



# ACCESS TO PLAY IN CRISIS

PROGRESS REPORT June 2017

## BACKGROUND TO ACCESS TO PLAY IN CRISIS PROJECTS

First IPA Access to Play in Crisis international workshop held within the IPA Triennial World Conference Istanbul, 2014

Conference resolution passed

IPA Council adds Access to Play in Crisis to 2014- 17 Strategic Plan

IPA visit to Beyond Association, Lebanon 2014

Project funding secured by Board



## BACKGROUND TO ACCESS TO PLAY IN CRISIS PROJECTS

### Our starting point

In emergency and crisis situations, play is often given lower priority than provision of food, shelter and medicines. Opportunities for play have a significant role in helping children recover a sense of normality and joy after their experience of loss, dislocation and trauma.

UN Committee on the Rights of the Child, 2013



# BACKGROUND TO ACCESS TO PLAY IN CRISIS PROJECTS

## Structure

- IPA Board oversees the APC projects
- Sudeshna Chatterjee appointed as APC project officer 2015- 17
- International advisory group provide expertise and support

### Training Toolkit Project

To develop resources and deliver training to program managers and staff in **Turkey** and **Lebanon**.

Expert drafting group guided Play Wales to support the drafting of training resources

Training Toolkit completed by March 2017

### International Research project

In **India, Japan, Lebanon, Nepal, Philippines, Thailand** and **Turkey**

- To increase knowledge and understanding of children’s play needs in situations of crisis (situations of conflict, as well as environmental, humanitarian and man-made disasters)
- To increase and improve the practical application of the right to play so that children in situations of crisis have sufficient time, space and support to play.

Expert international panel appointed to guide the development of research proposal and selection of in country researchers through a competitive process

In country researchers selected, research sites finalized, and research underway

# EXPERT ADVISORS FOR BOTH PROJECTS

The following experts are guiding the two projects:

## Expert Panel for Training Toolkit Project:

**Jess Milne** (UK and Iraq)  
**Hitoshi Shimamura** (Japan)  
**Mine Gol Guven** (Turkey)  
**Maria Assi** (Lebanon)  
**Joe Awad** (Lebanon)  
**Karola Sakotnik** (Austria)  
**Gizem Kendik** (Turkey)  
**Sule Serter** (Turkey)  
**Theresa Casey** (IPA)

## Expert Panel for Research Project:

**Louise Chawla (USA)** Professor Emeritus, Program in Environmental Design, University of Colorado, Boulder  
**Helen Woolley (UK)** Reader in Landscape Architecture, University of Sheffield  
**Clare O’Kane (UK)** International Child Rights Consultant  
**Ray Kancharla (India)** National Humanitarian & DRR Manager, Save the Children, India  
**Tricia Young (UK)** Director, Child to Child  
**Andras Beszterczey (UK)** Mercy Corps  
**Theresa Casey (UK),** IPA  
**Cynthia Gentry (USA),** IPA  
**Kathy Wong (Hong Kong)** IPA

# THE TRAINING TOOLKIT WORKSHOP

Istanbul, Turkey  
June 11-12, 2016



- The entire expert advisory panel for the training project participated in the workshop.
- Kay O'Brien very efficiently facilitated the workshop.
- Structure of handbook and some sections discussed in detail



Participants, back row left to right:  
Kay O'Brien, IPA facilitator  
Mine Gol GÜVEN, Bosphorus University,  
Turkey  
Joseph Aswad, Beyond Association,  
Lebanon  
Jess Milne, Halabja Community Play  
Hitoshi Shimamura, IPA Japan  
Sudeshna Chatterjee, APC Project  
Officer  
Gizem Kendrick, ALA, Turkey

Front row:  
Karola Sakotnik, Emergency Smile  
Theresa Casey, IPA President  
Maria Assi, Beyond Association

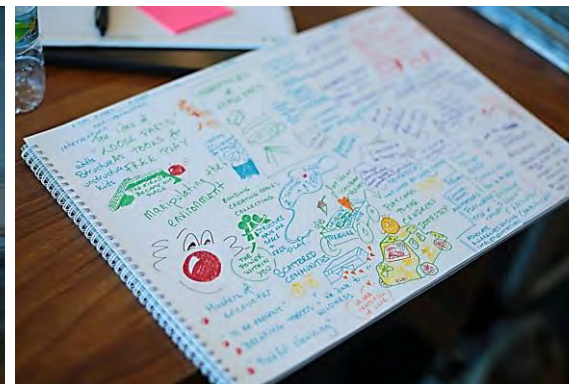
Photo: Sule Serter, ALA, Turkey

# THE TRAINING TOOLKIT WORKSHOP

Istanbul, Turkey  
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TOP THREE MESSAGES we would want the resource to reflect, bearing the following in mind:

- Those delivering/facilitating may have little/no knowledge of 'Playwork'
- The resource should be accessible in its content to staff, volunteers, and decision makers
- Terms we use should aim to be universally understood, or we offer our own definition to be promoted (e.g. playworker, free-play, child-led activities)



# VISUAL SUMMARY OF WORKSHOP DISCUSSIONS

(BY THERESA CASEY)





# REVIEW OF DRAFT HANDBOOK BY EXPERT PANEL

London, January  
14-15, 2017

Play Wales, appointed as writers, had circulated a draft of the handbook in advance

Invited experts came prepared with comments and worked in groups during the workshop to restructure the handbook into three separate toolkits representing three different stakeholder groups: **staff, managers and policy makers.**



Toolkit completed

March 2017

How to request a copy will be posted by IPA in due course

# Access to Play for Children in Situations of Crisis

Play: rights and practice  
A toolkit for staff, managers and policy makers



**IPA**  
world  
International Play Association  
promoting the child's right to play

Further reviews by experts, text contributions by Theresa Casey and Sudeshna Chatterjee, and writing completed by Marianne Mannello and Martin King Sheard, the handbook was completed in March 2017.

