

OMEP
World
Assembly
2017

P  **A** 
& Resilience

Dr Maggie Koong
19 June 2017



Play and Resilience

The World Project was officially launched in January 2016 and Phase 2 has been launched since January 2017



'7 Crucial Cs' of resilience



Phase 1 (2016)



- Identification and dissemination of good practices through OMEP National Committees
 - ⇒ Received 36 project entries from 18 countries
 - ⇒ 7 projects selected as having demonstrated outstanding qualities and potential
 - ⇒ Presentation at the first Play and Resilience Symposium during the 2016 OMEP World Conference (July 2016)
- Geneva Peace Week (November 2016): Organised a side event 'Teaching Peace and Building Resilience in Young Children through Play'
 - ⇒ Dr Rima Salah, Chair of the Early Childhood Peace Consortium, together with the OMEP representatives, discussed the early childhood pathways to peace and introduce the Play and Resilience World Project to the participants



Phase 1 (2016) Awardees

Name of Awardee(s)	Country	Name of Project
Dr Dawn Butterworth & Ms Lis Mathiasen	Australia	Developing Resilience through Medical Play
Preschool institution“MASLACAK”, Larisa Pejic	Bosnia and Herzegovina	Preschool Altruism and Soul
Professor Claire McLachlan & Sophie Foster	New Zealand	Physical education in early childhood (PEECh)
Prof. Xiaoxia Feng, Prof. Chaoyun Yan, & Dr. Liangjing Guo	China	Play Project in the Mobile Kindergartens in Wenchuan Earthquake-Stricken Area by China National Society of Early Childhood Education
Evelyn Adriana Calero Romero, Fundacion Silencio (FUNDASIL)	El Salvador	Promoviendo la Convivencia Democrática en la Primera Infancia
Ebru Ersay and 40 early childhood teacher candidates	Turkey	Protect Early Childhood Resilience
Ma Yinian, Zhang Guoyan, Zhao Jinlu, Fu Xiaofei	China	A Group of Games for Young Children and Resilience in Rural Areas of West China



Phase 2 (2017 –)

OMEP Chinese National Committee

- Professor ZHOU Jing, East China Normal University, OMEP China Executive President
- Dr GUO Liangjing, Nanjing Normal University
- Dr ZHANG Li, East China Normal University

UNESCO

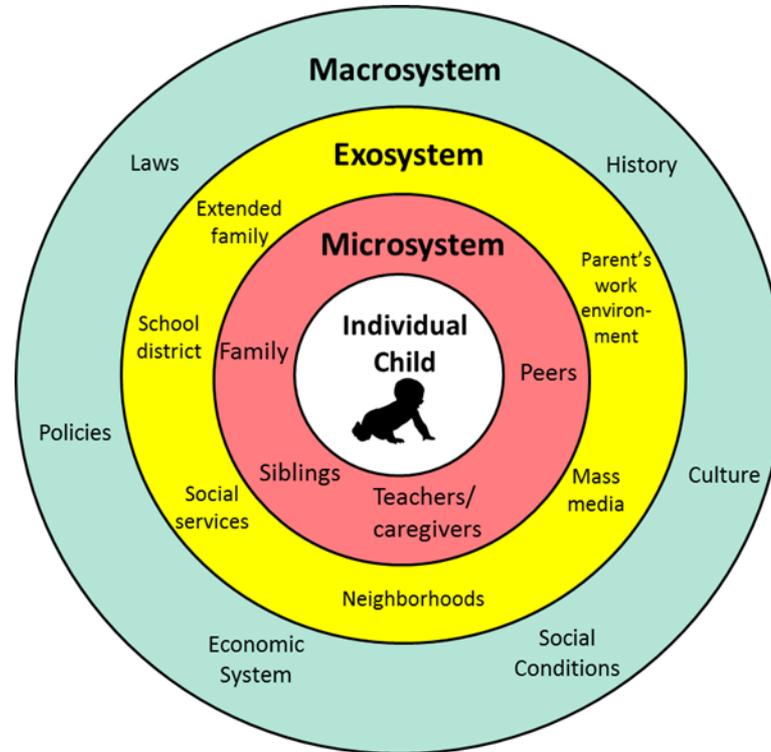
- Dr Patience AWOGEGBA, UNESCO Regional Office for Southern Africa
- UNESCO National Office in Nigeria
- International Institute for Capacity Building in Africa (IICBA)

