



Guidelines for Setting Up and Running a Toy Library

WELCOME

Welcome to the **Roma Education Fund's Guidelines for Toy Libraries**. These provide practical information about setting up and running a toy library. Since 2010 the Roma Education Fund (REF) has supported the establishment and operation of several Toy Libraries across Central and Eastern Europe. During these years REF has gathered experiences and knowledge about the operation of Toy Libraries which are now shared in these guidelines.

The material is closely aligned to the **REF Toy Library Quality Framework**. Together they are a useful resource to understand the objectives of toy libraries and also to ensure standard operation of the programs. For further quality assurance please refer to Roma Education Fund to provide professional training and guidance.

Every Toy Library should be adapted to meet the particular needs of the community where it is located. Nevertheless, there are certain essential elements for all REF toy libraries – these essential elements are clearly indicated.

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1. INTRODUCTION

1.1. WHAT IS A TOY LIBRARY?

A toy library is a really important resource for families with young children. It is essentially a community venue where children, their families and carers can go to borrow toys, games and books and bring them home and play together with them there. It is also a meeting place where families with young children can be supported in their parenting role. Typically, families using the toy library need to become a member.

1.2. WHY PLAYING IS IMPORTANT FOR CHILDREN?

Playing with toys and games helps children of all ages build relationships, be creative, use language, think and solve problems and use small and large muscles. It also helps children learn important mathematical, literacy and scientific skills in a playful way.

1.3. HOW CAN PARENTS HELP?

Parents are children's first and most important educators. They can help their children's learning and development by:

- making sure that their children have time and space to play indoors and outdoors
- having a variety 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 tell stories with their children.

1.4. HOW DO TOY LIBRARIES SUPPORT PARENTS AND CHILDREN?

A good quality toy library is staffed by toy library assistant(s) who can advise parents about the most suitable toys for children of different ages and how playing using different kinds of toys and materials supports children's learning and development. Toys and games in a toy library have been carefully selected for their quality and play value.

Toy library assistants can also organise 'Stay and Play Sessions' for parents and children together and toy-making/handicraft sessions or literacy workshops for groups of parents in the toy library. Anyone visiting a good quality toy library should also be able to find easy-to-read information about upcoming child and family focused events and other child-focused services in the community, such as kindergarten, school, and health clinic. (See Section 6 for more suggestions how your toy library could be developed as a resource centre).

2. PLANNING A TOY LIBRARY WITH THE COMMUNITY

2.1. ENGAGING THE COMMUNITY

An important first step in setting up a toy library will be informing the community about the services a toy library offers and get families enthusiastic about play. Active participation from the beginning will help ensure ownership and the long-term sustainability of the toy library.

One suggestion is to introduce parents to the pleasure and fun of playing with their children in a *Community Play Day* before they become a member of the toy library and start borrowing toys. This is especially important in communities where families have not had much experience of playing with games and toys.

2.2. FORMING A TOY LIBRARY COMMITTEE

Important also to establish the toy library committee early on in the planning process.

The toy library committee provides ongoing support and advice to the toy library assistant(s) and volunteers. Roles and responsibilities include:

- advising on day-to-day running of the toy library, including purchase and maintenance of toys and toy library environment;
- agreeing on opening hours and membership rules;
- drawing up roster for toy-library assistants and volunteers;
- enabling sustainability of toy library;
- monitoring and improving quality of the toy library in consultation with REF including developing and implementing an action plan (see Toy Library Quality Framework);
- ensuring that toy library is well linked to other services in the community;
- fundraising, lobby and advocacy.

Committee membership should include a cross-section of the community, both men and women, Romani and non-Romani. It is advisable to include at least a few of the following: active parent member(s) of the toy library; a ECEC practitioner and/or director of preschool; one local primary school teacher, one representative of local municipality as well as the toy library assistant and a staff member from the implementing partner organisation.

Frequency of meetings and roles and responsibilities of individual members within the Committee should be agreed at the first meeting. Meetings do not need to be overly formal and can help to build ownership of the toy library by the members.

2.3. WHO IS THE TOY LIBRARY FOR?

It is important for the toy library committee to identify the target population for the toy library. A particular priority group are children who may not be able to access kindergarten or who are under the obligatory school starting age. Therefore, the toy library should be for Roma and non-Roma families with children between 0-6 years. It can also be extended to include children aged 6 to 10 years. This decision will be informed by the number of children living in the community and projected population growth. The target age range will have an impact on the selection of toys and opening hours. Another important consideration is ensuring accessibility for children with disabilities.

