



PLAY
INTERNATIONAL

PLAY IT HUMAN

2018 ANNUAL REPORT



**“A child has the right
to recreational pastimes,
to play and to engage in
cultural and artistic activities”**

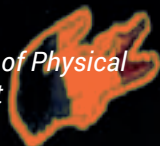
*Article 31 of the International Convention on the
Rights of the Child (UNICEF, 1989)*

**“Sports programs promote
social integration and foster
tolerance, and so contribute
to reducing tensions and
generating dialogue”**

*Report on sport for development and peace
(UN, 2003)*

**“Physical education, physical
activity and sport can play
an important role in the
realization of objectives
for development, peace
and recovery after a conflict
or disaster”**

*Article 11 of the International Charter of Physical
Education, Physical Activity and Sport
(UNESCO, 1978)*



PLAY INTERNATIONAL

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A FEW WORDS FROM THE COACH



Following the creation of several hundred NGOs over the last twenty or so years, the Sport and Development sector has experienced dynamic growth and structuring. PLAY International, a pioneer in this field that has since been joined by a growing number of organisations, demonstrates on a daily basis that sports and games provide tangible and effective responses to social, health and even educational challenges.

Nevertheless, the potential social impact of sport still remains largely untapped and only too often boils down to the question of access to a sports activity, as if that were to suffice. Yet it could be the answer for ever more complex problems. Our experience confirms the idea that sport is only a means to an end, not an end in itself, and as such the intention behind its use is more important than the activity itself.

It is, therefore, urgent to reassess the way sport can contribute to social impact and, especially, how it can take part in the achievement of the United Nations' 2030 Agenda for Sustainable Development Goals.

We, however, want to go further. Just as we did with Playdagogy, we want to invest more in the "Research-Action" of social impact sports. We want to develop approaches that are more systematic, collective and transversal between the different stakeholders, work in a co-creative spirit and finally assess our practices more robustly.

A more emphatic collective ambition adopted by all (public authorities, NGOs, companies) is the only way to accelerate the broad dissemination of innovative methods and solutions that are pertinent to today's major humanitarian, educative, social and health challenges.

Arnaud Mourot,
Chairman of PLAY International



PLAY International

PLAY International is a pioneering NGO working in the field of development and education through sport.

It was founded in 1999 with the core belief that sport is a source of solutions to meet our social challenges.

WORKING TOGETHER FOR SOCIAL IMPACT



Through sport, PLAY International fosters collective solutions to promote the education, inclusion and wellbeing of all. Its action on the ground strengthens its deep conviction that sport is both a right and a means to resolve issues faced by our societies. Since its official creation on 23 October 1999, PLAY International has implemented humanitarian and educational projects in over 20 countries for over 850,000 beneficiaries.

80,073
CHILD
BENEFICIARIES

MAP AND
KEY FIGURES
FOR 2018

- MISSIONS
- SHORT-TERM ACTIONS
- INCUBATOR FOR SPORT & REFUGEES
- EUROPEAN ERASMUS PROJECT
- PERSPECTIVES FOR 2019



HAITI

SENEGAL

LIBERIA

DRC BURUNDI

FRANCE - MAYOTTE

BURUNDI



16,050
child beneficiaries



217
coaches trained

KOSOVO



17,038
child beneficiaries



127
coaches trained

FRANCE



46,985
child beneficiaries



663
coaches trained

HIGHLIGHTS FROM 2018

2019 World Cup legacy 9 host cities, France

Prior to welcoming the 2019 FIFA Women's World Cup, PLAY International, in coordination with the FIFA Local Organising Committee (LOC 2019), embarked on training group leaders and sports instructors in the 9 host cities. In 2018, 4 training courses were carried out, enabling professionals to use sport as a tool to promote equality between girls and boys.

Sport4Youth summer camp project Dojran, Macedonia

Sport4Youth, PLAY International's flagship project in Kosovo, has adjusted its scope and extended its activities in the Balkans, in Macedonia and Serbia. To achieve this, PLAY International has joined forces with two organisations in these countries, Forum 10 and Proficio. A key moment of the

year for the young volunteers involved in the project was the summer camp that enabled 49 of them to meet, exchange and work on subjects such as fighting against discrimination. They were also able to learn new skills for sporting activities.

Access to and continuation of schooling for Burundi children thanks to Playdagogy Bujumbura, Burundi

A workshop presenting the project was organised on 28 June bringing together the representatives of Ministries of Sport and National Education, local associations, financial partners and also teachers and group leaders involved in the activities. Everyone was able to work on the role sport plays in the education of children, and see a demonstration of Playdagogy. In his keynote speech, the Inspector General emphasized just how compatible this method is with the official programme.

Playlab's incubator for sport and refugees Paris, France

The first support week for the sport and refugee incubator at INSEP and Playlab was the first stage in the process of supporting 7 European project developers. Co-financed by the European Commission and Paris City Hall, this incubator was created in the aim of supporting initiatives with the potential of social innovation and replicability. The purpose was to strengthen these initiatives from the 7 different countries, in the aim of increasing their impact in the medium term, of identifying solutions that can benefit all sectors of sport as well as the social and solidarity economy.

Bringing to a close the education project carried out in Kosovo Pristina, Kosovo

PLAY International took advantage of the ceremony awarding certificates to twenty or so educational professionals involved in the project, and the presence of Ugo Legrand, Olympic

medallist in judo, to promote sport as an educational tool in Kosovo. Institutional representatives saw a practical demonstration of Playdagogy in which over 140 children from 3 different towns took part.

"More than an Athlete" with Lebron James Bagnolet, France

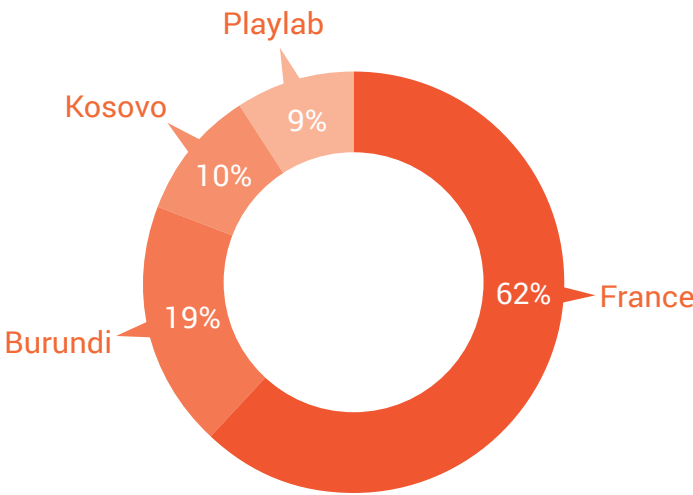
PLAY International was at the side of Lebron James, two-time Olympic champion and three-time NBA champion, as he presented the new basketball court at Bagnolet, renewed as part of his "More than an Athlete" programme. This programme encourages young people to engage beyond their passion for basketball in order to encourage social cohesion and healthy lifestyles while fighting against discrimination.



