



The
**TOY
Bank**

Recycling toys - Recycling smiles!

www.toybank.in

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ANNUAL REPORT

2022-23



Director's Message

For over a decade, The Toy Bank has been focusing on increasing access to toys, play material, and learning aids among the most vulnerable children across India. However, the 2020 pandemic has exposed us to a catastrophe for humanity that is unthinkable, particularly among young vulnerable children. The pandemic has put children across world at risk of abuse, exploitation, and child marriage. Therefore, affecting their social, emotional well-being and educational opportunity. Despite these unparalleled challenges, The Toy Bank has enabled to benefit thousands of underprivileged children with the access and support to play and learning material at home for both emotional well-being and quality education.

When we started implementing our programs, we always wanted to provide a safe and healthy space for the children from vulnerable communities to not only play but also strengthen their learning levels and improve their social and emotional well-being. Post-COVID, when schools reopened and children started visiting the school, they were thrilled to visit the playrooms and share their adventures in their native places. However, the horror stories of witnessing or experiencing the mistreatment were also shared by the students. Responding to this, we devoted ourselves to helping children facing childhood adversity and the trauma of mistreatment and violence. We started initiating the sensitization workshops and play sessions, predominantly focusing on the social and emotional well-being of those we serve.

The year was not only about resilience against the impact of the pandemic but also about robust, holistic interventions to strengthen learning levels, alter lives with joy and authenticity, and build healthy practises for those in need. In the process, we built the framework for The Toy Bank that is far more adaptable, significantly collaborative, and spirited while maintaining our design-thinking method for regional solutions.

I am extremely grateful to our team, supporters, and individual volunteers who joined the initiative to support the childhood of young children from marginalised communities. **Till now, we have created 5,425 toy libraries, benefiting 5,22,182 children across 26 states and 4 UTs in India. We have also saved 3,86,500 lbs of carbon emissions by upcycling more than 15 lakh toys.**

Vidyun Goel

**Director
The Toy Bank**

Vision

The Toy Bank envisages a society where the underprivileged children have the **Right to Play** and get their childhood back by actively involving them in educative toys and story books in order to help them gain an active and enriching life

Mission

To enable every underprivileged child an opportunity to have holistic development through toys, games and story books

To bridge the gap between the privileged and underprivileged children by instilling values of sharing and caring in each child



The Toy Bank Process



Baseline and Need Assessment Study

Identify the needs and how to intervene the project design



Collection

Household, Collection centres & Collection Drive in schools & corporate offices



Upcycling

Toys are refurbished and given a makeover to make them reusable



Creation of Educative Toy Libraries/ Safe Playroom

Age-appropriate and gender-neutral toys and other learning aids



Learning through Play

Implementation of Play and learning modules to focus on language, environment, numeracy and life skills.



Impact Assessment

To ensure proper implementation and measure the effectiveness and efficiency of the program





WHY TOYS?



Life Skills



Social Skills



Play Therapy



Language Skills



Numeracy Skills

Emotional Well-being



Environmental Awareness



Physical and Gross Motor Skills



Gender-neutrality through Toys





Sustainable Goals

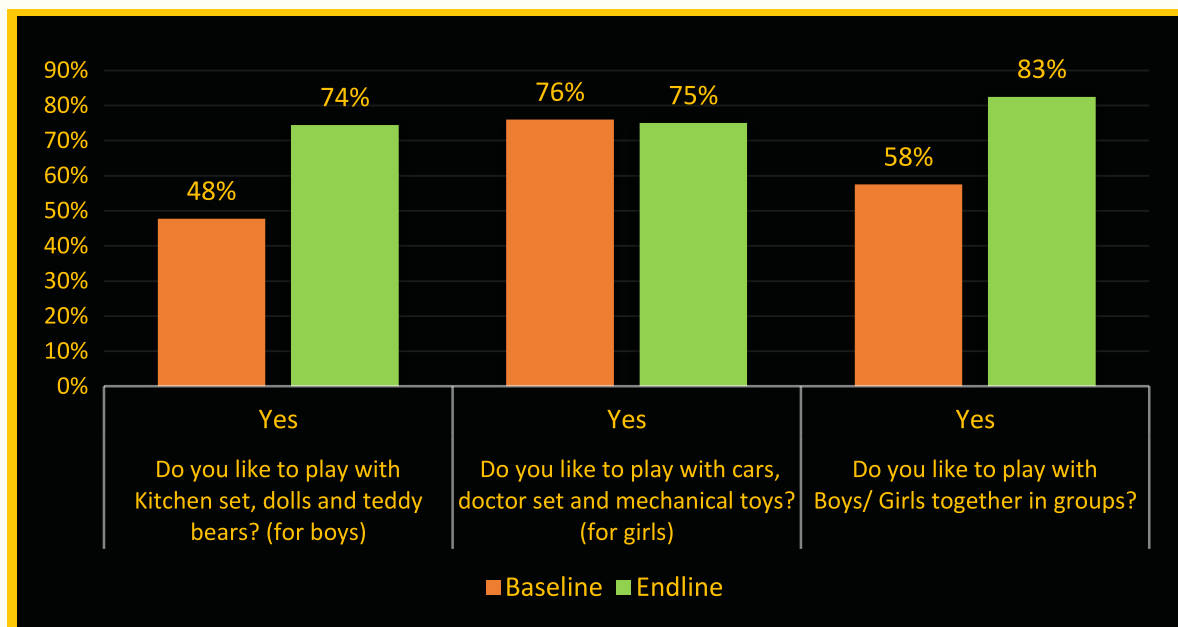
At the United Nations Sustainable Development Summit on September 2015, where the world leaders have adopted the **2030 Agenda for sustainable goals** to end poverty, grant quality education, reducing water, and many more.

The Toy Bank is working under **Goal - 4 (Quality Education)** of Sustainable Development Goals (SDG) to ensure for all children access to quality early childhood development, care and primary education for a healthy future.

The Toy Bank works with communities, government and non-government institutions across India to make educational spaces more engaging and acts as a catalyst to spur child development, and supports them in making their preschool and elementary education a fruitful activity. We develop engaging play modules and focus on building life skills, language skills, numerical abilities, and other elements that make children more informed about the environment around them and their emotional well-being.

Equal Opportunities to Play

The Toy Bank aims to create gender neutrality through toys. It's with the same vision that The Toy Bank provides a gender-neutral environment in the Safe Playroom and Toy Libraries to engage children, by creating a safe and healthy space for all the students to learn, explore, and grow, where every child has the opportunity to decide the toy they wish to play with.



'You want to play with the kitchen set; that's for girls. You are a boy, come here and play with train tracks.'

- Fourth-grade student from MCD Co-ed Primary, Delhi

This phrase has frequently been used, either by an adult or by children when they play. Many of us will agree with this obvious gender disparity in the toys we played with as children. Boys typically get trucks, car toys, or footballs, while girls are encouraged to play with dolls and kitchen sets. Speaking of toy segregation, we have often seen that toy stores are divided into blue and pink aisles, with tea sets and dolls on one side and trucks and figures on the other. This illustrates how firmly gender disparity is ingrained in our society. This limitation extends beyond the toys themselves. Children pick up on the cues and form gender-based judgments in their heads while watching these evident toy disparities and play patterns.

The play teacher has often experienced the same in the Safe Playroom established by The Toy Bank. During free play time, girls naturally settle for toys such as kitchen sets, dolls, and teddy bears, whereas boys settle for train track sets and car toys. In addition, if boys or girls want to play with any other toy that doesn't fit the gendered notion, they are teased by their fellow classmates. One such incident was witnessed when Adarsh, a fourth-grade student, expressed his desire to play with the kitchen set with a group of girls, to which his friend replied,, "किचन सेट और डोल तो लड़कियों के लिए होते हैं देखो कोई लड़का नहीं खेल रहा उससे। हम लोग ट्रेन ट्रैक बनाते हैं उससे खेलेंगे।" (Kitchen sets and dolls are meant for girls to play with; no boy is playing with them. Come, we will play with train tracks.) Adarsh wanted to play with the kitchen set with a group of girls, but when he heard his friend's statement, he instantly changed his choice and went with his friend to play with them.



However, the facilitator observed that he was constantly observing how girls were enjoying playing with the kitchen set and wanted to play the same.

Witnessing the same concerns with other grades, the play teacher often motivated the students to play with other toys, but it wasn't effective. To mitigate the gender disparity among the students while selecting the toys, the play teacher conducted a play session on Gender Neutrality. The aim was to help

the students understand that there is no gender-based segregation based on toys, attributes, or professions. One can play or do anything they like. The

discussion highlighted the existence of well-known male chefs who work in kitchens, such as Vikas Khanna, Sanjeev Kapoor, and many others, as well as female astronauts and pilots like Gunjan Saxena and Kalpana Chawla. Students were made aware of various roles and responsibilities that are not gender-specific during the lesson. The facilitator supported the sessions by having the corresponding toys available in the safe playroom.