The toy library committee can also think of a 'catchy' name that is relevant to the community and will be attractive for children. Good idea to also consult with children and families on this choice!

2.4. LOCATION AND LAYOUT OF TOY LIBRARY

The most important factor to consider in deciding on the location of the toy library is the accessibility to families with young children i.e. at a walkable distance from where most children are living. The preferred location for the toy library is in the Roma community in a community centre. If there are families living far from the toy library and who may not be able to access it, consider organising a **mobile toy library** which visits families with play and stay sessions.

Kindergartens or schools may also good locations for a toy library as they provide 'a one-stop shop' for families with young children, making it easy to bring children to kindergarten and at same time join in supplementary parenting sessions (e.g.: reading sessions, women's group).

The toy library should be in a dedicated room, which is attractive, warm and has natural light. There should be plenty of low shelves to display toys and books as well as sufficient floor space for children to play with toys on the ground or at low tables. Comfortable seating for adults is also important, where they can look at picture books with children or where a parent can chat with the toy library assistant. See toy library environment checklist below:

THE TOY LIBRARY ENVIRONMENT CHECKLIST

PLANNING AND PREPARATION

- Has the concept of toy library been introduced to the community in an informative and playful way?
- Has a toy library committee been set up with clear roles and responsibilities for all committee members?

THE OUTSIDE ENVIRONMENT

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

THE INSIDE ENVIRONMENT

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

2.3 CHOOSING TOYS

2.5.1 Toys for different age groups

Information about the age range and approximate number of children that will have access to the toy library is critical when choosing the quantity and initial selection of toys and books. Also important to include toys and games that can be played in a group with children and adults together. Be sure to include toys and books that reflect and promote the culture and background of all the families in the community in a positive way.

Once toy library assistants get to know the children and families, extra toys can be purchased which match children's interests. Toys and books should be bought locally if possible.

2.5.2 Toys for different kinds of play

There are different kinds of play: physical play; creative play; language play, pretend play and games with rules. All are important for children's development. The selection of toys should support all these different kinds of play.

Consider ordering two or three of the most popular toys.

Annex 1 contains a list of example types of toys and books that are suitable for different age groups

2.5.3 Safety first!

Considerations when selecting toys should include: durability and of course safety. Toys should avoid long pull cords, sharp edges, brittle plastics, toxic paint and small pieces for children less than 3 years of age. All toys should meet safety standards.

REF will assist implementing partners to identify reputable suppliers and lists of quality and safe toys and games from which toys can be selected.

CHECKLIST FOR CHOOSING TOYS AND BOOKS

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

AVOID

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

2.6 ROLE OF THE TOY LIBRARY ASSISTANT

The most important resource in the toy library is the toy library assistant(s). She/he is responsible for the day to day running of the toy library, which includes getting to know and building strong relationships with member families (parents and children); providing advice to parents about play and child development; demonstrating toys and games, as well as being in charge of the daily administration connected to borrowing and returning toys (see Section 3 and 4). Above all else the toy library assistant needs to be very enthusiastic about the power of play in children's lives and be able to communicate this to families.

Experience shows that during opening hours, the toy library should be staffed by at least two toy library assistants, with extra support provided by volunteers, who could be recruited from enthusiastic parents who are committed members.

The experience also shows that a person as librarian or assistant who is coming from the same community where most of the members live can ensure trust and closer relationship with the members.

It is recommended that toy library assistants join the **REF Toy Library Network**, which provides valuable opportunities for learning and exchange between toy library assistants internationally.

2.7. PROFESSIONAL DEVELOPMENT TRAINING PROVIDED BY REF

REF provides in-service training for toy library committees and toy library assistants. This includes training on setting up and day-to-day administration of toy library; toys and games for different ages; stay and play sessions; monitoring and evaluation tools included in the toy library quality framework and ongoing mentoring throughout the implementation

3. ADMINISTERING THE TOY LIBRARY

3.1 FINANCIAL ARRANGEMENTS AND INSURANCE

The financial arrangements for the toy libraries will be managed by the implementing partners with oversight by REF. It is recommended that one member of the toy library committee has responsibility for finances. Monitoring visits by REF will be conducted on a regular basis.

