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CURRENT TRENDS ON THE TOY MARKET AND THE
IMPACT ON CHILDREN OF NON-VIOLENT AND SAFE TOYS

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REPUBLIC OF KOREA

Terminal report*

Prepared for the United Nations Children's Fund
by the United Nations Industrial Development Organization

Based on the work of W. Hartmann
international expert on toys and their impact on children

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INTRODUCTION

1. PURPOSE OF THE MISSION IN SEOUL:

The mission took place from the 1st to the 9th of May, 1990, and at the request of the UNICEF-representative in Seoul, Mr. Ralph Diaz.

The main purpose of the mission was to present a keynote address at the UNICEF National Seminar on Designing and Producing Toys and Equipment for Child Development. Another purpose consisted in holding consultations with toy manufacturers and toy dealers, representatives of inspection and testing institutes and of consumer organisations. Thirdly, meeting with professors and graduate students at the main universities in Seoul was an essential part of the mission. The object of these meetings was to consult with those who do research work in Child Psychology and Education in order to detail further directions for manufacturing high-quality toys which help children to develop their physical and psychic abilities.

2. CONSULTATIONS WITH TOY MANUFACTURERS AND DEALERS:

The Republic of South Korea is a major supplier of toy stuffed animals to the USA and Europe. The export volume ranges around one billion US\$/annum. Due to the increasing labour costs in Korea, the toy exports have been declining in the last years, e.g., the decline of Korean exports to Europe have been from 91.1 million German Marks in 1988 to 74.9 million in 1989. As a result, Korean manufacturers have begun to produce hi-tech toys such as video games, PC-programmes, robots, and the like.

During the visit to the DOSHIN Industrial Co., Ltd. - the largest producer of toys in the Far East (1000 employees), one could see the production of both kinds of toys: high quality stuffed toys, designed mainly according to the taste of children in the USA and Europe, and, electronic toys - moving toys, some battery-operated; robots, some with three R/C functions, some equipped with voice-changer function; and other electronic toys. DOSHIN produces 654 different kinds of toys: 350 are electronic. The toy merchandise available on the South Korean domestic market includes both of the above-mentioned types of toys and all kinds of fancy items in the DOSHIN line as well as a generous assort-

ment of toys imported from overseas. The stuffed animals are manufactured according to the EN71 Safety Standards for toys. The materials and design used in their manufacture are of high-quality. The electronic line of the children's toys leaves room for improvement concerning its educational value.

3. SAFETY OF TOYS:

Since January 1, 1990, every toy imported into the European Economic Community has to carry the CE-symbol certifying that the toy has been tested and complies with the EN71 (European Safety Standard) regarding mechanical and physical properties, flammability, and migration of certain elements.

The Korean toy manufacturers accept the EN71 and either apply their own testing procedures or they consult an authorized inspection and testing institute such as the "Korean Inspection and Testing Institute for General Merchandise" (KITI). KITI provides the manufacturers of toys, leisure and sports goods, goods intended for use by babies, and other consumer products with technical guidance and support for acquiring the approval for use according to overseas' standards.

The TÜV-Rheinland, Group Asia, has established a testing institute in Seoul for the safety of toys. As the Korean National Safety Standards are set at a lower level than those of the EN71 or the US-Standards, toys which do not comply with the EN71 are imported to Korea. This means that Korean children play with toys which do not correspond to the latest safety standards. The ISO-TC181-Safety-Standards for toys are still in draft-form. The consequence is that these norms are not binding for the Republic of South Korea.

Thus, the UNICEF recommends that the Korean National Safety-Standards for toys be improved, in order to protect Korean children from injury caused by unsafe, low-quality toys!

4. WAR TOYS AND OTHER TOYS OF VIOLENCE:

A tour along the toy-retailers' district in the Dongdae-mun area of Seoul showed that immeasurably more war toys - weapons - are on sale than the amount found anywhere on the European toy

markets. The topic came under discussion at the UNICEF seminar, whereby the risks to children who play with these guns, dummy bombs, hand grenades, handcuffs, swords, switchblade-knives, and axes was emphasized. Most of the imitation guns are patterned after Japanese models and are manufactured in Korea or imported from Japan.

Consumers' organisations and the YWCA (Young Women's Christian Association) are aware of the dangers to children's health and social development that war toys engender. These people are fighting against this trend.

According to "The Convention on the Rights of the Child" adopted by the General Assembly of the United Nations on November 20, 1989, "... The education of the child shall be directed to: the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of the sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin." (Art.29,1.(d). p.9).

Scientific findings and practical experience confirm that war toys can never contribute to this Right of the Child.

5. THE IMPORTANCE OF MANUFACTURING EDUCATIONAL TOYS AND MAKING THEM AVAILABLE TO ALL CHILDREN:

In meetings, lectures and discussions with professors and graduate students of the EWA Women's University and the Yonsei University, there was great interest in and full agreement with the fact that toys have extremely important functions in the development of motor-activities, creativity, and the social and emotional skills of the child. The Child Development Center at the Yonsei University represents a perfect model for open education in kindergarden and of half-open education at the preschool-age. The head of the center definitely concurs with the goal of the Austrian project "Play in Elementary School". This provides that toys and free-choice play are integrated into the curriculum of primary school. Mrs. Young Lee pointed out that instead of preparing preschool children for school by teaching them reading, writing and mathematics, open education

and learning through play should be made part of the elementary school's curriculum. The Yonsei Elementary School, a parochial school, is very well equipped. And yet, the didactic style is the lecture form. Large groups of children (40-45) are more or less passively being instructed in the same subject at the same time. Computer training commences at the age of 12. Only one classroom was equipped with a play area and toys.

The presentation of video-tapes of the Austrian multimedia programmes "Play - Cornerstone of Life", the "Parent-Child Diary" and the project "Play in Elementary School" at the universities in Seoul was received with great interest. It was requested that five videotapes be loaned to them from the Austrian Ministry for Education, the Arts and Sports.

As there is great demand for day-care centers in Korea, the UNICEF is assisting the Ministry of Health and Social Affairs in organizing a National Day-Care-Center Programme. The Austrian experience regarding educational toys and the parents' education on play and toys could prove extremely useful.

6. PROBLEM AREAS AND RECOMMENDATIONS POINTED OUT AT THE UNICEF SEMINAR:

The speakers at the UNICEF Seminar were research scientists in the field of Child Psychology, teachers at universities, representatives from consumers' organizations and research institutes in Japan and Korea and from the Korean YWCA.

The following problems concerning the manufacture and use of toys were discussed:

- Video-games and toys for children incorporate too much violence.
- War-toys and other low-quality toys often cause injury and may be a danger to the health of children.
- Korean toy safety-standards are not sufficient nor satisfactory.
- The toys on the market in Korea have no relevance to the Korean society: the dolls are all Western, and the doll-

furnishings are also strictly Western: the toy-wares for girls are otherwise limited to make-up kits: one third of the toys in department stores belongs in the category "war toys".

- There is a glut of toys on the Korean market: children's play is too closely related to naked consumerism; parents are faced with a confusing choice.
- There is an environmental aspect to the toy-problem complex: How are the inferior toys to be disposed of? How can energy be conserved in this context?
- There is a lack of cooperation between child-psychologists, toy-manufacturers and retailers.
- Parents are not receiving any counsel concerning the choice of toy for their offspring and are unable to make an informed decision in favour of valuable, worthwhile toys which encourage the healthy development of their siblings.
- Play and toys are given too little prestige in public opinion.
- High-quality toys are too expensive for underprivileged children.

With regard to these problems, the following recommendations issued from the UNICEF Seminar:

NATIONAL SEMINAR ON DESIGNING AND PRODUCING
TOYS AND EQUIPMENT FOR CHILD DEVELOPMENT.
KOREA EXHIBITION CENTRE. 8th May. 1990

Recommendations

1. The government together with the toy industries should set up a research and development institute to develop and design appropriate toys and play equipment for Korean children.
2. A multidisciplinary group composed of child development specialists, psychologists, sociologists, engineers, architects, educators, and media practitioners should be set up to promote the value of play and toys for the positive growth and development of children. Furthermore, this group should provide consumer guidelines on appropriate toys for children.
3. The safety standards of toys in Korea should reach the standards used in the EEC countries by 1992 in order to better protect Korean children.
4. Government, toy manufacturers and traders should cooperate in setting up voluntary self-restriction guidelines for the production, sale and advertisement of toys, video games and animated stories of violence.
5. Government and non-governmental organizations should make available quality toys of educational value to all children regardless of income level in designated public institutions such as day-care centres, orphanages, kindergartens, schools, and other relevant places for children.

7. SUMMARY AND RESULTS:

Due to the UNICEF's excellent preparations and organisation, the UNICEF Seminar in Seoul was a big success. The problems concerning violent toys and of safety-standards for toys were discussed and reflected upon and taken very seriously by the mass media. The meeting was well attended by toy-manufacturers, retailers, members of consumer organisations, representatives of testing institutes and researchers in the field of Child Development and Education, documenting the Koreans' great interest in toys and play.