The students actively participated during the lesson; however, holding a session alone was not enough to make the students realize. Hence, the play teacher created spaces in the safe playroom where both boys and girls played together. To begin with, the facilitator made chits of numbers ranging from 1 to 5 and asked students to pick one and form groups as per the number. For instance, all the ones in one group, and so on. The play teacher gave each group different toys to play with. Groups were given toys such as kitchen sets, rail tracks, puzzles, board games, etc. When playing with different toys, students were initially a little reluctant, but with encouragement and a friendly environment, they began to feel safe to express themselves and widen their perspective on toys.

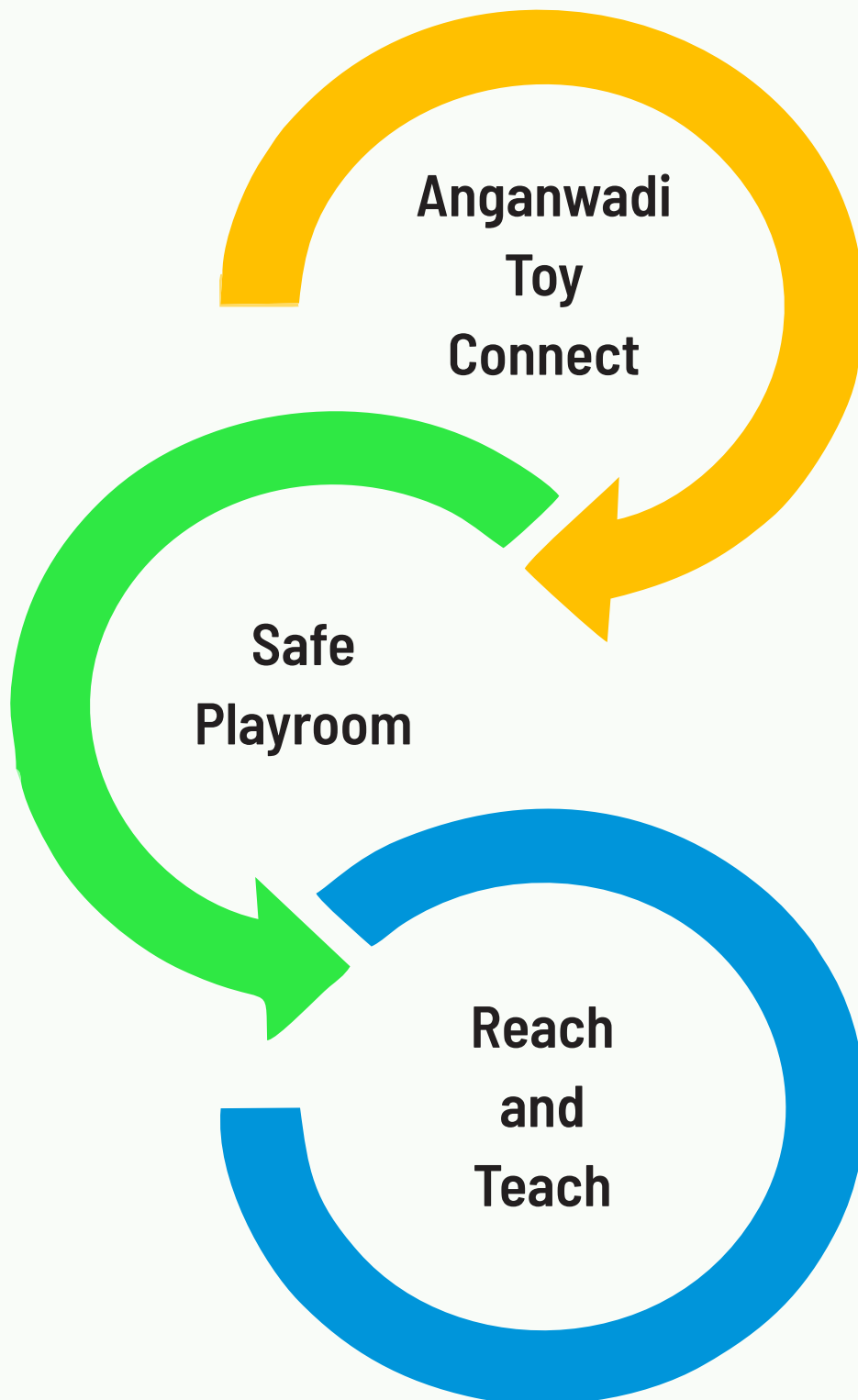


Many students, like Adarsh, felt comfortable playing with different toys. Many fourth and fifth graders boys were also seen playing with kitchen sets during their free play and girls played with board games and rail tracks.

A girl shared her happiness with the play teacher, stating, **"My mother normally brings art and craft kits and dolls for me and car and train toys for my brother, but here I am allowed to play with train and doll both,"** said Sita, a fourth-grade student who loves to play with board games like a business.

The Toy Bank aims to create gender neutrality through toys. It's with the same vision that The Toy Bank provides a gender-neutral environment in the Safe Playroom to engage children by creating a safe and healthy space for all the students to learn, explore, and grow, where every child has the opportunity to choose the toy they wish to play with.

The Toy Bank Programs





+2,500 Children
Impacted

Anganwadi Toy Connect

The first six years of a child's life have been recognized as the most critical ones for optimal development. Since the process of human development is essentially cumulative, investment in programs for the youngest children in the range of 0-6 years has begun to be accepted as the very foundation for basic education and lifelong learning and development. Over the years, the field of childcare, inspired by research and front-line experiences, has developed into a coherent vision for **Early Childhood Care and Education**.

Recognizing the significance of early childhood education, The Toy Bank creates Toy Libraries in **Anganwadi centres of India to ensure development of the child takes place through early stimulation through the play-way method**. The Toy Libraries increase the access of toys, storybooks, and board games, rattle toys, educational toys and much more. Different variety of toys engages the children in physical and mental exercise. It concentrates on providing holistic childhood development through toys and board games. Since during these years, a child develops social, cognitive, physical and emotional skills that form the foundation needed to have a healthy future. The Toy Bank also aims to strengthen the capacities of the Anganwadi staff by implementing "**Play Modules**" which will be used by the Anganwadi centres. These Activity Modules are carefully mapped and provide specific guidance to Anganwadi staff in selecting the appropriate toy or play material to deliver **learning through PLAY**. To improve a child's overall development through toys, these multipurpose modules will integrate fundamental numeracy, language, environment, and other topics into the children's structured play sessions. To achieve social and emotional well-being, one must work on all domains, including sensory, fine, and gross motor abilities, teamwork, and so on.



In this project, we apply a **three-step process** to assist the Anganwadi staff to utilise the toy library to its fullest potential.

Induction
Training

Handholding
Sessions

Biannual
Training





Induction Training

The Toy Bank team interacts with each Anganwadi worker to create a relationship with them and understand the individual challenges in conducting the play sessions with the children from age groups ranging from 3 to 6 years. We also aim to sensitize the workers to the multi-uses of a single toy in the development of early foundational learning and emotional stability in the children.

We create a strong connection with the Anganwadi staff; it creates a learning atmosphere that builds on understanding. Additionally, the team instructs the staff members on the proper code of behaviour while conducting the play sessions in each Anganwadi.



Handholding Sessions

To have constructive play sessions in the Anganwadi centre, it's necessary to regulate handholding sessions with the Anganwadi worker. The handholding session gives them the chance to apply the principles they learned during induction training more quickly. Every week, the Toy Bank team goes to the Anganwadi centre to monitor the playtime the workers had with the children and discuss areas for development.

Furthermore, the session helps the Anganwadi workers resolve any queries they face while performing the play session. The team also performs the demo play sessions in the Anganwadi centres whenever needed.





Biannual Training

The Toy Bank holds a two-day training session for Anganwadi workers every six months. The session focuses on how to conduct structured play sessions, focusing on the multi-use of one toy in different activities and the importance of play in early childhood with the support of the Women and Child Department.

Specific guidance is provided to the Anganwadi workers on the usage of play and activity modules at the Toy Libraries created at their respective Anganwadi centres. We also sensitised the workers on selecting an appropriate set of toys and play materials that support early learning and the holistic development of the child through the play-way method. The workshop provides the participants with an opportunity to discuss the implementation strategies for having an effective play session at the centres.

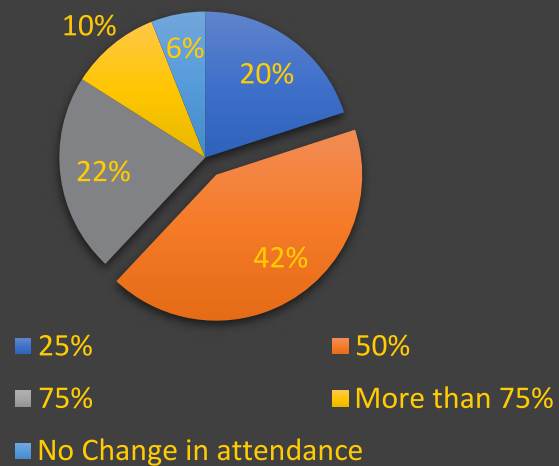


Impact and Outreach

The key findings we have received are from 50 Anganwadi Centres are stated below.