3.1.1 Budget

The main start-up costs will be for toys and books. However, implementing partners will need to also budget for furnishing of toy library including shelving, tables and chairs, notice board, and providing storage containers for toys (such as plastic tubs, cloth bags for games and puzzles etc.). Other start-up costs will include stationery for cataloguing the toys and developing the membership system.

Implementing partner organisations should also budget for ongoing costs such as cleaning products, stationery, replacement toys and books, costs for heating, water, electricity, rent as well as promotional flyers and posters.

One cost-effective way of ensuring that the toy and book selection does not remain static is to establish a partnership with one or more toy libraries whereby toys are exchanged between toy libraries.

3.1.2 Insurance and legal requirements

Implementing partners will be required to comply with insurance requirements, which will be partner specific, depending on the venues and existing insurances. Membership forms will contain an agreement regarding liability.

3.1.3 Planning for the future

REF usually provides funding for the set-up of an approved toy library, which has gone through the selection processes of REF, and the first years of operation. These funds can be used to finance a location (rent, furnishing), purchase toys and contribute to the day-to-day running of the toy library. During the set-up of the toy library it will be important for the implementing partners and the toy library committee to think about a long-term strategy so that the toy library is sustainable and provides children with the opportunity to play and develop for many years to come. This strategy should focus on the community's resources and engage community members. Source of funding that may be considered in the future are from donations from the community, sponsorship from local businesses and future support from NGOs.

3.2 KEEPING RECORDS OF TOYS

It is essential that the following procedures are followed to ensure proper administration and sustainability of toy library.

3.2.1 *Toy stock sheet*

Stock control is important so that there is a clear record of what toys are in the library. When new toys arrive you need to record them on a stock sheet, and allocate a unique identification number to them (this is described under “Marking the toys” below). The toy stock sheet will include information such as the date the toy was bought, how much it cost, name and address of supplier (this is important in case extra pieces need to be ordered) and the manufacturer’s age recommendation. A photograph of the toy can also be attached. The stock sheet can be kept in an excel spreadsheet, or even in a large book.

3.2.2 *Toy cards*

A card should be prepared for each toy in the library that includes ID number of the toy, briefly describes the toy and details how many pieces it contains, how it should be used (game rules), and how it supports children’s development. Toy cards should also include a space to record borrower’s name and due date (see Section 3.4 about the borrowing procedure).

3.2.3 *Borrower catalogue*

The borrower catalogue helps families select the toys that they wish to borrow and is especially useful if the space to display toys is very small or if toy library assistant is operating a mobile toy library.

The Catalogue should contain a small picture and a brief description of each toy including age recommendations. The identification number or ID number should be the same as the one in the toy stock sheet.

It can help to divide the toys into groups; this might be according to their main play purpose, age group and development goals (motor skills, language, spatial reasoning etc.).

3.2.4 *Marking the toys*

Each toy should be marked with its unique ID number (from the toy stock sheet and borrower catalogue). Marking on each toy must be durable and easy to read, but must not spoil the toy by being too large. If possible it should be written on the back or underside of the toy. It is good to use a combination of letters and numbers, for example an abbreviation of the name of the toy library “Konik Toy Library” would be “KTL” followed by the number “KTL4452”.

For jigsaw puzzles, and other toys with many pieces, the box should be marked and each individual piece on the non-picture side. The ID number should be on each piece, e.g. KTL4452 followed by the piece number, e.g. KTL4452/1.

Permanent and non-toxic black markers (non-toxic products are important as young children often put toys in their mouth) or engraving the ID number is the easiest ways to mark toys. A clear varnish can help to protect black markers from wearing off.

Ensuring each toy is clearly marked is the best way to get borrowed toys back.

3.2.4 Storage of toys

Toys require space and should be displayed in a clearly organised and attractive way which makes it easy for parents and children to choose them. The toy library space should allow for toy stock to grow.

Consider reinforcing toy/game boxes using sticky plastic (contact paper) or prepare plastic boxes for toys or game. Labels can be placed on the front of each plastic box with the name/picture of the toy or types of toys in the box.

See also section 2.4 on location and layout of toy library.

3.3 MEMBERSHIP RULES

It is up to each toy library committee to agree on membership rules before the toy library is open to the community. These should not be complicated and be put in writing and explained to all members in an accessible way. Rules will include things like: requirement of having at least one child under 6 in the family; number of toys and books that can be borrowed at one time; borrowing period; procedures in case toys are lost or damaged.