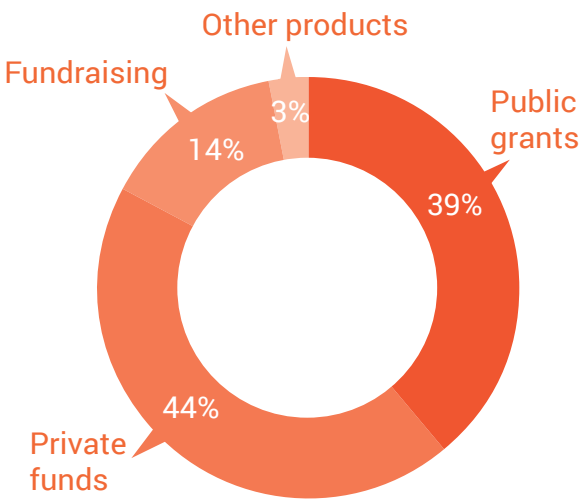
BUDGET

€2,650,286

EXPENDITURE PER MISSION AND PROJECT:



RESOURCES:



FINANCIAL PARTNERS

French Development Agency, French National Centre for the Development of Sport, Local Organising Committee for the Women’s World Cup, European Commission, Française des Jeux Foundation, La France S’Engage Foundation, Laureus Foundation, Paris City Hall, Malakoff Médéric, French Ministry of National Education, French Ministry of Sports, Nike, Shangri-La Hotel in Paris

ADA Austrian Development Cooperation, French Development Agency in Mayotte, French Embassy in Kosovo, Embassy of the Grand Duchy of Luxembourg in Kosovo, World Bank (Kosovo), Canada Fund for Local Initiatives in Kosovo, National Centre for the Development of Sport in Mayotte, Community of the Communes of Petite Terre Mayotte, Carrefour Foundation, Société Générale Foundation, Limak Kosovo International Airport, Ministry of Culture, Youth and Sports (Kosovo), Pristina Municipal Council, Radio France, Regional Youth Cooperation Office in Western Balkans, The Extra Mile-Bloomberg, UNHCR (Kosovo), Unicef Burundi, Vinci Facilities



Social innovation is a collective sport

Playlab is a collective and international structure dedicated to social innovation through sport.

Its role is to foster the emergence and acceleration of solutions using sport to meet societal challenges.

PLAYLAB, FIRST INTERNATIONAL CATALYSER FOR SOCIAL INNOVATION THROUGH SPORT

PLAY International is convinced that sport is a source of social innovation that meets the challenges faced by society. Sport's potential of positive social impact (on social, individual, emotional, intellectual capital) is under-exploited. The scope of possibilities is still very broad.

Building on 20 years' experience in the field, in pedagogical engineering and project roll-out, as well its multiple joint actions with associations, companies, coaches and public authorities both in France and abroad, PLAY International seeks to create an environment conducive to the development of social innovation through sport on an international scale.

Social innovation through sport... so what exactly are we talking about?

By "social innovation through sport" PLAY International means:

- a tangible solution (method, approach, programme, etc.),
- constructed together,
- to meet new needs, and poorly satisfied or non-satisfied needs,
- by using sport as a tool to positively contribute to resolving society's issues.

Sport is used in terms of a game as a didactic tool for education, social inclusion and wellbeing.

Social innovation through sport is not the prerogative of traditional stakeholders associated with this sector: it is driven by all stakeholders wishing to use this tool to meet a need of society.



PLAYLAB'S MISSIONS

Answers to the challenges faced by our societies cannot come from a single organisation. Central to its principles of action from the very start, PLAY International only acts through collective approaches. A key factor to the success of its activities lies in each project launched by Playlab being driven by this collaborative dynamic.

The Playlab community:

Playlab brings together an active community of coaches, experts, project developers, beneficiaries, educational professionals, public authorities, international organisations, companies, universities, sports federations, sports institutions, social economy and solidarity stakeholders, high-level sportsmen and women, etc., to bring new solutions to societal needs that are poorly met or not met at all.

I • INNOVATE TOGETHER

Playlab's levers of action to meet these challenges:

1. Co-create new educational content and approaches:
 - methodology: creating & modelling methodologies that foster the ideation and co-creation of content;
 - educational content: creating educational content dealing with society's identified challenges for new audiences;
 - research-action: bringing together people active in the field and in research to invent new educational approaches through sport.
2. Strengthen and promote solutions:
 - action-research: assess the impact of programmes and educational methods implemented to encourage the continuing improvement of activities;
 - training: integrate initial and ongoing training schemes for stakeholders in education and the sports sector to train tomorrow's stakeholders.

What is action-research and research-action?

The objective is to combine theory and practical application while at the same time developing general knowledge of a subject. The emphasis is not only placed on better understanding of an issue but also on the contribution made to resolving this issue. So this research aims at producing new alternative learning methods through sport, to scientifically consolidate the pertinence of the educational approaches created, to perfect them and enhance their impact. This work is done jointly by a research laboratory, people on the ground and PLAY International.

II • SUPPORTING THE DEVELOPERS OF INNOVATIVE PROJECTS IN ORDER TO STRENGTHEN THEIR IMPACT

Identifying and supporting the men and women promoting social innovation projects through sport in their region. At each development stage, these project developers need specific support that is tailored to the issues they are facing (organisational structuring, pedagogy, financing, impact evaluation, etc.).

Playlab's levers of action to meet these challenges:

1. Design and organise a support programme tailored to each stage of project development. The objectives are to strengthen the educational aspects and project engineering to consolidate what already exists or to roll out the project on a larger scale (spin-off).
2. Disseminate tangible and collective responses identified on an international scale using its networks.

For PLAY International a project developer is?

any individual or organisation that develops a project combining sport and a positive impact on society.

**CONTENT CREATED IS SHARED AND ACCESSIBLE TO ONE AND ALL THROUGH
PLAY INTERNATIONAL'S ONLINE PLATFORMS.**

<http://www.playlab.international/>

<http://fr.playdagogy.org/fr>

FOCUS ON THE SPORT AND REFUGEES SUPPORT PROGRAMME

Today, there are almost 68.5 million displaced people around the world.

Among them, 25.4 million are refugees and over half of them are under the age of 18*. Following the European Union's pledge to support forcibly displaced people, the Member States are still struggling to implement collective solutions. In order to find robust solutions, it is necessary to have a shared understanding of the challenges at stake, which means fostering exchanges between those involved with caring for refugee populations and asylum seekers. A transversal, collective approach can provide solutions to needs that are poorly met or not met at all when it comes to social cohesion. Given this situation, PLAY International sees sport as a support that facilitates caring for these people and also as an opportunity to join forces and enable the stakeholders concerned to work together.

In 2018, Playlab organised the first edition of its support programme dedicated to the social inclusion of refugees through sport. The objective of this programme, which was co-financed by the European Commission and City of Paris, was to support the development of 7 innovative projects from 7 European countries.

