



Play Hubs and playful parenting among vulnerable groups and in emergency situations

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Initiatives - ICDI*

Thematic Meeting 'The Power of Playful
Parenting in Emergency Situations'
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Who are we?



An international programme coordinated by ICDI, comprising the following organisations:



www.toy4inclusion.eu



OUR DREAM: A Play Hub in every community!

What are Play Hubs?

Inclusive spaces where relationships between young children and families from all backgrounds are built.

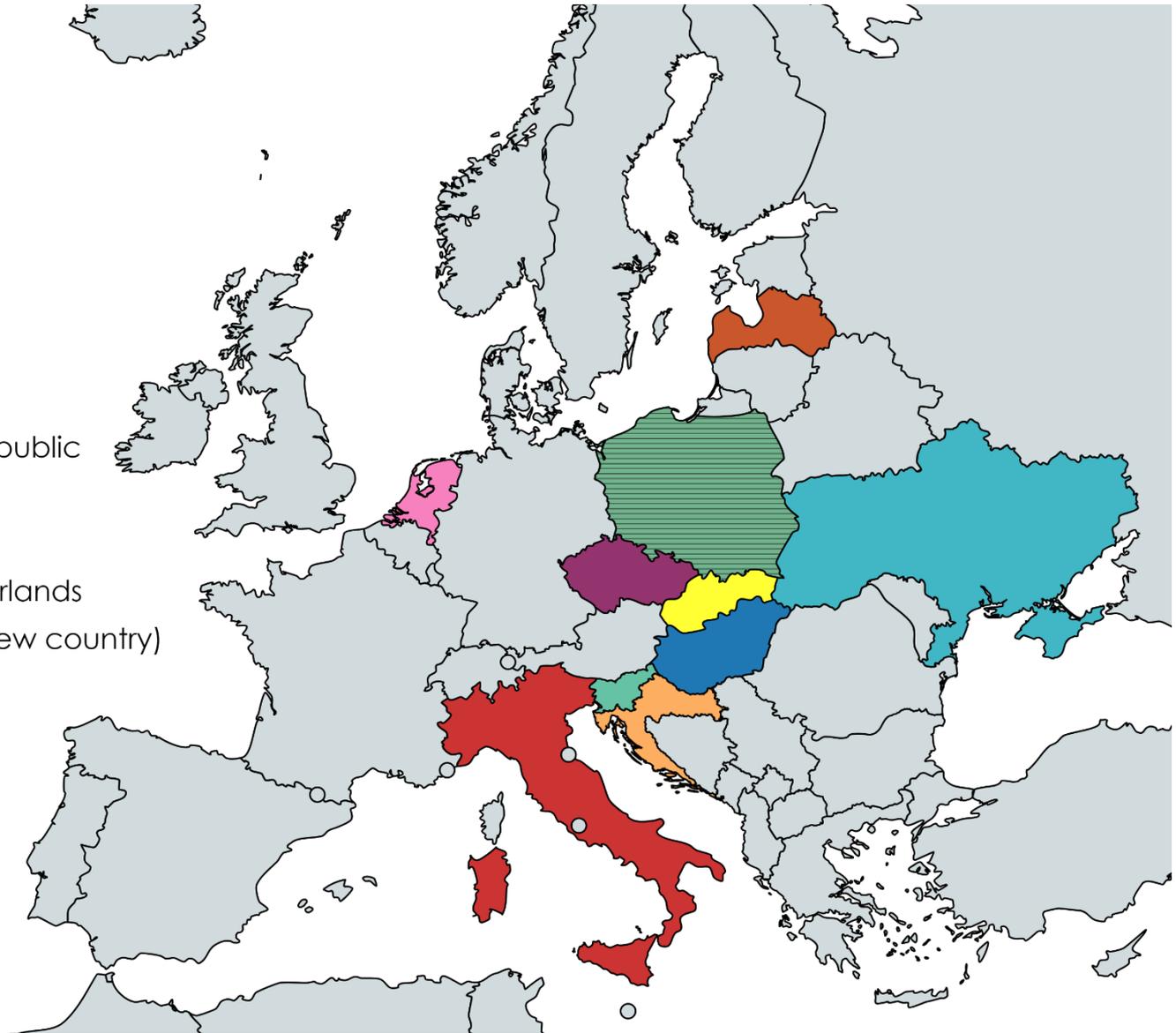
- **Play together**
- **Borrow toys, meet and play games with each other**
- **Participate in group activities and workshops**
- **Connect with services and learn about education, health, social support.**