Each family who joins the library will also need to be registered as member. It is essential that all members complete membership forms which are stored in a member folder. Membership folders should be secured in locked cabinet in the toy library. Some data will be used by REF for project monitoring and evaluation. Consider issuing simple and attractive toy library membership cards.

Annex 2 is a family information sheet and Annex 3 is an example of membership form that MUST be used for the registration process.

3.4 TOY BORROWING AND RETURNING PROCEDURE

3.4.1 Borrowing procedure

1. A toy card is prepared for each toy;
2. A folder is prepared for each member;
3. When a toy is borrowed, the toy card is placed in the member's folder;
4. On the toy card the borrower's name and date due is recorded;

5. On the member's folder, the date, toy number and due date is recorded.

3.4.2 Accepting returns

It is very important to check that all the parts of the toys as listed on the toy card (and on the toy stock sheet) are present when returned. If not, the procedure for lost/missing toys should be followed.

All toys that are returned should be cleaned properly during toy library shifts before they are lent out again.

Towards the end of a shift, calls could be made to remind families to return toys that are overdue.

CHECKLIST FOR TOY LIBRARY ADMINISTRATION

- Do you have a budget for the running, furnishing and stocking of the toy library (e.g. purchase of toys, books, and other materials, cleaning equipment, stationery, rent, heating, lighting)?
- Do you have the correct equipment for the daily running of the toy library (e.g. cleaning equipment, stationery)?
- Have you marked each toy (and part of toy) with a unique ID number and recorded the ID number on the toy stock sheet?
- Have you an up-to-date toy stock sheet?
- Is there a completed a toy card for each toy with ID number, description of toy and how it should be used and space for borrower information?
- Have you created a toy catalogue?
- Do you have membership rules, including borrowing procedures and what happens in case of missing or broken toys?
- Do you have membership forms and member folders for each member and are these stored in locked cabinets?

4. PROMOTING THE TOY LIBRARY IN THE COMMUNITY

Spreading information about the benefits of the toy library for children, location, opening hours and borrowing will help to increase the number of people who use the library. It will also help ensure sustainability of the toy library.

Here are some suggestions to raise awareness and increase community support:

- Display a poster about the REF toy library, including opening hours at various locations within the community (e.g. at the local health centre, community centre and kindergarten or pre-school) as well as in front of the toy library itself;
- Hand out leaflets with basic information about the toy library such as benefits of play for children's learning and development, opening times and the number of items that each family/child can borrow;
- Promote the toy library in the local newspaper and on the radio;
- Make community announcements about the toy library, for example at the community centre;
- Organise a family play day as a community event, during which family members of all ages have the opportunity to play games and play with toys together;
- Invite pre-school/kindergarten, primary school teachers, home school liaison representatives, and Roma mediators to toy library for an open day for professionals and community workers, local authority staff during which ideas for cooperation and mutual support are discussed and agreed upon;
- Give new members information leaflets to give to their neighbors and friends.

5. MONITORING AND EVALUATION

Toy libraries are relatively new to Central and Eastern Europe. Documenting the process, impact, success and challenges of toy libraries is important to support their ongoing development.

It is essential for monitoring purposes that the following data is recorded and made available to REF staff during monitoring visits:

1. Completed family information sheet (on joining);
2. Daily visitor record (list of all visitors to the library, whether members or not (Names and ages only). This is important information for REF to monitor the development and reach of the toy libraries);
3. Members' folders (which provides a record of toys and books borrowed by a family);
4. Records of 'play and stay sessions' (number of participants, activities etc.).

It is also essential that those who are directly involved in managing and running the day-to-day operations of a toy library engage in ongoing quality assessment and improvement process. This will help ensure that toy libraries are useful, meaningful and welcoming for all families, including Romani families and that young children's play, healthy development and learning will be supported.

The Toy Library Quality Framework has been designed specifically for that purpose. See Section 2.7 on Professional Development Training provided by REF.

6. TOY LIBRARY AS A RESOURCE CENTRE

This section provides additional information about the range of activities and services a toy library could provide. These are suggestions only – important for each toy library to develop its own activities based on community needs, as well as the skills and interests of toy library assistants and membership. For more information, contact REF.