Strengthening the skills of these project developers consolidates their actions and medium-term impact, identifies approaches with a potential of replicability and solutions that can be beneficial to all sectors of sport and the social and solidarity economy.

Featuring among the programme's highlights is the intensive incubation week for project developers that took place from 18 to 22 June 2018 at the Institut National du Sport, de l'Expertise et de la Performance (INSEP) in Paris and Playlab's premises. This week-long event enabled the project developers' action plans to be bolstered through workshops dealing with training, ideation and co-creation. There were 19 experts and speakers facilitating exchanges through the week, dealing with subjects such as strategy, project management, financing, educational methods and communication. On Wednesday, 20 June, World Refugee Day, several workshops were organized with refugees: 3 inclusive sports sessions with 39 children, 15 of whom were refugees, and an inclusive football tournament with 42 people, 29 of whom were refugees.

A collective follow-up of projects resulted from this event including webinars, individual monitoring and field visits, in order to support the development of the devised action plans. After the final evaluation, a closing conference was organised at Les Grands Voisins in Paris including design-thinking workshops. A capitalisation report was produced in order to share with as many people as possible the solutions and good practices identified throughout the duration of the programme.

* Source: UNHCR



THE 7 PROJECTS SUPPORTED BY PLAYLAB'S SPORT& REFUGEES PROGRAMME

7 project developers from 7 countries in the European Union were chosen according to criteria of impact potential and degree of innovation.



Aniko, Greece

Use football as a tool for the integration of refugees and access to essential services by organising mixed tournaments and teach them the job of referee so they can organise their own football tournaments. Project based in Thessaloniki.

www.weareaniko.com

"I found the general lessons to first consolidate skills then the individual strategy sessions to be of great help. I feel much more confident and equipped for the next stage of the project and to move forward."

Jess Johnson, Aniko



Bike Bridge, Germany

Prevent isolation and encourage the integration of refugee women by teaching them how to swim, cycle and repair bikes. Project based in Fribourg.

www.bikebridge.org

"The incubator enabled us to discover some super projects and to collectively discuss the challenges and opportunities encountered. We had the opportunity to acquire a great deal of knowledge through workshops, which has enabled us to develop our plans and strategies more effectively for the future."

Lena Pawelke, Bike Bridge



Futbol Mas, France

Restore self-confidence and trust in others through sport for children at a refugee centre. Project based in Ivry-sur-Seine.

www.futbolmas.org/en/france/



INSERSport, Spain

Train refugees to become referees or trainers of 16 sports proposed by the Federation of Catalonia so that they can integrate professionally. Project based in Barcelona.

www.ufec.cat/insersport/en/



Kicken Ohne Grenze, Austria

Sustain sports activities, training courses and job shadowing sessions in the aim of integrating refugees in the professional world. Project based in Vienna.

www.kicken-ohne-grenzen.at



Liberi Nantes, Italy

Restore the self-confidence of refugee women thanks to sport in order to help them integrate. Project based in Rome.

www.liberinantes.org

"The incubator made us do some soul-searching and think about new solutions and ideas. I'm very happy with the input from the programme for our project over this six-month period."

David D'Agnelli, Liberi Nantes



The Welcoming, Scotland

Teach women and their children to swim in the aim of giving them confidence. Project based in Edinburgh.

www.thewelcoming.org

"I will have no hesitation in recommending the experience of this incubator to all project developers working in the sphere of social inclusion of refugees through sport."

Caitlin Rodgers, The Welcoming

PERSPECTIVES

Sport as a vehicle of inclusion for refugees

The 2018 European programme enabled Playlab to better ascertain the challenges of this sector. After working in tandem with the stakeholders, Playlab identified the need to pursue this momentum along two avenues:

- on a European scale, by launching the second phase of the Sport and Refugees Support programme,
- in the Ile-de-France area, by fostering a collaborative approach based on exchanges, sharing and co-creation. The idea is to spearhead a project of inclusion and education through sport for refugee children and teenagers and their families.

The objective is not only to encourage promising initiatives in the sector and support these stakeholders in the co-creation of activities and quality educational content, but also to better train sports instructors working with this public.

Learning how to count while playing

Playlab wants to launch a research-action project at the end of 2019 in order to validate the contribution of sports and games in learning mathematics. This project follows on from a first experiment launched in Burundi in 2016. Faced with the lack of motivation and interest of so many students in this subject, there was a need to develop an innovative learning method that was different and complementary to those being taught in class to count / enumerate and do simple calculations / exercises. Once created, validated and tested, this method can be rolled out from pre-school to primary school. This project will be led by a PhD student, supported by a research laboratory (made up of experts in education science and the teaching of mathematics) and by experienced people on the ground.



Cardio-brainstorming, ideation through physical activity and fun

The concept of cardio-brainstorming aims at devising new forms of active and collective ideation. Several scientific research studies have proven that practicing a physical activity improves our cognitive faculties and optimises our thinking capacity to resolve problems. Here, it is a question of opening new perspectives with regards to brainstorming and co-creation that may be transversally implemented (social and solidarity economy, local authorities, etc.). In the end, the objective is to be able to offer active/fun modules enabling a process to be implemented that ranges from ideation to the co-construction of solutions.

Development of an inclusive Sport & Education incubator in West Africa

Playlab intends to continue its action of co-creation and support for the development of social innovation through sport and play in West Africa. So PLAY International wants to set up a regional incubator/accelerator in order to identify and support civil society organisations (CSOs) in the aim of strengthening innovative projects encouraging education, inclusion and professional integration through sport. The idea is to support the structuring and promotion of the local ecosystem, identify innovative ideas, support project developers in order to consolidate what already exists or to roll out the project and share initiatives with a high potential for far-reaching spin-off.





ENDORSEMENT



Each time I talk to backers, I remind them just how important it is to strengthen capacities. I think that Playlab's programme is a great example to show that this can be achieved in an interesting and fun way. In my opinion, the main successes of the programme were: bringing together project developers, giving them the opportunity of thinking together about key issues, tackling in concrete terms some of their challenges and empowering project developers. PLAY International provides a high degree of expertise in the fields of pedagogy and methodology. This is absolutely essential, particularly for emerging projects.



Kat CRAIG, Founder and CEO of Athlead, consultant in social change & positive impact through sport in Europe, former human rights lawyer specialised in the rights of refugees. Expert external consultant for the support programme for the social inclusion of refugees.



On the ground

BURUNDI

Ranked 184th out of 188 countries in the HDI classification, Burundi is one of the poorest countries in the world. Education needs are immense in this country where 1 in 2 children do not complete primary education. In this context, where sport has been decreed “a vector of national reconciliation” by the government, PLAY International intends to convey messages of health and safety, and raise awareness on how to live together better, such as fighting against discrimination and promoting gender equality, so that all children can benefit from an active and inclusive education. Thanks to a network of 210 trained educational professionals, PLAY International works with several thousand children, especially the most vulnerable, in 15 different localities.

