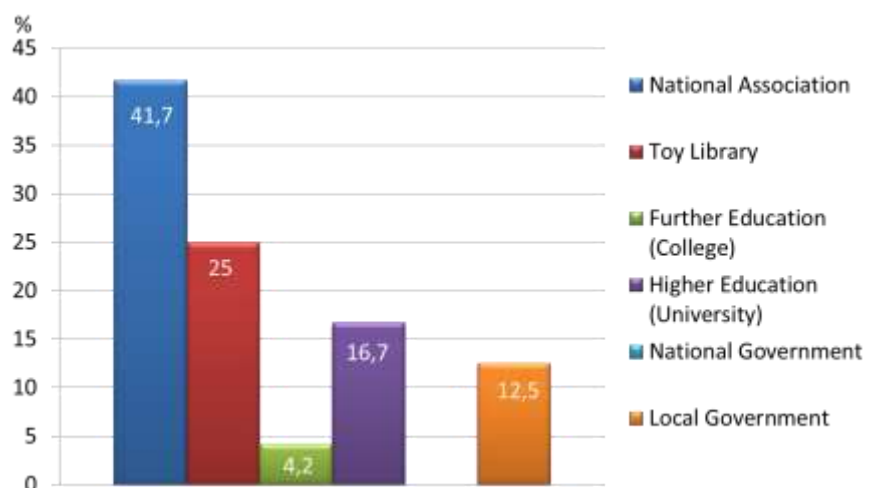| Locally	Regionally	Nationally
31,6 %	26,3 %	42,1 %
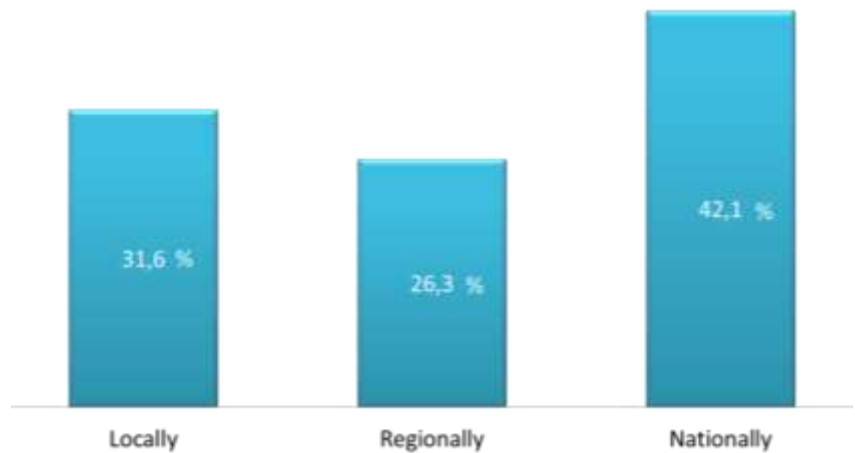
4 Target audience? Who can attend?

Toy Librarians	Teachers
68,4 %	31,6 %
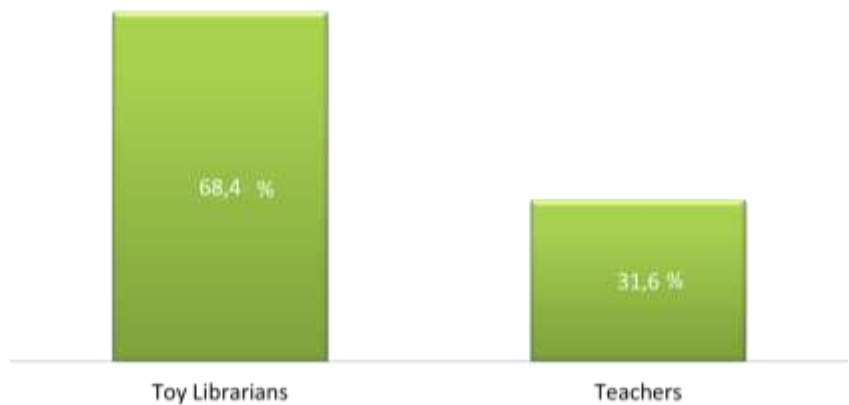
4.1 Who else? (please specify):

Animators, volunteers, early development workers, family center staff, day-care center staff, anybody.

