

TOY LIBRARIES TO THE RESCUE



Inclusive Education Western Cape

Presenters:

Mary Clark and Laetitia Brümmer

STORYLINE

- GUIDING PRINCIPLES FOR IEWC PROJECT WORK
- LAVENDER HILL/CAPRICORN PROJECT
- TOY LIBRARY TO THE RESCUE
- ENJOYMENT AND DEVELOPMENT

EARLY IDENTIFICATION, INTERVENTION AND INCLUSION

The success of the inclusive school depends considerably on early identification, assessment and stimulation of the very young child with special educational needs. Early childhood care and education programmes for children aged up to 6 years ought to be developed and /or reorientated to promote physical intellectual and social development and school readiness.

These programmes have major economic value for the individual, the family and the society in preventing the aggravation of disabling conditions. Programmes at this level should recognise the principle of inclusion and be developed in a comprehensive way by combining pre-school activities and early childhood health care.

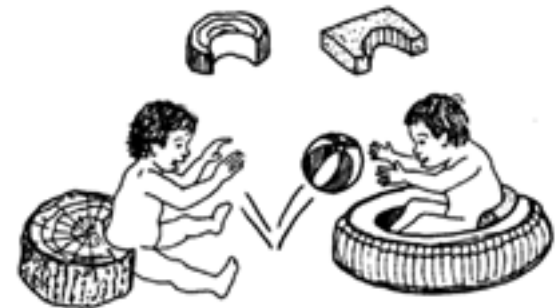
(The Salamanca statement and framework for Action on Special Needs Education. World Conference, Salamanca, Spain 1994 (p. 33))



PHYSICAL & MENTAL DISABILITIES

Usually children whose minds are slow to develop are also slow in learning to use their bodies. They begin later than other children to lift their heads, roll, sit, use their hands, stand, walk, and do other things. They are physically delayed because of their delayed mental development.

- In other children the opposite is true. Their minds are basically complete and undamaged, but **certain physical disabilities make it harder and slower for them to develop use of their minds.**
- **A child's mind, like a child's body, needs exercise to grow stronger**



MARCHING INTO THE FUTURE

POVERTY, POOR HOUSING,
FAMILY PROBLEMS, LACK OF
KNOWLEDGE - CAN BLOCK
THE ROAD TO
DEVELOPMENT

Every child marches to his or
her own developmental
drummer, but if yours is
marching far off the track,
you may need to bring in
special help.



LAVENDER/CAPRICORN PROJECT

2008/2009

- IEWC was confronted by this reality when we did a DSD funded project in the above Cape Town communities.
- Our brief was to do Advocacy and Awareness raising with a special focus on the right to education for children with disabilities.
- We identified a number of young children with disabilities in dire need of intervention programmes.

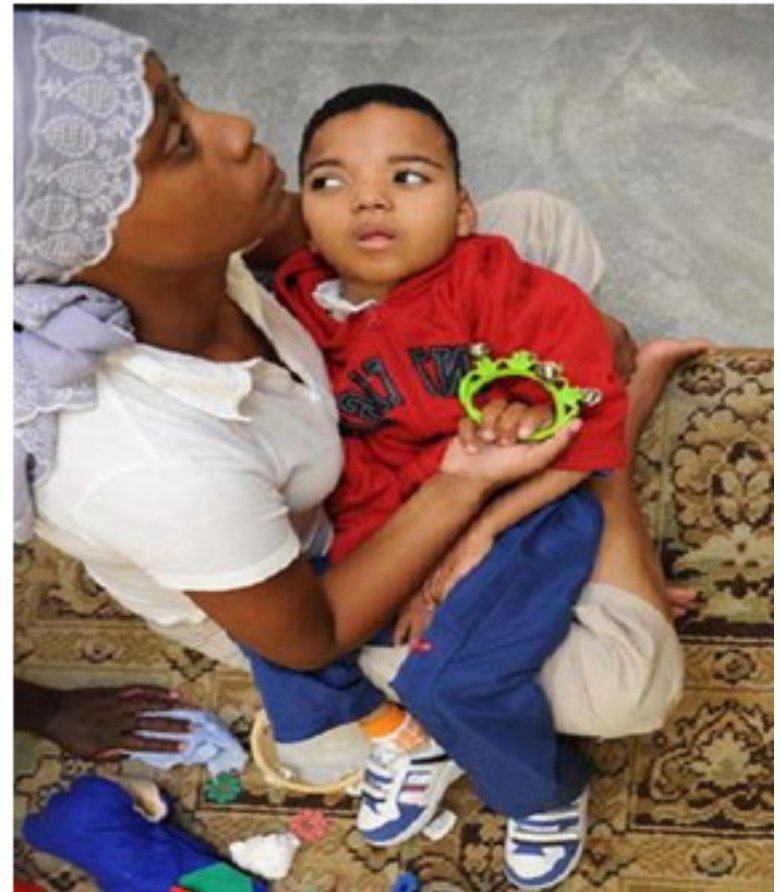


CHILDREN IN NEED OF HELP

- A search for formal and non-formal services available for children with disabilities and other serious barriers to learning in the communities resulted in a handy resource booklet which are widely used by schools and community organisations as a resource for referrals.
- However, the stark reality is that these services are oversubscribed and long waiting lists, red tape, etc. make access difficult. At the end of our project IEWC was faced with the sad realisation that through our activities we had unintentionally raised unrealistic hopes for a better future for the children we had identified.



6 YEAR OLD MARY'S
WORLD WAS A SMALL
WENDY HOUSE SHARED
WITH 4 FAMILY MEMBERS



Ben and his
Mom need help!

TOY LIBRARY TO THE RESCUE

Once we realised that further funding of the project was not possible we looked for other options.

We acquired funding from the Nussbaum Foundation to establish a Toy Library in the community to enable the parents of children with disabilities to provide some developmental activities to their children.



TOY LIBRARIES

Active Learning and Leisure Libraries

- 'Come and Play' Toy Libraries for children and their families - safe space; variety of toys; toy librarian helps to select appropriate toys
- 'Come and Borrow' libraries. Families can borrow toys The Toy Librarian will explain how the toys and games can be used.
- Toy Libraries catering for users who have some kind of disability.
- Mobile Toy Libraries – take toys to areas where it is most needed

(activelearninglibraries.org.za;
Tel.011 4840338)



WHY TOY LIBRARIES?

- Good quality toys and games are expensive and not always easy to source.
- Toys which are borrowed from, or used at the Toy Library with appropriate guidance, can be tried, and if not a success, they can be returned and other toys and games borrowed.
- Toy Libraries also offer a wide range of play materials which helps to develop all aspects of a child rather than focusing on only 'educational toys'.



BRINGING TOYS FOR DEVELOPMENT AND LEARNING TO MARY, BEN AND MANY OTHERS

To establish the Toy Library project in the community IEWC undertook the following:

- Identify a local organisation willing to operate library on their premises and train Toy Librarian
- Invite identified parents to training sessions on the Play way to development
- Acquire toys suitable for the children with disabilities we have identified

LIVING HOPE



PARENT WORKSHOPS







**USE
BOTH
HANDS**

PUZZLE IT OUT FOR YOURSELF!



LIVING HOPE TOY LIBRARY ON ITS WAY TO INDEPENDENCE



LAETITIA BRUMMER – IEWC
TEL: 021 674 1422
www.included.org.za