One immediate consequence of the UNICEF Seminar is that the Citizens' Alliance for Consumer Protection of Korea (CACPK) has decided to set up a toy-counselling service on an experimental basis. If requested, a model for defining the goals and tasks of such an organisation according to the Austrian experience can be provided.

CACPK has also begun negotiations with the government to raise the Korean national safety-standards for toys. The response has been favourable and is now under study.

The universities are eager for the Austrian multimedia programmes regarding toys and play. UNICEF will propose a project with LEGO to produce the "Parent-Child-Diary" or the "Toy Calendar" for the coming year.

Recommendations which are significant not only for Korea but also for other countries have been drawn up as a result of the UNICEF Seminar.

Three main provisions are to be taken into consideration in any future design and manufacture of toys, valid all over the world:

- 1) The elimination of violence in industrially manufactured toys,
- 2) Raising the safety-standards for toys up to the EEC-level all over the world,
- 3) To make sure that toys meet the special needs of children and give an impetus for the development of their personality and cultural identity. (Cf. "The Convention on the Rights of the Child", 1989, Art.29.1.(c), p.9.)

R E P O R T

Every healthy child likes to play! The development of his or her personality, sphere of activity, and general enjoyment of life are influenced by play. Scientific studies regularly point to the fact that play contributes significantly to the physical and psychic health of the child. As Rollett has aptly stated (1989, p.10), psychic health is understood as "the optimal development of the personality and one's own competency, in the sense of self-realization, while the one essential limitation is that the psychic health of no one else be impaired in the process."

1. FORMS OF PLAY WHICH ARE TYPICALLY ATTRACTIVE TO CHILDREN THROUGHOUT THE WORLD

Children like to be in motion while they play, they experiment, build things, use toys to construct imitations of the real world and products of their imagination. They slip in and out of various phantasy roles as easily and happily as they enjoy playing games according to definite rules together with others.

FORMS OF PLAY CHILDREN ESPECIALLY LIKE:

1. Games with physical activity, sports:



2. Games for experimenting, construction sets:



3. Role-taking games:



4. Group games with set rules to follow. board games:



2. FACTS AND DATA FROM THE EUROPEAN MARKET

The forms of play shown above have led to a tremendous boom in the manufacture of toys for children. This can be clearly illustrated statistically (cf. European Toy Federation, 1989).

The attraction of the European market is made clear by the figures which include the data from manufacturers, wholesalers and toy retailers all over Europe. Annual purchases of toys and games in Europe already represent more than 9 billion ECUs (European Currency Units) - a "nine" with 9 zeros added to the right! - at retail prices. That is the equivalent of \$10.8 billion (US dollars) or 18 billion German Marks. Of the 68.5 million children in Europe, 62 million of them are concentrated in the European Economic Community ("EEC"). The distribution according to age categories is as follows:

- 32% under 4
- 32% between 5 and 9
- 36% between 10 and 14.

The child population in Europe is bigger than that either of the United States (53 million) or of Japan (24 million). The average birth rate for the European countries is 11.6 per thousand.

Thanks to the improvement in living standards in Europe and to the reduction in the work-week, the purchase of leisure goods not only for children but also for adults has increased considerably. New products answering to the needs of the consumers have been introduced on the market: outdoor games and toys, arts and crafts, and all kinds of toys developing social interaction, games for the whole family. In Europe, the annual amount spent on toy purchases per child is 131 ECUs, or US \$157.

With an annual production value of 4 billion ECUs (US \$4.8 billion), Europe is the leading producer of toys and games in the industrialized world followed by the United States (whose annual production is worth the equivalent of 3.8 billion ECUs =

over \$4.5 billion) and Japan (with an annual production of toys valuing 2.5 billion ECUs or US \$3 billion).

The above-mentioned figures represent only the domestic production and do not take into account manufacturing subcontracted to the Far East. Two thousand six hundred firms, with 15 of these employing more than 500 persons, employ a grand total of nearly 100,000 persons (not counting subcontractors).

In the face of strong international competition, the European toy industry has proved its ability to thrive both in its domestic and in other markets, thanks to its specific assets - creativity, quality, and the ability to communicate the essence of European culture through its traditional toys.

The well-documented example of the German Federal Republic (GFR) gives an in-depth picture of the situation (cf. Table I, following page).

2.1. German (GFR) Toy Industry: Production and Trade

TABLE I

PRODUCTION/GERMAN ("GFR") TOY INDUSTRY

in German Marks (DM):

1988: 1,800,000,000 DM = +3.9% vs. 1987

1989 (1st ½): 843,100,000 DM = +5.7% vs. 1988 (1st ½)

FOREIGN TRADE IN TOYS: FIRST HALF OF 1989

(in round figures):

IMPORT: 735,300,000 DM = +11.7% vs. 1988 (1st ½)

EXPORT: 450,700,000 DM = +16.0% vs. 1988 (1st ½)

YEAR'S TOTAL IN TOY TRADE (1988):

IMPORT: 1,631,000,000 DM = +19.1% from 1987

EXPORT: 1,007,000,000 DM = - 4.5% from 1987

MAIN TRADING PARTNERS:

IMPORT: ORIENT 56% in 1988

(CHINA 21% of that 56%)

EEC 30% in 1988

EXPORT: EEC 53% in 1988

TOTAL SALES IN THE GFR:

4,100,000,000 DM in 1988

4,400,000,000 DM in 1989 (projected)

("EEC": EUROPEAN ECONOMIC COMMUNITY)

(Reference: Association of the German Toy Industry, Nuernberg; regular information service of the branch, in existence since 1980, Branchen Bericht 4/90, p. 5.)

2.1.1. Import of Toys to Europe

The following data summarize GFR toy imports according to different categories. There was an INCREASE IN IMPORTS (> 5%) of the following kinds of toys from 1988 to 1989:

TABLE IIa

GFR: INCREASES IN TOY IMPORTS FROM 1988 - 1989

<u>CATEGORY</u>	<u>% INCREASE</u>
DOLLS & ACCESSORIES	+ 15 %
DOLL BUGGIES	+ 24 %
ELECTRIC TRAINS	+ 22.3 %
ASSEMBLY MODELS	+ 23.2 %
ERECTOR SETS (neither wooden nor plastic)	+ 65 %
TOY ANIMALS (of wood)	+ 10.3 %
(of plastic)	+ 16.3 %
MUSICAL INSTRUMENTS	+ 10.1 %
PUZZLES (wooden)	+ 10.2 %
TOY ASSORTMENTS	+ 70.1 %

(continued below)

(Reference: Association of the German Toy Industry, Nuernberg; regular information service of the branch, in existence since 1930, Branchen Bericht 4/90, p. 5.)

TABLE I Ib (continuation):

GFR: INCREASES IN TOY IMPORTS FROM 1988-1989

<u>CATEGORY</u>	<u>% INCREASE</u>
MOTORIZED TOYS AND MODELS (non-plastic)	+ 39.4 %
MINIATURE MODELS (injection-moulded)	+ 23.5 %
OTHER (plastic)	+ 33.8 %
(rubber)	+ 24.8 %
(metal)	+ 50 %
TOY WEAPONS	+ 30 %
PARLOUR and CARD GAMES	+ 23.2 %
VIDEO GAMES	+ 17 %
CHRISTMAS ARTICLES	+ 13 %
OTHER FESTIVITY/JOKE ARTICLES	+ 13.1 %

(Reference: Association of the German Toy Industry, Nuernberg; regular information service of the branch, in existence since 1980, Branchen Bericht 4/90, p. 5.)

The largest increases in imports were found in the following categories: toy assortments (+70%), constructor sets, neither of wooden nor of plastic materials (+65%), metal toys (+50%), motorized toys and models manufactured with materials other than plastic (+39.4%), and toy weapons (+30%). The increase in import volume of video games was only 17%.

By contrast, the following data refer to categories of DECREASE in toy imports exceeding 5% for the year 1988-1989 (cf. Table III, next page):

TABLE III

GFR: DECREASES IN TOY IMPORTS FROM 1988 - 1989

<u>CATEGORY</u>	<u>% DECREASE</u>
CONSTRUCTOR SETS (of wood)	- 7.0 %
STUFFED ANIMALS	- 19.0 %
ANIMALS (neither wooden nor plastic)	- 41.0 %
PUZZLES (non-wooden)	- 7.3 %
MOTORIZED TOYS & MODELS (non-plastic)	- 22.0 %
ELECTRIC-TRACK AUTORACES	- 26.4 %
BILLIARDS (not coin-operated)	- 16.8 %
PICTURE, DRAWING, PAINTING BOOKS	- 23.0 %
OTHER TOYS (of woven textile fabric)	- 13.3 %

(Reference: Association of the German Toy Industry, Nuernberg; regular information service of the branch, in existence since 1980, Branchen Bericht 4/90, p. 5.)