HIGH QUALITY PLAY AND LEARNING SPACES FOR ALL CHILDREN, PAYING SPECIAL ATTENTION TO REACH VULNERABLE GROUPS (E.G., ROMA, REFUGEES, MIGRANTS, CHILDREN WITH DISABILITIES, CHILDREN IN POVERTY)

Where are we?

- Italy
- Slovenia
- Croatia
- Hungary
- Slovakia
- Czech Republic
- Ukraine
- Latvia
- the Netherlands
- Poland (new country)



OUR IMPACT IN NUMBERS (FROM 2017 TO END 2022)

21 Play Hubs and 3 Mobile Play Hubs

More than **20.000 children** (30% from vulnerable groups)

More than **9.000 adults**

More than **1.500 practitioners**



RESULTS

1. **Welcoming and playful spaces** for children and families of all backgrounds
2. **Improve transition experience of vulnerable children to schools:** Play Hubs are a bridge from home to formal schooling
3. **Strengthen inter-sectoral cooperation:** services learn how to work together, are closer to families, who in turn feel better supported
4. **Increase trust between families of different cultural and ethnic backgrounds:** universal inclusive services, all generations feel welcome, and practitioners also come from different backgrounds
5. Provide opportunities for children and families to **heal from trauma**

Images of Play Hubs





**THERE ARE
ALSO
MOBILE
PLAY HUBS**

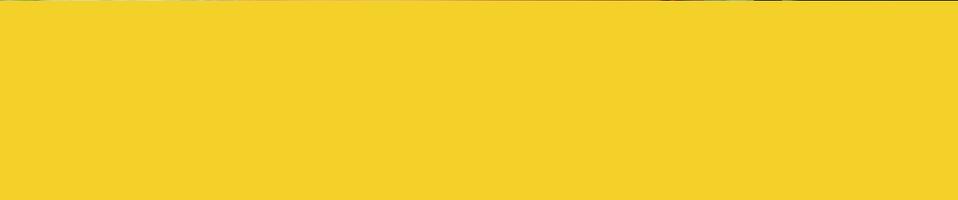
Play Hubs for refugee children and families

*(in Ukraine,
Slovakia and
Hungary)*

Play Hubs offer refugee children and families:

- **Opportunities to socialise and make new friends**
- **Learn the local language**
- **Express emotions and process experiences**
- **Get to know their new community**
- **Be introduced to education and other services in their new country**
- **Get specialised support in different areas through direct referral: education, health, housing, employment, etc.**

Benefits of play



- **Improvements in executive functioning**
- **Language**
- **Early math skills**
- **Social development**
- **Peer relations**
- **Physical development and health**
- **Enhanced sense of agency**

Play decreases stress, fatigue and depression and supports psychosocial and mental well-being.

Play has the power of bringing normality and joy to families' lives.

THE ROLE OF PARENTS/CARERS

- Making sure that their children have **time and space** to play indoors and outdoors
- Having a **variety** of interesting things to play with
- **Showing interest** in their children's play and observing what kind of play their child enjoys
- **Playing games with their children** and having fun together
- **Reading books and telling stories** with their children.





