

## **VOLUNTEERS IN PLAYWORK-EMPLOYMENT ROUTES**

Lifelong Learning Programme - **TRANSFER OF INNOVATION**



# **VIPER**

## **Training Needs Analysis Report**

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## **1. Introduction**

The volunteer workforce in Europe has an essential role in keeping many community facilities running and in the growth of new services. This is particularly true for projects that support opportunities for children. Many services working with children and young people operate in deprived areas and the children, parents and families benefit from quality provision for play in their community. Routes to employment in this sector are often through voluntary work as applicants are able to demonstrate their transferable skills and active participation, particularly appropriate to women returners. There is no EU volunteer play training programme that provides training for volunteers in this vital area of providing for children's play whilst also building social and civic competences.

The "Volunteers in Play- Employment Routes" (VIPER) project aims to address this through the transfer of a training course to improve the quality of VET for adults entering the children's workforce. The course 'Volunteers in Play - route to employment' is currently accredited by Skills Active (Sector Skills Council). In collaboration, the project will develop the programme to incorporate local best practice from across Europe, and transfer it to become an EU training resource. This project will result in a multilingual training resource with course materials for VET deliverers and for learners.

There is potential to develop a well trained European volunteer play workforce. The project will enable learners to become better skilled in an era of economic crisis, to support growth and jobs as well as equity and social inclusion.

The present training needs analysis report is conducted in the framework of the project "Volunteers in Playwork-Employment Routes" funded by the Leonardo da Vinci programme.

The report is the result of the first phase of the project in which each partner carried out a national research on the subject area of volunteering in play and childcare settings.

The information compiled here is the result of desk research carried out by browsing websites and reports, as well as by interviewing stakeholders and selected experts. This report also complements the desk research findings with the results of the interviews undertaken with employers and volunteers active in the field of playwork and children. Interviews were undertaken both face-to-face and by e-mail. Every participating country interviewed at least five employers and 20 volunteers to determine the training needs and to see if the volunteering is spread out in the field of play and children centres.

Surveys handled by all participating countries indicate that training in this area is considered important and there is definitely a need for it, according to both employers and volunteers. However, because of the difficulties linked with the sector's labour market, Volunteers in Play training course may not necessarily bring the creation of "more jobs" even though the course will expand volunteers' competences and training.

The partners involved in this first phase of the project are: University of Gloucestershire (UK), Dumlupinar University Kutahya Vocational High School of Social Science (Turkey), Tokium Networks, LdaLda (Portugal), Roger Személyközpontú Oktatásért Alapítvány (Hungary), Univerzita Palackého Olomouci (Czech Republic), HAFELEKAR (Austria) and Centro Studi ed Iniziative Europeo (Italy).

### ***1.1. Objectives***

The objectives of the analysis phase of the project are:

- to determine the current training available in the subject area of volunteering in play and childcare settings in the partner countries.
- to analyse the scale of interest
- to identify the type and style of materials required, accreditation requirements from relevant professional bodies.
- to determine future and current needs of the beneficiary group, as stated by beneficiaries themselves.
- to see situation of women labour market.
- to identify playwork industry needs in each country

### ***1.2. Description of the document***

The present document consists of 8 chapters.

- *Chapter 1. Introduction*

In the introductory chapter, there is a general description of the document and its objectives.

- *Chapter 2. Current Training available in the subject area of volunteering in play and childcare*

In chapter 2, there is a brief track analysis of the childcare systems in each country. It can be seen how a different context in each case has led to the same result, the need for more play or childcare settings. This chapter, also examines the training (or lack of training), for people working as a volunteer in childcare or play settings in each country. Each case has led to the same result, the need for more and better trained volunteers in the play or childcare settings.

- *Chapter 3. Scale of Interest*

Chapter 3, points out the interest from the beneficiaries in each country based on the conducted interview with them.

- *Chapter 4. Type and style of materials required*

In chapter 4, Materials and venues needed during training are mentioned.

- *Chapter 5. Accreditation requirements*

Chapter 5 points out the accreditation requirements for playwork courses to see if there are qualification framework for the childcare sector.

- *Chapter 6. Stated needs of the beneficiary groups, as stated by beneficiaries themselves*

In chapter 6, based on conducted interviews with beneficiary groups, future and current needs in the play industry are identified.

- *Chapter 7. Women in Labour Market Trends*

Chapter 7 points out the main trends that define the labour market in each country and shows the link between low labour force participation and employment of women and the policies for child development.

- *Chapter 8. Playwork Industry Needs*

Chapter 8 is the conclusion part that identifies the main needs in the subject area of childcare play settings in all the participant countries.

Appendix: National desk research reports and field research reports for UK, Turkey, Hungary, Czech Republic, Portugal and Italy.

## **2. Current training available in the subject area of volunteering in play and childcare**

Play is a need of every child and all children have the right to play. The child's right to play is set by the United Nation's Declaration on the Rights of the Child. According to the Article 31, countries provide the child with the right to rest, to employ his/her spare time, to play and to perform activities suitable for his age and to join to the cultural life freely. By this article, the child takes his right to rest, to have free time, to play games and to join to collective entertainment activities under security. To protect the children's right to play should be the universal sensitivity of all countries.

There is a profession in the **UK** called playwork that facilitates children's play outside the educational curriculum in their childhood and young adulthood years (ages 4-16 years). The play sector in the United Kingdom covers a wide range of settings that support the child's right to play from playschemes and adventure playgrounds to out of School Clubs and Play Rangers Services in parks, children centres, schools, out of school clubs, peripatetic playwork projects like playbus or toy libraries, hospital play rooms etc.. The Industry employs playworkers and the playworkers core function is to create an environment which stimulate children's play and maximise their opportunities for a wide range of play experiences. A skilled and experienced playworker is capable of enriching the child's play experience both in terms of the design and resources of the physical environment and in terms of the attitudes and culture fostered within the setting.<sup>1</sup>

Playwork provision falls into the voluntary, statutory and private sectors. Playworkers are mainly employed by voluntary or charitable organizations and it is estimated that volunteers account for 13% of the workforce in UK. Many playworkers undertake paid as well as voluntary jobs or developing or managing play settings. The workforce is predominantly part-time or seasonal. Even though many playwork settings offer childcare for parents, the time children and young people spend in their play setting is their leisure time.

In the UK, people can start work in playwork sector without a qualification, but there are regulations in place that govern minimum qualification requirements of staff in some Playwork settings. Working with children of all ages and abilities can lead on to many training opportunities or potential paid work. Volunteers are important member of any playwork team and various training courses introduces them to the principles and ethos of quality playwork and aims to give them the relevant information that they will need to start volunteering within children's play services.

### **UNITED KINGDOM**

Currently in **UK**, 'Volunteers in Play' courses are available for adults and 'young Volunteers in Playwork' for under 16 year olds. These courses are short, one day only, and delivered by Playwork Partnerships or their Associate Trainers who meet the required criteria and standards for delivery of Playwork training.

Other Play Associations or organisations may deliver their own in house training. E.g. Birmingham Play Care Network delivers training to volunteers for their work in

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<sup>1</sup> See more at: <http://devon.gov.uk/.../childrenfamilies>

parks, Milton Keynes Play Association supports their volunteers with induction training and Play Torbay has a programme of training courses that they offer to their volunteers. Most volunteers will probably receive some induction training but then simply learn on the job which may or may not give them a good experience of playwork.

In Childcare settings it is often more difficult for volunteers as regulations from OFSTED insist on qualified staff and strict guidelines around safe-guarding practices that would deter volunteers. There are also a great many Early Years students and apprentices who need placements so the need for volunteers is minimal in child care settings. Schools would use volunteers in the classroom to help teachers, but insurance of staff in the playgrounds and OFSTED regulations would deter schools from using volunteers for playtimes.

Professionals who work with children under 5 years need to be qualified to at least Level 3 and all teachers need to be qualified at degree level. Current proposals from Government are that any one working with over children over 8 years old won't need to be qualified and they are also considering people for teaching who are not qualified but bring other skills.<sup>2</sup>

Other qualifications at both Level 2 and Level 3 are available for those working with children, plus there are Foundation Degrees, Degrees, Postgraduate Degrees and Masters.

However funding is limited and most learners would have to pay for them or take out student loans to cover the costs of their courses. For part time workers or volunteers this is an expense that deters them from choosing courses which offer limited job prospects.

Playwork has suffered with Local Government cuts and jobs are sparse or part time or offered only through volunteering. This means a largely unqualified workforce may develop in the future as lack of regulation or quality assurance for those working with children in their play and leisure time goes unchecked.

Current emphasis on play settings and opportunities outside the childcare sector to rely on volunteers does create a need for some specific training to ensure there is some understanding of good practice as well as some awareness of safeguarding for staff and the children attending.