Increase in Attendance

Due to the opportunity to play with a variety of colourful toys, children visited the Anganwadi centre's more frequently and stayed for longer periods of time after the creation of toy libraries on their premises. Moreover, the Anganwadi workers believe that toys presence had made their job easy, as now children have started staying in the centre voluntarily.

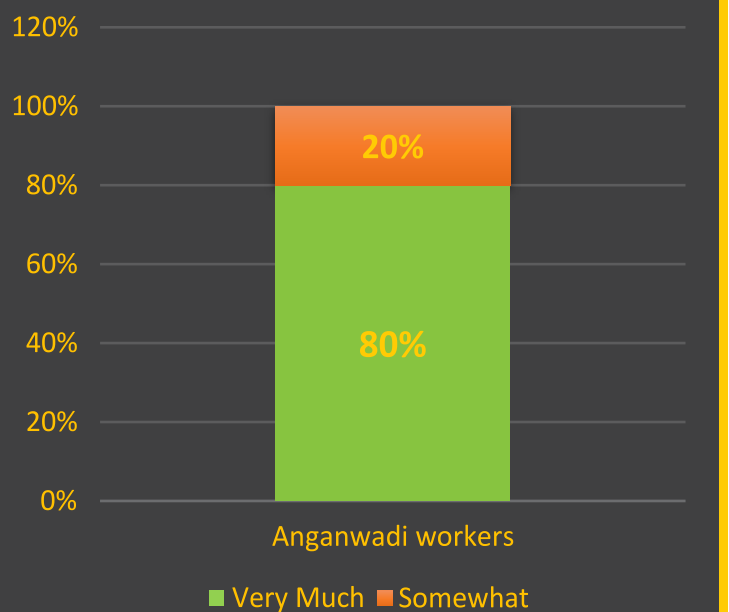


Improvement in Motor Skills

About 80% of Anganwadi workers observed an improvement in motor skills of the children, which could be as a result of playing with the toys in the Toy Libraries.

The three dominant signs under motor skills where improvement was observed by the Anganwadi workers include-

- Kick, catch and throw a ball
- Build a tower of 4 or more blocks
- Draw /scribble

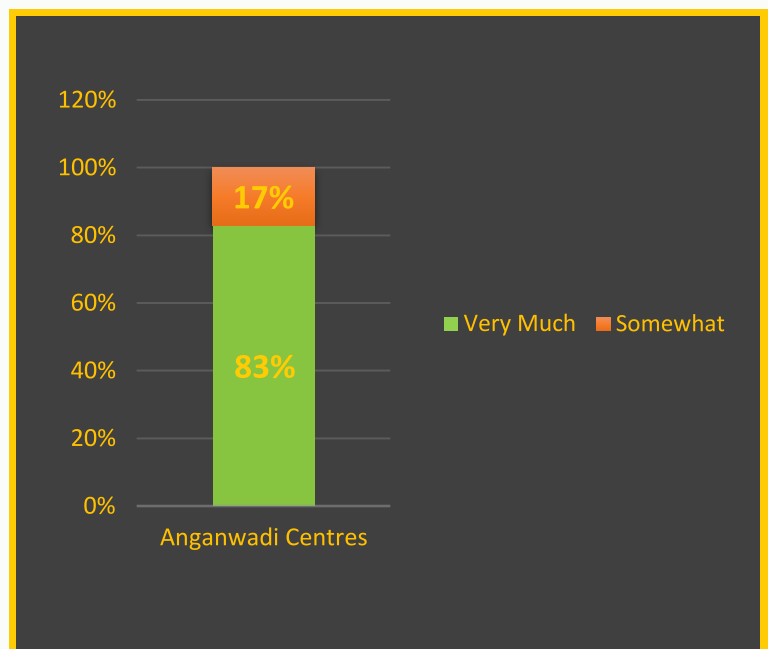


Improvement in Cognitive Skills

About 80 % of Anganwadi workers recognized an improvement in cognitive skills of the children, which could be as a result of playing with the toys in the Toy Libraries. They observed that children performed activities like, name some colours and numbers, understand the concept of counting, remember part of stories, and play simple board games, name items in a picture book/ toys such as animals or transport.

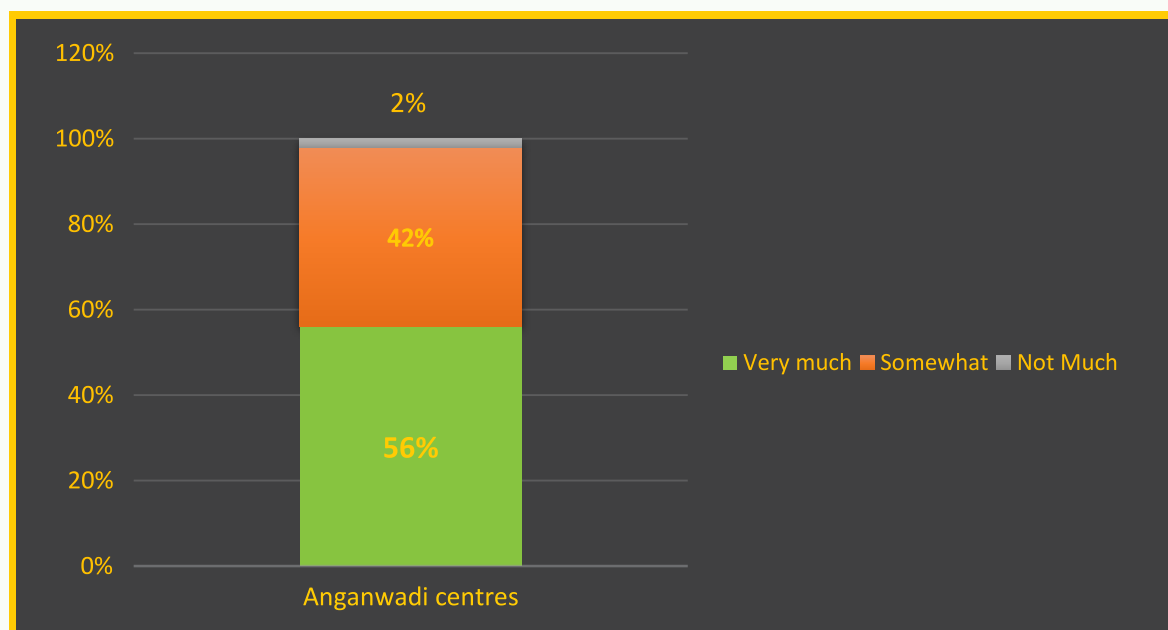
The dominant three signs under cognitive skills where improvement was observed by the Anganwadi workers include-

- Name some colours and numbers
- Understand the concept of counting
- Name items in a picture book/ toys such as animals or transport



Improvement in Pre-reading skills

About 56% of Anganwadi workers witnessed an improvement in the pre-reading skills of the children, which could be as a result of playing with the toys in the Toy Libraries. They observed that children performed activities like, reading alphabets, counting numbers and so forth.

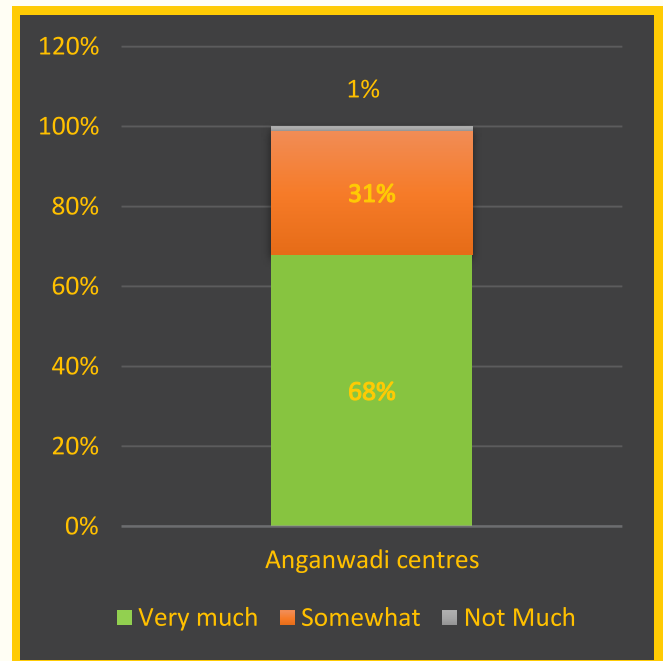


Improvement in Communication Skills

About 68% of Anganwadi workers witnessed an improvement in language development/ communication skills of the children, which could be as a result of playing with other children in the Toy Libraries. They also observed that children performed activities like, pointing out things or pictures when they are named, know the name of familiar people, follow simple instructions, repeat words overheard in a conversation, name a few friends, tell his/ her name, sing a song or rhymes.