These data clearly illustrate the drastic reduction above all in imports in the following toy categories: electric-track autoraces (-41%), and toys manufactured out of woven textile fabric (-13%).

The next set of data summarizes GFR toy import volumes (in German Marks) according to country (or area) of origin, listed in descending order of volume (orientation year: 1989) while illustrating the latest trends (cf. Table IV, below):

TABLE IV

TOY IMPORTS ACCORDING TO SUPPLIER COUNTRY:
Jan.-Sept.1989

(Statistics: courtesy of the
German Toy Industry, Nuernberg)

COUNTRY COMPARISON '88:'89) & % total imports

	(DM: in millions)		%
	<u>1988</u>	<u>1989</u>	
CHINA	224.5	302.7	24.6
ITALY	96.2	107.9	8.8
DENMARK *	89.5	103.5	8.4
TAIWAN, Prov.of China	114.4	103.4	8.4
SOUTH KOREA	91.1	74.9	6.1
HONGKONG	57.0	49.6	4.0
GREAT BRITAIN	36.6	46.8	3.8
JAPAN	49.6	44.9	3.7
SWITZERLAND	45.7	44.7	3.6
NETHERLANDS	43.0	44.6	3.6
AUSTRIA	35.4	40.0	3.3
FRANCE	26.6	37.1	3.0
SINGAPORE	37.1	21.4	1.7
USA	15.2	20.6	1.7
BELGIUM/LUXEMB.	20.0	17.5	1.4
EASTERN EUROPE	18.2	18.7	1.5
MACAO	----	18.3	1.5
THAILAND	----	17.2	1.4
SPAIN	10.6	13.8	1.1
EEC (total)	328.3	387.5	31.5
FAR EAST (total)	617.9	659.1	53.7
TOTAL IMPORTS	1,110.7	1,228.5	100.0

*) Data on the imports from Denmark in the category "plastic constructor sets" (9503 30 300) are subject to the protection of confidential status in the official statistics. Thus, we estimated, on the basis of the published data.

(Reference: Association of the German Toy Industry, Nuernberg; regular information service of the branch, Branchen Bericht 4/90, p. 5.)

The manufacture of products for children's play occurs, whether intentionally or inherently, within psychological and pedagogical contexts. By pointing out some problem areas, it is possible to highlight the related aspects and delineate desirable developments for the future.

3. PROBLEM AREAS IN THE PRODUCTION OF TOYS AND APPEALS FOR THE FUTURE

3.1. The Development and the Special Needs of Children Are Not Adequately Being Taken into Consideration

In many cases, we are registering an unsympathetic attitude toward children in highly industrialized countries. Studies are showing that circumspection, performance and efficiency govern our highly industrialized society. These criteria do not only mould the framework for the professional life of adults. "They determine, in the last analysis, the shape of the entire environment of the child... Children, by contrast, are not calculating, prudent and rational, and thus become 'sand in the machinery'" [Beck-Gernsheim, 1988, p. 419; Gisser, R. et al. (Eds.), 1990, p. 358].

Children who live in urban areas usually do not have sufficient space available in which they can move and play freely. Seldom or only for short periods at a time do their toys satisfy their needs. For this reason, children are constantly restricted in their means of expression: they do not have room to move about freely and are not allowed to do so; they are supposed to keep quiet; they shouldn't get anything dirty - neither the surroundings nor themselves. We psychologists are being confronted with the consequences of such restrictions: behavioral disorders which are to be understood as these children's desperate protest against the demands coming from our unsympathetic surroundings.

Not by coincidence, we now find the lowest birthrates in the world in Germany, Italy and Austria: the average number of births per female in Germany is: 1.29; in Austria : 1.44 children. Many reasons are given for this declining birthrate. Noting the

simple fact suffices for our purposes (cf. Gisser et al., ibid.).

3.1.1. What is the significance of the sinking birthrate for the toy industry?

The German estimates foresee the following for the time-period between 1987 and the year 2000: the number of 0-14 year-olds will drop from 9.07 million in 1987 to 8.63 million in the year 2000. This is a decline of 5% (cf. Table V, below):

TABLE V

PROSPECTS FOR THE TOY INDUSTRY

MEDIUM-TERM DEVELOPMENT
OF THE BASIC POTENTIAL

1987		2000
33 % = 2.99 mio. 0-4 years	- 5%	(- 5 %) 30 % = 2.62 mio. 0-4 years
32 % = 2.92 mio. 5-9 years		34 % = 2.95 mio. 5-9 years
35 % = 3.16 mio. 10-14 years		36 % = 3.06 mio. 10-14 years
$\Sigma = 9.07$ million		$\Sigma = 8.63$ million

(Reference: Publication of the Study
Group for Toys, Bamberg, GFR: 1989.)

Now let us proceed to a look at children's own wishes:

3.1.2. What leisure-time activities are preferred by 6-15 year-olds in the Federal Republic of Germany?

A country-wide survey in Germany, undertaken in 1989 by a research institute (GfK Marktforschung: "Consumer Marketing Research, Corp."), shows 30% of the 6-15 year-olds choosing "Games and Toys" as their favourite activity. Of these children, 56% of the 6-7 year-olds and only 10% of the 13-15 year-olds choose "games and play". Video games or games on a monitor are on the list of only 5% of the 6-15 year olds, and "computer" only of 15% of this age-group. However, 24% among the subgroup of 13-15 year-olds indicate "computer".

Playing and games count among the favourite pasttime activities for the younger of the 6-15 year-old group. The only more favoured activities are "meeting with friends" (33%) and "sports" (31%).

3.1.3. What are children's demands with regard to toys?

According to the same survey dated 1989, 78% of the 8-15 year-olds in Germany stated that they expect from a toy that they be able to play with it together with other children. Fifty-nine percent wanted indoor games; 53%, outdoor games. Forty-eight percent voice the desire for the toy to be solidly built, for it to be able to take wear and tear. Twenty-three percent actively desire that a toy be gay and colourful. And only 14% of the 8-15 year-olds request that it be "impressive".

Children and adolescents are obviously looking for company in their leisure-time, whether at home or outdoors. They want sturdy, durable toys they can depend on and apparently don't place much value on toys as status-symbols. And colour for colour's sake is given a low ranking.

3.1.4. How well do the toys actually manufactured conform to these criteria? Do the toys available offer sufficient impulses for the child's development? Do they meet the children's requirements?

Playthings are among the most important products for children, because they can encourage the child's physical, mental, social and emotional development. The essential precondition is, however, that the playthings correspond to certain pedagogical, psychological, artistic and qualitative criteria. I should like to take as example high-tech games as a branch currently very much in fashion:

A trend toward increasing purchases of high-tech games is not at all reflected in the statistics coming from the Latin-European sphere of influence. But German, and even more so English, wholesalers are reporting sales advances with high-tech-games such as video-games, chess-computers, PC-programs and home-computers. This is all the more astonishing in view of the children's own accounts placing such games at the bottom of their own list of preferences.

Interest in computers increases with increasing age: 6% of the 11-12 year-olds becomes 24% for the age-group "13-15 years old". It is nevertheless very important to children and adolescents to meet with friends, to participate in sports and to play games together with others. None of these needs can be met by high-tech-games. Scientific studies, still in the stage of infancy, show that the development and design of electronic games is above all determined by the state-of-the-arts in electronics and not concerned with improving the dynamics of play.

Experts on the topic of "play" agree that the new media engender the following dangers for children:

- 1) These games have the character of an open invitation to play. They seem to make a promise that they don't keep. Their play-value is disappointing. This is often true of the electronic board games whose value in play-dynamic terms does not exceed that of the conventional version, as, for example strategy-games, Monopoly, and the likes.

- 2) The electronic dexterity games are virtually a lesson in essential patterns of our highly technical achievement society: adaptability, obligation to perform, stress, and isolation. The tasks usually require fast reactions, concentration and performance enhancement while they are attuned to competition. Many of these games demand that the player continuously improve his own performance, up to the point where he cannot improve any further. Such performance demands quite a large amount of tolerance for frustration and keeps the player in a state of high tension. But there is no balancing factor; the player does not have any possibility to react physically to let off steam. Long sessions at such activity can lead to stress reactions (Fritz, 1982/83).
- 3) Often the object of the game is to shoot down, destroy, beat and defeat either the game itself or the partner. The object of the game is not to play WITH someone, but, if it even incorporates an actual second person, then the object is to play AGAINST that person.

Factors which speak positively for high-tech-games are the following:

- Young people can use micro-computers and home-computers to learn programming, for example, something like a schedule for the electric train. They can also learn to solve practical problems with the help of the computer, like tailoring the home thermostat to the actual needs of the household and helping to save on the heating bill while conserving energy. There are many such uses.
- With a good assortment and instructions, young people gain an understanding of electronic principles by experimenting with an electronic building set.
- It is theoretically possible to conceive of group games being outfitted with an electronic element which could

enhance the value of the game, but this is at present rarely the case.