PRIORITY REGIONS



In Bujumbura:
34,063 participations per month
66 group leaders, 12 teachers

In Rumonge, Matana and Gisozi:
8,759 participations per month
42 group leaders, 6 teachers

Provinces of Kayanza and Buzanza:
5,768 participations per month
26 group leaders, 4 teachers

**Province of Rutana
(Bukemba, Giharo, Rutana):**
6,608 participations per month
29 group leaders, 6 teachers

**In the province of Makamba
(Nyanza Lac):**
6,696 participations per month
27 group leaders, 2 teachers
460 children who had dropped out of school
currently returning to the classroom



15,000

child beneficiaries in Burundi



1,05

child beneficiaries in DRC



27

teachers trained

190

group leaders trained

84

secure intervention areas
in the country, 15 youth centres
twinned with 15 schools

21,000

socio-sports sessions
rolled out

THE EDUCATIONAL APPROACH

School environment

The aim of work carried out with teachers within the school environment is to create the right conditions to keep as many children as possible in school. During the 2017-2018 academic year, 27 teachers were trained in Playdagogy so that they could provide sessions within the framework of Physical Education and Sports lessons. Nearly 1,000 students in Cycles 2 and 3 (ages 8 to 12) enrolled in 15 Burundi schools were thus able to benefit from this new approach to sport in school. At the same time, the Burundi mission's educational team co-created a new Playdagogy kit for students in Cycle 4 (ages 12 to 16) to extend the scope of intervention up to the end of fundamental schooling. An appraisal was carried out over several months with the teachers, the children aged between 12 and 16, and various educational professionals. Six new Playdagogy sessions were created to meet the challenges of schooling faced by the adolescents. Sessions dealt with the importance of school, the benefits of a respectful and supportive atmosphere between students and gave guidance on sexual and emotional health. This kit for “Success at School in Cycle 4” will be rolled out in 6 Burundi schools commencing the start of the 2019 academic year.

Out-of-school activities

A qualification training course for socio-sport group leaders, held at Youth Centres, was launched in 2018. The group leaders follow a process made up of three training courses and their skills and conduct are assessed throughout the process. In 2018, 4 training sessions were held and 85 group leaders were enrolled. The first group leaders will receive their qualification certificates in the summer of 2019. A series of 8 socio-sport sessions created on the themes of respect (4 sessions) and cooperation (4 sessions) were also disseminated in 2018.

Access to and continuation of schooling for Burundi children with Playdagogy (AMEP)

Initiated in 2016 in 15 localities, backed by the AFD and UNICEF, this project has been raising awareness through Playdagogy of the importance of school among 15,000 children and fighting the discrimination they face. The project aims to change the performances and behaviours of children – especially the most vulnerable – in order to bring them back to school and keep them in school. Continuing these efforts, PLAY International has rolled out and consolidated its non-formal education activities, provided in 15 Youth Centres, and formal education activities in the schools twined with these centres.

In 2018, the "bridge" mechanism between the formal and non-formal sectors was established with the setting up of various spaces where stakeholders can discuss: "mixed educational meetings" bringing together the group leaders and teachers in order to encourage collaboration and exchange experience feedback; meetings of educational professionals to monitor any children identified as being on the verge of dropping out of school and/or presenting other types of vulnerability, and so ensure that any necessary steps are taken to deal effectively with such cases.

A partnership with Bibliothèque Sans Frontière (BSF) was renewed in the aim of rolling out 3 Koombooks (digital libraries) at 3 Youth Centres in which PLAY International is involved, thus benefitting almost 1,000 children as well as group leaders who have access to documentary resources in order to prepare their awareness-raising work on the ground.

Finally, with a view to ensuring the sustainability of its activities, PLAY International continues to support and bolster ASSOPRODE, an association created in 2012 by some group leaders who had been able to take advantage of the socio-sport leadership training courses and Playdagogy. Today, there are 150 members, spread over 8 provinces of Burundi. The long-term objective being that the association is able to take over some of the activities carried out in the Youth Centres.



Uvira project

The project, rolled out in Uvira, South Kivu, a DRC region on the border with Burundi, meets many needs in this region that has been scarred by 20 years of conflict in which children have often been the first victims. Aware of the conditions causing the vulnerability of youngsters in Kivu, PLAY International intends to contribute to rebuilding social cohesion, which is an essential prerequisite to sustainable peace.

Through sports and games, this awareness-raising project was designed to transmit life skills to children such as the values of collective action, solidarity, tolerance and self-confidence. To help achieve this, 18 group leaders were trained so that they, in turn, could develop activities for 1,050 children.



External evaluation of the AMEP project will begin in spring 2019.

Organised in May 2018, a workshop dealing with the role of sport and Playdagogy in school curriculums and training programmes brought together executives from the Ministry of Education, the Ministry of Culture and Sport, and representatives from international and national organisations, and beneficiaries. It emerged from this workshop that:

92%

of those participating in a Playdagogy session and monitoring its roll-out on the ground are convinced it is a method that complements formal education.

79%

of these people consider that it is a fun method; 78% think it is easy to use; 98% state that it is innovative.

45%

of these people are particularly impressed by the group leader's educational expertise; 43% by the children's feedback during the debate, and 12% by the development of the game during the session.



Access to and continuation of schooling for Burundi children with Playdagogy (AMEP)

The AMEP project [Accès et Maintien des enfants burundais à l'Ecole grâce à Playdagogie] will end in 2019 after its final evaluation. Capitalising on the best practices of this project, PLAY International will then begin a second phase aimed at the active and inclusive education of children.

The emphasis will be on activity sustainability with the incubation of a network of local associations; the development of new educational content dealing especially with discrimination against repatriated children, violence (specifically gender-based violence), learning basic knowledge (especially mathematics) and initial training for teachers and group leaders, thus enabling the NGO to increase its social impact.

A new intervention model

In 2019, PLAY International adopted a new intervention strategy. The association ceases to be directly involved in the implementation of project and takes on a role of coordinator and consultant supporting sectorial authorities, and strengthening the organisational capacities of civil society. It thus enters a new phase of more collaborative, systemic and sustainable engagement.





As a group leader for PLAY International and a teacher, when I bump into a child, I know whether he or she is going to school or not. I talk about this to the headmaster, who is also a group leader. We discuss the situation in order to understand the child's needs and then we try to get him/her back into school. And there are many such examples! For instance, take the case of Divine; she had dropped out of school a long time ago. But thanks to the awareness-raising activities of PLAY International, she came back to the classroom. Today, she is even an assistant at the NGO!

She is 20 years old and will finish high school at the end of this academic year. These stories are the fruit of our work. Many of those who had dropped out of school have come back to the classroom. The results are plain to see and that is why I have been a group leader for the last 10 years!



Faustin Nduwayezu, group leader and teacher for 10 years in Bujumbura and contact person at Kamesa Youth Centre

FRANCE

Present in the regions of Hauts-de-France, Île-de-France, Auvergne-Rhône-Alpes, Provence-Alpes-Côte d'Azur and the overseas department of Mayotte, the community-based approach reflects PLAY International's aspiration to strengthen its local actions and work closely within territorial dynamics. In concrete terms, this has meant the renewal of its commitments not only with the Board of Education, and the Community of the Communes of Petite Terre in Mayotte, but also with over thirty towns and cities, for example the City of Lyon, through annual and multi-year agreements.