5. Who provides the training?

- National Association — 41,7
- Toy Library — 25
- Further Education (College) — 4,2
- Higher Education (University) — 16,7
- National Government
- Local Government — 12,5

5.1 Others? (please specify)

School for librarians, regional association., child support institute, play activity center.

6. Who is responsible for the training?
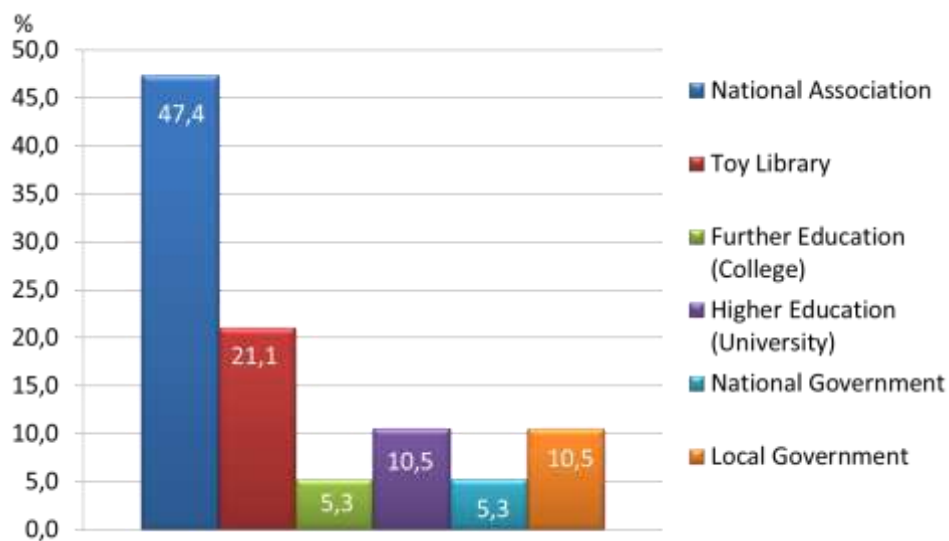
6.1 Others? (please specify)

Various organisations, school for librarians , Coordinator of Play Activity Departement.