This kind of game should be reserved for those children who are already at least 10 years of age (as recommended by "Play Well. Association for Children's Play and Toys", GFR).

For such reasons I should like to present an appeal concerning the development of toys in the future:

3.2. More Finely-Tuned Awareness When Designing New Toys - Awareness of the Different Developmental Needs of Children of Different Ages and Origins

One such welcome development in highly industrialized countries is the present trend toward considering children as persons in their own right, being considerate of their wishes, interests and needs, being aware of the child's own, unique personality [Rerrich, 1986 - In: R.Gisser et al. (Eds.), 1990].

According to "The Convention on the Rights of the Child" adopted by the General Assembly of the United Nations, 1989, Art. 29,1.(a).

"... The education of the child shall be directed to the development of the child's personality, talents, and mental and physical abilities to their fullest potential."

This development is reflected in contemporary legislation in many countries, for instance sociopolitically, in such provisions that child-directed violence in the home is punishable by law. Public prosecutors are being especially entrusted with the defense of children, and special children's telephone "hot lines" to counselors are now available in many areas, to name a few of these innovations. In Germany, specialists in questions concerning children have been appointed to the Bundestag (Parliament) in order to achieve better representation for children in society. Now there is even talk about setting up a National Council for Children in that governing body (cf. Spielmittel, 1990).

Industry will also have to adapt to these trends in modifications in attitudes towards children by monitoring the changes and by seeking the advice of experts knowledgeable about the needs and interests of the target group when developing new products. Playthings should be designed as a catalyst for various facets of the child's development. Some examples to illustrate the point:



1. Toys can encourage gross-motor development, viz., running, climbing, jumping, throwing... or fine-motor development, i.e., activities like drawing, writing, "pick-up-sticks", handicrafts and so on...





1. Play can stimulate creativity, manifest in divergent thinking, defined as: an ability to find different solutions to one problem which has no pat and standard solution. Activities using building materials or constructor sets, painting, language games - all encourage divergent thinking. Creativity can only be stimulated where there is something to "create" in the materials. If everything is pre-determined, there is nothing left for the child to expand upon. Sometimes a suggestion is far superior to a complete solution!





3. Toys can contribute to social and emotional development. Dolls and stuffed animals, but also cooperative games, various role-taking equipment, and group games belong in this category.



4. Toys can also stimulate mental activity: perception, memory, thinking processes, language - to name major areas of cognition.



4.1. A Further Danger Is Seen in the "Depersonalization" of the Child as an Effect of Cliché-like Industrial Products

Media educators, psychologists and pediatricians point out tirelessly that the mass-production of TV-series, videos and children's cassettes lead to depersonalization and uniformity (Hoffman, 1990). Many TV-series are so-called "canned" mass-products which are available to children literally all over the world. However, in the processing, these series have estranged themselves from the original product so entirely that there is little left of the author's personal style, nor of any trace of the country of origin. The corresponding series of mass-produced play figures is also universally available. And these figures furthermore convey clichés like the "good" blond figure and the "evil" dark-haired one, as portrayed in so many series, and then carried over and distributed to a wide public in the matching toy sets.

A well-known Swiss pediatrician, St. Herzka (1977) even has spoken of a "depersonalization" of the child and maintains that there are few dolls and play figures now available which allow the child to play out his (or her) personal emotional and social conflicts. Personal relevance, or an individual shading is not given consideration by many industrial products. To quote Herzka: "Our society is offering restricted or pre-fabricated models for every expression of feelings and conflicts, models which supplant one's own experience" (p.7). He sees this as a reason for the rise in psychic disorders of the child.

Thus, a second desirable development would be the following:

4.2. Videos, Children's Cassettes, Children's Books and Toys Should Reflect the Cultural Relationship between the Past, the Present and the Future in Any Given Country or Cultural Community

The ideological influence of the USA, Europe and Japan mainly determines the commercial market for children's products all around the world. The various cultural differences and characteristics should be given greater consideration and be incorporated into the products manufactured for children.

According to "The Convention on the Rights of the Child" adopted by the General Assembly of the United Nations, 1989, Art.29,1.(c) "... The education of the child shall be directed to the development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilisations different from his or her own" (p.9).

The Swiss committee for the UNICEF has a collection called "Games of the World" which was published in 1975. Children from all over the world could get to know about each other and about different ways of doing similar things (thus also encouraging creative thinking) by having such materials to use.

5.1. Commercial Interests and Profit Orientation Are Given Disproportionate Priority in the Design and Advertisement of Industrial Products for Children

In the USA and Europe, worried educators are concerned about how children are being coaxed into overconsumption, mainly in the form of television viewing and related, matching toys. The impressions and experiences which are raining on the children day after day are neither mentally nor emotionally digestible. The TV-series prompt the children to ask for the matching play-sets which themselves are soon outdated (and need to be replaced by the next sets, which are currently the craze). The lifespan of figures presented in multi-media systems is 5 years at the maximum. Within this period, the high costs of their development, the market analysis, manufacture of the mould-machines and the advertising have to be amortized - and a profit made. These toy-fads are by definition short-lived and a poor substitute for the toys which children really need for

their healthy development, such as erector-, physics-, and chemistry-sets, models to put together, learning games, cognitive games, cooperative games, etc. And they do substitute them - for rarely is it a question of "AND" but much more often a question of "OR", if only for financial reasons!

A third appeal is therefore in the following direction:

5.2. The Physical and Psychic Health of the Children is More Important Than Commercial Interests

Children should not incessantly be subject to the consumption of fleeting, momentary fads. Of course, this is primarily the responsibility of the parents and guardians. Children should be given durable quality products instead of short-lived toys destined to be thrown away.

In the future, manufacturers will have to take the International Safety Standards into account. In many cases this will mean improving the quality of the products and ensuring that the physical well-being of the children is not endangered by the product.

Safety norms for children's toys are currently being updated in Western Europe and a uniform code for the entire region is in the final stages of development.

Safety standards can apply in two different ways:

- 1) at the national level: each country can develop safety standards for toys and these standards must be anchored in national legislation.
- 2) at the international level: fifteen years ago work began on developing uniform standards for the EEC. It took until 1988 for the safety standards to be ready and accepted. As of the end of last year (1989), these standards are binding to all European Economic Community member-countries. They replace the national standards in these countries. All EFTA countries collaborated in

drawing up these standards and they have also adopted them. Thus, these new standards apply to all of Western Europe, for its 350 million inhabitants.

Parallel to this work, world-wide ISO-Safety-Standards (International Organisation for Standardization) are being developed. Proposals for 3 areas have been drawn up. The current draft reads as follows:

Draft: ISO/TC 181, Safety of Toys

Part 1: General properties, packaging and labelling

Part 2: Mechanical and physical properties

Part 3: Flammable properties

For the time-being, no conclusive agreement has been reached concerning adoption of this ISO/TC 181 draft. The matter is currently under discussion. The ISO-Secretariat in Denmark is sending the EN-standards to all ISO-members along with the proposal that these EN-standards be adopted as those of the ISO by its members.

EN71, Safety of Toys:

Part 1: Mechanical and physical properties

Part 2: Flammability

Part 3: Migration of certain elements

Part 4 concerning chemistry sets and Part 5 on plastic models for construction are presently being worked out.

The EN71 exists in 3 official versions, in English, French and German.

Field of Application:

"The standard applies to toys for children, being any product or material designed or clearly intended for use in play by children of less than 14 years of age. It includes specific requirements for toys intended for children under 36 months of age" (EN71, 1988, Part 1: p.4).

Children under 3 years of age are considered especially vulnerable and endangered because they customarily investigate

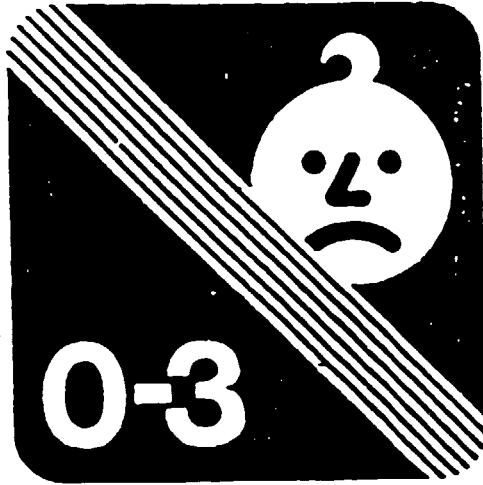
their environment with their mouth. What they can grasp they put into their mouth. This fact is documented: the first peak in the international age-specific accident statistics is found in the age-group "1-3 years". Then the peak subsides. In the following years the accident risk declines, until the next peak which is registered around the time of puberty.