6.1 STAY AND PLAY ACTIVITIES

Play and stay sessions for parents and children can be organized and facilitated by toy librarians and volunteers. These sessions provide a valuable opportunity to model how parents can support children's play with toys and join in the play. Good parenting techniques such as listening, encouraging, explaining, positive discipline can also be modelled by the toy librarian during these times. Important that the play is experienced as enjoyable for all participants

6.2 MOTHERS' CLUB / LITERACY FOR EMPOWERMENT

The toy library can be used as the venue for weekly reading sessions.

Regular reading of story books aims to strengthen the bonds between mother and child while improving the literacy skills of both mother and child.

A trained facilitator/ mediator leads the activities, during which mothers are given children's books, which they read together and can take home. Participants feel free to talk about their personal concerns or to simply have fun together. They create a community and progress in terms of improved parenting skills, better reading literacy, and comprehension and are encouraged with their education, gain higher self-confidence and self-esteem. With encouragement from Your Story, they may also wish to become more active in the toy library as members or volunteer.

6.3 STORY TELLING FOR CHILDREN

Story telling sessions where toy librarians or volunteers read, or share tales with children can easily and simply be arranged. Older community members (grandparents) may be involved in the toy library in this way. These sessions are not for parents to leave children unattended (as this is an unfair burden on toy library assistants and volunteers).

6.4 HANDCRAFT/TOY MAKING SESSIONS FOR MOTHERS AND FATHERS

Handcraft and toy-making activities can be organized in the Toy Library venue. Mothers and grandmothers make simple handmade toys, or handcraft/ art piece by themselves based on the guidance of an expert. Fathers and grandparents could also be invited to make wooden toys and be involved in maintenance and repair of toys.

6.4 INFORMATION FOR PARENTS – PARENTAL CLUB

An important function of toy libraries is to provide parents with a forum for meeting other parents and professionals and for discussing childrearing. Simple organised sessions can be used to model good practices and to initiate regular discussion about parenting, children's development; health, sanitation and vaccinations; reproductive health; women's rights, information about preschool and school services

Consider developing a weekly 'wall newspaper' with a bit of national news, information about good parenting practices, events in the toy library and community as well as contributions made by members of the community and children themselves. Easy to read brochures and other information about parenting, children's development; cultural activities in the locality can also be collected and made available to visiting parents. Such easy access to local news helps establish the toy library as a community centre for information. It is important that this information is attractively displayed and is kept up to date.

ANNEXES

ANNEX 1 EXAMPLE TOYS SUITABLE FOR EACH AGE GROUP

AGE	TYPE OF TOY	SKILLS
6 months	<ul style="list-style-type: none"> - Action/reaction toys - Stacking toys - Textured ball - Music - Toys to encourage crawling 	<ul style="list-style-type: none"> - Begin to control their body - Only slight support needed when sitting up - Simultaneous actions (e.g. bang a rattle and shout at the same time) - Begin to look for things they drop
7 months - 8 months	<ul style="list-style-type: none"> - Toys that encourage physical development such as walking/crawling - Shape sorters - Surprise sounds - Action/reaction toys - Stacking toys - Containers with items to fill and empty - Toys with dials and levers (pretend phone) - Sorting and building toys - Easy to activate pop-up toys 	<ul style="list-style-type: none"> - Support their own weight and stand when holding something - Recognises voices and their name - Starts to poke and prod - Grasp by cupping entire hand around an object - Likes looking at complex objects - Change position to get a better view - Beginning to develop small motor skills (e.g. picking up small objects with the thumb and index finger) - Knows that toys don't disappear when hidden; they still exist somewhere - Starting to investigate the world - Begin making sounds
9 months - 11 months	<ul style="list-style-type: none"> - Stacking, sorting and building toys - Toys that encourage crawling/walking - Toys with dials and buttons - Language development toys - Books - Basic role play toys - Shape sorters - Stacking toys that encourage hand-eye coordination - Toys that encourage early learning - Sports themed toys - Large plastic snap together beads 	<ul style="list-style-type: none"> - Sits alone - Stretches to reach toys without falling over - Can catch a suspended object or a ball rolled directly to them - Can pass a toy from one hand to another - Begins to make signs (e.g. lifts arms to request being picked up) - Knows that smaller objects fit in larger ones - May walk if you hold both hands - Can perceive depth if crawling - Can respond to one or two commands - Begins to imitate, watching and copying actions