Project Management Team

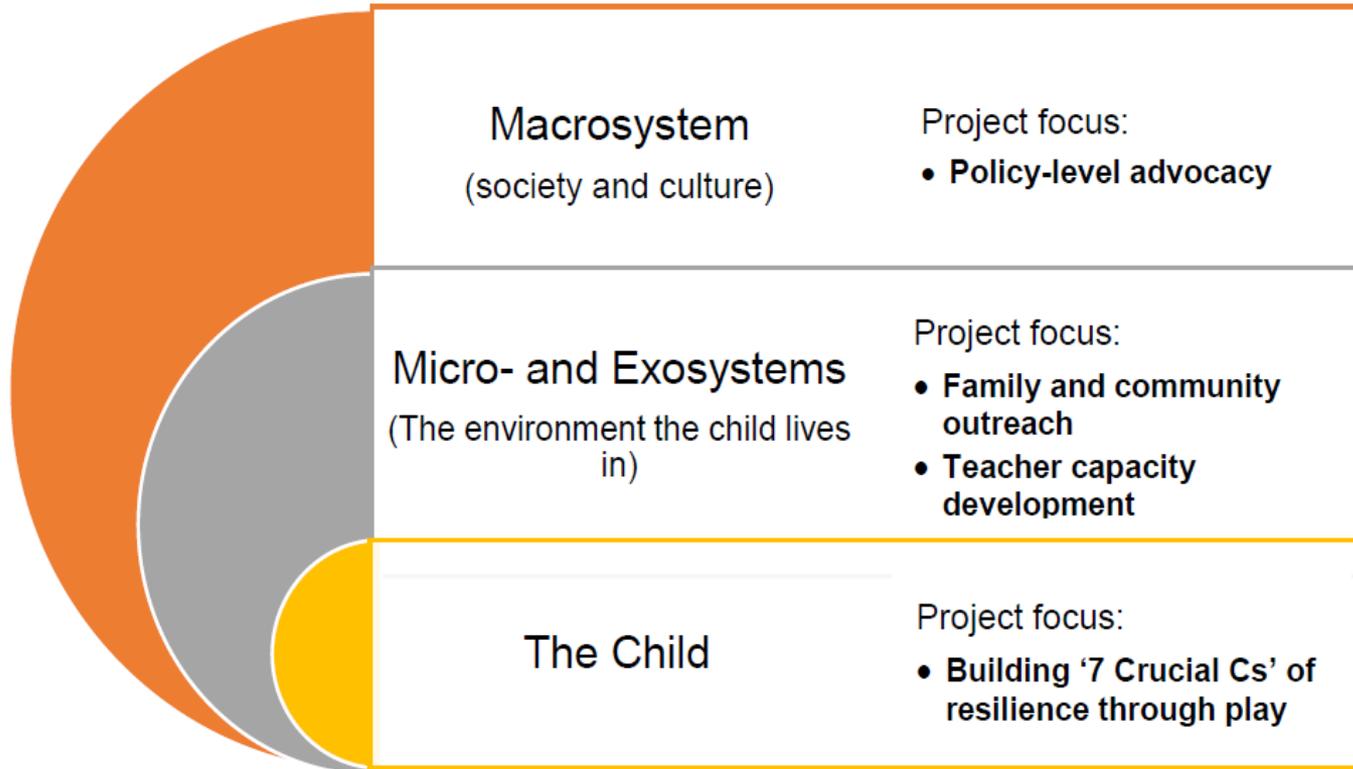
- Dr Maggie KOONG
- Dr Mami Umayahara



Phase 2 Programmatic framework and focus



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Phase 2 (2017-) Objectives



Goal: To enhance young children's resilience and potential to contribute to a peaceful and sustainable future

1. **Awareness:** To raise awareness among parents, families and communities as well as policy makers about the importance of early childhood care and education and the value of play in building children's resilience;
 2. **Tools development:** To develop and disseminate practical and adaptable materials and tools to improve the quality of childcare and learning environment and processes;
 3. **Capacity development:** To train preschool and nursery administrators, teachers and caregivers in developing and implementing effective curriculum on resilience building through play;
 4. **Relationship:** To foster sustainable collaborative relationships for children among families, preschools and communities to continue this work beyond the project.
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Phase 2 Expected Results

A China-Africa Collaboration Project for Building a Peaceful and Sustainable Future

Impact: Young children in disadvantaged communities of rural China and sub-Saharan Africa are developing attitudes, competencies and skills relevant to resilience