National roll-out has gone hand-in-hand with strengthened co-creation of educational content. Moreover, 29 new sessions involving games, sport and debates were created collectively with stakeholders on the ground and 24 games were updated or adapted thanks to user feedback. The mission in France continues to enhance its tools and disseminate them to a growing number of children.

PRIORITY REGIONS



- A** HAUTS-DE-FRANCE
- B** ÎLE-DE-FRANCE
- C** AUVERGNE-RHÔNE-ALPES
- D** PROVENCE-ALPES-CÔTE D'AZUR
- E** MAYOTTE



40,985
child beneficiaries



663
professionals
trained in classroom setting



38
classroom-based
training courses



5,544
training session files
downloaded
from www.playdagogie.org

THE EDUCATIONAL APPROACH

In keeping with 2017, the educational project of the mission in France was made official in 2018 based on the themes "Community Life – Citizenship" and "Health" rolled out in the school and out-of-school sectors.

In the school sector, Playdagogy mainly addresses children in Cycle 3 children (ages 9 to 11) and teachers can benefit from half-day introductory courses as part of the vocational lifelong training programme. Each theme is tackled through a sequence of several sessions aiming to raise awareness among children by giving them new knowledge and promoting the development of their performance.

In the out-of-school sector, Playdagogy addresses children aged 8 to 12. Group leaders and directors can benefit from 1 to 2-day training courses on a very precise theme for which 5 to 6 Playdagogy sessions are proposed, with safety and healthcare messages conveyed during each session. A new, 2-phase training format has been successfully tested. It comprises a half-day awareness-raising course on the chosen theme for adults, and a day-long course on the Playdagogy method.

This year, new educational kits were co-created or adapted: "Fostering girl-boy equality" (both school and out-of-school sectors), "Sleeping well" (school sector), and "Fighting discrimination" (out-of-school sector). Moreover, workshops on "Nutrition families" were co-created for social centres, in order to fuel the interest of children and their parents on the theme of "Eating well". In 2018, over 40 tests were carried out thanks to the participation of 635 children and their monitors so that new sessions best correspond to the expectations of those most concerned!

An educational guidebook for professionals in the school sector has also been developed, in conjunction with teachers using Playdagogy. It explains the method in detail and substantiates the presentation with supporting scientific and pedagogic rationale. By also explaining how it fits in with National Education curriculums, this guidebook is a practical tool that helps set up Playdagogy sessions.

Preparations for the legacy of the Women’s World Cup in France 2019 began in 2018!

Prior to welcoming the 2019 FIFA Women’s World Cup, PLAY International, in coordination with the FIFA Local Organising Committee (LOC 2019), embarked on training group leaders and sports instructors in the 9 host cities. In 2018, 4 training courses were carried out. These courses enabled professionals to use sport as a tool to promote equality between girls and boys. Through Playdagogy, over 70 professionals began questioning children in Rennes, Reims, Grenoble, Lyon and Paris on the subject of gender issues. Some sessions were adapted to football and more particularly deal with the freedom of being able to choose activities and the importance of having fun, regardless of what others might think.

Fighting against discrimination and fostering equality between girls and boys in Mayotte

Backed by the French Development Agency in Mamoudzou, the new branch of PLAY International in Mayotte has, throughout the year, been developing the Playdagogy programme for the promotion of equality between girls and boys. Training activities, monitoring and the roll-out of sessions in the 101st and poorest department of France enabled educational sporting activities to be devised that are adapted to the Shimaore language. A total of 183 members of the island’s education community (community leaders, teachers, district educational advisors and future sports instructors) were trained in the Playdagogy method. Playdagogy kits were made available and with regular support from the NGO, trained professionals organised sessions for youngsters in Mayotte to encourage them to think about concepts such as “gender stereotypes”, “prejudice” and “discriminating acts” through fun, participatory sessions meeting Sustainable Development Goals (SDGs 3, 4 and 5).

“Sports, games, moral and civic education, and health”, an event in partnership with Canopé 93

The Canopé network and PLAY International pooled their expertise to enable teachers to gather and think about the role of physical exercise, sports and artistic activities in schools. On Wednesday, 5 December 2018, Atelier Canopé 93 and PLAY International organised an afternoon of educational reflection workshops entitled “Sports, games, moral and civic education, and health” at the ESPE 93 where Seine-Saint-Denis’ future teachers are trained. Thirty-six teachers and professionals from the education sector (entity managers, nurses, group leaders) joined forces to collectively create new educational solutions to raise the awareness of students with regard to both living harmoniously together and health as part of the student’s experience in citizenship and health education. A white paper will be published at the beginning of 2019.



For several years, PLAY International has mustered its resources and partners with a view to evaluating the results and impact of its actions. In 2018, it was health programmes that were evaluated. Paris Descartes University and AgroParisTech respectively appraised our Active School and Playdagogy – Nutrition programmes.

“The major thing, it seems to me, is managing to involve children in health when at that age it doesn’t make any sense,” Dr Martine Duclos, Head of Sports Medicine Department, Clermont Ferrand University Hospital.

This is the challenge that PLAY International has been dealing with since 2016 through its Active School programme rolled out, at the time of writing, in over 30 schools in Paris and Ile-de-France.

In 2018, PLAY International evaluated its Playdagogy – Active School kit in order to scientifically establish the positive feedback of school teachers engaged in the programme. The aim of this evaluation, carried out by Hifa Tilili, research engineer at Paris Descartes University, was to measure the impact of the Active School kit on the students’ health performances, to quantify the impact of Playdagogy sessions on students’ knowledge and better understand the way in which students forge their health in relation to physical activity.

Over a period of two months, 40 children took part in the evaluation within three schools. Experimentation demonstrated that students who had followed the Active School programme were able to better complete their knowledge and develop their definition of health compared to children who had not participated in the sessions. So, questionnaires filled out by students in the experimental groups, both before and after the tests were carried out, showed increased motivation to practice a physical activity and knowledge acquired more easily by setting up Playdagogy games. With sessions in the Active School Kit, experimental groups saw their motivation to do physical activities increase, there were more students participating regularly in PE lessons, students made the connection between physical activity and sport and the frequency of this connection was more significant than in the control group. These results were even more pronounced in children attending school in Priority Education Networks.

The evaluation of Nicolas Darcel, teacher-researcher at AgroParisTech and specialised in the study of eating behaviour, is also available on our internet website. It bears witness to the pertinence of actions carried out over 3 years in Seine-Saint-Denis and recommends inviting families to participate in the sessions. A pilot project is currently being developed with 20 social centres receiving this public.