The discussion of how to label toys for children under 3 years of age has been widespread. Should the labels include warnings or, rather, positive pictogrammes? A CEN-Secretariat proposal ("CEN": European Committee for Standardization) exists for graphic symbols for age labelling (CEN/TC 52 N316, 1989). The purpose of the symbols is to inform the user that the toy is not suitable for a child below a certain age (cf. Figs. 1 & 2, below).

Figure 1

PROPOSED PRESENTATIONS OF FACIAL EXPRESSION IN THE AGE LABELLING SYMBOL

PROPOSAL 1



PROPOSAL 2



PROPOSAL 3

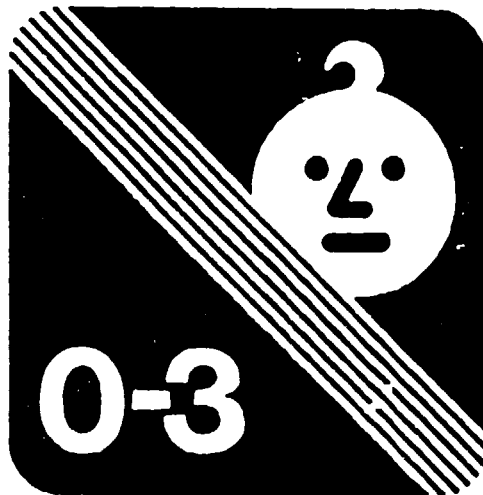
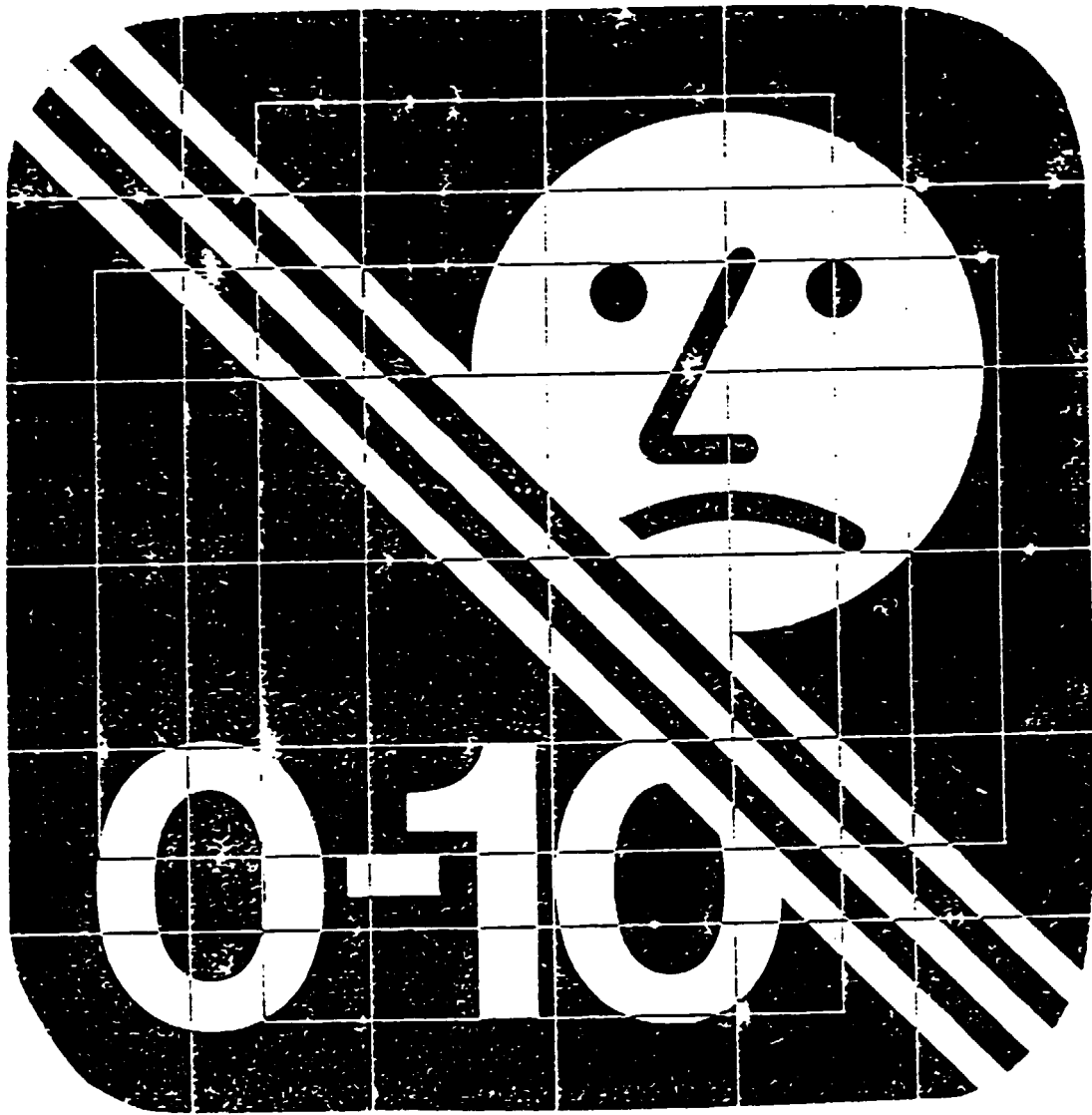


Figure 2



ISO/TC 181-Safety of toys, Annex B
Proposed original design of proposed symbol
in black on white background.

5.2.1. A short survey of the current state of development and the validity of the safety-standards of toys for children

The EN71 safety standards are, as stated, valid for members of the European Economic Community as well as those of the EFTA, that is, for all of "Western" Europe: This, in everyday fact, automatically includes all supplier countries in these binding limitations. The EN71 has integrated all of the most important US-safety-standards in order to simplify a future coordination. The present intention is to try out the 3 ratified parts of the EN-safety-standards over the course of the next 3 years and then, if found necessary, to revise them in 1993-1994.

Since the supplier countries in the Far East accept the EN-safety-standards and there are no essential contradictions to the US-safety-standards, it is expected that world-wide consensus will be reached by 1995-1996.

The following wording caused much debate during the development of the EN71:

"Allowance should also be made for normal or reasonably foreseeable use, bearing in mind the normal behaviour of children who do not generally share the same degree of care as the average adult user" (EN71, Part 1, p. 3).

* On this point, the price was accepted as a decisive feature in all discussions. It goes without saying that a cheap product does not last so long and that parents or guardians must throw it away, if only for considerations of safety. It was also the consensus that more expensive items must be more durable" (Bambach, 1988).

These considerations give the juridical cue that the manufacturer shares the responsibility for toy-related accidents with the parents and/or guardians and that defective, dangerous toys must be removed by the parent or guardian.

A word on the vital point of certification according to the safety standards for toys:

1) The guideline allows for self-certification. This is a confirmation of norm-conformity on the manufacturer's own

responsibility. This is the most liberal form of solution, under which the manufacturer or importer must himself make sure that the particular toy conforms on all points to the EN71, Parts 1, 2, and/or 3. A multilingual, uniform set of forms covering all demands of the safety-standards was developed as aid for this very purpose.

The initial inspection can be carried out by the manufacturer in simple cases; for more complicated products, the manufacturer will have to consult an authorized inspection station.

2) The second possibility recommends that the toy manufacturer demand a voucher or certificate from the station of origin which is legally binding and attests to the fact that the materials delivered meet the standards set in the EN71 (Bambach, 1988).

This is especially necessary in the case of

- heavy metals in paints
- inflammability in stuffed animals, and.
- migration-values for color-dyed synthetic materials.

3) Manufacturers, importers and dealers in the EC- and EFTA-countries are obligated to carry on a running inspection, to inspect regularly, to make sure that the production and delivery continue in the (presumably acceptable) manner ascertained at the time of the initial inspection. This requirement for product-safety-checks ("delivery as usual") requires an internal program and system for quality control right at the company.

Adjustment to safety standards should not be considered an added burden to industry. Building in continuous quality controls avoids rejects, overtime, seconds, and complaints out in the marketplace - all associated with added costs. Further, the critical weak points in a production, delivery, etc. line catch the attention of those responsible and can be detected early, allowing for weaknesses and shortcomings, for instance,

flaws in construction, in the methods or in the management to be attended to swiftly, rationally and with the lowest possible outlay.

Certification is via EC-label as shown below (Fig. 3):

Figure 3

E C S Y M B O L

The EC SYMBOL consists of the figure shown below and the two last digits of the year in which the symbol was attached.



The various elements of the EC SYMBOL must be approximately the same height: minimum height = 5mm.

6.1. Products Manufactured for Children Often Have the Character of Identification-Models Who Are Rewarded for Aggression and Violence

TV-series, videos, audiocassettes, books, and toys time and again portray so-called "heroes" who solve problems quite successfully by means of fights and brutality, winning over their adversaries by using weapons.