### **CZECH REPUBLIC**

Even there is no special position "play-worker" in childcare setting in CZ, a lot of college or university programs have a strong emphasis on children's education and services in their leisure time and this issue seems to be strong in culture and physical activities/sports volunteering. Czech girls even boys are frequently accepted as au-pairs in English, German, French speaking foreign families.

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<sup>2</sup> <https://www.gov.uk/government/publications/more-affordable-childcare>

In order to work with children, only people over the age of 18 years of age can help as volunteers in CZ (after 21 in foreign countries) with adequate education. People over the age of 16 can be included in volunteering under supervision in only short-term activities.

Typical children leisure time activities, based on volunteers support, are activities linked with short-term events, connected with national or folk events (St. Nicolas, Christmas, Easter, Children Day, local important days or anniversary, etc.). Those activities are organized as integrative (for all, for able-bodied, disabled). Volunteers' roles are program organizers and/or accompanying persons as baby-sitters, personal assistants for children with special needs, disability.

To be able to work in the field of with children and youth, educational, medical or social work study (education) is preferable. To concern short-term volunteer events, volunteers are usually, without specific training, having basic knowledge about the event, target group, potential risks and arrangements/ responsibilities in regards the children attending. There would be interest from these organisations in the VIPER course.

There are professional childcare, pedagogical professions in compulsory educational systems, even in leisure time activities and leisure "play" in the age 0 - 18 +. These persons, working as pedagogical staff (age 0 – 3 medical staff – children nurses), are trained via education for teachers, caregivers etc. (see chapter 6).

Some organisations offer activities in the field of child play, working with children after school, during holidays, weekends, and these activities are also guided by volunteers (running under supervision of educated pedagogical staff or independently by volunteers). They usually combine structured specific activities with “play” in general (leave children with equipment to play independently ...).

Other organisations offer specific programs, which need specific training (like 5P program – called “Big brother, big sister”; 3G; Compass etc.). All programs have specific educational course and supervision.<sup>3</sup>

### **AUSTRIA**

In Austria, outside of professional childcare, some national groups and organisations offer different activities which are similar to playwork, guided by volunteers. Volunteers are trained internally. There are a couple of settings that work with children as playworkers including the following: Playbus of the catholic youth group, Kinderfreunde and Children's City.

The kinderfreunde, the children's friends is a statewide organisation and a political education organisation. Especially in the group- and youth work, many volunteers are working alongside full-time employees. The offer is aimed particularly at the group activities. Two age groups are distinguished; The Minis (3-6 years) and the “Freundschaftskinder” are the 6 – 10 year old.

“A children's town or city” is a children's educational assisted large game project for the participation of children in Tirol. Up to 250 children every day play run an entire

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<sup>3</sup> to understand more, see the site <http://www.bbbsi.org/>

city, with its own currency and banking, employment centre in order to seek their own companies, shops and public authorities, leisure and consumer services in order to experience the everyday life processes.

To work as a professional in childcare there are several educations and trainings in Austria. There is a wide range of courses from “qualified educational person” to an 5years education for kindergarden teachers.

The child care by self-employed or not self-employed educationally qualified people is tax deductible to some extent and under certain conditions. The following requirements must be met in order for a caregiver to be recognised as educationally qualified person: Minimum age of 16 years, proof of training (training) with a minimum duration of 16 hours (16-year-old to 21-year-olds) or eight hours (over 21 years). The training includes training in early childhood education and nutrition.

Other training courses delivered are **Training course for kindergarden & nursery assistant** (compulsory school graduation, minimum age 18 years, 16 hours first-aid course, which does not date back more than two years; **Training for childminder** (220 teaching units theory lessons and 80 hours internship); **babysitting course**. Learners would have to pay for them.

## **ITALY**

There are also several settings where children could play and where play work volunteers spend their time and energies in **Italy**: Ludoteche (Toy libraries); Playbuses; Local Play activities and fairs; kindergartens; children centres; play rooms in hospitals; adventure playgrounds; playgrounds in malls; holiday playschemes, etc. .However these settings or activities receive very little public funding and are not numerically enough to satisfy the needs of population.<sup>4</sup>

The professional group of playworkers in Italy probably pertains to the labour market classification of “Operators for child monitoring and similar profiles”.<sup>5</sup> This professional group includes: animateurs for summer camps for children, after school assistants, pre-school assistants, baby sitters, toy library staff and child centres staff.

Desk research of Italy highlighted that the report on the application of art. 31 of the UN Convention on the Rights of the Child in Italy states, “teachers, educators and playworkers lack technical and ludic training, and apart from some specific pilot projects, most of these persons are not obliged to “learn about how to support play”.<sup>6</sup> Training for playworkers is very scarce.

The Italian Toy Library and Play Association has been organizing training courses for toy library animateurs and playbus staff in the past few years. In November 2013 the association organized the third training course for toy library animateurs.<sup>7</sup>

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<sup>4</sup> Conversation with stakeholders and toy library expert, held on 19/12/2013

<sup>5</sup> ISTAT, Classification of professions, Profession number 5.4.4.2.0 , corresponding to the ISCO-08 professional group of “childcare workers and teachers’ aides” (531), <http://cp2011.istat.it/>

<sup>6</sup> CRC Group,<sup>6°</sup> Rapporto CRC di aggiornamento sul monitoraggio della Convenzione sui diritti dell’infanzia e dell’adolescenza in Italia. 2012–2013, available on <http://gruppocrc.net/>

<sup>7</sup> [http://www.alipergiocare.org/index.php?option=com\\_content&task=view&id=250](http://www.alipergiocare.org/index.php?option=com_content&task=view&id=250)

The 4-day training embraced the history of toy libraries in Italy, Play in Italy, profession of playworkers, toy libraries, how toys and games are to be organised, practical workshops, toy libraries and the outside world. Moreover, the same organisation runs a course for playbus staff on a yearly basis. Other courses on children and play are organized by the “Istituto degli Innocenti” in Florence (Italy).<sup>8</sup>

### **HUNGARY**

**In Hungary**, there is also no sector which defines itself as playwork sector, there are several existing practices in the world of childcare and leisure time activity relating to play: Regular child care settings (nurseries, kindergarten, family day care); A state-initiated network is the “Safe Beginning Child Houses” network, which is a franchise developed by the state, and given (with financial support) mostly to NGOs, who maintain these houses; Hospital playroom; out-of-school and after school programs; Religious and non-religious youth movements; Museums, culture houses and theatres; Playing programme providers.<sup>9</sup>

There are different levels of training and education available in Hungary on play and playwork. While BA or MA level courses usually do not yet specialize on play, there are further diploma courses, accredited training courses, and a lot of non-accredited courses.

Further diploma courses are usually equivalent to MA level, require a basic diploma, and are usually available for those who already have working experience on the subject. In most cases even the entrance requirements are only for those who have special type of diploma and experience.

Accredited training courses are those that were either accredited based on the previous law of adult education, or were accredited towards a special profession as a further training course.

There are also several non-accredited training courses offered by NGOs or institutions working on the field. In the area of playwork, there are not too many courses available of either type. Two closely related further education university course have been found on play, and a couple of adventure and experiential pedagogy short courses offered by some institutes. There are a number of not so closely related, but in their elements, connected courses offered on drama pedagogy, leisure time activity, museum pedagogy. A selection of these courses is presented in National Report of Hungary in Appendix.

Altogether it can be concluded that the number of training courses available in the field of play and playwork is rather small, and most probably the need for these courses would be bigger.

### **PORTUGAL**

In the desk research report, Portugal presents three types of available training for adults mostly directed to people seeking reintegration or access to the labour market via childcare services related: **EFA courses** (Courses of Education and Training for adults; **UFCD** (short term Training Unit-25<sup>th</sup> or 50h) and **Learning Courses** (CA)

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<sup>8</sup> [http://www.istitutodeglinnocenti.it/pr](http://www.formarsi.istitutodeglinnocenti.it/pr)

<sup>9</sup> For more detailed information see the National report for Hungary in Appendix

which are initial professional training in a alternating regime, youth oriented, focusing on their integration in the labour market and allowing for further studying.

They address young people under the age of 25, with 9<sup>th</sup> grade or higher qualification with incomplete high school graduation and who plans to acquire a professional qualifications while concludes with 12<sup>th</sup> Grade. These trainings have too many modules but not every module is active they depend most of the times of available trainers and interested beneficiaries.