7. What is awarded at the end of the training?
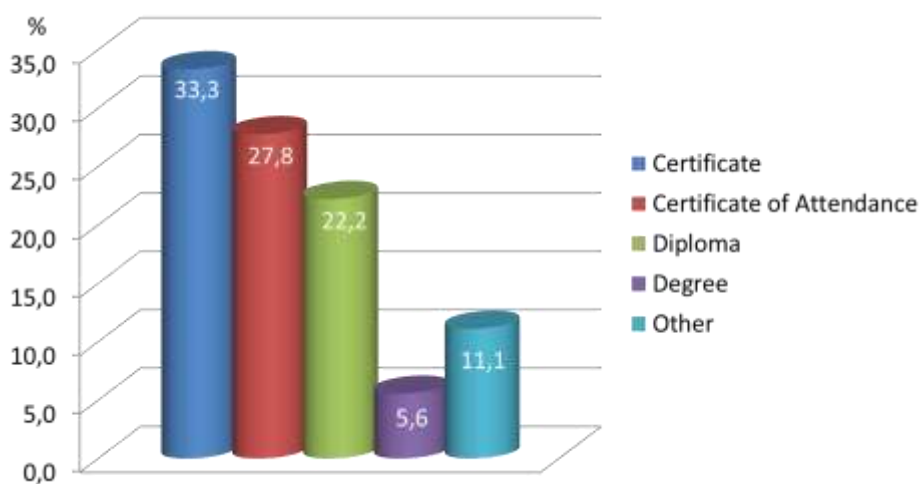
8. Is the qualification recognised?
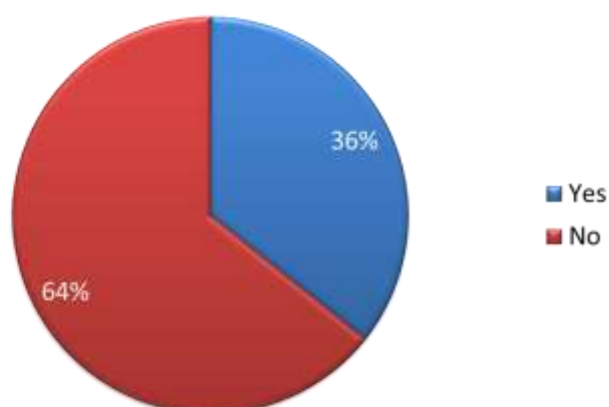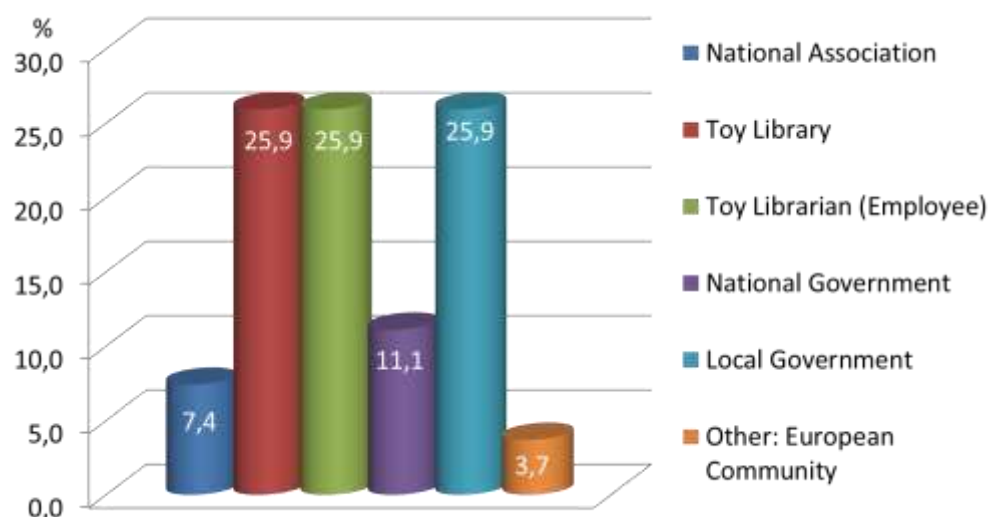
Questionnaire about training for toy librarians in Europe

8.1 If yes by whom:

By toy libraries, Youth Board, as a graduation in institutions, local government if they have toy libraries, employees.

9. What is the cost of training in €?

A wide range of prices from free to 6000 €, depending of the length and the recognition of the training.

10. Who finances the training?

11. Do you think that there should be some coordination at the European level?
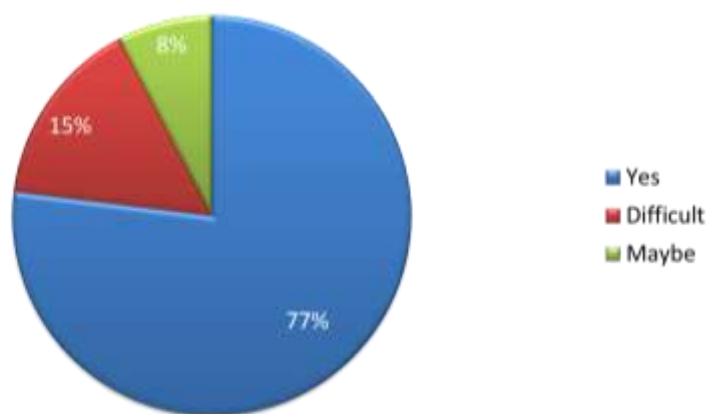
Helpful for countries like Romania, without obligation, information, common training, exchange, language could be a problema. Training first on national level, difficulties because of different types of TL. Recognition by European Comission.