The justification for these products is almost always based on the rationalisation that children can ventilate their own aggression and pent-up frustration vicariously by identifying with the heroes. Even the scientific debate has two opposing factions facing one another: The one group considers aggression to be inherent to man. These scientists are of the opinion that children can "free themselves" of their aggressive inclinations through play (Dollard et al., 1939; Megargee & Hokanson, 1970; Moustakas, 1959; Büttner et al., 1988).

In opposition to this we can put forward the investigations that show that experiencing aggression vicariously via TV, in films or video in fact has the opposite effect: It actually enhances aggressive behaviour (Feshbach, 1956; Retter, 1979; Einsiedler et al., 1987). Research in learning theory is based on the premise that aggressive behaviour is not congenital and inherent but rather that it is learned. There is a tremendous body of research carried out in the USA on what is called learning by imitation or "model-learning". The results based on this research are confirmed time and again: by observing aggressive acts, children's aggressive behaviour is not only triggered but even enhanced! (See Bandura et al., 1963; Lovaas, 1961; Noble et al., 1970.)

By studying the relevant investigations one can conclude with a fair amount of confidence that playing out and working off aggressions is most likely to happen as part of those games which leave room for the child's imagination and his own ideas. This means that those games which have the least amount of pre-structuring are the ones best suited for this purpose: kneading materials such as clay, costume material (make-believe dressing

up), and the old stand-bys sand and water, as also games incorporating physical exercise. Pre-formed figures with weapons, suits of armour as well as military vehicles most likely encourage children to learn aggression and fighting (Hartmann, 1988).

According to the opinion of the Swedish National Board of Education "one should distinguish between war games and war toys. The former can and do exist without the latter. Anti-war toy actions ... do not oppose "unarmed" war games. They must be accepted as a natural and generally harmless element of children's play which releases energy and possibly aggression. The real opposition is to the production of war material and weapons, which ultimately means that society and the adult world sanctions weapons. war and killing to resolve conflict," in the words of Thelin, 1986 (p. 510).

Compared with video and television violence, war games and war toys seem to be a rather marginal problem. "The existence of war toys, however, confirms the view that war and violence are natural and inevitable components of human life and, what is more, are something that can be used for play and entertainment. In other words, the war-toy problem has an ethical aspect, which is equally as important as the probable results from psychological and sociological research. Action and initiatives against war toys deserve everyone's attention and support," (Thelin, 1986, p. 510).

Nowadays, political organisations, consumer representatives and youth organisations regularly initiate campaigns against toy weapons such as rifles, swords, rockets, or even laser-beamers, and figures equipped with such things.

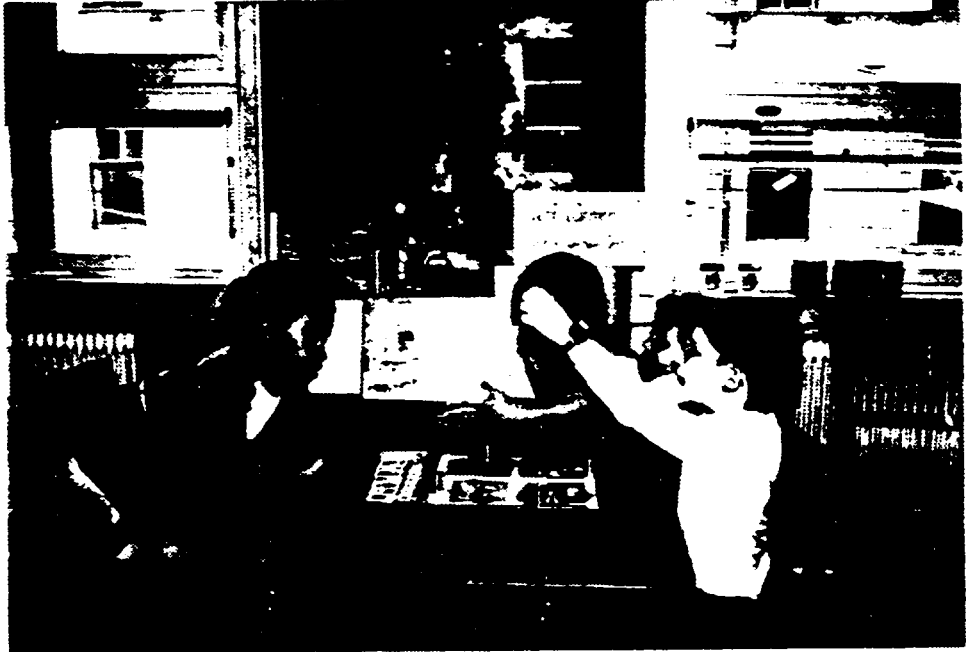
Voluntary self-restrictive guidelines for toy dealers have been put together in some European countries such as the GFR and Austria as the result of cooperation between the governments, toy dealers and consumers' organisations. This agreement with the toy dealers to eliminate war toys on a voluntary basis via gentle persuasion is in the case of most governments in Europe the wiser and more effective way to approach the goal than to issue an import-ban law.

A fourth appeal addressed to toy manufacturers is therefore the following:

6.2. Products for Children Should Be Models for their Identifying with Tolerance and Cooperative Behaviour and Offer Peaceful Strategies for Resolving Conflicts

According to "The Convention on the Rights of the Child" adopted by the General Assembly of the United Nations 1989, Art. 29,1.(d): "... The education of the child shall be directed to the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of the sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin" (p. 9).

At a time in history when even the super-powers are negotiating disarmament and are making compromises in order to secure world peace, the media, in the broadest sense of the word - TV, videos, children's books and playthings - should invite children to invent and learn peaceful problem-solving strategies. Certain characteristics and capabilities are prerequisites for such behaviour: tolerance, trust, confidence, frustration-tolerance, willingness to talk things out, and self-efficacy, that is, having confidence in being able to master difficult and/or unpleasant situations firmly, rationally - and satisfactorily. Children should be getting models for such behaviour in the films, playthings and children's books available to them (cf. illustration, below).



Children playing a "cooperative game".

Reports on Increases in Sales of Non-Violent, Safe Toys



LEGO: an example of a profitable,
non-violent, safe toy

The industrial manufacture of non-violent toys can also be profitable. Three examples are given:

LEGO sales to retailers around the world increased a good 10% in 1988; in 1989, even 15%:

	1988	1989
- Increase in Europe:	11%	14%
- Increase in USA:	6%	15%
- Increase in the other foreign markets	12%	14%

(Greatest gains were 30% in the markets in the Far East: Republic of South Korea, New Zealand, Singapore, Taiwan and Malaysia.)

LEGO products are sold in approximately 60,000 stores in 115 countries. LEGO was patented in 1958 and since then one can safely say that 300 million children have played with LEGO.

According to LEGO spokesmen, the group's "deep respect for children's needs and developmental possibilities is now as before the basis of the continuous development and extension of the assortment, which itself makes many new forms of construction and play possible." (LEGO-Group, 1990, p. 9).

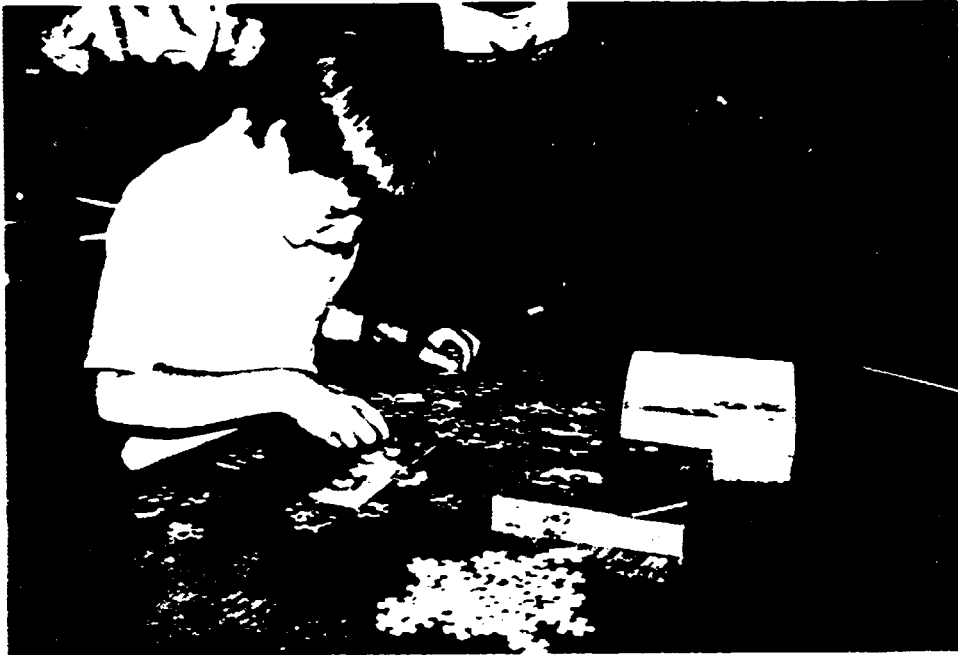
Since 1988 these products are available to kindergardens, schools and other educational institutions in a package called the "LEGO-Dacta-Programm". The didactic character of this educational medium is emphasized in the name. Sales of this educational program are taking a positive course, especially in the USA, where sales increased 50% in 1988 and 40% in 1989.