The dominant three signs under language development/ communication skills where improvement was observed by the Anganwadi workers include-

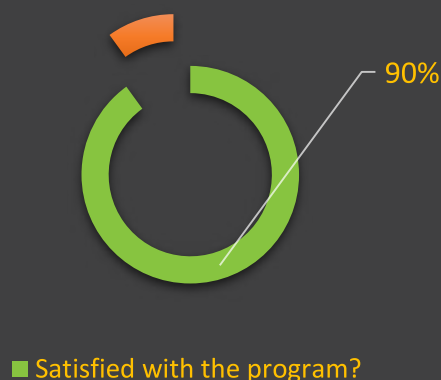
- Say his/ her name
- Know the name of familiar people
- Point to things or pictures when they are named



Satisfaction Level of Anganwadi Workers

All the Anganwadi workers expressed their satisfaction with the intervention of the Toy Bank whereas, **90 % of them were highly satisfied.**

The Anganwadi worker satisfaction level





Learning through Play is Real and Fun!

Saroj Devi works as the Anganwadi worker in the **Anandpur** village of Rajasthan. Toy Bank's work in the centre as she recounts was critical in many ways. Not only did her centre receive additional toys and educational material, she herself was given additional training.

These trainings were followed by visits from the trainers to the centre as a handholding support. Saroj Devi recounts, **"The training was a group session and also time to time one representative from the organisation used to visit our centre. In the group session, they told us about how we should start the activity with children and we should motivate them (children) to do the activity. We were also asked to demonstrate any activity in front of everyone. In that, I learnt that if the voice is not modulated, it will become boring for children to focus on us and they will eventually run away. Also, they told us how a particular toy helps the child in his development. For example: playing with puzzles improves his problem- solving skills or animal toys to discuss their characteristics"**.

She has been able to use her training to engage better with the children. Some of the key changes that she has noted in the children after such prolonged interaction has been those children now, tell the names of colours and count. They can name few things by seeing their picture in a book or a toy and also, they know the concept of counting. Children have shown a degree of motor development, they can play with ball like throwing it, kicking it and catching it. Older children can also make buildings using blocks and use one hand more than another.

The benefits of the intervention Saroj feels has been evident from the fact that attendance of children has increased reportedly by more than 50% in her centre. Earlier children used to come mostly for food and go back home in some time because they couldn't engage them. Children now stay on and play with the toys.

Now! More Focus on Early Education at Anganwadi centre

Jaipal is a bank employee from the village **Fauladpur** in Neemrana block of Alwar district in Rajasthan. He has a son, Priyash, who used to go to the anganwadi center Fauladpur 2 before the lockdown. Seeing his brother's children going to the anganwadi center and they were satisfied with the facilities provided there, Jaipal and his wife decided to send their four-year child to the center. He opines that pre-school is a good start for the children who can adapt to school education easily after having pre-education. It builds a foundation which supports them in school education and faces fewer difficulties in future. He believes that anganwadi center should focus on both games and education so that children can learn to do new things while playing with toys. Playing different games with toys also increases their willingness and interest to know more. Jaipal parent shares **"Our child has learned a lot, and it goes beyond what is expected of a 4-year-old child since we also teach him at home."**



Reasons to Stay Longer in Anganwadi Centre

Champa Devi from Ghilot village says, **"Earlier it was just snacks but after the creation of toy library, children stay on for toys. Those children who used to run away after having meals stay for hours in the center now"**. As a part of Toy Bank's initiative, her center has received material like story books, colours, pencils, erasers, sharpener, paper, blocks, puzzles, balls and bat, cars, animal's toys, kitchen set and doctor set and lots of teddy bears and dolls. The attendance in the center has increased in her estimation by 60-70 percent. Some of the things that having toys and educational material has enabled her to do includes, conducting activities to stimulate pre-writing skills, cognitive skills and motor skills. With regard to what she has observed in children while they are playing includes, **"Children have started selecting their toys and keeping them on their places. Mostly children play in groups, younger ones after the creation of toy library stopped crying as toys help in diverting their mind"**.





+ 7 Schools
+3,000 Children

Safe Playroom Program

To promote **Article 31 of the UN Convention on the Child's Right to Play**, The Toy Bank builds a "Safe Playroom" in government primary schools in Delhi for children belonging to the economically weaker section. A well-equipped playroom with appropriate child-friendly infrastructure and age-appropriate toys and board games to enable every child to participate in free play and recreational activities.

The playroom consists of a variety of toys, board games, puzzles, musical games, soft toys, life-skill games, storybooks, and other educational toys to involve children in physical and mental exercise. It focuses on providing holistic childhood development through play. During these years, a child develops social, cognitive, physical, and emotional skills that form the foundation needed to have a healthy future. Through the safe playroom project, we aim to provide ample time and space for children to play freely.

The Toy Bank has developed and implemented a play curriculum that has "**play and learning modules**" that are used across all the playrooms. The play-based curriculum is designed to help children develop language, arithmetic, and life skills, as well as aspects that enhance their social and environmental awareness. It offers teachers detailed guidance on picking suitable toys and play material to help early learning and a child's overall development. The multipurpose modules will integrate arithmetic, life science, health, and literacy into children's free play to promote their overall development through toys and games by focusing on all the domains, including sensory, fine and gross motor abilities, social, emotional, and personal, as well as language.



Before



After

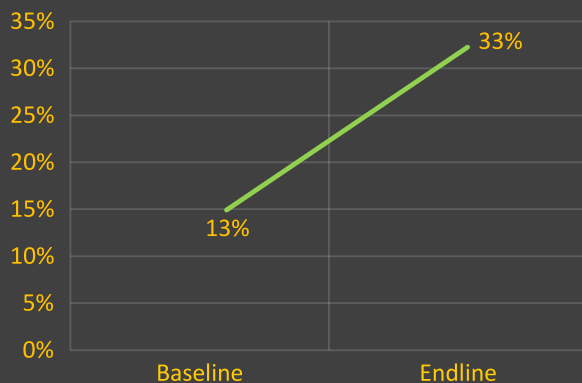


Impact and Outreach

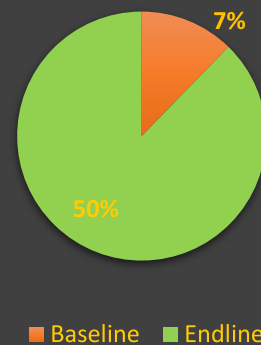
Language Skills

Language is an essential skill that aims to impart and increase awareness as it allows children to read. It is a complex skill with a combination of four sub-skills, i.e., listening, reading, writing, and speaking, which are essential for holistic development and teach content-based knowledge. The Toy Bank developed play modules emphasizing the ability to write names in English and Hindi, concepts of grammar, public speaking, and other topics in order to improve the language proficiency of the students. The following development has been observed:

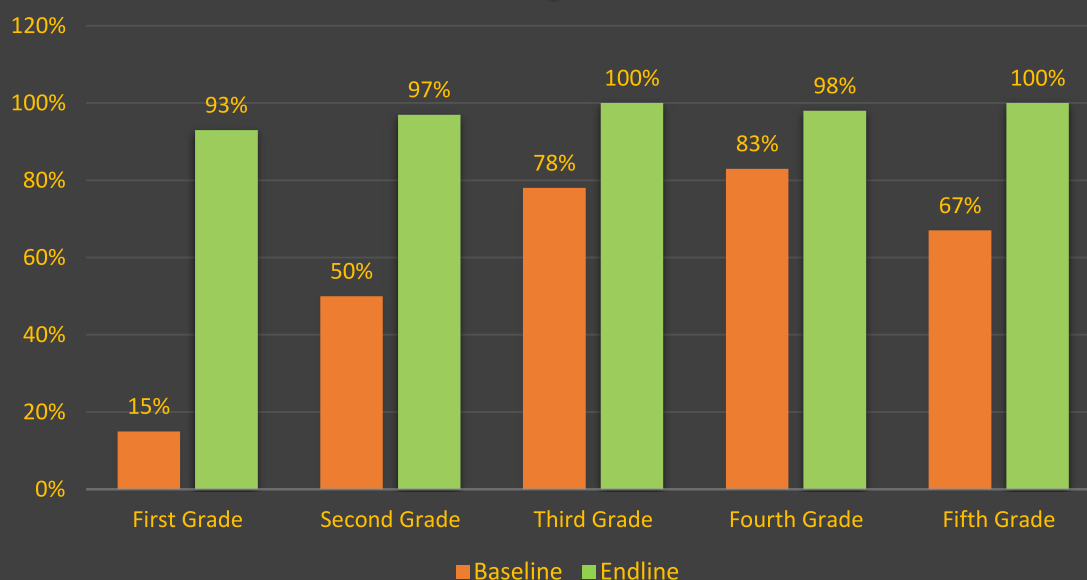
Fifth grade student's ability to form basic English sentence structure