12. How could this be handled?

Mailing, blogs, network, at European meetings, workshops at European level, through European Toy Libraries (ETL) with annual conventions, exchanging programs, training in English as a point to start, training modul, European standard, lobbying at European Comission and National level, exchange of personal of Toy Libraries, through European Comission.

13. Remarks

Here there were different comments regarding the national training programs.

Themes treated

First steps to run a toy library, management of a toy library, classification, toy and games, board games, creating a playful environment.

Psychology, play therapy, pedagogy, cultural approach, communication and team development.

Work with persons with special needs.

Public relation and work with medias.

Comment

In most of the countries the toy libraries are open to everybody. Just three countries are just open for persons with special needs.

In most of the countries both paid staff and volunteers work together in toy libraries.

The questionnaires were filled out very seriously and it give a good overview of the training offers in Europe.

The situation is different. The length varies from 4 to 600 hours.

There are 2 countries who offer training at University level, France and Italy, France with a diploma.

Most of the countries have different recognitions, 2 have none.

A coordination in Europe is desired. The demands reach from just information to a program defined by the European Comission.

9. WORLD PLAY DAY

While the founder of World Play Day, Dr Freda Kim, was walking up a steep hill in Zurich in 1996, having just become the President of ITLA at the 7th ITLA International Toy Library Conference in Switzerland, she was thinking, **"What shall I do? Surely a president must do something!"**

Then the idea shot into her head! "START A WORLD PLAY DAY" So that's what she did!

Play is so important to all of us, especially to children. And, it tends to be one of the most neglected of all of the rights of a child.

Thinking that a World Play Day could be put on the UN calendar (after all many other events and days are there) ITLA started enthusiastically on what was to be a very long journey; and after 17 years (1996 – 2013) that journey still continues.

The promotion of World Play Day (WPD) as an ITLA activity was formally agreed to by the members at the General Assembly, 8th ITLA International Toy Library Conference - Tokyo, Japan in 1999.

The chosen date was May 28th which was the day in 1987 on which, at the 4th International Toy Library Conference in Toronto, it was decided to form the International Toy Library Association.

A World Play Day song was developed with the words and melody written by Dr Freda Kim. The song was recorded in the Seoul Anglican Cathedral by the 11 a.m. choir with piano accompaniment by Prof. Lee Kon Yong, one time President of Seoul Arts University. You can listen to the song below.

So far, in addition to English, the song has been translated into Greek, Japanese, Korean, Spanish and Hebrew. If you know of other translations please tell ITLA so that your country can be added to this list.

The first two World Play Days took place in 2000 - in France and in Korea. Switzerland celebrated a National Play Day in 1993 and 1996 at the end of the 7th conference in Zurich and like France converted it to WPD in line with ITLA.

World Play is celebrated in almost all European countries

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Toy Museum in Istambul

Toy Library in Lisbon

This documentation has been worked out by members from countries across Europe, bringing each country experiences and knowledge to a common groud.

European Toy Libraries

Presentation Booklet
Lisbon 2010

ETL HISTORY AND MEMBERS

The Group of European Toy Libraries (ETL) was founded in 1996 during the 7th International Conference on Toy Libraries in Zurich (Switzerland).

Since 1996, regular meetings have been held in the following cities:

- 1996 Zurich – Switzerland
- 1997 Paris – France
- 1999 Lisbon – Portugal
- 2000 London – United Kingdom
- 2001 Florence – Italy
- 2002 Lisbon – Portugal
- 2003 Graz – Austria
- 2004 Brasov – Romania
- 2005 Lisbon – Portugal
- 2006 Athens – Greece
- 2007 Barcelona – Spain
- 2008 Noordwijk – Netherlands
- 2009 Winterthur – Switzerland
- 2010 Lisbon – Portugal

The European Group is an informal group. We are committed to the beliefs that play, playthings and playful interaction are essential to optimal education, physical, psychological, social and cultural development.