EXAMPLES OF ACTIVITIES AND SERVICES THE PLAY HUB CAN OFFER

- Stay and play sessions (free play)
- Parents-child reading sessions
- Creative workshops
- Intergenerational activities
- Hand-craft and toy making activities
- Parent clubs
- Workshops or info-sessions for parents in cooperation with other services in the community

Play across cultures

Play takes place in all cultures, but that it can take **different forms** and be ruled by **different norms**.

It is important to:

- have an **awareness of the cultural differences of play** that are present in the community where you work,
- apply an **intercultural approach** to activities in the Play Hub



Play across generations

Sharing experiences like spending enjoyable time together, doing activities which involve social interaction and relationship building



Sharing spaces as an opportunity for enhancing social cohesion such as places where children, parents and grandparents participate in playful recreational activities together

Sharing and transforming knowledge as an opportunity to show mutual competence and overcome age stereotypes



QUESTIONS



TOY for Inclusion publications



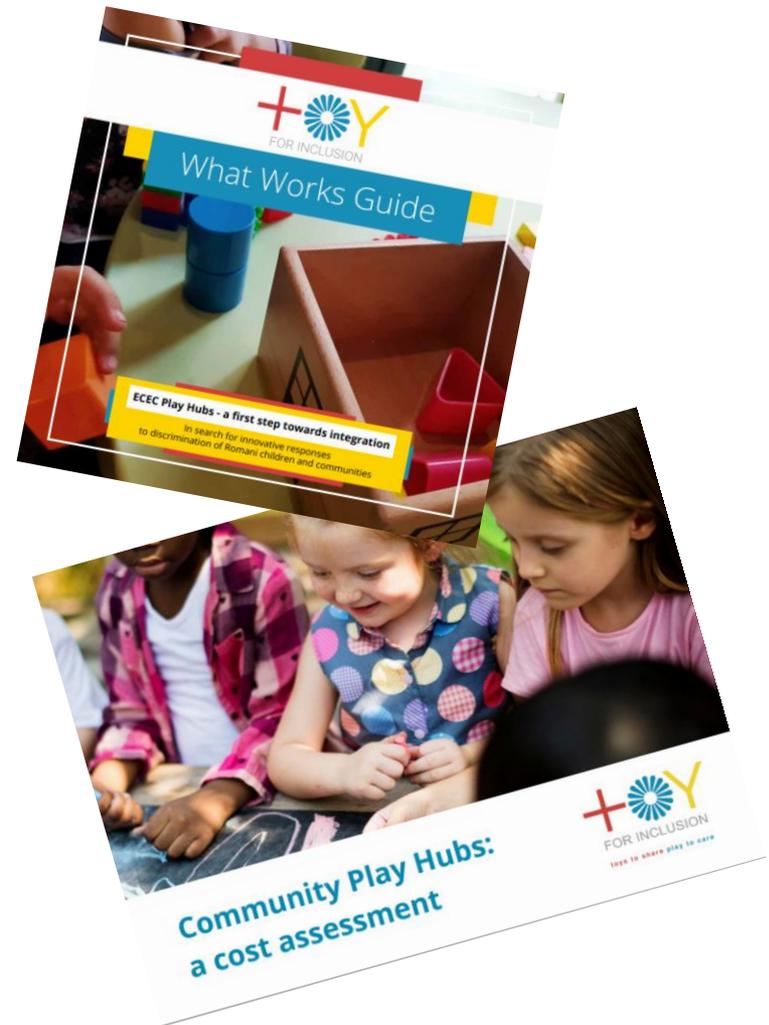
Toolkit – Training for Local Action Teams

What Works Guide for policy and practice

Operating Guidelines

Cost Assessment

FAQs



<https://www.reyn.eu/toy-for-inclusion-resources/>



JUST PUBLISHED: PLAY FOR INCLUSION

Handbook for non-formal services supporting
young refugee children and families

Contents:

- Psychosocial well-being
- Non formal ECD services
- Play across generations and cultures
- Activity Cards for children 0-8

Play for Inclusion



2.11

Pretend Play

AGE GROUP 2 (4-5)

Pretend play helps with children's creativity, language skills, self confidence, as well as emotional and social skills.