Second grade students' ability to converse in English



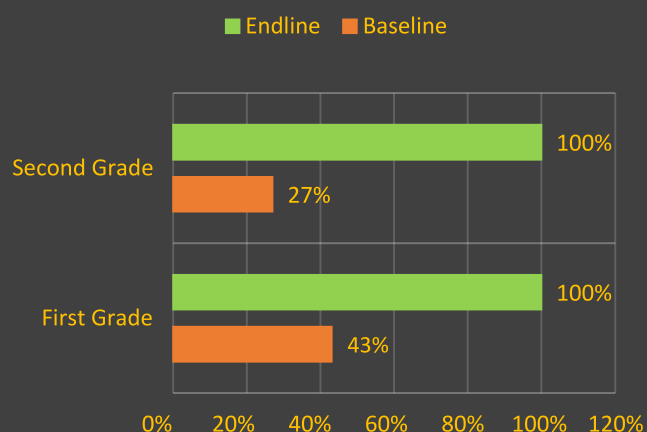
Name Writing in Hindi and English across 5 grades



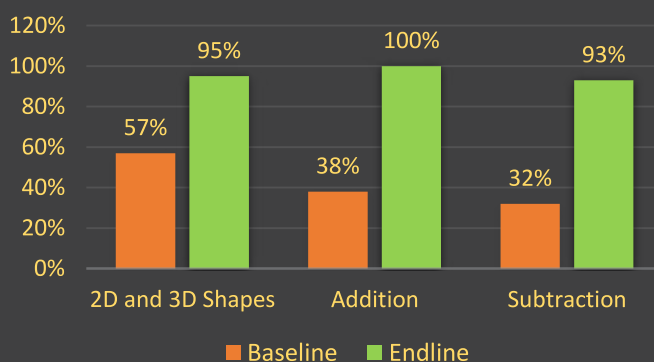
Numeracy Skills

The Toy Bank has designed play modules with a focus on increasing students' numerical abilities in order to strengthen their ability to apply them in daily activities.

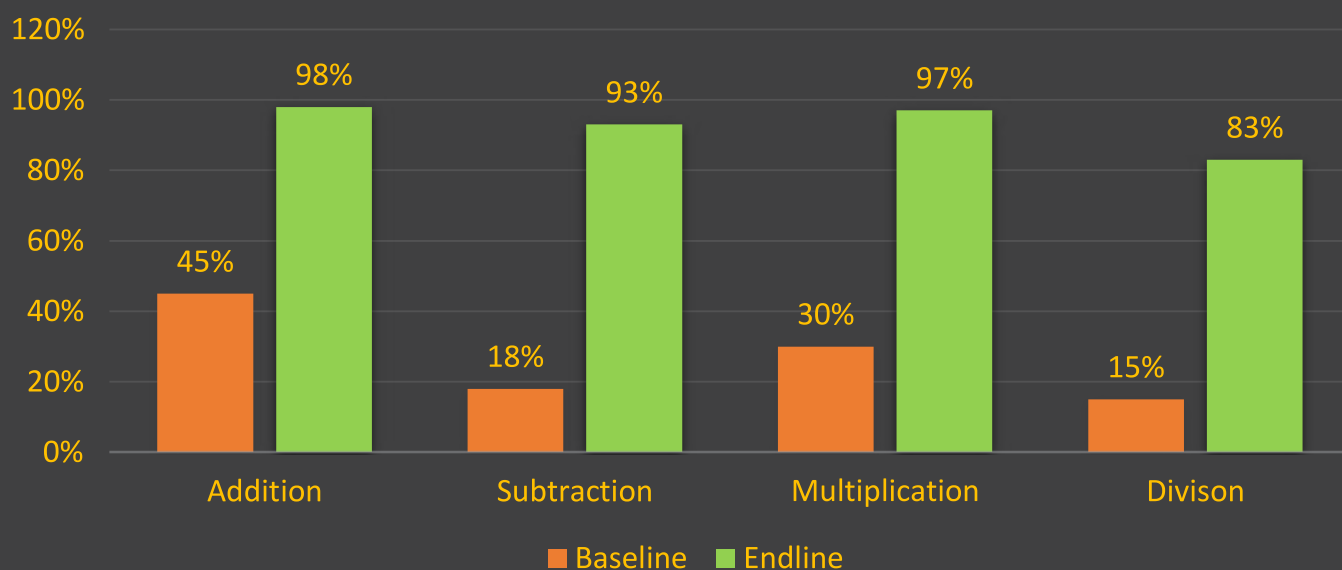
Counting Ability



Improvement in third grade student's



Improvement in Fourth Grade students'

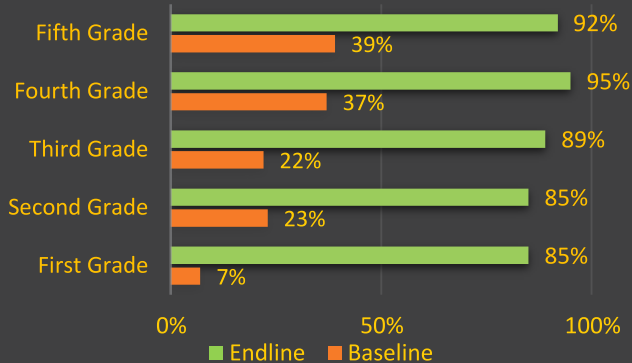


Environmental awareness and life skills

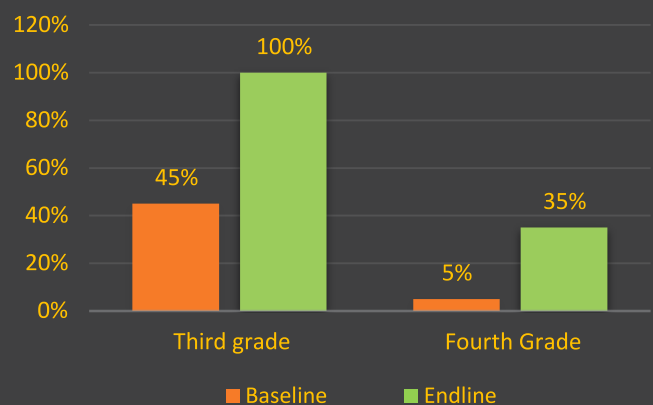
Environment and life skills are crucial for students because they make them aware of their environmental responsibilities and help them see themselves as contributing members of the community rather than just family members. While life skills equip students with the ability to resolve the problems and difficulties they encounter frequently in daily life.

The Toy Bank works on enhancing the skills by conducting various activities focusing on themes like good hygiene practices, how to protect yourself from the Coronavirus, what is a first aid box, emergency numbers to call during distress, waste management, and others that will improve their standard of living.

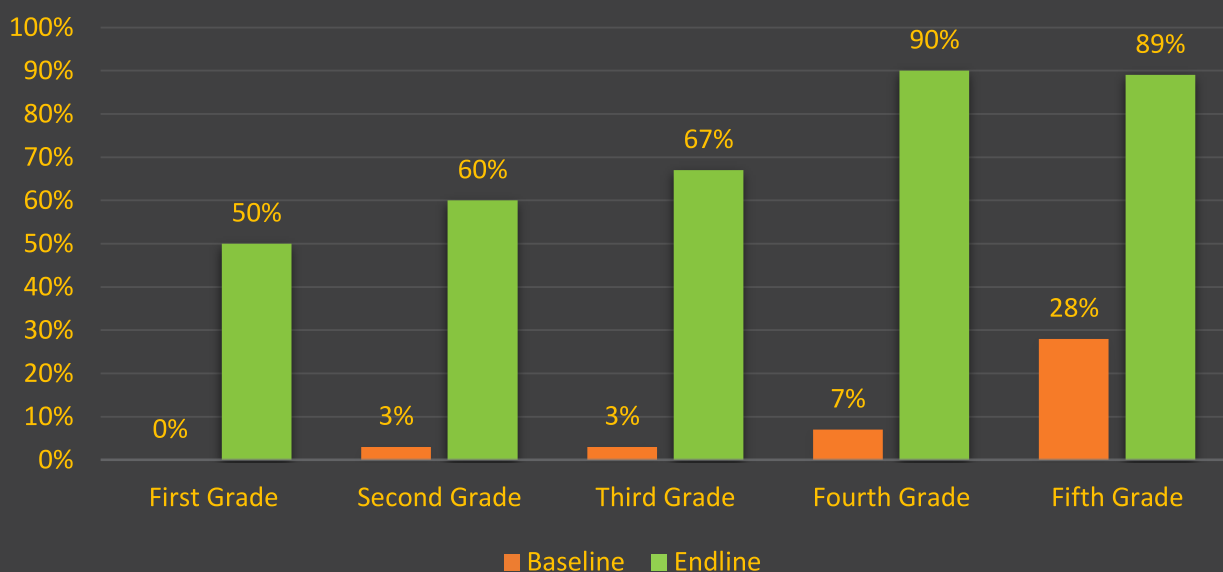
Awareness of Emergency Numbers



Waste Segregation



Knowledge on First-aid Box



Toys are children's words and Play is their language

Life has always been very uncertain for everyone, especially during pandemic times when people were unable to meet their friends, family, and other community networks. And it got worse in the second wave of the pandemic in 2021. Many of us have lost our friends and family members without any closure. Many children struggled to balance and continue their education post-pandemic, particularly those who lost their close ones during the pandemic.