The members of ETL are National Associations of Toy Libraries, play professionals and individuals interested in promoting play, from countries across Europe:

Austria, Belgium, Croatia, Cyprus, Denmark, Estonia, France, Germany, Great Britain, Greece, Hungary, Italy, Lithuania, Netherlands, Norway, Portugal, Romania, Russia, Spain, Sweden, Switzerland and Turkey.

European Toy Libraries

Brussels 2011

ETL HISTORY AND MEMBERS

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Austria, Belgium, Croatia, Denmark, Estonia, France, Germany, Great Britain, Greece, Cyprus, Hungary, Italy, Lithuania, Netherlands, Norway, Portugal, Romania, Russia, Spain, Sweden, Switzerland and Turkey.

The Group of European Toy Libraries is a section of the International Toy Library Association (ITLA) and works in close co-operation with ITLA.

ITLA is a non-profit making international organisation consisting of national toy library associations, institutions and individual members.

One of the main goals of ITLA is the encouragement of co-operation between the different national organizations.

ETL'S DEFINITION OF A TOY LIBRARY

Toy libraries provide resources for play, including toys, games, trained staff and dedicated space.

6500 Toy Libraries in Europe

European Toy Libraries

Istanbul 2012

Having in mind that it is crucial for ETL's members to meet every year, Turkey hosted the 18th meeting, held in the 19th and 20th of April, in the facilities of Marmara University.

It was with great satisfaction that the members recognized that ETL is now a stable group with the same people/organization coming each year, what gives an important contribute for the continuity of work.

The meeting was attended by the following participants:

Belgium, Cyprus, Denmark, France, Greece, Italy, Netherlands, Portugal, Romania, Sweden, Switzerland and Turkey.

UPDATES ON EUROPEAN FACTS & FIGURES

Austria: 50 TL	Hungary: 8 TL
Belgium (Flemish): 90 TL	Italy: 1000 TL
Belgium (French): 120 TL	Lithuania: 108 TL
Croatia: 18 TL	Netherlands: 300-400 TL
Cyprus: 6 TL	Portugal: 750 TL
Denmark: 40 TL	Romania: 150 TL
France: 1200 TL	Spain: 600 TL
Germany: 100 TL	Switzerland: 380 TL
Great Britain: 1000 TL	Sweden: 200 TL
Greece: 4 TL	Turkey: 9 TL

Each country presented its annual report, which made clear that the financial crisis has also deep impact on the functionment and funding of toy libraries all across Europe. Nevertheless, several activities have been carried out in all countries with the aim to promote Toy Libraries' recognition and to defend the Right to Play, namely the dissemination of the celebration of World Play Day in the majority of the countries and several symposiums, conferences and exhibitions regarding Play and Toy Libraries.

6500 Toy Libraries in Europe

EuropeanToyLibraries

Greve - Denmark 2013

Denmark hosted the 17th meeting, held in 19th and 20th of April, in Greve.

The meeting was attended by the following participants:

Belgium, Denmark, France, Greece, Italy, Netherlands, Portugal, Romania, Sweden, Switzerland and Turkey.

Excuses were received from Luxembourg, United Kingdom, Croatia and Spain.

UPDATES ON EUROPEAN FACTS & FIGURES

Belgium (Flemish): 81 TL	Portugal: 700 TL
Belgium (French): 120 TL	Romania: 150 TL
Denmark: 26 TL	Serbia: 1 TL
France: 1200 TL	Switzerland: 379 TL
Greece: 4 TL	Sweden : 5 TL
Italy: 500 TL	Turkey: 9 TL
Netherlands: 167 TL	

CHALLENGES FOR TOY LIBRARIES NOWADAYS

ETL members discussed the challenges for toy libraries in the actual worldwide situation.

Here are some ideas/actions the associations could try to do against the bad financial situation:

• Providing information how to get funding from the communities or elsewhere;

• Suggesting that toy libraries should not depend only on the government, but try to develop their own ideas instead like asking the local community for funds, etc.

PURPOSES OF ETL:

• To disseminate the concept of toy libraries as a means of bringing play and play materials to people.