The closest training courses/units in Portugal related to Play or Playwork are the ones related to Animation Techniques; Educational activities; monitoring in nurseries and kindergartens-pedagogical models and content areas of pre-school education.<sup>10</sup>

## **TURKEY**

**In Turkey**, there are several existing practices or settings in the world of childcare and leisure time activity relating to play: kindergartens, after school programmes, sports clubs, playrooms in shopping malls, playrooms in some restaurants, toy libraries, mobile play buses, state or private primary schools, summer camps, orphanages, crèches, children clubs or playrooms in holiday resorts, Homes, play gardens, available and safe spaces around neighbourhood or streets . Play buses, toy libraries, state primary schools, “child houses” for children in need of protection, neighborhood creches and state kindergartens are the places where volunteers mostly can be seen.

There is no profession called playworker in Turkey. Professional group including animateurs for summer camps for children, afterschool assistants, pre-school teachers and assistants, baby sitters, toy library staff, child centres staff can be considered playworkers. .

Child care settings in Turkey actually provides limited play activities and staff like teachers, teacher’s assistants and even volunteers are not obliged to ‘learn how to support children’s play”. Tuğrul’s study (2006) indicates that even though the kindergartens are seen the most suitable play settings for children, children can’t play as much as they would like to in the kindergartens due to the routines applied and the teacher directed activities (like ballet, computer, foreign language courses). Thus in kindergartens during the day time, play time is decreasing.<sup>11</sup> Play is often regarded as a method of teaching, and confused with free time and recreational activities. Study by Tuğrul and Metin (2006) indicates how play is not very much accounted for in the country.<sup>12</sup>

The main issue in the area of playwork in Turkey is linked to the lack of services, facilities and play activities for children. The lack of the trained volunteers or staff is the following issue.

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<sup>10</sup> For more information see the National Report of Turkey in Appendix

<sup>11</sup> Tuğrul, B. (2006) Öğretmenim Ne Zaman Oyun Oynayacağız? Çocuklar Oyun Hakkını Geri İstiyor. Avrupa Birliği Sürecinde Okul Öncesi Eğitimin Bugünü ve Geleceği Sempozyumu.Kıbrıs.

<sup>12</sup> TUĞRUL B., METİN Ö., (2006) "Child's Right To Play Games" **3 Th International Children & Communication Congress" & "3th International Children Films Festival & Congress"** Between November 6-8, 2006.At Istanbul University , Faculty Of Communication, Istanbul, Turkey

Teachers employed by Ministry of National Education (MoNE) are required to have a 4 year university degree from educational faculties in preschool teaching. MoNE also employs graduates of two-year vocational schools as temporary teachers only on contract bases. In formal childcare settings it is more difficult for volunteers as regulations insist on qualified staff. There are also too many unemployed teachers waiting to be appointed. Naturally, the need for volunteers is minimal in formal childcare settings.

There is no specific training in the subject area of “Play” in Turkey for the volunteers. There are training programs for families or mothers. Parenting programmes are mainly conducted with UNICEF and The Mother Child Education *The Mother Child Education Foundation* (AÇEV). UNICEF supported “My family”(16 sessions) and “Core Training Programme for Families” (6 sessions) aimed at reaching parents having children aged 0-6 through pre-school teachers who have been trained by international experts on effective parenting. Until now approximately 5000 families participated in programmes provided by 200 pre-school teachers in pilot provinces. 6 weeks training includes the following subjects:

1. Listening and learning together
2. Understanding Emotions and Self Expression
3. Understanding Child’s Behaviour
4. Positive Discipline
5. The Effect of Play on Child’s Development
6. What should we do for future?

The Mother Child Education Foundation (AÇEV) runs the programme titled “Mother Child Education Programme” (MOCEP), being 10 to 15 week Mother Support Programme, aims to strengthen the relationship between mothers and their children aged 3-9. In addition, AÇEV developed a Pre-school Parent-Child Programme (OVCEP), providing 28 weeks of daily activities to reinforce 6 year-olds’ learning at pre-school, particularly in relation to literacy skills.

Additionally, with the cooperation of “Public Education Centers “ 14 week Family Education Program is given to the project groups for 3-6 age children. Public Education centers in Turkey actually presents lots of childcare or child development related long term courses but most of the modules are inactive as they depend most of the times of available trainers and interested beneficiaries.

There are also certified module programs provided by Public Education Centres or Vocational Education Centres under MONE General Directorate of Apprenticeship and Non-Formal Education. ‘Play’ or ‘Play Activities’ or ‘Play Album’ are the modules given in these programs. These programs are: Early Childhood Education Assistant (2800/1416 hour) ; Child Care Person (2040/936 hours); Child Care at home (880/432 hours); Children Activities for the age 0-3 (680/440 hours); Children Activities for age 3-6 (720/464 hours); Child Care and Play Room Activities for age 3-6( 160/120 hours). After completion one of these courses, person can be employed at early childhood education sector (kindergartens, nurseries, creches, etc.) as assistant to teachers.

### 3. Scale of Interest

#### UNITED KINGDOM

The current course 'Volunteers in Play' was specifically written for the Social Action Fund bid that was a collective bid for play organisations as part of the Free Time Consortium.

The course was written by Playwork Partnerships after consultation with the partner groups and other training providers and then pilot courses delivered before a Trainer pack was developed for Associate Trainers who then went away to deliver in their area

- 12 pilot courses delivered by Playwork Partnerships
- 3 training days for Associate trainers
- 10 courses delivered by Associate Trainers
- 205 volunteers trained so far...

There was also an adapted course 'Volunteers in Playwork' that was written for Play Gloucestershire for their young volunteers and delivered twice to groups of 15 young people.

There would be interest from organisations depending upon cost and this would most likely be before school holidays for busy playscheme periods when extra staffing is required to cope with increased numbers. At least 100 people per year would undertake the course.

#### CZECH REPUBLIC

Educated or trained volunteers from colleges, universities and other long-life learning accredited programs are accepted in regular children leisure time groups (arts, music, sports, games), in occasional activities (children days etc.), in summer – winter camps – outdoor activities. Existing agencies oriented on baby-sitting networking also accept the potential volunteers with some kind of education. Similarly, families in need regular or occasion child-care or babysitting ask volunteers with some kind of education background.

**VIPER course** can be course (Module) in education for professionals in childcare, leisure time activities (offered by University, Teacher College etc.). Kindergarten teachers who must by law have professional qualifications (minimum of 4 years of Teacher's College, highest level is bachelor and/or master degree in preschool education) might extend existing qualifications via VIPER course. Since mostly parents and grandparents are volunteering in events connected with kindergartens, the regarded play course maybe offered to parents and grandparents to extend their educational activity.

There is a network of out of school care facilities provided by the Ministry of Schooling, Youth and Physical Education, which offers regular, occasional and holiday activities. These are: leisure centers, after-school centers, school clubs, artistic schools. These facilities are mostly run by municipalities, regions, private sector and church respectively. There would be interest from these facility providers for VIPER

course. Employees who work at commercial playgrounds, children playrooms in pubs, gyms, shopping centres may consider the VIPER course useful.

### **ITALY**

Volunteers in playwork can be found in toy libraries, kindergardens, afterschool clubs, voluntary organisations for migrants and migrant children, adventure playgrounds, local associations and parks. The work they undertake varies greatly. However, most volunteers carry out indoor and outdoor play activities, as well as drawing and dancing

The playwork sector in Italy is mainly made up of private toy libraries. These organisations probably would welcome volunteers or trainees within their staff. With regards to the not-for-profit playwork sector, there are very few public-funded play centers or toy libraries. For this reason, many of these centers rely almost entirely on the work of volunteers, who are therefore indispensable. There would be interest from these organisations for the “Volunteers in Play” course.

Based on the survey results, volunteers working in the childcare and playwork sector in **Italy** are generally interested in attending a training course on play with children. In the field of afterschool and play activities, employers believe that a course for their volunteers and employees would be advisable and useable. Some of them however believed that in the area of playwork no specific competences are required and that a course on play would not be necessary.

### **AUSTRIA**

For Austria, public organisations and church groups are the first beneficiaries from trained volunteers. Also social workers in community work or employees in youth centers could benefit of training in playwork. Especially Au-pairs, who start working mostly without any training or education could be interested in an extra education or training. Also parents, grandparents who are playing with children regularly, and babysitter and volunteers in the neighborly help who are taking care of children could benefit from an extra training. In addition, an education in playwork can be of interest for parents and so called “qualified educational person” in context with of tax deductibility of childcare expenses.

### **HUNGARY**

According to employer interview results, there is a need for training volunteers in playwork. There are several related institutes, clubs, services however there are no specialised courses, nor any quality criteria or assurance regarding all these services. There are not enough state institutes for very young children (nurseries, day cares, kindergarten), and while the private sector has started to open towards this area (increasing number of playhouses, family kindergartens, baby sitters and other services), the relevant training system is not yet developed. There would be interest from these organisations for the VIPER course. There is no diploma level training, and only two further education diploma program which is directly related to play were found. The number of non-formal training courses is larger, but still very few, mostly they are about specific methods and not about letting the children play.