Neeraj, a student from DMC Model Co-ed School, Kailash Colony is a first-generation learner studying in the third grade. Neeraj lost his brother during the second wave of the coronavirus in 2021. Since losing his beloved brother, it has been a life-altering experience for him, and a massive change in his behavior was observed by his classmates and class teacher. He became very short-tempered, started using foul language in the classroom, and was always lost in his own thoughts. It was becoming extremely challenging for the play teacher or his class teacher to engage and manage him in any group activities or any other class activity with his classmates.

During one of our play sessions on acknowledging happiness, Neeraj expressed his care for his brother and how much he misses him and the memories he had of playing and spending time after school hours. Being all alone at home makes him angry, as he wants to play and share his thoughts with someone with the same bond he had with his brother. His parents are unable to give him the required attention, as they are daily wage earners, with their primary focus only on covering the basic necessities of their lives, like paying rent and bringing food to the table. He doesn't have many friends or emotional support at home, which makes him emotionally unbalanced.

While counseling him, The Toy Bank play teacher asked him to focus on the positives. Neeraj, on the other hand, expressed his concern about not having any classmates as friends. After learning about his struggle, the play teacher started engaging him in group play. However, playing in groups was quite challenging for

Neeraj, as he was always frustrated and unable to focus. The play teacher asked him to play in the Safe playroom during his lunch break so that he doesn't sit alone during his break time. He played alone during his lunch break for a month, and it definitely helped him become a little calmer. **Solving puzzles, building a tower from blocks, and constructing the train acted as therapy for him.** Unfortunately, he still struggled to make friends in the class as his previous behavior created a dislike amongst his classmates.

The play teacher and his class teacher decided to delegate more responsibilities to him, such as monitoring and ensuring that the class visits the library, playroom, and assembly in a timely manner. **Neeraj took on all**



the responsibilities brilliantly. However, he still struggled to make friends in the class. After six months, the play teacher conducted an activity on numeracy, where the winning team would get more free play time. In order to win the advantage, Neeraj performed the activity with flying colors, completing it with teamwork and leadership. During this activity, he made a bond with one of his classmates, with whom he played during his free playtime. It was pure bliss to watch Neeraj playing and enjoying himself after six months of struggle. Gradually, he started making a few friends in the class. He faced

challenges, but overcame them under the proper guidance of the play teacher and class teacher.

Children need a safe and healthy space to express their emotions—especially loss, grief, and anxiety—while maintaining their childlike behavior. Play gives them an opportunity to express their struggles, which are difficult to express through words. Children and adults often recreate painful events through imaginative thoughts with the objective of understanding the impact of what has happened and how it could have been restored. Solving puzzles, building games, and participating in recreational activities gives young children a sense of accomplishment. The Toy Bank Safe Playroom aims to give children an opportunity to play and express themselves through different varieties of toys, board games, and learning aids in a safe and healthy space. Play is often used as therapy with children who are having difficulties processing their emotions or articulating any problems they are facing. As they play, the child may become less guarded and more willing to share their feelings.

Learning through PLAY

One of the most important things that early childhood programs require is that young children be made aware of emergency phone numbers. We have frequently observed that during any uncertain situation, individuals may experience panic and confusion because they are unsure of whom to seek assistance from or which emergency number to dial for assistance. It has often led to delays, causing a much more difficult situation.

Recently, Delhi experienced an earthquake. Earthquakes are sudden, violent, and without warning, and it is extremely important for everyone to be prepared for any kind of calamity. Keeping in mind that prevention is better than cure, MCD Co-ed Primary School, Sector-5 RK Puram school head organized a session on awareness during the school prayer to sensitize the students about preventive measures in different situations like earthquakes, theft, fire, or medical emergencies. However, the students memorized the emergency numbers but were unable to identify which number to call for help and how to communicate for an immediate emergency solution. The Toy Bank play teacher identified the gaps and began holding sessions to educate the students about them.



The Toy Bank play teacher started conducting various activities with the help of learning aids available in the playroom and during play sessions to increase knowledge on which emergency services to call as per the emergency or while helping someone who requires emergency assistance. She used various toys from the playroom, like **a toy phone, plastic numbers, and emergency vehicle transport toys, to make them aware of how they appear and emergency number flashcards.** The engaging activities—group play, play an act and group discussions—were done from time to time by the play teacher with students from third to fifth grades, where the play teacher discussed the different emergency situations. **The sessions also emphasized the importance of using first aid kits in the event of an injury.** Students were given different situations to guide the correct response as per the situation.

After a month, the school again organized an assembly session to discuss the emergency numbers, and the **school principal was amazed with the fact that all the students were able to answer the numbers we have to call as per the emergency**, how to respond in different situations, and so on. Students were able to summarize all the emergency numbers and also explain that they are redirected to the nearest emergency centre. Aditya Sahoo, a student, also discussed different help lines that can be used by citizens depending on where they are and how to communicate with an operator on the phone from the emergency centre in the region where we are at that moment. **The principal appreciated the support provided by the Toy Bank teacher in sensitizing the students about the different emergency numbers and how to keep themselves safe. She also appreciated the collaborative approach of the "learning by playing" methodology used in educating the students, as she discovered that the students' knowledge retention was significantly higher than with the traditional one-way method of teaching.** The Toy Bank focuses on practical learning by implementing play-pedagogy and wishes to spend constructive time practicing, delivering, and reflecting on play sessions implemented in The Toy Bank Safe Playroom.





+ 6 Schools
+2,700 Children

Reach and Teach Program



In the last two years, a large variety of relief programs have been implemented across India to mitigate the adverse effects of pandemic and economic restoration. However, the education sector has remained missing from this effort, especially in government schools situated in rural and urban areas of India. Since the focus is more on feeding and supplementary nutrition, the focus of education has shifted, leading to a wide gap in learning levels that students are likely to experience since the schools have been shut for two academic years.

Moreover, it has also affected children, especially those who are living in vulnerable conditions, as they do not have enough resources like toys, board games, DIY kits, books, or other educational aids to engage themselves at home and are most likely to forget their former classes and experience anxiety, depression due to physical isolation from their friends, as well as teachers, extended family, and community networks.

Responding to the needs of the students enrolled under the Safe Playroom Program, The Toy Bank has initiated a relief initiative called the **"Reach and Teach Program"** for the children under crisis. Since the students of Municipal schools in Delhi cannot come to the school and play with the toys or participate in play sessions due to the Coronavirus pandemic, and to avoid the spread of the same.

Under the program, students are provided with

- **DIY Activity-based learning kits and Toys**
- **1,000 Engaging online activity worksheets, &**
- **Virtual guiding videos and audio messages**



The Reach and Teach program during the Coronavirus pandemic have substituted the learning aids available at the playroom by distributing activity-based learning aids at students' doorsteps. This provides them with similar learning opportunities that they experienced in the Safe Playroom. At the same time, the playroom modules have been replaced with activity-based learning worksheets to improve the learning outcomes of the students. E-Learning classes will also be adaptable to students' access to phones or other electronic devices, ensuring that no child falls behind. The program supports four major pillars, i.e.

Strengthening their existing knowledge:

The schools were shut to avoid contamination by the Coronavirus in 2020 and 2021. However, the government school teachers were providing content on WhatsApp to complete the curriculum. But, unfortunately, it's more of a case of copying in their notebooks to complete the current academic syllabus, and hence, there was no learning.



Responding to the situation, The Toy Bank provided daily worksheets, videos, voice notes and one to one interaction with the students. The worksheet primarily focuses, 80% on strengthening their existing learning level. And, 20 % on introducing the concepts necessary for the students, which will focus on the new topics to enhance language, arithmetic, environmental awareness and life skills as per their present and former grade. **We have observed a 40% increase in online attendance after providing Activity-based learning kits and E-learning worksheets to the students.**

Promoting the Emotional Stability during the house arrest:

The pandemic has affected children emotionally, especially those living in vulnerable conditions, as they are most likely to experience anxiety and depression due to physical isolation and a lack of resources at home to engage in play and recreational activities.