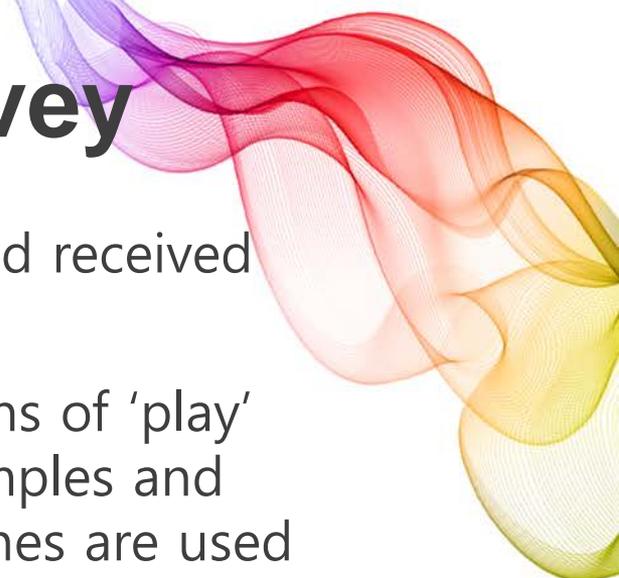
Outcomes (behavioural changes)

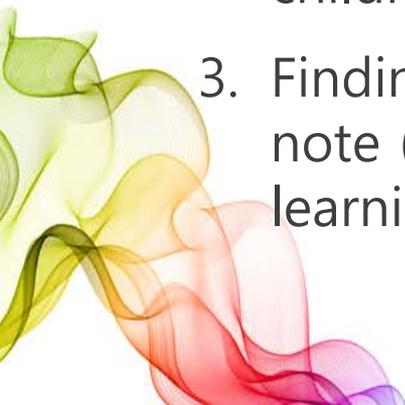
1. Parents and families, teachers and care givers as well as policy makers increased awareness and understanding to protect, care and educate their young children, particularly, the value of play on improving children's resilience
2. Parents, families, teachers and care givers have increased capacity to facilitate young children's resilience building through play
3. Sustainable collaborative relationships for children among families, preschools, communities, local government and non-governmental agencies

Phase 2 Activities

1. Development of project frameworks: Guidance note and M&E framework
2. Planning for project implementation in rural China and sub-Saharan Africa (Nigeria, South Africa and Zimbabwe) with OMEP-China and UNESCO for Africa
3. Field implementation
 - Development of multimedia play materials and tools
 - Policy-level advocacy: policy brief
 - Family and community outreach: community consultations and needs assessment; identification of available resources; parent/family guidebook; community-based parent/family workshops
 - Teacher capacity development
 - Organization of play activities with children with ongoing support for parents and families
4. Dissemination and China-Africa exchange of project experisymposia at the 2017 and 2018 OMEP World Conferences; Web portal
5. Monitoring and Evaluation

Phase 2 OMEP NatCom Survey



1. A quick survey conducted in April 2017 and received **45 responses**
 2. Aimed to better understand the perceptions of 'play' and 'resilience' in countries and learn examples and good practices where play-based approaches are used to support the development of resilience in young children
 3. Findings to provide a basis for developing a guidance note (under preparation) for practitioners planning learning experiences and materials in China and Africa
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'Play' in early childhood

(Literature review and OMEP NatCom survey)

- Recognised as the child's right in UNCRC (1989)
- Typically associated with a pleasurable activity or a repertoire of actions involving physical, verbal or mental encounters with materials, peers and adults or the environment
- Play can support children's physical, social, emotional and intellectual development, as well as imagination and creativity
- Alternatively, a lack of play opportunities can diminish capacity for communication and therefore result in a tendency towards aggressiveness and violence

'Resilience' in early childhood

(Literature review and OMEP NatCom survey)

- 'The capacity of the individual to demonstrate the personal strengths needed to cope with some kind of challenge, hardship or adversity' (Noble and McGrath, 2012, p.20).
- The outcome of interactions between individual children and various aspects of education, home and community environments
- Shift in understanding from deficit-based approaches (pathologise and focus on treating 'abnormality' by professionals) to strengths-based approaches (which build on existing strengths involving a wider range of inputs from communities, families and professionals)

Building resilience = Balancing exposure to risk and protective factors



Source: <http://www.centerforresilientchildren.org/home/about-resilience/>

Important considerations in play-based resilience building

- Play is universal, but the value of play is not yet widely recognized or incorporated in ECD/ECE settings (⇒ perceptions, beliefs and value of parents, teachers, school administrators, etc.)
- It is critical to pay attention to social and cultural factors in understanding how best to support resilience-building
- Don't blame/put responsibility on the individual child): resilience is the result of interaction between sociocultural and economic opportunities and individual capacity

Play-based resilience building requires...

Consideration of the wider socio-cultural contexts that children are living in and the unique opportunities that are available to them not only in an early childhood setting, but also in the local community and beyond.