Students studying something relevant, mainly young women without children are looking for such a training opportunity as well. They would like to learn, and they are open to volunteering as well.

### **PORTUGAL**

For Portugal, the law, In the 31st of August 2011, establishes new rules for the use of the installed capacity of kindergartens as well as the possibility of strengthening the care staff with volunteers, among other measures relating to the licensing and operation of equipment's of this nature. With this decree, childcare services can be provided by volunteers, whereas previously all human resources had to be hired. The other meaningful change is that volunteers who are to engage in childcare services should receive appropriate training. In this case, VIPER can become a training module for volunteers working with children.

### **TURKEY**

The playwork sector who welcome volunteers in Turkey is mainly made up of toy libraries, play buses and public kindergartens, neighbourhood crèches and “child houses” for children in need of protection. They are either public funded centres or almost entirely rely on the work of volunteers like toy libraries. In “child houses” children are cared by professional caregivers. According to the regulations on “child houses” for children in need of protection, volunteers has to apply first to the Coordination Center for permission, their application is evaluated by the responsible carer in the organisation. If the application is approved, the volunteers are generally encouraged to involve outdoor play activities with children rather than indoor activities. There would be interest from organisations above for “Volunteer in Play” course depending upon cost and timing. **VIPER course** is not applicable for the formal education in Turkey since all the formal educational activities regulated and falls under the responsibility of MoNE. Regarding the course, it can just be a module for the certificate programs provided by Public Education Centres or Vocational Education Centres under MoNE. There are 12 million housewives in the country and some of them might want to work as a childminder and who may be interested in the course.

## **4. Type and style of materials required**

Since the subject of “type and style of materials “are not included in every countries’ desk research reports, only existing country informations has been reported.

### **UNITED KINGDOM**

Since learners tend to be new to training, nervous about attending and worried about being with people they don't know, materials need to be visual, practical and participatory.

Venues for training tend to be local community centres with limited technology so materials need to be easily transported, quick to set up and use and not heavily reliable on electronic display.

Materials for wall displays and other things that make the training room friendly are very useful in welcoming people into the space. Tea, coffee, refreshments are essential for people giving up a day for training and to help them feel included.

Materials need to be accessible and not too wordy so that learners with poor writing and language skills are not excluded from learning.

Venues also need to be in safe part of town and close to public routes.

### **PORTUGAL**

In Portugal, training providers and training professionals are facing challenges in terms of design of training solutions. Trainings are expected to be effective and tailored to the needs of their audiences.

The VIPER training course should be well structured in (digital and paper) fulfilling the national requirements for accredited/certified training courses/modules. It is also suggested that the construction of the module/course would benefit from ADORA methodology.

### **TURKEY**

Since the learners' education level would be at different levels, materials need to be accessible and not complicated. Training room can be friendly and welcoming by using wall displays and serving tea, coffee, refreshments. Venues also need to be in safe part of town or city and close to the public transport routes. Teaching process can be supported by published booklets which includes the whole concept of the course. Easily transported or set up materials are considered for the venues with poor physical conditions like public education centres.

### **AUSTRIA**

To introduce playwork in Austria, a standardised training is required. Training should be delivered by well trained, certified instructors and be supported by learning materials like videos, case studies.

### **HUNGARY**

Hungary suggests the inclusion of case studies in the training (or preferably in the follow-up), where actual experience, problems and personal difficulties relating to the work can be discussed.

Weekend is suggested as ideal delivery time of the course as volunteers either work or (most probably) study during the weekdays. Longer training courses where participants stay for the night are even better, as they provide space and time for deeper sharing.

### **CZECH REPUBLIC**

Type of style materials is linked with accreditation requirements. As the education of volunteers is included in accredited education programs on different level those institutions, has to be equipped with relevant facility, study materials. Programs for children offered by institutions (children homes, clubs, civic or church organisations) have to be accredited or permitted in community. It means they have to be equipped on adequate level as well.

Notebooks, videos and prepared certified instructor, network connection in the venue, e-learning courses are the suggested materials supporting learning during trainings in their report.

## 5. Accreditation requirements from relevant professional bodies

The **UK** has a qualifications framework and Skills Active endorses Playwork courses for the sector through their Licensed Provider scheme. There are also Awarding Bodies who offer accredited courses that are accepted by Regulatory Bodies as appropriate levels of qualification for staff working with children and young people. This is particularly strict with regards to the Childcare sector. In play settings or with over 8 year olds this is not so strict particularly when it is within the Voluntary sector. Organisations such as the Scouts and Guides have no specific requirements and most voluntary play organisations that operate for less than 2 hours a day would have no need for accreditation. There are no rules that say a childcare play setting has to have a playwork qualification, it is more likely to have workers trained at Level 3 in Early Years and Child care.

For **Hungary**, the regulations regarding non-degree courses has just been changed with the new Law. The Law LXXVII/2013 ACT of Adult Education also regulates training organisations which are organizing vocational courses. That training courses regarding child care and volunteers do not need to be registered or accredited. In case all the institutes which are not accredited as adult educators cannot accredit new courses. If the course is financed by state or EU sources, then it can be regarded as accredited. If so, the provider also itself has to be accredited, than all participants have to be contracted. The adult education has to contain (among others): exact dates of the course, learning and study requirements, control and evaluation system, exam requirements and forms, and the exact source of finance from the EU or the state and its amount. The adult education has to contain exact dates of the course; learning and study requirements; control and evaluation system, exam requirements and forms and the exact source of finance from the EU or the state and its amount. Therefore, as the aim of the project to sustain the course to be adapted after the project and EU-finance accreditation in Hungary is not applicable.

In **Austria** to work as a professional in childcare, there are several educations and trainings State child care as well as child care in private organisations are mostly carried out by professionally trained staff. Volunteers may only attend in a professional childcare setting, if at least one professional employee is there. To let volunteers take care of children in a Professional childcare setting, they would certainly need basic training, which confirms and accredits volunteers with a qualification in childcare.

For **Portugal**, to complete the request for approval of training courses, the training provider shall develop and deliver in one ACT Dossier Application which should include the following elements: information of the training provider, description of the course, coordination of course, assessment methodology of trainees, methodology for monitoring and evaluation of training and resources. Training provider includes its accreditation by Institute for Quality in Training in the application.

**Czech Republic** indicates that European education system recommends minimum 6 hours training of volunteers for short (one day – weekend) events **which refers to level I**; minimal 32 hours training for longer activities (one week) – **level II**.

**Education on the level III** is designed for permanent service on the volunteering position. Level III is certificated or licensed course realized by sports federations, associations (arts-crafts-music, church networks, Red Cross, fire-brigades, ecology initiatives, Sokol, Special Olympics, etc.) or universities in long-life out-university study programs. **Level IV** is equal for university Bachelor level. **Level V** is equal for university Master level.

The amount of teaching hours depends on the purpose and program. Usually since 100 hours up to 250 hours. Exam is obligatory, awarding with certificate of attendance or license.

**In Turkey**, since playworker is not a defined profession by Vocational Qualification Agency VQA, the country does not have qualification framework and institution endorses playwork courses. Turkey has the Vocational Qualification Agency (VQA) set up under the Ministry of Labour in 2006 to coordinate all work undertaken in the national vocational qualification system and Turkish Qualifications Framework compatible with that of European Union.

In Turkey, all formal education falls under the responsibility of (Ministry of Education) MoNE. The Ministry has an established assessment system in place. Formal education institutions, excluding Public Education Centres (PEC) and Vocational Education Centres under MoNE, work cooperatively with the authorised certification organisations for examinations.

Vocational standards and qualifications which are the components of the qualifications system are established by voluntary organisations assigned by the VQA. Technical working teams set up those organisations (employees, employers, academics, engineers, etc.) prepare drafts. Draft documents submit to the sectoral committees of VQA. The committee responsible of conducting examinations of standards and qualifications which are proposed to be recognized at the national level and decide to submit them to the Board of Directors. Sectoral committees are composed of the representatives of the Ministry of Education, Ministry of Labour, High Education Council, employees, employers, and the VQA. More than 50 organisations have signed protocols with the VQA to establish standards and qualifications. A total 329 vocational standards were published in the Official Gazete by October 2012. The VQA Board of Directors approved 120 qualifications.

Measuring and evaluation tests and certification activities, are conducted and carried out by Authorized Certification Bodies (Voc Test Centres). The primary function of the certification bodies is to evaluate candidates based on vocational qualifications and to certify them.

According to the Regulation, certification organisations should first be accredited with the Turkish Accreditation Agency (TURKAK) in accordance with TS EN ISO/IEC 17024 Employee Certification standards. TURKAK verifies institutional capacity as well as specific requirements related to evaluation in line with specific national vocational qualifications.