Gamification of community life and citizenship programme

PLAY International will be working on community life and citizenship by strengthening its kits of serious, non-sport games. Learning to live together harmoniously is learnt in the playground and the classroom. This support will also enable the gamification of training content for stakeholders in the out-of-school environment: it is essential that youth workers and group leaders master the major topics of society before approaching these subjects with the children. In this context, very particular attention will continue to be paid to the question of disability. ITEP and ULIS establishments, and children without any disabilities ... everyone is concerned.

Child protection project

For the first time, work will be carried out in the Child Protection sector. In partnership with the Groupe SOS and with the support of PLAYLAB, we will be putting to the test the use of a sports tool to meet the issues faced by very vulnerable children and especially their inclusion in society, both during and after their support by child welfare services.

Girls take centre stage

On the occasion of the FIFA Women’s World Cup France 2019, PLAY International will continue to train group leaders and sports instructors in the 9 cities hosting the competition, as well as 36 volunteers in the Civic Department of the impact and legacy programme.

The Active School programme will also be taking a look at the girls and boys question. In order that the beneficial effects of physical activity can be shared among all children, PLAY International will increase the content of its sessions that promote access to physical activities for one and all. To go even further, the first incubator will be launched for local stakeholders especially engaged in the inclusion of girls through sport.

Digital learning

Digital learning and teaching smart use of screen technology will be the subject of pilot projects. In partnership with the FFF and FFR, a safety awareness kit dealing with digital technology for members aged between 9 and 14 of these two sports federations will be developed. PLAY International will test a kit that raises awareness of smart screen use, an issue that is increasingly significant but has yet to be tackled through a sports tool.





ENDORSEMENT



During the 2017-2018 school year and after attending a PLAY International training course, I trained my deputy director and a group leader in the Playdagogy metthod in order to contribute to the development of children's opinions and tackle the issues of violence and girl/boy equality.

Having been trained in Playdagogy in 2018, and then my teams in 2019, I regularly set up sessions relating to issues I encounter especially with regard to conflicts that exist in the playgrounds of our school establishments in order to prevent such issues and raise children's awareness of them.

I regularly train my teams and help them set up sessions that raise children's awareness of subjects that are sometimes not very easy to tackle.

In 2018, a weekly session was organized over a 6-week priod, then we scheduled a meeting at the end of the cycle with two other schools. This enabled playground conflicts to be reduced and the presence of girls and the very young to be increased in playground activities.

Using games and sport to talk about certain topics enables all children to express themselves, which they don't really do during debates between children. Education through sport enables children to develop their knowledge of a subject while playing. Amusement enables a subject to be addressed in a fun way so that it becomes more pertinent.

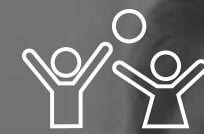


Coralie MANTIONE
Director of the Lesisure Center, tri-annual partnership
with the City of Lyon's Board of Education

KOSOVO

PLAY International works in Kosovo to foster interethnic reconciliation and social inclusion of young people, especially the most vulnerable (rural areas, minorities, etc.). In 2018, the mission diversified its work by joining forces with organisations from neighbouring countries in the Western Balkans through the Sport4Youth programme; by promoting the civic participation of young people in debates of national importance by means of Human Rights clubs; and by improving the educational skills and opportunities for sports teachers thanks to the Sport4Education programme. The Kosovo Mission instigated the adaptation of Playdagogy and other methods to the specific challenges faced by the Western Balkans region. In 2018, it began working directly with national authorities in charge of education in order to integrate the unique PLAY International educational approach in the formal education system.

PRIORITY REGIONS



17,038
young beneficiaries



127
coaches trained in inclusive and educational methods through sport by PLAY International (49% of whom come from minority communities and 41% of whom are women)

703
inclusion and educational sports activities organised by coaches trained by PLAY International

17
centers set up that are active all year round

5
Human Rights clubs opened in 5 different localities

18
partnership agreements entered with local stakeholders, including municipal councils, ministries and national sports agencies

THE EDUCATIONAL APPROACH

In Kosovo, the educational content concentrates mainly on community life and cooperation. The kits and games developed are tools to tackle social issues such as discrimination and exclusion in a fun, active and educational way. During 2018, this educational approach was illustrated through initiatives on the ground and partnerships developed with local institutions.

The Playdagogy method and more especially the “fight against discrimination” kit gained impetus by becoming a tool used in school and university curriculums:

- As part of the ‘Sport4Education’ project, Playdagogy first appeared in Kosovar primary schools.
- Playdagogy took its first steps at Pristina University, as part of a training module in the use of sport as an educational tool for future physical education and sports teachers.
- The educational kit was selected by the Ministry of Education, Sciences and Technologies to contribute to the interdisciplinary “Education for Peace” curriculum that will be implemented in secondary schools in 2019.

A catalogue of scalable games was developed within the Sport4Youth programme. It includes 24 cooperative games and 10 socio-sports sessions each tackling a different theme, such as cooperation between communities or between boys and girls, and respect for the environment. Coordinated by young volunteers, the cooperative games provide children, from different communities and speaking different languages, with an opportunity to meet and exchange. As for the socio-sports sessions, they encourage both reflection and discussion on a societal subject as well as the acquisition of life skills.

Finally, a project raising awareness of disability and inclusion was implemented in partnership with two local NGOs, Balkan Sunflowers and The Ideas Partnership. Following a training course given by PLAY International, adapted physical activities (APA) and disability awareness were proposed to mixed groups of children (both disabled and able-bodied) in “educational support centres”.

Human Rights clubs

After a pilot phase in 2017, PLAY International continued its partnership with the United Nations Mission in Kosovo in order to extend the project of clubs defending human rights to other localities in Kosovo. The aim of the project is to give young Kosovars the means of raising awareness of human rights among their peers and promote a more democratic and respectful society.

Based on the success of the pilot phase, 38 young volunteers (54% of whom were girls) from the municipalities of Sthime/ Štimlje, Skenderaj/Srbica, Mitrovicë e Veriut/Severna Mitrovica, Mitrovicë/Mitrovica and Pejë/Pec received support for the creation of five Human Rights Clubs. Members of these five clubs were trained and able to acquire new skills and experiences with regard to the promotion of human rights among their peers. It especially involved designing and carrying out an evaluation of the respect of human rights in Kosovo among their peers through the use of a questionnaire. It also included activities of advocacy of media covering popular sports and arts in their locality.

Sport 4 Education

With the support of the United Nations Mission in Kosovo, the objective of “Sport 4 Education” is to create a more inclusive Kosovo by raising awareness among the public of human rights, and especially the rights of minorities. With the help of the new, innovative Playdagogy kits on themes of stereotypes, discrimination, acceptance and inclusion, 21 physical education teachers and 8 young volunteers were able to take part in specialised training prior to the implementation of activities with the children. In all, 282 awareness-raising activities were carried out during the project’s second phase, targeting 1,691 children in primary schools in Prishtinë / Priština, Fushë

Kosovë / Kosovo Polje and Mitrovicë / Mitrovica. All the activities were carried out in partnership with municipal departments for education and culture, youth and sports and with Kosovo’s National Olympic Committee.