The manufacturers have also registered stable growth and high rates of capacity utilization of all factories in Denmark as well as at the foreign sites. In Seoul, the factory, which is primarily programmed to supply the domestic market, was enlarged by 600m² in order to meet the strong increase in demand.

For many years now special attention has been paid to safety-features in the manufacture of LEGO-products. In January, 1990, a special pamphlet was put out by LEGO on the safety-standards they set for their products. This pamphlet allows insights into the stringency of these standards, the inspection methods and the supervision of safety at LEGO: "All members are instructed and obligated to treat toy safety with highest priority" (p. 15). In LEGO production, the safety of the product is considered an integrated part of the concept "quality".

O. MAIER, RAVENSBURG in Germany enjoys world renown for the peaceable, educational toys it makes. These products are highly regarded by educational institutions and belong to the standard repertory in kindergardens, schools and the like. This West German company had returns equivalent to \$140 million in 1988 and \$160 million in 1989 from all domestic plants and foreign

subsidiaries. That meant an increase of 10% (Spiel, Sport und Freizeit, 2/1990). See the illustration, below.



Ravensburger games are important educational tools
for kindergardens and schools

A third example is the Austrian company BERG, TIERE MIT HERZ. Berg & Co. manufactures furry, stuffed animals and has annual returns equivalent to more than \$3.3 million from the business in non-aggressive, safe toys (Broschek, personal communication, March 19, 1990). Berg even has a subsidiary in the Republic of South Korea (see illustration, below).



Berg toys represent non-violent, safe toys of high quality.

7.1. Play and Toys Are Granted Too Little Prestige in Public Opinion

"Play is one of the most underrated human activities, especially in those cultures where high demands are made on the time-budget of its children, whether for the reason that children are regarded as cheap labour or whether, as common in highly developed cultures, the children are subjected to intensive training and learning stages. Such cultures tend to consider children's play a nuisance." (Rullett, 1998). In most societies, only pre-schoolers are allowed the "luxury" of play.

Thus, the fourth appeal:

7.2. Increase the Status of Play by Incorporating it into the Educational Process at School

In recent years it has been possible to observe attempts to integrate play as a form of learning into the elementary school curriculum. Today researchers working on the topic of play agree that basic learning processes are carried out by means of play, processes which cannot be dispensed with at school. In Germany, a project was run in the scholastic years 1980-1982 which tested the use of playthings in the first grades of elementary school. The project was so successful that these playthings are now part of the standard stock of elementary schools in the Federal Republic (Retter, 1984).

In Austria (Europe), a longitudinal study over the scholastic years 1983/84 to 1987/88 with 500 elementary school children was conducted by Hartmann. Half of the sample had no toys available. The results spoke clearly: free-choice play as part of the elementary school curriculum promotes contentment with school, a cooperative attitude towards the teacher, creativity and an intrinsic motivation for learning (Hartmann, Neugebauer & Rieß, 1988; Hartmann, 1989).

Playthings are now also acknowledged as educational tools in the Austrian elementary school system. In 1989 play was assimilated into its curriculum as a form of learning. (Cf. illustrations, below!)



Free-choice play as part of the elementary school curriculum promotes contentment with school, cooperation with the teacher and creativity.





Even 9-10 year-olds like to play at school!

Now educators in the developing countries are also realizing that it is short-sighted and poor policy to exclude play and toys from formal learning processes. Some years ago an 'African conception of play' (Combe-Krou, 1966), was developed where play advances from "gratuitous, aimless activity, without any impact upon real life" to "an essentially human activity, which is why it contributes to man's education" (*ibid.*, p. 449f.).

A further reason for the realistic possibility of increasing the prestige of toys is the fact that the steady reduction of working hours in the industrialized countries leaves adults with more leisure time, time during which they have the opportunity to play with their children. Thus, playthings must also be attractive to adults and can take on the role of intermediary between generations. A necessary condition for this, that playthings - like books - have to be

status of educational tools, depends upon the quality of the products available. Toys must stimulate the child's development, give impetus to the child's learning processes and facilitate the child's assimilation into his society.

8.1. Quality Products Are Too Expensive for the Underprivileged

Playthings in high-quality material, carefully crafted and having no health-risks attached to them are usually expensive! But children from low-income families get - if at all - cheap, poorly made, short-lived products without any educational value. If one accepts that playthings are educational tools, one must also concede what this means: underprivileged children are already exposed to educational deprivation in the first years of their lives and have by definition poorer chances for the future. This is all the more true for children in the developing countries who have no or only poorly crafted industrially manufactured toys.

Thus, a sixth and last appeal:

8.2. Quality Toys of Educational Value Should Be Available to Children from All Strata of Society and All Nations

The following measures are necessary before this appeal can be translated into reality:

- 1) Children and youths must at least have access to educational toys at public institutions such as day-care-centers, schools, children's organisations and youth clubs.
- 2) International organisations, UNICEF or UNIDO for example, can offer assistance in the development, manufacture and distribution of educational products for children.
- 3) Parents must be made aware of the significance of these products for the formation of their children's personality and their educational future.

8.2.1. Model for educational and financial support to supply children with educational toys, worked out by UNIDO

In 1988 the United Nations Industrial Development Organisation (UNIDO) started a study on manufacturing educational toys for the government of Egypt. According to the findings of this study, the following recommendations have been worked out:

- a) to promote 222,000 children's development in 3000 day-care centers maintained by the government by providing the centers with educational tools designed to foster the children's cognitive, social and physical development, thus better preparing them for school, and,
- b) to support private industry, thus enabling it to fulfill the demand for educational, non-violent and safe toys and gradually establish a viable self-supporting industry (UNIDO, 1989).

This example should go to show that playthings are being acknowledged as educational toys at the international level and their financial subvention considered worthy.

8.2.2. Models for adult education on play and toys

Supplementary to such financial support it is nevertheless essential that parents and guardians be made aware of the meaning of playthings, books and so forth for the education of the children under their care. Only then will they understand that they must encourage their children in this educational process.

Multimedia programmes are exceptionally well-suited toward achieving this goal, whether they be

- a series of TV- and radio programmes
 - books and brochures which give practical advice
 - exhibitions of educational toys, children's books, etc.,
- or,

- group meetings planned by organisations for adult education.

"Play - Cornerstone of Life" - an example for a multimedia programme for adult education on the importance of play and toys

"Play - Cornerstone of Life" was developed in Austria as a package comprising 7 separate films. The programme was broadcast in Austria, Switzerland, Germany and Egypt (English version). Each of the seven films lasted for 25 minutes. The seven topics were as follows:

- 1) The importance of play for the baby
- 2) Play and movement
- 3) Play - a reflection of life and society
- 4) The onset of creativity
- 5) Play and music
- 6) A toy is created
- 7) Play - preparation for school?

There is also a companion book as supplement to the programme (Hartmann, Heginger & Rieder, 1989).

The authors of the multimedia programme were psychologists, sociologists, a professor of a teachers' training college, a sports teacher, architects, and music & arts teachers. The programme was financed by the Austrian Ministry of Education, the Arts and Sports. This programme was transmitted via TV to all German-speaking countries in West Europe and reached an audience of about 5 million people. The programme has been broadcast via TV not only once but repeatedly. These films are in frequent use by institutions for adult education and are part of the standard program at schools training kindergarden teachers, social workers, day-care and after-school personnel as well as elementary school teachers.

Another part of the programme was a toy exhibition which was brought to all parts of the country (see illustration, below!).

----- " -----, Seventeenth "Play Well" Catalogue. 2000 tested toys, games, materials for every age-group. with descriptions. prices and catalogue of manufacturers. Ulm. GFR. 1988.

----- " -----, Environmentally Friendly Toys - What does that mean? How can we contribute? Ulm, GFR, 1989.

Austrian Federal Ministry for Education and the Arts: Calendar of Toys. Vienna, Austria, 1974.

Working Cooperative "Playthings" of the Federal Chamber for Trade and Industry and the "Austrian Working Committee for Good Toys: Toy Schedule. Vienna, not dated.

The Working Committee for Toys, Bamberg, GFR. has brought an exemplary Action Association called "More Time for Children" into being. The goal of this association is to encourage parents to play more often with their children. The association enjoys the support of toy manufacturers and dealers - to the extent of \$600,000 annually. This budget covers the expenses of regularly-held information forays to informal settings to animate parents to play with their children. This public relations' work takes place where parents are found with their children: in the train, at train stations, at garden shows, where the circus pulls up its tents, on the playgrounds and at similar gathering places.