VQA authorization is based on the assumption that VocTest Center is currently accredited. It is complementary and it is not intended to repeat the accreditation.

The activities of VocTest centres are monitored by both VQA and TURKAK every year.

## **6. Stated needs of the beneficiary groups**

### **6.1. Analysis of Volunteer Interviews**

All partners conducted an interview with at least 20 participants to see their volunteer backgrounds and thoughts on children, playwork and a possible training. For all countries most of the participants were female. Concerning relevant previous training, majority of them (except Hungary, about half of the participants had some kind of training specifically about children) did not have relevant training.

**Although profile of the interviewed volunteers are different in each country, there are some common findings related to future and current needs of them.**

**Hungary** mainly focused on young people who are studying relevant subjects at the university (mostly pedagogy and psychology students). Most of the participants are female (as in Hungary, mostly women are working with children). Also, the participants had no children of their own, except one.

Almost all of the participants have worked with children before. There are three main field of experience: voluntary work in foundations (e.g. working in summer camps, leading cultural programs...), part time jobs (such as babysitting or teaching / coaching), and professional work (e.g. pedagogical assistant).

**UK** volunteers have secondary (13), college (8) and higher level (4) education and majority of them worked with children before. They had experiences working at school placements, outdoor projects with park rangers, helping children in schools, adventure playgrounds, church youth clubs and school trips.

**Turkey** includes the students from vocational high school of social science (8), toy library volunteers (2), housewives (5) and grandparents (5) as participants. Most of them have worked with children before, their main field of experience; part time jobs such as babysitting, taking care of grandchildren, activities in kindergarten, assisting primary school teacher of his own kid to organize indoor outdoor activities , work for toy libraries.

**Austria** have various type of volunteers in terms of education level, from students to high schools graduates, college graduates and people with master and Ph.D. degrees. Most of them are female and have worked with children before. Dance and tumbling skills, baby-sitting, sports, activities in kindergarten, playing with grandchildren, holiday camps are the main activities they have been involved previously.

Respondents in **Portugal** are college students and persons with graduate and postgraduate degrees. Since majority of them are college graduates and they do not consider working with children as a career path. Listed main Voluntary activities they involved are; summer camps, hospital play rooms, Children's shelter, and baby-sitting.

**Czech Republic** interviewed with the university students studying relevant subjects, volunteers working in the field of special olympics, university employees with graduate level degree and mothers on maternal leave. They have voluntary experiences in early years work in the sport organisations, leisure time clubs, summer camps and baby-sitting.

**Italy**, almost half of the interviewed volunteers were university graduates between 24 and 34 years of age and already involved in volunteer activities including, afterschool activities, dance, workshops, recreational activities, summer camps, outdoor games, outdoor games, free play, music, drawing, singing, sport, construction, baby-sitting.

Considering the findings from all country reports, majority of participants feel highly motivated to **work with children**. Their main reasons can be sorted into the following groups:

1. They love being around children, their energy is very motivating for the participants as well, they are fascinated by children's way of thinking and seeing the world.
2. They have a **professional interest**. They are interested in child-development and want to learn more about this topic.
3. They find it **rewarding and important** to work children. They feel the need to teach children important things, they want to help them. Also, it's good to see how grateful and happy they can be when someone is there for them.
4. They want to gain **experience**. They see volunteering with children as a great opportunity to get to know new people, organisations and foundations.
5. It's a great opportunity to **learn about themselves**.
6. They **need to be** occupied and they **feel useful** and **happy** when they contribute to children's well-being.
7. They like to **be part of local community**.

They had several ideas about in which **circumstances** they would like to work with children: in nature, adventure parks, handwork-groups, foster homes, hospitals, poor villages, schools, events, at home, camps, after school programs, small groups, and civil foundations, kindergartens, toy libraries. Being outside, in contact with nature is the most stated preferred setting among volunteers

About the **method of play** and how it can help children, the most common idea was that during playing, children learn enormously whilst having fun. They can learn **physical** as well as **social** and **emotional rules** of the world. It also enhances their creativity and fantasy. They face challenges, take risk but in a supportive place. Their emotional life can be helped too by playing, as e.g. they release stress while playing. Outdoor play also keeps them away from spending too much time watching unnecessary television programs and computer games.

Some important thoughts (mostly came from Hungary's interview results) stated by participants on the **method of playwork are**:

- The framework needs to be clear. 'Rules' must be as open as possible, but it's important to act upon them.
- It can be used real life scenarios/ DVD/film

- It's important for children to learn to 'just be' – to learn how not to worry about something all the time, be in the present moment. To learn about their feelings and emotions in different situations, be aware of them, how to handle them.
- We need to be aware of the space around us – what it lets us do, what it facilitates.
- It's important to be aware of our own effect on other people (including children) – as it is not possible to be neutral.
- The personality of the 'teacher' is important. Therefore a training course should pay attention to personality-development of participants.

They also had some **ideas** about possible playwork-scenes:

- a room full of normal household objects – it is good to learn different ways to use simple things
- having objects which are very not-in-place, unexpected
- it would be better to have regular occasions than just sometime
- it would be good to have playwork groups in elementary schools, when lessons are over, but the children have to stay in the school longer
- more space, fresher and cleaner air
- there must be well trained teachers, assistants or playworkers as supervisor.

The majority of participants said they would be happy if a **relevant training** existed and they would probably like to take attend. They also think that it would be useful to have a **certification** of the training.

Some interview participants had problem seeing how they could use this kind of knowledge, in which settings they could undertake playwork.

The average amount of time the participants would like to spend by volunteering is differs in each country depending on the free time of respondents. Only UK shows the ability for 1 to 2 days for volunteering. In Hungary the average amount is 5 hours a week, in Turkey 1-3 hours, in CR 2-3 hours, Italy 11 hours, Portugal 2-6 hours, Austria 2-12 hours per week.

, It was impossible to draw straight conclusions about the time they would like to spend on the training course. The answers range from a few hours to 60 hours or a whole semester. The general tendency is not to spend too much time:

Turkey: 5 -10 hours ; Austria 2-12 hours; Italy 8 - 27 hours; CR 5-10 hours; UK one day or weekly sessions; Portugal 1-5 hours.

About the **main needs of participants**, they stated several subjects on what they would like to learn to enhance their ability to support children's play. Here are some common examples:

- children' way of thinking
- theory of games, pedagogy
- tips how to motivate children
- motivate them to NOT play with eg. iPads, iPhones...
- make them start an activity without direct leading (if they don't know what to do)
- solve conflicts (among the children – eg. prevent small fights among each other)

- how to react if a child attacks me – how to keep the line
- help them agreeing on common rules if they are in a shared activity
- give everybody a chance to get involved in a common activity
- be natural in this situation (not proactive but reactive)
- learn to be creative (get skills to do handicrafts for children)
- get the list of games and activities
- first aid, safety rules

Concerning what skills they would like to develop, here are some examples: conflict solving, reacting faster, sturdiness, cooperation in groups, commitment to one thing at a time, creativity, steadiness, problem-solving in an unexpected situation, be better at realizing children's problems, help their creativity, flexibility, communication, talking-skills, games, self-confidence, patience, being patient,

They also listed some skills, which they think help them to work with children: empathy, helpfulness, humour, openness, social skills, spontaneity, creativity, joyfulness, patience, enthusiasm, trust, steadiness, self-control, fairness, good meta-communication, calmness, be present.

## **6.2. Employer opinions on volunteer training needs**

During the research at least five employers were interviewed from the sector of childcare and playwork to get their opinions on the subject area of training. The following employers are interviewed: a church charity, a state-owned children's home, an NGO-maintained clubhouse, a profit-oriented Playhouse and a mobile mentoring programme, public and private kindergartens, toy library, Directorate of Provincial National Education, Public Education Centre, Families, Association-run kindergarten, Multi-ethnic kindergarten, Afterschool association for migrant children, Non profit organisation dealing with the troubled children, Maternal Centre, Special Olympics Czech Republic.

Almost all interviewees agreed that training would be useful to their volunteers and employees. In each country, there are several related institutes, clubs, services, however there are no specialised courses, either any quality criteria or assurance regarding all these services.

There are two types of volunteers; short and long term volunteers. Students who need to do practical training for graduation can be considered short term volunteers. Based on the interview results, if the childcare or play setting is profit oriented there is no long-term volunteer. However short-term volunteers are welcome to work there. For example vocational high school students (secondary level) or university students from faculty of education have to do practical training to graduate and they usually prefer these places for practical training. In non-governmental organizations volunteer work can be as a starting point for a later employed position in the organization that is often a motivator for volunteering in some places.