To mitigate the adverse effects of house arrest on the students, The Toy Bank provided toys, board games, storybooks, mini activity books, cursive writing books, and DIY kits to all the students for both educational and leisure, every quarter. The captivating task allowed them to learn, engage, and minimize the adverse effects of house arrest on the social and emotional well-being of the students.

To decrease the drop-out rate:

During the pandemic, investment in education was not a priority, especially among disadvantaged families, and we witnessed an increase in drop-outs. The major reason is the wide learning gap which is left behind, especially in low-attaining learners.

The Toy Bank aims to rescue the students from the lockdown by supporting their journey to school during the pandemic lockdown. The purpose of the support is to make sure that learning is deeply strengthened in the students and fill the learning gaps, i.e., to teach what has been taught in the prior class and increase the retention rate, as most of the students are first-generation learners. We were able to maintain a solid foundation owing to the distance learning lessons and effectively continue where we had left off when school resumed.

Equal opportunities to Play and recreational activities:

The Toy Bank believes in equal opportunities to play and engage in recreational activities. But, unfortunately, disadvantaged families are unable to provide the necessary resources to fulfil the same at home. As the schools were open, under the Safe Playroom Program, students had regular access to play materials and educational aids for their holistic development.

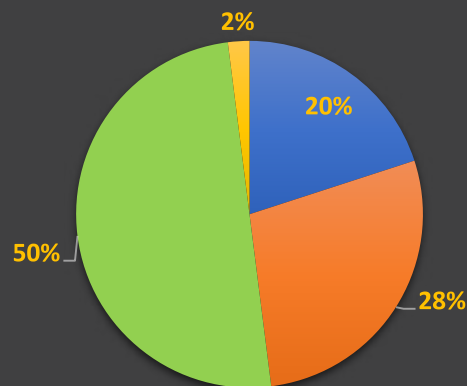
However, as schools were closed, The Toy Bank wanted to sustain the opportunities for students to play and engage in recreational activities. Hence, quarterly play and engaging material are provided at home. The goal is to increase not only access to toys, but also capacity to engage in play-way methods to achieve developmental milestones.



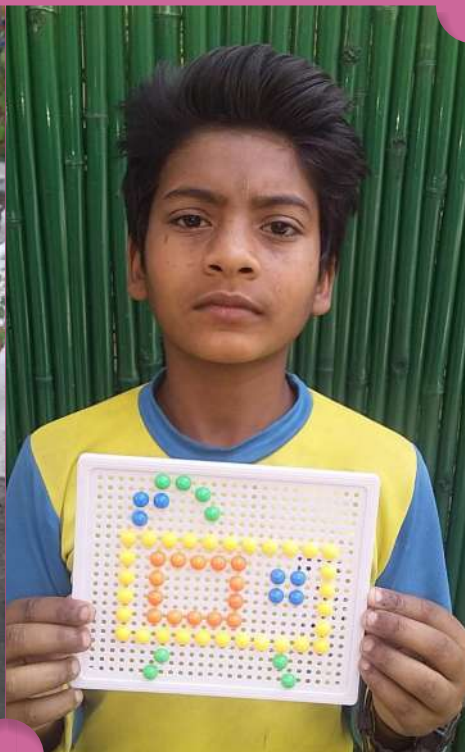
The Most Enjoyable Activities at Home

In our every quarter kit distribution, 50% of students from first to fifth grade enjoyed engaging themselves with educational toys like puzzles, Rubik's cubes, peg boards, and so forth.

Activities student's enjoyed from the Activity-based Learning kits distributed during the house arrest



■ Activity books ■ Craft activities ■ Educational toys ■ Haven't used the kit yet



A new lease on learning



Mrs Babita, a primary teacher from South Delhi Municipal School, Sector-8, R K Puram, Delhi, has been teaching in primary school for more than 20 years. During this time, she has worked closely with the students and played roles like school in charge and an active member in SMC. Through her term, she has initiated various activities focusing on improving the learning level of the students.

During the Covid pandemic 2020, she struggled a lot while teaching students online as most students do not have the necessary learning aids to support their education at home. She also shared with us that it's challenging to teach children online, especially the children from weaker economic backgrounds, as they neither have cell phones to connect with us, nor the learning aids to perform an activity at home. Therefore, it results into one-way of teaching with a decline in their attendance rate.

However, she believes that the idea of giving learning aids and toys to each child at home has helped us to build a stronger connection with parents and children during this crisis. She said that **"My school children have never received anything like this in the past. And, it's a game-changer. The classes will be now more engaging and the soundest way to improve their learning in the current scenario."** She also added, **"Teaching them through activity-based worksheets will help us to bring back more kids to the school, with whom we have lost connection. As they all live nearby."**

The pandemic can shut schools not **Education**

Aarush is a first-grade student enrolled in the SDMC Primary School, RK Puram, Delhi during the Covid pandemic 2020. He didn't get any chance to experience the school setup. Many students like Aarush faced a similar challenge of not receiving quality education at home. Closure of schools and engaging school teachers in Covid Relief Work by the government has led to a wide gap in the

learning levels of the students. Aarush resides in Basant Gaon, his father is a guard keeper with 12 hours shift, and his mother is a daily wager. His grandmother and aunt take care of him throughout the day as his parents are busy with jobs.



During the Covid crisis, **Aarush could not meet his father for days as he was busy with double-shift to cover the expenses since his mother lost her job during the lockdown.** Aarush's aunt told us that engaging him at home was a task **as they do not have any aids or toys to engage Aarush at home.** He persistently asks for outdoor play, and we cannot send him outside. Aarush is too young to

understand the pandemic threat or adhere the safety measures. Responding to the needs of the students like Aarush, The Toy Bank initiated the Reach and Teach Program in primary government schools of Delhi. The aim is to increase access to toys and learning aids at home, strengthen their foundational learning, and promote the emotional stability of the young children residing in marginalized communities.

The distribution of Activity kits has improved students' responses, as they had very limited resources at home and were dependent only on mobile phones with internet connectivity for education. Aarush's aunt told us that after receiving the Activity-kits, he is always excited for you (The Toy Bank) to share activity worksheets. After waking up in the morning, he continuously asks, "क्या मैम ने वर्कशीट भेजा है?" He enjoys completing your worksheet, especially numeracy, environment, life skills and recreational worksheets. **Through your worksheets and guiding video, now he can identify body part's name in English, counting to fifty and 3-letter words in Hindi and English.** Every day he completes the worksheet on time. He also enjoys the drawing and craft worksheets sent twice a week to promote creativity and intellect productivity.

Aarush parents appreciate the actions taken by The Toy Bank in increasing the accessibility of learning aids to the children. She says that Aarush is always excited to receive his kit and enjoys using the colours and drawing book provided in the kit. **We hope that Aarush and every other child that comes under our reach can flourish to their full potential through our Reach and Teach program.**



Toy Collection Drive

The Toy Bank collects both new and used toys through its residential collection centres, which are spread out around Delhi and the NCR. These facilities are the residences of volunteers who have provided a little area on their property for toy collection.

Periodically, we hold toy drives in schools, RWA and corporate offices to increase awareness of the value of giving and caring for others and to inspire people to take small steps to help those in need.



Events

Safe Playroom inauguration

On this World's Children's Day, **The Toy Bank Safe Playroom built in the Municipal School of Delhi** under the Reach and Teach Program was inaugurated by **Shri Lalit Mohan, President and COO of the SBI Foundation, on November 16, 2022**, along with **Ms. Vidyun Goel, Director of the Toy Bank, Mr. Aman Bhaiya, Assistant Vice President and Program Head of the SBI Foundation**, and Mrs. Saroj Sharma, the school principal.

The playrooms will **benefit all the students enrolled in the school** from economically weaker sections residing in urban slum areas. The program focuses on providing holistic childhood development by ensuring **learning through play**. During these years, a child develops social, creative, cognitive, physical, language, numeracy, environment, and life skills, as well as the emotional well-being that is the foundation needed to have a healthy future.



Exhibition at Khilona Expo - 2022

The Toy Bank participated in a three-day display at **Khilona Expo 2022 in Greater Noida** to spread awareness about the three R's (Reduce, Reuse, Recycle) and how we upcycle used toys and other educational tools to increase the life of the toys.