<p>12 months - 18 months</p>	<ul style="list-style-type: none"> - Push and pull toys - Construction playsets - Playsets - Dollhouse-themed playset - Musical instruments - Building blocks - Puzzles with knobs or a few large pieces 	<ul style="list-style-type: none"> - Begin to walk, but still fall over easily - Can put together two ideas so plans and behaviour begin to flow - Starts to treat objects in the appropriate way (e.g. cuddles teddy bears) - Says first word
<p>18 months - 24 months</p>	<ul style="list-style-type: none"> - Toys that help refine eye-hand coordination - Cars, trucks, trains and other vehicles - Toy housekeeping tools - Dolls and doll accessories (carriage, cradle, high chair) - Books with different textures and brightly coloured pictures - Wagons - Large crayons - Play dough 	<ul style="list-style-type: none"> - Very mobile - Can pull and push things - Can throw a ball - Can put one block on top of another - Can follow simple directions - May know 50 - 200 words
<p>2 - 3 years</p>	<ul style="list-style-type: none"> - Themed play sets - Race-themed small vehicle play - Role-play toys - Sports toys - Toy boxes - Pretend play - Stuffed animals & dolls - Building blocks - Books - Crayons, colouring books, non-toxic paints and play dough - Simple puzzles - Basic counting and number toys - Music-making toys - Play kitchen with pretend food and utensils 	<ul style="list-style-type: none"> - Begins to jump and hop - Understands what is safe and what is dangerous - Enjoys playing with other children - Good hand-eye coordination - Happy rolling and breaking play dough - Should be able to put toys away - Good hand- eye coordination - Puts words together to make simple sentences - Tells you what they are going to draw before they start - Like to have choice of colour when drawing - Can play alone, putting the pieces into the puzzle
<p>3 - 4 years</p>	<ul style="list-style-type: none"> - Dollhouses & accessories - Playsets and action figures - Role play - Cars, vehicles & RC toys - Creative activity toys - Science-themed entertainment toys - Simple hand puppets 	<ul style="list-style-type: none"> - Can jump and hop - Like ball games, running and chasing - Realises drawings can look like face and people - Can make shapes of people out of play dough - Often pretends to be someone

	<ul style="list-style-type: none"> - Dress-up clothes and props - Picture books and story books - Toys for learning shapes, colours, numbers and letters - Intermediate puzzles - Simple board games - Variety of sport balls, e.g., soccer, football, kickball, super bounce ball - Dress-up clothes and accessories 	<ul style="list-style-type: none"> else during play and enjoys dress-ups - Like to hear about friends and relatives and love that lots of people love them - Begin to show sympathy and empathy for characters in stories - Prints name on paintings and drawings - Understands that other people have thoughts and feelings different to their own
<p style="text-align: center;">5 - 6 years</p>	<ul style="list-style-type: none"> - Toys that encourage creative expression - Entertainment toys - Framed puzzles with 25 to 50 pieces - Picking-up or balancing games - Simple card games and picture bingo - Science materials such as magnets, binoculars, magnifying glass - Jump rope 	<ul style="list-style-type: none"> - Draws recognizable pictures - Give reason and solve problems - Can put some objects in order and sort items into simple categories - Can explain games to other children - Indicates when something is "pretend" and when something is "real"

ANNEX 2: FAMILY INFORMATION SHEET

Note: To be used when the family registers at the TL for the first time. The sheet should be filled by the Toy librarian based on the answers of the mother/father/caregiver.

Date joined:	Location:	Membership no:
Family details		
Family name: (Surname of the parent identifying the whole family, Household Head)		
Address		
Phone number		
Marital status	<input type="checkbox"/> Married <input type="checkbox"/> Single <input type="checkbox"/> Separated	
Father´s age (Completed years):	Mother´s age (Completed years):	
Total number of children:	No. of children aged 0-7:	
What language is spoken in your household? <i>(Multiple answer is possible)</i>	A) <input type="checkbox"/> Hungarian B) <input type="checkbox"/> Macedonian C) <input type="checkbox"/> Romani language D) <input type="checkbox"/> Romanian E) <input type="checkbox"/> Slovak F) <input type="checkbox"/> Albanian G) <input type="checkbox"/> Other : <i>(Please fill in):</i> _____	
Comments <i>(Please, use this space to record notes about the interview, such as incomplete interview forms and mention any other details if relevant):</i>		

Questions about your children aged 0-7 years. Please begin with the youngest child.