Nearly all volunteers involved in working with children in the interviewed organisations are of a younger age (between 18-35 years old), mainly university students or volunteer parents. There are occasionally older volunteers as well however it is rather exception. In Hungary usually the paid staff working with children and the

volunteers are older. Volunteers spend different time periods with the providers. There are those, who work there as part of their official training (as placement): they usually leave after the practice is over, however there are some long-term volunteers as well.

### **6.2.1. Preferred Settings and Structure of a Playwork Training Course:**

About the ideal length of a training course for volunteers, opinions are different for each country. In Italy and Turkey, trainings in the childcare area usually lasts longer (In Turkey, sometimes 20 hours per module). While Italian employers suggest over 10 hours, employers from Hungary agreed at least 2-3 days or longer.

The ideal timing is weekend for the majority, as volunteers either work or (most probably) study during the weekdays.

Employers think that the followings are the most important **aspects of training** that volunteers will need:

- **Understanding play**
- **Health & Safety requirements**
- **Safe working practices**
- **Creating play spaces**
- **Equalities & inclusion:** In some places this issue is even more important: for example in playhouses there are children from very different ethnical, language, family status background. The volunteer need to have a clear picture of his / her own reactions to those people and children who are different (minorities, or special needs)
- **Outdoor play opportunities:** All children need to be moved during play, and outdoor opportunities are perfect for this case.
- **Practical play opportunities:** it is important to discuss what those games are which need more preparation, or special tools, eg. board games.
- **Practical build / construction skills/ use of tools**
- **First aid notions**

### **6.2.2. Qualities and competences of playworkers**

The following common special qualities and competences were mentioned: good communication with children, empathy, patience, acceptance, attentiveness, knowledge of ourselves, creativity, problem solving, managing stress, managing aggression, keeping limits, understanding personal motivation, enthusiasm about the work, even after a long time, or during holidays.

## 7. Women in the Labour Market Trend

Since the availability of childcare and play settings and the need for trained volunteers working in this sector is related to women's labour participation, brief information given below on the situation of women in the labour market for each partner country. In terms of employment and labour force participation of women, Turkey seems in the worst situation followed by Italy (Table 1. and Table 2).

### HUNGARY

**In Hungary**, the employment rate of women is around 50-52%, which is much lower than in Western Europe (70,4% in the Netherlands, 65,7% in the UK, 67,3% in the neighbouring Austria as of 2012), and about 5-6% lower than the average in the OECD countries.<sup>13</sup> Employment rate of mothers with children under the age of 3 is only 13% while the average of OECD is close to 50%.<sup>14</sup>

The four conditions (1) discouraged employers, 2) opportunity to stay at home paid, 3) less working place available in general, 4) not enough space for children in child care even more strengthen the trends of low employment rate of women

**In Hungary** it is traditionally accepted (and supported) to keep the child at home until the age of 3, only 13% of children attend 0-3 baby kindergartens. This tradition is further supported with the family state financial support, which gives a child care aid (about 100 EUR per month) for mothers staying home with the under 3-year-old.<sup>15</sup> The generous child care allowances, together with the labour market situation following world economic crisis in 2008 resulting in less work places, has withdrawn mothers from the labour market, and at the same time employees are discouraged to employ young women for positions due to the high costs they have to pay after them.<sup>16</sup>

### TURKEY

**In Turkey**, similar to Hungary, traditionally, when mothers worked, grandmothers used to care for the children. In recent decades, however, this pattern has begun to change with the rise of the nuclear family and greater population mobility. A growing need for childcare and day-care services outside the home has emerged. Under the new Social Security Law, amendments have been introduced in terms of the social assistance for children provided to families.

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<sup>13</sup> Source: OECD (2013), "Employment rate of women", *Employment and Labour Markets: Key Tables from OECD*, No.5. doi: [10.1787/emp-fe-table-2013-1-en](https://doi.org/10.1787/emp-fe-table-2013-1-en)

<sup>14</sup> Kierzenkowski, Rafal: Towards a More inclusive Labour Market in Hungary, Economics Department Working Papers, No. 960, OECD, 2012, p 16.

<sup>15</sup> (Mothers with at least three children or with a special need child can stay at home with the child care aid until the smallest or sick child gets 8 years old). Mothers with previous work place are even more generously supported: they get 70% (but max. about 300 EUR per month) of their monthly salaries from state funding until the age of 2 of the child as a child care fee.

<sup>16</sup> These costs include extra paid holidays after children, extra paid holidays for the period child leave (this can constitute even 4-6 months of extra paid holidays by the employee), and paid sick leave for the illness of the children.

While the proportion of children in the 0-5 age group, being cared for by their mothers was 89.6%, 1.5% was cared for by their fathers. On the other hand, 4.8% of children were cared for by their paternal grandmothers and 3.5% of them were cared for by their maternal grandmothers.<sup>17</sup> Participation rates in registered childcare services are even lower. The minimal use of childcare reflects, on the one hand, the strong family networking of Turkish society and, on the other, a lack of subsidised childcare as well as traditional social attitudes to mothers working outside the home.

In 2012, labour force participation rate among women is 29,5%, among men this rate is 71%. LFPR is the lowest one among the partner countries. Proportion of employed women in the population is 26,3 and proportion of employed men is 65%. Proportion of regular or casual employees among working women is 54,3% and proportion self employed women is 10,8%. Proportion of regular or casual employees among working men is 66,5% and proportion self employed men is 22,3%. Unemployment rate for women is 10,8%, for men the rate is 8,5%. When youth unemployment rate among 15-24 age group is considered, the rate for women is 19,9% and for men it is 16,3%. Of working women 70,1% are happy with their jobs and of men 71,2% are happy with their jobs.<sup>18</sup>

The characteristics of female employment in Turkey can be summarised as follows: a quarter of all women of working age participate in the labour market, about half of whom are in unregistered jobs. This employment rate compares with about a third of all men; \_ the unemployment rate of women is relatively low, remaining at about 10% in recent years, due primarily to the overall low labour force participation rate of women; \_ the unemployment rate of women in urban areas is a cause of concern as it remains at about 16%–18%. This may reflect the difficulties of women living in urban areas in finding caregivers or childcare for young children as family networks are weaker than in the countryside; \_ the female employment rate of about 25% is relatively stable, but is decreasing slightly, particularly in urban areas; \_ the employment rate of women is positively correlated with education, showing a more visible correlation than in the case of men; \_ the employment rate of women is negatively correlated to marriage and having children. From the age of 25 years, the female employment rate in Turkey begins to decline. Like other countries, a link between marriage and women's entry to or exit from the labour market is evident. Initially, married women are expected to devote themselves to rearing their children. High numbers of married women leave the labour market. Overall, two thirds of women state that they do not work because they are housewives.

Few subsidised childcare facilities are available in Turkey, except for women working in public administrations or in large companies. Market mechanisms that depend on the law of supply and demand make private crèches and babysitters too expensive for most households. Moreover, parents often have doubts about the quality of the services provided. Such challenges for women cannot be resolved without the intervention and support of the state. Responsibility for female employment and childcare services falls ultimately on the state, even if there is scope for partnership between the government, employers, trade unions and other civil society stakeholders. The benefits of high quality childcare and preschool education are accepted

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<sup>17</sup> Turkish Statistical Institute Statistics on Child, 2012

<sup>18</sup> Turkish Statistical Institute Statistics on Women, 2012

universally – including by many people in Turkey. The childcare or play industry supported by trained volunteers would definitely contribute to the increase of labour force participation of women.

### **CZECH REPUBLIC**

**The unemployment rate** in 2012 was 7.7. **The Employment rate** (all persons aged 15+) in 2012 was 58.6%, men 67.7%, women 50.0%. Male employment rates were consistently higher than those for women across all of the EU Member States. The Czech Republic is among the countries which have a high difference between female and male employment.

**The employment rate for women who have children** is much lower than for women without children. Parenthood is one of the main factors underlying the gender employment gaps. The employment impact of parenthood varies considerably across the Europe and is extremely high in the Czech Republic (Figure 2). Parenthood affects symmetrically men and women's employment given that women are more often involved in childcare duties when care services are lacking or not meeting the needs of - full-time - working parents.

The share of children enrolled in formal care is very low which may reflect possible shortfalls in the provision of formal childcare services or the cost of such services. The proportion of women in part-time employment in the Czech Republic (8.6%) is about four times higher than that of men (2.2%).

For the economy as a whole **the gender pay gap** was 21.0% in 2011 in the Czech Republic. **Parenthood** is one of the main factors underlying the gender employment gaps. As data showed, the female employment rate is very low and part-time employment is rare in the Czech Republic compare to other EU countries. Very low rates of part-time work may result from a lack of flexible working arrangements.

Moreover, the gender pay gap is high. These are the reasons why the paid parental leave is used mostly by mothers. Early childcare is thus mostly women's issues with all career consequences.