Currently the handbook is being translated in Turkish by ALA for launching in Istanbul in an event to be hosted at the Boğaziçi University.

# RESEARCH PROPOSAL

## OBJECTIVES

- To understand the play needs and rights of children in situations of crisis from children's and adult perspectives
- To explore current policies and practices that support play in different crisis contexts and what restricts play
- To understand to what extent agencies actively involve children so that they can inform the development of programs intended to promote play
- To understand how children themselves create opportunities for play in situations of crisis and how that intersects with the discourses of vulnerability and protection on one hand and resilience on the other
- To understand the dynamics between free play by children undertaken for its own sake and organizational mandates where play is often a means to an end (e.g. an icebreaking activity before a workshop or a play therapy session) within programmatic activities

## RESEARCH QUESTIONS

- How does crisis affect children's right to play in everyday life?
- How do children cope?
- What is the role of adults and community development organizations in promoting the right to play in situations of crisis?
- What importance do children's organizations, working on humanitarian and disaster risk reduction, place on children's play rights in the context of their work/programs?
- What are the lessons for promoting the right to play in situations of crisis?

# RESEARCH TOOLS

Tools were adapted from two sources:

(1) University of Brighton. (2014). Steps to Engaging Young Children in Research (Volume 2: The Researcher Toolkit)

(2) Save the Children Norway. (2008). A Kit of Tools for Participatory Research and Evaluation with Children, Young People and Adults

- The research methodology is purely qualitative involving observations of children's play, organizational work with children in crisis situations, interviews with adults in the community, parents, organization staff and focus group discussions with different adult stakeholders.
- Six child friendly tools were adapted from existing toolkits that were recommended by the expert panel and which had been tried and tested for engaging children in research in situations of crisis.
- The child friendly tools include:
  - The Body Map
  - Risk Mapping
  - Group Child-led Tours
  - Child-led Demonstrations of Play Experiences in a Simulated Environment
  - Conversational interviews with children using a prop
  - The Flower Map

## RESEARCH CONTEXTS

**India:** Street children living in squatters along railway track along the banks of the Ganges in Calcutta

**Japan:** Great East Japan Earthquake (March 11, 2011) affected areas, such as Sanriku coastal area in Miyagi Prefecture and/or the area affected by the radiation in Fukushima Prefecture

**Lebanon:** Syrian refugee camps

**Nepal:** Children living in 2 districts that were significantly affected by the 2015 earthquake

**Thailand:** Legal and illegal migrant workers from Burma working in fish industry in two different sites in Bangkok.

**Turkey:** Poor, mixed race neighbourhood comprising Turkish, Roma and recently Syrian refugees

# RESEARCH INDUCTION WORKSHOP

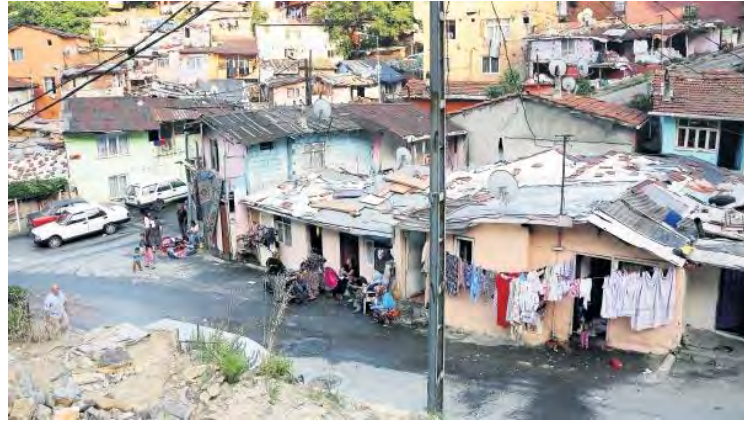
New Delhi  
November 28-29,  
2016

- A research induction workshop was held in New Delhi to get the feedback on the tool pilots by the researchers, to go over the research methodology in detail including ethical considerations and to finalize the tools and research methodology.
- The research project timelines were also discussed and agreed upon.
- A public seminar was held hosted by ACE and including APC delegates as panelists.



# RESEARCH STATUS IN MARCH 2017

- Fieldwork completed in all six countries.
- Draft reports completed for India, Nepal, Thailand and Turkey.



Turkey



Nepal



Thailand



India

# RESEARCH TIMELINE

## Timeline

- Creating the research tools July 2016
- Piloting of tools and finalization\* September
- Selection of research partners September
- Induction workshop November 2016
- Draft report from field teams March 2017
- Review and feedback to team April 2017
- Final reports May 2017
- Hiring of writer of synthesis report May 2017
- Synthesis Report July 2017

\*The tools have already been tested by other researchers in different countries while working with children in situations of crisis. We had originally planned to pilot the tools in Turkey. But given the unfortunate situation there, this was not possible within the timeline and we got each country researcher to pilot the tools in their context with a small sample.