In the final phase of the project, PLAY International brought together over 140 children in the Prishtinë / Priština centre in order to raise public awareness of the project’s advantages. The event was supported by the French judo champion and PLAY International ambassador, Ugo Legrand.

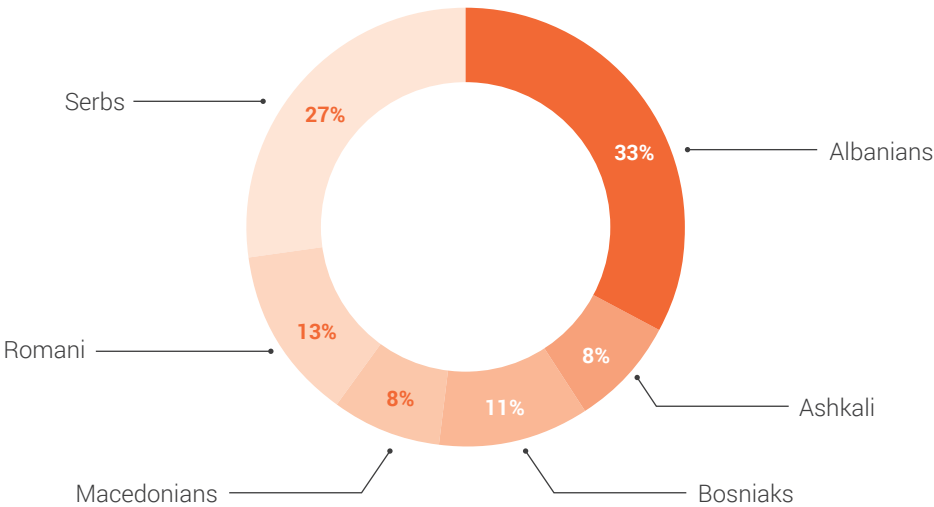
Sport4Youth

PLAY International’s flagship project, Sport4Youth continues to spread its wings by building on the achievements of the last ten years. The project has set up a multi-ethnic network comprising hundreds of young sports instructors and new recruits continue to provide inclusive sports activities for children from different communities: an important foundation for constructing a tolerant and peaceful future in the Western Balkans.

In 2018, the Sport4Youth programme was extended to Novi Pazar in Serbia and Skopje in Macedonia. This regional outreach has been made possible thanks to financing from RYCO, the regional youth cooperation office. The Western Balkans PeacePlayers project emerged and enabled PLAY International to transfer its knowledge and expertise to local NGOs in Macedonia and Serbia so as to generate a snowball effect and attain even broader and more sustainable objectives. The project has proved to be a great success with the creation of intercultural bonds between young people in the Western Balkans and the use of sport as a tool for development and peace within the region.



Sport4Youth volunteers



- 95% of the young participants stated that they had established new bonds with young people from other ethnic communities
- 85% of the young participants stated that playing with their peers from other communities was a good thing
- 80% of the children stated that PLAY International activities gave them the impression of being more positive with regards to their friends of the opposite sex
- 79% of the children stated that PLAY International activities gave them the impression of being more positive towards members of other communities

The year 2019 is a structural watershed for PLAY International in Kosovo. With new projects in the education sector on the horizon, combined with the solid foundation of a portfolio of existing projects, the mission intends to continue making an impact on a large scale.

With the new Play/In Together project focusing on the situation of disability, a project that emphasises active and inclusive education for children and the continuation of our Sport4Youth project: 2019 will be a busy year packed with on-the-ground activities!





ENDORSEMENT



The summer camp was the best experience of my life. I discovered and learnt a lot of things about people from other communities. I'm very sad to say that, until this summer, I had never spoken to people who lived nearby, particularly in Kosovo. We don't talk about them at all here, even though it's very important for me.

At the end of the summer camp, I was so much more open-minded and all I wanted to do was to discover more people from different cultures.



Maida
18 years old and Sport4Youth volunteer reflects on her experience at PLAY International during an interview for the annual news report



Collective mobilisation

The NGO PLAY International enjoys the support of numerous people, high-level athletes, the public at large, media outlets, companies... who uphold the idea that sport is a great vehicle for education. In all fields, through advocacy, fundraising or volunteering, this ecosystem contributes to conveying our vision and rolling out our actions.

VERTIGO RACE AT TOUR FIRST



In the evening of Thursday, 24 May 2018, the Esplanade de la Défense transformed into a sports festival village for the sixth edition of the Vertigo race. The sun was shining brightly as over 1,050 competitors took up the challenge of climbing the highest tower in France. Thanks to the outreach of companies and individuals, the sum of €159,631 was raised for the NGO PLAY International and its educational programmes.

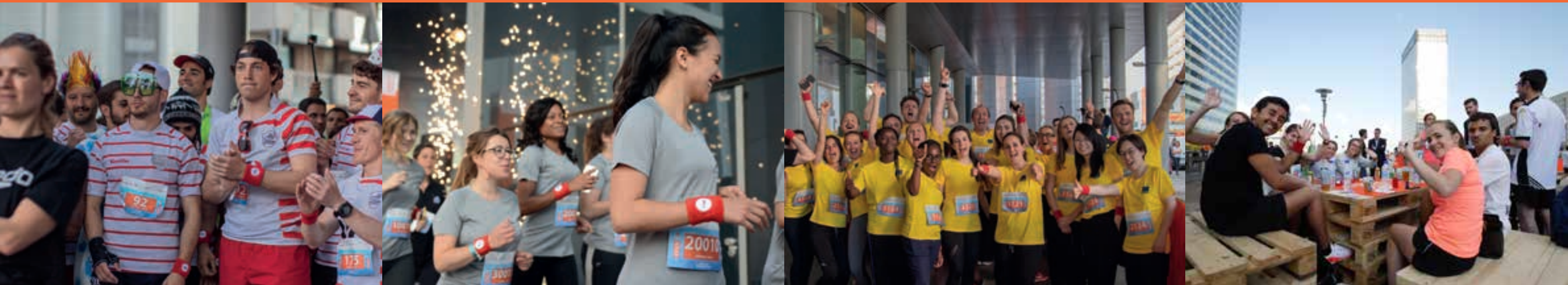
Vertigo First, a vertical race promoting solidarity

The first vertical race in France and the historic French stage of the Vertical World Circuit, Vertigo First invites its runners to climb the 954 steps, up 230 meters and 48 storeys of the highest Tower in France.

Both before and after the race, everyone was able to enjoy a beautifully sunny evening in the Vertigo Village situated on the Esplanade de la Défense

with its fair trade bar, osteopaths, DJs & live music, Molkky, bocce, pucks, hip-hop yoga...

The goal: tower above your best sports performance! Enjoy a great after-work moment and especially show the heights you would go to in your support for PLAY International!