Good and affordable childcare could be a key factor for better gender equality in employment. Formal and informal childcare support is particularly important for boosting female employment levels and for achieving greater gender equality throughout working life.

### **AUSTRIA**

In a European comparison, **Austria** is among the countries which have both a high level of participation of women and a high part-time rate. The development of the Austrian labour market shows a growing labour force participation of women.

Here is the male labour force participation rates of 97.0 % , female 77.4 % , which is a difference of 19.7 percentage points ( 1995: 32.5 percentage points). Within the last decade there was an increase in the employment rate for 15 - to 64- year-old women of 61.2 % (2002: 1.6447 million ) to 67.3 % (2012: 1.9144 million), while the employment rate of men in the same period relatively constant at a significantly higher level (2002: 76.4 % and 2.0668 million; 2012: 77.8 % and 2.1951 million ) remained.

Overall, in 2012 about 81% of part-time workers were female. Reasons for part-time employment were 37.6 % (328 200) of women, but only 3.8 % (7,700) of men caring responsibilities for children or dependent adults decisive.

According to the data of the family and household statistics, women are still in particular to reconcile the challenge of work and family, while the professional commitment of men is hardly affected by the birth of a child. Comparing women and men aged 25 to 49 years without dependants, the gender gap in labour force participation are now relatively low. With at least one child (under 15 years) in the household, however, this already leads to significantly larger discrepancies in the participation of women and men.

The increase in female labour force participation, however, is primarily due to the strong increase in part-time work. Especially women with children under 15 years are often in part-time employment because this is the only way to work alongside the care responsibilities. 2011, 71.4 % of women aged 25-49 years were employed part-time with children under 15 years. In women without children requiring care, the part-time rate in 2011 was 30.5 % (1995: 20.5 %). While for women with parenthood often accompanied a reduction of working hours, for men a reverse trend is observed. This increases the scope of employment.

In addition to part-time work the maternity leave plays an important role for women with children under 3. With increasing age, the number of women working full time increases. The restriction of paid work for many women, however, associated with a worse position in the labour market, and social security.

### **ITALY**

In Italy, employment rates were 65.1% for men and 46.2% for women. In the same period, activity rates were 73.1% for men and 52.6% for women.<sup>19</sup>

Similar to other countries, there is a evident correlation between employment rates of women and the existence or not of childcare facilities. According to the study (2013), women with small children have 30% less chances of working compared with women with no children.<sup>20</sup> This is mainly due to the fact that there are very few public childcare and play facilities across the country. Mothers tend to rely very much on informal ties and on traditional methods (i.e. on grandparents) for help with keeping their children. In fact, only two in every ten children managed to be enrolled in a public or private nursery.

In Sicily employment rates are 51.8% for men and 26.1% for women.<sup>21</sup> The big difference between the national rate and regional levels of employment are also due to the fact that public nurseries and childcare facilities are much scarcer in the Southern part of Italy.

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<sup>19</sup> ISTAT, 2013, consulted on 10/12/13

<sup>20</sup> Available at [http://www.istat.it/it/files/2013/03/3\\_lavoro---conciliazione.pdf](http://www.istat.it/it/files/2013/03/3_lavoro---conciliazione.pdf)

<sup>21</sup> ISTAT, 2013, consulted on 10/12/13

Across Italy, mothers that would like to rely on childcare services but were not able to do so. The conditions 1) no availability for their children in nurseries, 2) lack of nurseries in their municipality 3) too high nursery fees even more strengthen the trends of low employment rate of women

### **PORTUGAL**

In terms of employment statistics and gender difference statistics, Portugal is in the very good position among the EU countries. Almost two out of three Portuguese women work (the employment rate of women aged 15 to 64 was 60.4% in 2011 above the EU average of 58.5%), and the vast majority do so fulltime. The majority of both men and women work long hours (71.1% of the male workers and 61.3% of female workers have an average working week of over 40 hours). Moreover, in 2011, 70.8% of mothers with children under six years old were employed, which is well above the overall female employment rate of 60.4% (women aged 15 to 64). Part-time work seems not widely used by mothers as a work-life balance option: in 2011 only 16.3% of all working women worked part time compared to an EU average of 32.1%. In addition, although parents are entitled to work part time for up to two years until the child reaches 12 years of age, after the parental leave, very few parents choose to do so.<sup>22</sup>

In the 2009 Eurobarometer report mentioned above, only 21% of Portuguese parents chose more flexible working hours as their favourite option to improve their work-life balance.

The high level of full-time female employment implies a greater need for full-time daycare. According to national data, in 2011 Portugal provided childcare facilities to 39.5% of children under three (37% of children under three received formal childcare in 2010 according to Eurostat data, well above EU average of 28%) and to 85.7% of children between three and school age (79% of children between three and minimum compulsory school age received formal childcare in 2010 according to Eurostat data).<sup>23</sup>

Portugal, Spain, Italy and Greece have the same model of welfare, family and employment regime and share a number of characteristics that differ from the other European countries. The features called *familialism* (Karamessini 2008)<sup>24</sup> has been used to explain why female employment rates tend to be low in Spain, Italy and Greece. However, Portugal is the unexplained exception with high rates of female full-time employment. Tavora's<sup>25</sup> study discusses whether the patterns of full time continuous employment of Portuguese women are compatible with the inclusion of Portugal in a *familialistic*. Her findings suggest that Portugal is significantly less *familialistic* than its southern European neighbours. Due to women's strong attachment to employment, the family cannot be relied upon to provide most of the childcare and the state is increasingly taking on this role. The engagement of trade unions in supporting women's work-life balance provides further evidence of

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<sup>22</sup> Available at [http://europa.eu/epic/countries/portugal/index\\_en.htm](http://europa.eu/epic/countries/portugal/index_en.htm)

<sup>23</sup> Available at [http://europa.eu/epic/countries/portugal/index\\_en.htm](http://europa.eu/epic/countries/portugal/index_en.htm)

<sup>24</sup> Karamessini, M. (2008) 'Continuity and Change in the Southern European Social Model', *International Labour Review* 147(1): 43–70.

<sup>25</sup> Tavora, I. (2012) "The Southern European Social Model: familialism and the rates of female employment in Portugal", *Journal of European Social Policy* 22: 63

institutional recognition of the role of women as workers, rather than dependent family members and carers.

**Table 1.: Labour force participation rates**

	<b>Male</b>		<b>Female</b>	
	<b>% ages 15 and older</b>		<b>% ages 15 and older</b>	
	<b>2000</b>	<b>2011</b>	<b>2000</b>	<b>2011</b>
<b>Austria</b>	69,0	68,0	48,0	54,0
<b>Czech Republic</b>	70,0	68,0	52,0	49,0
<b>Hungary</b>	58,0	59,0	41,0	44,0
<b>Italy</b>	61,0	59,0	35,0	38,0
<b>Portugal</b>	70,0	68,0	53,0	55,0
<b>Turkey</b>	73,0	72,0	26,0	29,0
<b>United Kingdom</b>	70,0	69,0	54,0	56,0
<b>World</b>	<b>79,0</b>	<b>77,0</b>	<b>52,0</b>	<b>50,0</b>
<b>Euro area</b>	<b>66,0</b>	<b>65,0</b>	<b>47,0</b>	<b>51,0</b>

Source: World Development Indicators 2013, THE WORLD BANK

**Table 2. : Unemployment Rates**

	<b>Unemployment Rates</b>			
	<b>Male</b>		<b>Female</b>	
	<b>% of male labour force</b>		<b>% of female labour force</b>	
	<b>1990-92</b>	<b>2008-11</b>	<b>1990-92</b>	<b>2008-11</b>
<b>Austria</b>	4	4	4	4
<b>Czech Republic</b>	2	6	2	8
<b>Hungary</b>	11	11	9	11
<b>Italy</b>	7	8	14	10
<b>Portugal</b>	3	12	5	13
<b>Turkey</b>	9	9	8	11
<b>United Kingdom</b>	12	8	7	7
<b>Euro area</b>	7	10	12	10

Source: World Development Indicators 2013, THE WORLD BANK

## 8. Playwork Industry Needs

Based on the findings from desk research reports, compared to England, there is no well defined industry called “playwork” or profession called “playworker” in the partner countries and there is no research, statistics available on this sector, only some fragments. However, there are many kind of settings in which children do experience play. Actually, these play settings are embedded into the childcare sector. Considering the fact that play activities mostly exist in childcare facilities, the study mainly focused on the training needs of the child-care sector.