Nr.	Child's first name	Child's surname:	Date of birth: (dd mm yy) If parent can not indicate the exact date, please include the year of birth and if possible the month.	Gender:	Where is the child enrolled? Please tell me the name of the school/institution. Write in the code (XY) the name of institution (e.g.: d Kindergarten Zborov) A - at home and not enrolled B - crèche_XY C- kindergarten_XY D- community center_XY E- primary school_XY F - special primary school_XY G - other institution	
			__/__/__	<input type="checkbox"/> Male <input type="checkbox"/> Female		
1.			__/__/__	<input type="checkbox"/> Male <input type="checkbox"/> Female		
2.			__/__/__	<input type="checkbox"/> Male <input type="checkbox"/> Female		
3.			__/__/__	<input type="checkbox"/> Male <input type="checkbox"/> Female		
4.			__/__/__	<input type="checkbox"/> Male <input type="checkbox"/> Female		
5.			__/__/__	<input type="checkbox"/> Male <input type="checkbox"/> Female		

Thank you for your patience until now, I would like to ask you questions about your educational background and employment

1. What type of school did the parents/person who takes care of the children finish? *(Indicate the highest level of education; use the **codes/letter** provided below)*

- A) Higher education / University
- B) Post-secondary non tertiary education
- C) Vocational secondary education
- D) General secondary /Grammar
- E) Special primary
- F) Standard primary school
- G) Haven't finished primary
- H) Did not go to school
- I) Other: _____
- J) I don't know/ No answer

	Code/letter:
Mother:	
Father:	
Person who takes care of the children: <i>(if other than parents)</i>	

2. Were you unemployed for longer than 3 months in the past year?

- 1. No
- 2. Yes, me
- 3. Yes my husband-wife
- 4. Both
- 99. Don't know/Not answering

3. Are you currently?

- 1. Full-time (30 or more hours)
- 2. Part-time (less than 30 hours)
- 3. Casual, on-call or short-term contract
- 4. Seasonal
- 5. Self-employed
- 6. Other
- 7. Don't know/Not answering

Thank you! I would like to ask you some questions about your child care practices and interests.

1. When you have a question about your child's development, where can you get information? (multiple answer is possible)

- a. I don't need any additional information
- b. I read books
- c. I read related newspaper articles
- d. I watch related television programs
- e. I ask other persons.....
- f. Other.....
- g. I don't know where to get information

2. Would you attend sessions about child care if they were held at the toy library?

- a. Yes
- b. No

3. In the past 3 days, did any household member over age 15 play with the children? (multiple answer is possible)

- a. Mother
- b. Father
- c. Other.....
- d. No one
- e. I don't know/no answer

4. Does your child have a separate place/table/corner in your home, where he/she can learn or play?

- a. Yes
- b. No
- c. I don't know/no answer

5. What is the main reason children should play with toys? (choose one)

- a. Because they are fun
- b. They help children learn thinking skills
- c. They help children learn to share, be responsible and play well with others
- d. They are not important
- e. I don't know/no answer

6. How many times per month do you think you will borrow toys?

- a. 1 time
- b. 2 -3 times
- c. 4 times
- d. More than 4 times

ANNEX 3: EXAMPLE RULES OF MEMBERSHIP

It will be important to display the rules of membership inside the toy library and also inform new members when they join. Rules should be clear and simple. Below is an example of membership rules for a toy library. It is important to note that these are only examples of rules for toy libraries; each toy library is different and should develop their own unique set of rules.

Member of the toy library must agree to the following rules:

1. Members may borrow a maximum of 4 toys at any one time.
2. Toys can only be borrowed for a two-week period.
3. If toys are returned more than a week late the member will only be able to borrow 2 items for the next two visits.
4. Toys must be returned clean, undamaged and complete.
5. For toys that are lost or irreparably damaged the family will be required to pay a fee or work voluntary hours at the toy library (adult members of the family only).

The following sentence needs to be included on the membership form and signed.

I acknowledge that I have read and understood the rules of membership and I accept personal responsibility to comply with them. I accept personal responsibility, and I indemnify and hold harmless REF and (name of partner) for any lost, harm or injuries to any person or property arising out of or related to toys borrowed from the toy library whether outside or on the premises.

Signed.....Date.....