A further initiative of the "Working Committee on Toys". Bamberg, Germany, is the organisation of a competition for journalists on the theme entitled "Discover the World of Play". One thousand dollars is annually available to be awarded to journalists who have authored an essay, report or media-programme on the topic "Play" or "Playthings".

All of these publications and activities serve the purpose of conveying to parents and guardians the significance of play and toys to the development of their children's personality as well as making all age-groups, young and old, aware of the significance of play simply as a means of enjoyment.

9. SUMMARY

In concluding, it can be said that state institutions, parents, guardians and educators are increasingly willing to rank toys among the educational tools, as long as the toys fulfill the following conditions:

- that they provide the child with an impetus for the development of his/her personality,
 - that the toys be non-violent in nature, and,
 - that they meet the European Safety Standards.
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10.

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Reference for the photos:

The photos on pages 4, 5, 19, 20, 21, 37, 40, and 47 are taken from

Hartmann, W., Heginger, W. & Rieder, A. (1989) Spiel-Baustein des Lebens. 6. Auflage, Vienna, Austria:TR-Verlagsunion.

APPENDIX

SCHEDULE FOR DR. HARTMANN IN SEOUL

May 1-10, 1990

May 1 (Tue)	Arrival (Dr. Hartmann TG626 19:20)
May 2 (Wed)	
11:00	Press Conference
21:00	Dinner with Mr. Diaz, discussing the programme
May 3 (Thu)	
10:30-11:30	Visit Toy Street in Dongdae-mun area
15:00-16:00	Factory Visit (Chosun Int'l. Inc.)
18:30 -	Dinner with leading toy manufacturers and the Austrian Ambassador (hosted by UNICEF)
May 4 (Fri)	
10:30-11:30	Visit Korea Inspection and Testing Institute for General Merchandise (KITI)
14:00-17:00	Lecture at Ewha Women's University on the relationship between play and toys for child development
18:00 -	Meeting and dinner with the Austrian Ambassador (hosted by the Austrian Embassy)
May 5 (Sat)	
morning	Visit II. Seoul Int'l Children's Fair
afternoon	Visit show for Children at Lotte's Dept. Store initiated by UNICEF
May 6 (Sun)	free to use at own discretion
May 7 (Mon)	
10:30-12:00	Visit to the Child Development Research Institute. Yonsei University and discussions with child development specialists (professors and graduate students)
14:30-15:30	Visit at factory (Doshin Industrial Co., Ltd.)
19:00 -	Meeting with the speakers of the Seminar
May 8 (Tue)	
11:00-12:00	Meeting with the interpreters
13:00-16:00	Seminar
18:30 -	Dinner with the speakers and panelists (hosted by UNICEF)
May 9 (Wed)	
10:00-12:00	Visit Ewha Women's University elementary school
15:00-17:00	Closing Session of UNICEF Seminar: discussing and completing the official recommendations
May 10 (Thu)	Departure

PROGRAMME

UNICEF NATIONAL SEMINAR ON DESIGNING AND PRODUCING
TOYS AND EQUIPMENT FOR CHILD DEVELOPMENT ON 8 MAY 1990

Place: Conference Room A
Korea Exhibition Center
159, Samsung-dong
Kangnam-ku, Seoul, Korea

Overall Moderator: Professor Yun-Sup Lee
Chung-Ang University

- 13:00 - 13:20 Registration
- 13:20 - 13:30 Opening Address --- Dr. Ralph Diaz
UNICEF Representative
- Congratulatory Address --- Dr. Christian Newman
Senior Industrial
Development Field Advisor,
UNIDO Manila
- 13:30 - 15:00 "Current Trends in the Development of Toys and
Children's Equipment and Their Impact on Child
Development" by Dr. Waltraut Hartmann
- 15:00 - 16:00 "Proposals to Improve Toy Safety: The Experience
of the Consumer Goods Research Institute"
by Ms. Keiko Nagata
- 16:00 - 16:30 Coffee Break
- 16:30 - 18:00 Panel Discussion
Moderator: Professor Sung Jin Lee
Seoul National University
- Panelists: Play Materials and Child Development
Professor Helen Tieszen
Yonsei University
- Toy Safety
Professor Bo-Kyung Song
Citizens Alliance for Consumer
Protection of Korea
- Toy Safety: Case Study of Korea
Ms. Woo-Nyung Kim
YWCA
- Recommendations
- 18:00 Closing



Manufacture of scaffold made at COSMOS conference at 1975/1976.

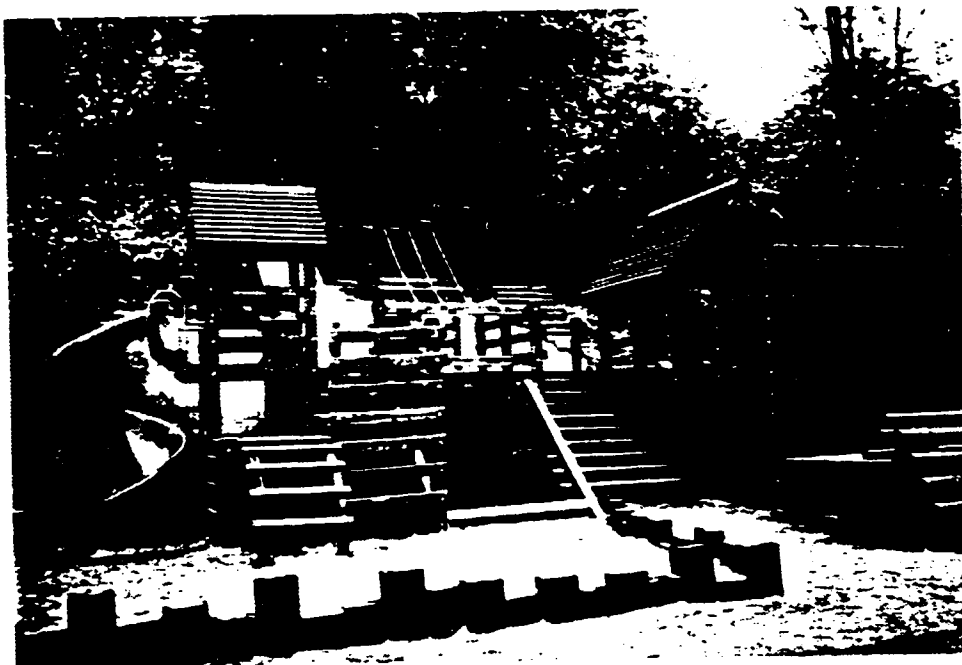


Group of people at the COSMOS conference at 1975/1976
at the COSMOS conference center



Fluorquarten in the Child Development-Research-Institute, Veneziä Universität



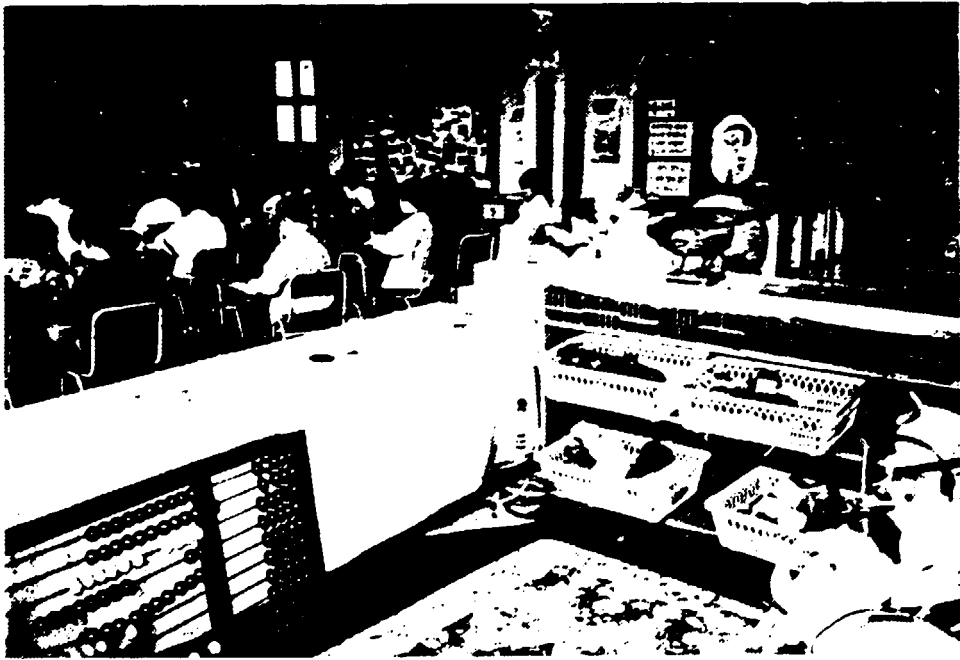


Very well equipped playgrounds at the Child Development Center,
Yonsei University





Elementary school at Evna - Woman's University



... in one single classroom



Photograph of the crowd at the festival -
at the fairgrounds, San Francisco, California.