School Partnerships

- Adarsh Public School, Vikaspuri
- Brain International School, Vikaspuri
- Bal Bharti Public School, Pitampura
- Bal Bharti Public School, Dwarka
- GD Goenka Petite, Pitampura
- Reliance Foundation School, Noida
- Supaksha Early Learning Habitat, Vasant Kunj
- Shri Ram Global Pre-School, Paschim Vihar
- St. Thomas School, Dwarka
- Shri Ram Global Pre-School, Sector-28, Gurugram
- Shri Ram Global Pre-School, Jangpura
- Modern School, Vasant Vihar
- Shri Ram Global Pre-School, Janakpuri
- Shri Ram Global Pre-School, Sector-50, Noida
- Shri Ram Global Pre-School, Dwarka
- Ramjas School, Pusa Road
- LPS Global School, Sector-51, Noida



Supporting Partners

- | | |
|--------------------------------|----------------------------|
| • Business Standard | • Honda Cars India Ltd. |
| • B.P.N. Group of Institutions | • Keeping Up with The Baby |
| • Euromonitor International | • Light Microfinance |
| • Filatex India Limited | • Schneider Electric |
| • Give India | • SBI Foundation |

How Can You Help?

1. How you can help:

The Toy Bank is in operation for past 10 years and maintains impeccable record in creating lasting impact for children. You can help us spread smiles through:

1.1. Option 1: Adopting a Toy Library/ Safe Playroom

Contribution can be made to The Toy Bank by adopting a Toy Library/ Safe Playroom. You can help us cover the collection process, packaging process, and the dispatch process to the concerned area. You can contribute to creation of one Toy Library which includes one school or one Anganwadi – the areas for which can be selected by you after looking at our list of pipelined projects. We maintain full transparency in our financial and operational matters which are periodically documented in our annual report. Additionally, we publish quarterly reports on statistical and anecdotal impact made in the lives of children through our activities.

1.2. Option 2: Funding for One Toy Kit

Contributions can also be made to fund one Toy Kit. These toy kits comprise of toys, books and stationery for the various toy libraries. You can select from our projects in the pipeline to sponsor a toy kit for a specific area/school/Anganwadi. Selection can also be made to donate Toy Kits to children with Autism, Down syndrome, Learning Disabilities etc. an existing project or a new project in your area of intervention or choice. We would monitor and evaluate the project activities to present an impact-report for your financial donations. Kindly note that all the toys packaged in the Toy Kits will be new.

1.3. Option 3: In Kind Support

You can support us in kind by providing new materials to set up toy libraries in slums or Anganwadi's.

1.4. Option 4: Opening of Collection Centres

You can host collection centres at your homes/offices for people to come and give their donations.

1.5. Option 5: Collection Drives

Carry out collection drive by enabling your employees to donate toys and other kids-related materials.



Collection Centres

Central Delhi

Address: B- 36, Malcha Marg, Chanakyapuri
Contact: Mr Deepak Singhi | 9899757574

Address: 72,74 Babar Road, Bengali Market
Contact: 011- 23722020

North Delhi

Address: Aadharshila Vatika Preschool, GujrawalaTown , G.T Karnal Road
Contact: 011-27437000

Address: BPN Group of Institutions: GD Goenka La Petite, Pitampura
Contact: Ms Deepika Arya | 8586872222

North-West Delhi

Address: Aadharshila Vidhyapeeth School, CD Block, Pitampura
Contact: 9312020477

Address: 549-550, 2nd floor, Sector A-6, Pocket 1, Narela
Contact: Dr. Rashmi Mishra |9818538294

West Delhi

Address: 165-A, LIG Flats (Yellow), Ground Floor, Rajouri Garden
Contact: Ms. Nishtha Seth |8368721221

Address: BPN Group of Institutions: Shri Ram Global Pre- School, A3/19, Janakpuri
Contact: Ms Manmeet Kaur | 9313004004

Address: BPN Group of Institutions: Shri Ram Global Pre- School, Paschim Vihar
Contact: Ms Jasmine Kaur | 8882031032

South-West Delhi

Address: D2A 301, Golf links Residency, Sector 18B, Dwarka, Delhi – 110078
Contact: Mr Pranay Ranjan | 9810228230

South Delhi

Address: W-1, Greater Kailash Part 1, Delhi – 110048
Contact: Ms. Priyanka Singh | 9711595943

Address: 190, 3rd Floor, Chirag Delhi
Contact: Ms Rashmi Mishra | 9818538294

Address: BPN Group of Institutions: Supaksha Early learning Habitat, Vasant Kunj
Contact: Ms Pooja Khera | 955965599

Noida

Address: BPN Group of Institutions: Shri Ram Global Pre- School, Sector- 50
Contact: Ms Vibha Vij | 7317316150

Address: A-902, Antriksh Greens, Plot F-7, Sector 50, Noida – 201303
Contact: Ms Shiva Pandey | 9899954572

Gurgaon

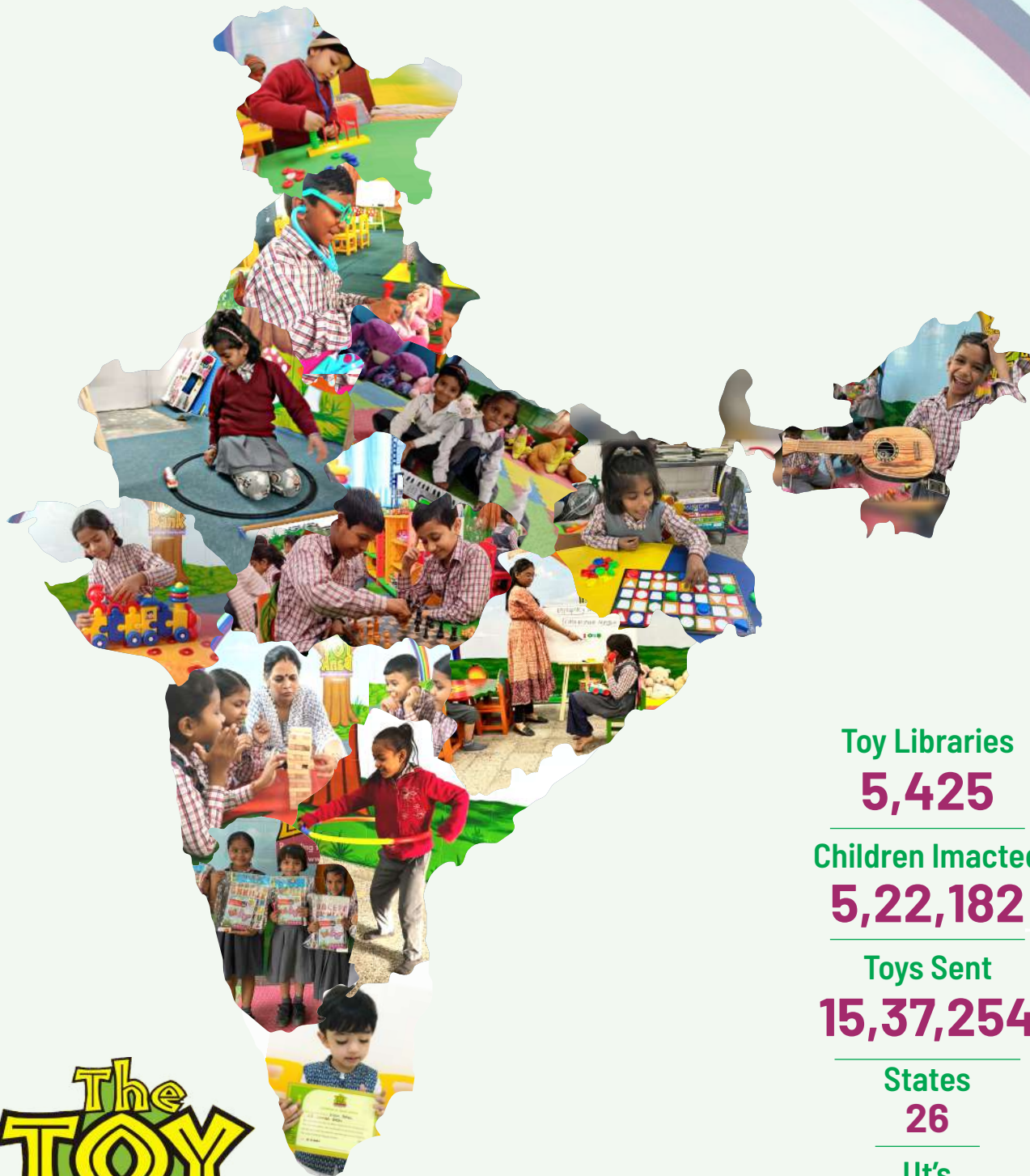
Address: C-63, The Belaire, Golf Course Road, DLF – 5
Contact: Sakshi Jain | 9818436523

Address: H-40, II –Floor, Residency Greens, Opposite UNITECH Cyber Park, Sector-46
Contact: Ms Prachi Bapna | 8447661248

Address: BPN Group of Institutions: Shri Ram Global Pre- School, Sector-28, MG Road
Contact: Ms Namita Dhir | 7678411618



PROJECTS ACROSS INDIA



E : info@toybank.in
W : www.toybank.in

Toy Libraries

5,425

Children Imacted

5,22,182

Toys Sent

15,37,254

States

26

Ut's

04

Follow us