• To serve as a link between national toy library organizations, providing opportunities for international exchange of ideas and materials.

• To maintain a liaison with other organizations and associations pertaining to developmental and social issues, health, education and play.

• To organize common presentations at international events such as the International Conferences organized by the International Toy Library Association.

• To cooperate with organizations having similar goals.

CHALLENGES FOR TOY LIBRARIES NOWADAYS (CONT.)

Toy libraries' recognition is also a crucial point to work on. The role of toy libraries in a crisis is very important because many families are getting poorer and becoming isolated.

Toy libraries can be closer to families and to schools; this will bring certainly recognition from the government and from the community as it states the important role that toy libraries can assume in a crisis situation.

WORKGROUPS

ETL's members were divided in three groups to discuss ETL's future and expectations, concrete plans for next year and how can ETL get in touch with other European countries and motivate them to join us. Each one of the questions below was firstly worked by a small group and then analyzed by the entire ETL's group.

1. ETL's future and expectations

ETL is an international network that gives its members the possibility to be informed about the work and activities in the different countries. It's an opportunity to share experiences, to join reflection and a way to get inspired, while also inspiring others. ETL's work shall also be assumed as a way to toy libraries recognition. One of the next lines of work can be to outline the identify of European toy libraries (e.g. how many there are, their model of intervention, etc.).

In 2014, ETL will work on Public Relations and Fundraising for Toy Libraries.

2. Concrete plans for 2014

The proposal to have, each year, a special topic with relevance to toy libraries' work was accepted by all. For 2014, the theme will be "Public Relations and Fundraising" (PR+FR). The idea is to collect all the information from every country and build next year working groups on the subject. We prepared the following questions:

1. How does your board support the toy libraries with PR + FR?

2. Provide examples for PR+FR which had been successful for your organization.

3. Give us ideas how you make our organization attractive for our community,

local government or sponsors?

Those 3 questions should be answered for the next meeting from all the attending countries.

WORKGROUPS (CONT.)

3. Contact with other countries

ETL intends to reach more European countries and so the members will try to **communicate with countries that are not currently attending ETL's meetings.**

ETL'S COORDINATION

Renate Fuchs will continue with the role for coordinator.

Greve Legetek

ETL will be represented on ITLA's Next Conference in Seoul

INTERNATIONAL TOY LIBRARIES ASSOCIATION (ITLA)

13TH INTERNATIONAL CONFERENCE IN SEOUL

ITLA's next conference, organized by Korea Toy Library Association, will take place between 18-22 August 2014 in Seoul, Korea.

Its theme is "Play for Life - Play in the Past, Play in the Present and Play in the Future". **The conference languages will be English and Korean.**

Renate Fuchs will attend the conference, invited by the organizing country to represent Europe.

SOCIAL PROGRAMME

A visit to "Greve Legetek" was organized and so ETL members had the opportunity to get acquainted with a Danish toy library. Having the chance to get to know how toy libraries in each country work is a very positive experience. In this visit, members explored the existing toys and games and talked with the toy library responsible so to get to know some activities that are carried out.

In the last day of the meeting, the members visited Tivoli Gardens, an amusement park in Copenhagen opened in 1843, what makes it the second oldest

Greve Legetek

Tivoli Gardens in, Copenhagen - Denmark

ETL is developing new strategies to strengthen the European Toy Library Movement

ETL HISTORY AND MEMBERS

The Group of European Toy Libraries (ETL) was founded in 1996 during the 7th International Conference on Toy Libraries in Zurich (Switzerland).

ETL is committed to the beliefs that play, playthings and playful interaction are essential to optimal education, physical, psychological, social and cultural development.

It has as current members the following countries: Austria, Belgium, Croatia, Denmark, Estonia, France, Germany, Great Britain, Greece, Cyprus, Hungary, Italy, Lithuania, Netherlands, Norway, Portugal, Romania, Russia, Spain, Sweden, Switzerland and Turkey.

ETL is a section of the International Toy Libraries Association of (ITLA) and works in close co-operation with ITLA.

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