4 PLAY INTERNATIONAL
AMBASSADORS PRESENT:
Émilie Gomis, Lucile Woodward,
Enzo Lefort, Aladji Ba

4TH PLACE IN FRENCH TRENDING
TOPICS #RUNVERTIGO
(the most followed)

81 VOLUNTEERS
TO ENSURE
the event went smoothly

173 CORPORATE
TEAM
participants

1,050 RUNNERS
entered in the race

159,361 EUROS
raised

AWARDS

BEST MEN'S
INDIVIDUAL TIME
05:02
by Emmanuele Manzi

BEST RELAY
TEAM TIME
04:01
held by EY

BEST
COLLECTOR 2018
€2,230
by Stéphane Lepeu

BEST WOMEN'S
INDIVIDUAL TIME
05:58
by Valentina Belotti

BEST
TEAM TIME
06:14
held by Société Générale

START MOVING WITH THE SPORTS DAY FESTIVAL

On Sunday, 23 September, Radio France and PLAY International joined forces to celebrate sport. For the 4th edition, 2,613 participants were able to discover the iconic “roundhouse” transformed into an immense playing field for the occasion.



16 sports activities, 4 of which were in a show of solidarity

210 people put on their trainers and lined up for the start of the Vertigo race, a 100% vertical race promoting solidarity by collecting funds for PLAY International. The best collector for 2018, Elisa, said that she was “very proud to have risen to the challenge of climbing 22 floors of the Maison de la Radio and delighted to have been able to increase awareness among my family and friends of the education projects so that today’s children can become tomorrow’s adults with values of diversity, sharing and respect.”

At Studio 104, over 100 people enjoyed a yoga hip hop lesson given by Humble Warrior and a cross-fit course with Lucile Woodward. On the last floor of the Maison de la Radio, on the panoramic terrace overlooking the Eiffel Tower, a 2nd yoga hip hop lesson and a fitness lesson combining muscle building and cardio training were set up. Lucile Woodward, our loyal ambassador, told us “[I am] proud to be giving my day to PLAY International; 2 outstanding lessons for a cause that is dear to my heart, the education of children through sport – that’s what life is all about.”

More than 1,500 people tried out 13 free sports activities organised by clubs and federations: boxing rings, athletics tracks and fencing, badminton, connected rowing machines and e-sport, table tennis, photo exhibitions, osteopathy, a kids’ party, hiking, hip hop demonstration and dancing with eyes closed.

A 100% solidarity event to fight against a sedentary lifestyle and promote an active life

Getting citizens to be on the move and enabling as many people as possible to discover sporting activities – that was the agenda for the sports day festival held on 23 September at the Maison de la Radio. The day was marked by the presence of numerous leading figures from the world of sport and education who support

PLAY International in the fight against sedentary lifestyles. The Minister of Sport, Roxana Maracineanu, the Chairwoman of Radio France, Sibylle Veil and 7 top level athletes - Lucile Woodward, Pierre Rabadan, Arnaud Assoumani, Aladji Ba, Cécilia Berder, Astrid Guyart and Raphaël Poulain – were there to encourage PLAY International’s action.

“The sports day festival continues this Sunday everywhere in France, and especially at the head office of Radio France, the event’s partner. The “roundhouse” is open to the public and is offering the opportunity to try out sports activities in partnership with PLAY International and several sports federations to fight against sedentary lifestyles,” revealed Roxana Maracineanu.

PLAY INTERNATIONAL GALA

On 21 November, on the occasion of International Children's Day, nearly 250 champions, companies and sponsors participated in the 7th gala evening held by PLAY International at the Shangri-La Hotel, Paris. This prestigious gala provided the opportunity to combine civic commitment to education and a truly outstanding experience at the Shangri-La Hotel in Paris.



An exceptional gala

This 7th edition flew the flag of sport, generosity and elegance. On the programme for this wonderful gala was a cocktail event held in the gallery, a gastronomic dinner prepared by Chef Moret, the presence of champions, rounded off by champagne served in the lounges.

There was entertainment throughout the event with a jazz concert, magicians, tombola with some outstanding prizes to be won, trophy awards, and the evening closed with a DJ set...

Twenty-seven athletes collectively affirmed their support for the NGO PLAY International in favour of education through sport. Sport is not just the concern of elite sportsmen and women; it is a social issue and educational support.

An evening to materially support PLAY International

At the end of this evening gala and thanks to the attending companies, foundations and athletes, PLAY International raised €116,000. This will contribute to rolling out the association's programmes. Since the very first gala held in 2012, PLAY International has been able to raise over €776,000.

A historic partnership with the Shangri-La Hotel, Paris

The Shangri-La Hotel in Paris, a historic palace and former residence of Prince Roland Bonaparte, has been supporting the association PLAY International since 2012. Every year, on the occasion of the gala evening held in the hotel's prestigious, listed salons, or all year round on the ground, the Shangri-La Hotel, Paris mobilises its partners through different sporting actions.

THE ATHLETES' NGO

They share their passion and their vision of sport, their commitment and their skills... they give PLAY International the opportunity to develop new projects.



Luc Abalo, Alex Adelaide, Clarisse Agbegnenou, Arnaud Assoumani, Aladjji Ba, Arthur Bauchet, Cécilia Berder, Habib Beye, Mathieu Blin, Hugo Bonneval, Yannick Borel, Vanessa Boslak, Manon Brunet, Sébastien Chabal, Myriam Chomaz, Benjamin Compaore, Harold Correa, Nathalie Deuchy, Gévrise Emame, Tony Estanguet, Laurence Fischer, Alexandre Flanquart, Laura Georges, Bertrand Gille, Guillaume Gille, Priscilla Gneto, Emilie Gomis, Kafetien Gomis, Nikola Karabatic, Sidney Govou, Astrid Guyart, Muriel Hurtis, LeBron James, Frédérique Jossinet, Nantenin Keita, Gauthier Klauss, Angéline Lanza, Renaud Lavillenie, Eugénie Le Sommer, Enzo Lefort, Ugo Legrand, Charlotte Lembach, Pascal Martinot Lagarde, Malia Metella, Kevin Mayer, Kristina Mladenovic, Cyril More, Estelle Mossely, Daniel Narcisse, Hassan Ndam, Emmeline Ndongue, Maureen Nisima, Sarah Ourahmoune, Automne Pavia, Matthieu Peche, Loïc Pietri, Florent Pietrus, Raphaël Poulain, Pierre Rabadan, Victoria Ravva, Morgan Sanson, Camille Serme, Adèle Stern, Robins Tchale-Wachou, Lucile Woodward, Isabelle Yacoubou





PLAY

INTERNATIONAL

— GROUPE SOS —

173, rue de Vaugirard
75015, Paris (France)

+33 (0) 153 276 640

info@pl4y.international
www.pl4y.international

PLAY International - Burundi
35, avenue Bweru - Bujumbura
+257 22 25 95 93

PLAY International – Kosovo
47 Xhavit mitrovica, 10 000 Pristina
+377 (0)45 971 517

PLAYLAB

126, rue de l'Ouest
75014, Paris (France)

lab@pl4y.international

@playinternational

@play.international

@pl4y

@PL4YInternational

@PL4YInternational