Play is vital to a child's development, it gives the children the skills they need for the future like emotional intelligence, creativity and problem solving.

To play is to learn.

For a child to learn through play, their play needs to:

1. Be experienced as **joyful**.
2. Help children **find meaning** in what they are doing.
3. Promote that they are **involved deeply** in the activity.
4. Involve **trying out possibilities**, experimentation, hypothesis testing.
5. Involve **social interaction**, promote understanding of others and communication.

Activity Guidelines

- Examples can be pretend grocery store, pretend veterinary, pretend school teacher etc.
- Encourage your child by providing with materials that might help with the pretend play. Play with them.

Source: ICDI 'Making the first 1000 days count!' Home visiting toolkit. Resources to support parents to provide rich, safe and nurturing environment for children under 5 (2020)

DEVELOPMENTAL DOMAIN	DURATION
Socio-emotional and language	30 - 40 min



Materials:
No materials needed.



JUST PUBLISHED: TOY FOR INCLUSION – ACCESS FOR ALL

Toolkit on inclusive community based ECEC

Contents:

- Playful learning
- Connection home, non-formal education and other services
- Families and the Play Hub
- Domestic violence, child abuse and neglect: Play Hub guidelines
- Activity Cards for children 0-8

Activity Cards





JUST PUBLISHED: MOBILE PLAY HUBS OPERATING GUIDELINES

Contents:

- What is a Mobile Play Hub
- How to run one
- What is outdoor play and its benefits
- Activity Cards for outdoor play for children 0-8

International Child Development Initiatives

Epim
Early Childhood Programmes
for Inclusion and Migration

Mobile PLAY Hub

BY + Y FOR INCLUSION

Operating Guidelines

5.1. The Face of Autumn

2-8 years

Summary:
Let children pick up leaves from outside and create different faces out of what they collected.

DEVELOPMENTAL DOMAIN	DURATION
Physical and socio-emotional	60 minutes

MATERIALS

- Sheet of paper
- Glue
- Pencils
- Paint

OTHER RESOURCES



Lets Play! activity cards developed by ISSA (2022).
Available in English, Slovak and Ukrainian
<https://www.issa.nl/content/lots-play-activity-cards-play-based-activities-healing-and-learning>

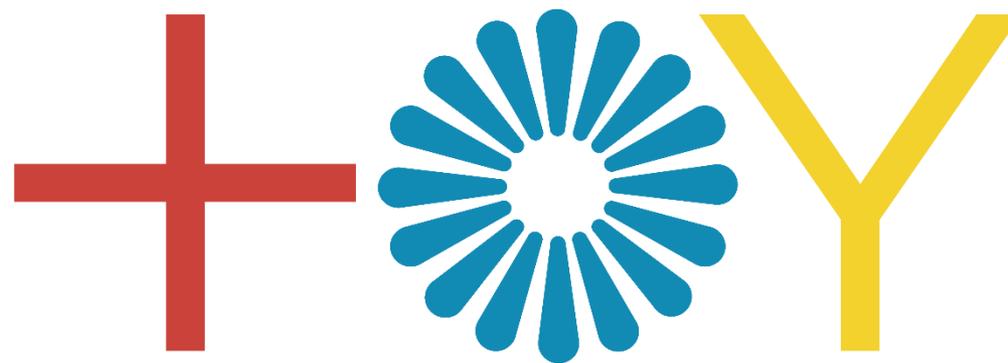
Content: Activity cards were created to stimulate and support children who's play has been affected by the war in Ukraine

The UNICEF Education in Emergencies (EiE) Handbook, UNICEF Early Childhood Development Kit Guidance (2013)
<https://www.unicef.org/supply/media/691/file/early-child-development-kit-guidance>

Content:

- Early Childhood Development
 - Psychosocial activities
 - Child-Protection activities
- Lifesaving message activities





FOR INCLUSION

toys to share play to care