The main difficulty faced by most of the countries’ playwork sector is a general lack of resources supporting childcare centres and play activities. The training volunteers or employees is the next issue. Children play very often in their homes and lack outdoor opportunities with specifically trained staff. It is very common that children play with their grandparents, parents and siblings. That was why, a training course such a “Volunteer in Play” might be useful in countries helping families in enhancing play opportunities for their children.

Playwork activities haven’t been carried out enough throughout the countries. Even though the kindergartens are seen as the most suitable play settings for children, children can’t play enough in the kinder gardens. The routines applied and the teacher directed activities (like ballet, computer, foreign language courses) in kinder gardens during the day time, decrease the time available for free play. Play is often regarded as a method of teaching, and confused with free play and recreational activities

In this analysis, three levels have been assessed to find out the exact need for the project: **society level** (present state of affairs in child care, women labour and volunteer work), **organisational level** (employer needs and ideas) and **personal level** (beneficiaries’ needs and ideas).

**At societal level** definitely all partner countries agreed that there is a need for improved childcare services, and play-work constitutes parts of this area. With the exception of Austria, there are not enough state institutes for very young children (nurseries, day cares, kindergarten), and while the private sector has started to open towards this area (increasing number of playhouses, family kindergartens, baby sitters and other services), the relevant training system is not yet developed. The proportion of children in day care with working mother is the highest in Austria.

There is no diploma level training, and only Hungary stated two further education diploma programmes which are directly related to play.

The number of non-formal training courses are larger, but still very few, mostly they are about specific methods and not about letting the children play. Play is just a module in the child-care related course programmes.

Since the play sector is not defined as a sector, no research and statistics are available on this sector but the sector can be divided into 3 part:

- the state institutes, usually providing full day care,

- the non-profit organisations, providing clubs, programs and counselling services for children
- a small, but increasing number of for-profit organisations or individuals, who provide short-term care enabling parents to have free time.

Since state institutes employ professionals, the other settings might be more suitable for the volunteers to work. Having no training (or just a few) and no qualification and criteria system (for play-work training and exams) are both problems for the sector participants. They see as potential volunteers rather the younger generations, particularly students studying relevant subjects (faculty of education students or vocational high school students), who can therefore get practice and learn on the field.

On the other hand, since most play settings for children are private, employers might be willing to hire trained entries, it is possible that the “Volunteers in Play” course may be useful for trainees or volunteers involved in such settings and really constitute a stepping stone into working with children. In the field of after-school and play activities, employers consider a course for volunteers or even employees would be useful.

**At personal** level the beneficiaries – students, young women without children or women returners – are looking for such a training opportunity as well. They would like to learn, and they are open to volunteering as well. Their first motivation and attitude is that they enjoy being with children, and this was stated as a basic requirement from employer side too.

Volunteers working in the childcare or play settings in the partner countries are generally interested in attending a training course on play with children. But there are some concerns stated by them about the main obstacles to a successful implementation of the play training course:

- Volunteers in the sector can almost exclusively be found in the private not-for-profit sector. Naturally, this sector does not tend to employ volunteers as there is not much funding for this.
- Volunteers often see volunteering as a hobby or part time activity-which is not necessarily linked with their profession. It is very difficult to envisage that a volunteering experience in this sector might turn into a paid job, many potential participants would see the term “volunteer” in a negative way.
- Since there are few organisations that work in the area of play, they try to volunteer and find jobs in kindergartens and nurseries instead for Regulation stipulates that they should have attended specific courses.

As about the **settings and topics** of such a training course: while volunteers does not state clear preferences, employers would prefer longer, deeper course of at minimum 10 hours which could be delivered over two days or 5x2 hours session, most probably weekends. The topics suggested shall include some theoretical and safety issues, but much more discussions and sharing about own experiences, direct experience for games and play, and opportunities to gain a deeper understanding of motivations, reactions and goals. These could lead increased social and personal competencies, as well as tolerance, openness and creativity.

## 9. SUMMARY

The “Volunteers in Play- Employment Routes” (VIPER) project aims to transfer a training course to improve the quality of VET for adults entering the children’s workforce. The course ‘Volunteers in Play - route to employment’ is currently accredited by Skills Active (Sector Skills Council). In collaboration, the project will develop the programme to incorporate local best practice from across Europe, and transfer it to become an EU training resource. This project will result in a multilingual training resource with course materials for VET deliverers and for learners.

There is potential to develop a well trained European volunteer play workforce. The project will enable learners to become better skilled in an era of economic crisis, to support growth and jobs as well as equity and social inclusion.

The present training needs analysis report is the result of the first phase of the project in which each partner carried out both desk and field research on the subject area of volunteering in play and childcare settings.

The information compiled here is the result of desk research carried out by browsing websites and reports, as well as by interviewing stakeholders and selected experts. This report also complements the desk research findings with the results of the interviews undertaken with employers and volunteers active in the field of playwork and children. Interviews were undertaken both face-to-face and by e-mail. Every participating country interviewed at least five employers and 20 volunteers to determine the training needs and to see if the volunteering is spread out in the field of play and children centres.

Based on the findings from desk research reports, compared to England, there is no well defined industry called “playwork” or profession called “playworker” in the partner countries and there is no research, statistics available on this sector, only some fragments. However, there are many kind of settings in which children do experience play. Actually, these play settings are embedded in the childcare sector. Considering the fact that play activities mostly exist in childcare facilities, the study mainly focuses on the training needs of the child-care sector.

The main difficulty faced by most of the countries’ playwork sector is a general lack of resources supporting childcare centres and play activities. The training of volunteers or employees is the next issue. Children play very often in their homes and lack outdoor opportunities with specifically trained staff. It is very common that children play with their grandparents, parents and siblings. That was why a training course such a “Volunteer in Play” might be useful in countries to help families in enhancing play opportunities for their children.

Surveys handled by all participating countries indicate that training in this area is considered important and there is definitely a need for it, according to both employers and volunteers. However, because of the difficulties linked with the sector’s labour market, Volunteers in Play training course would not necessarily bring the creation of “more jobs” even though the course will expand volunteers’ competences and training.

In this analysis, three levels have been assessed to find out the exact need for the project: **society level** (present state of affairs in child care, women labour and volunteer work), **organisational level** (employer needs and ideas) and **personal level** (beneficiaries' needs and ideas).

**At societal level** definitely all partner countries agreed that there is a need for improved childcare services, and playwork constitutes part of this. With the exception of Austria, there are not enough state institutes for very young children (nurseries, day cares, kindergarten), and while the private sector has started to open towards this area (increasing number of playhouses, family kindergartens, child minders and other services), the relevant training system is not yet developed. The proportion of children in day care with working mothers is the highest in Austria.

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- the state institutes, usually providing full day care,
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- an increasing number of for-profit organisations and individuals, who provide short-term childcare for parents.

Since state institutes employ professionals, other settings might be more suitable for volunteers to work. Having no training (or just a little) and no qualification and criteria system (for playwork training and exams) these are problems for the sector participants. The younger generations,, particularly students studying relevant subjects (faculty of education students or vocational high school students), are seen as potential volunteers who can therefore gain experience and learn on the job.

On the other hand, since most play settings for children are private, employers useually are willing to hire trained employees, but it is possible that the “Volunteers in Play” course may be useful for trainees or volunteers involved in such settings and really constitute a stepping stone into working with children. In the field of after-school and play activities, employers consider a course for volunteers or even employees would be useful.

**At personal level** the beneficiaries – students, young women without children or women returners – are looking for such a training opportunity as well. They would like to learn, and they are open to volunteering as well. Their first motivation and attitude is that they enjoy being with children, and this was stated as a basic requirement from employer side too.

Volunteers working in the childcare or play settings in the partner countries are generally interested in attending a training course on play with children. But there are some concerns stated by them about the main obstacles to a successful implementation of the play training course:

- Volunteers in the sector can almost exclusively be found in the private not-for-profit sector. Naturally, this sector does not tend to employ volunteers as there is not much funding for this.
- Volunteers often see volunteering as a hobby or part time activity-which is not necessarily linked with their profession. It is difficult to envisage a volunteering experience in this sector turning into a paid job, many potential participants would see the term “volunteer” in a negative way.
- Since there are a few organizations to work in the area of play, they try to volunteer and find jobs rather in kindergartens and nurseries for which the Regulations specify certain courses need to be attended.

As about the **settings and topics** of such a training course: while volunteers do not state clear preferences, employers would prefer longer, deeper course of at minimum 10 hours which could be delivered over two days or 5x2 hours sessions. The topics suggested shall include some theoretical and safety issues, but much more discussions and sharing about own experiences, direct experience of games and play, and opportunities to gain a deeper understanding of motivations, reactions and goals. The course requires some assessment of learning and should be underpinned by the United Nations Convention on the Rights of the Child (UNCRC) and General Comment on Article 31. These could lead increased social and personal competencies, as well as tolerance, openness and creativity.