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PLAY'IN Together



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**ANNUAL REPORT
2019**

General summary 01/2019 ➡ 12/2019

During this first year of activities, substantial outcomes were reached in terms of partnership establishment and project activities implemented, with a focus on project phase 1 “Changing mindset on disabilities”, and phase 2 “Play beyond disability” whose foundations and pedagogical framework were shaped in September 2019.

PHASE 1 OVERVIEW AND RESULTS

February 2019 – First steering and launch committees in Paris

First steering Committee – Paris February 18th 2019

This 1st meeting allowed all partners to **present their organization/institution’s action, goals and strategy to each other, fostering cohesion among this consortium of diverse yet complementary forces**. This committee was also the opportunity to **agree and build strong foundations for active coordination** among all partners in terms of project cycle piloting.

First launch committee - Paris February 19th - 22nd 2019

The steering committee was followed by the 1st launch committee, marking the beginning of activities for project phase 1.

It was the occasion for partners to participate in **collaborative workshops on the implementation of the project** and pursue the **two following objectives**:

- **Train the trainers on the two pedagogical methods selected** to carry out the project: **Education Through Sports (ETS)**, a method used by BSDA, and **Playdagogy**, a method developed by PLAY International;
- **Co-create sessions and adapt them in the context of Specific Objective #1** on the change of mindset on disability through the practice of socio-sports activities.

These two committees enabled partners to have their **trainers trained in project socio-sport methodologies, co-create phase 1’s pedagogical content, and determine partnership management and project dissemination flows**.

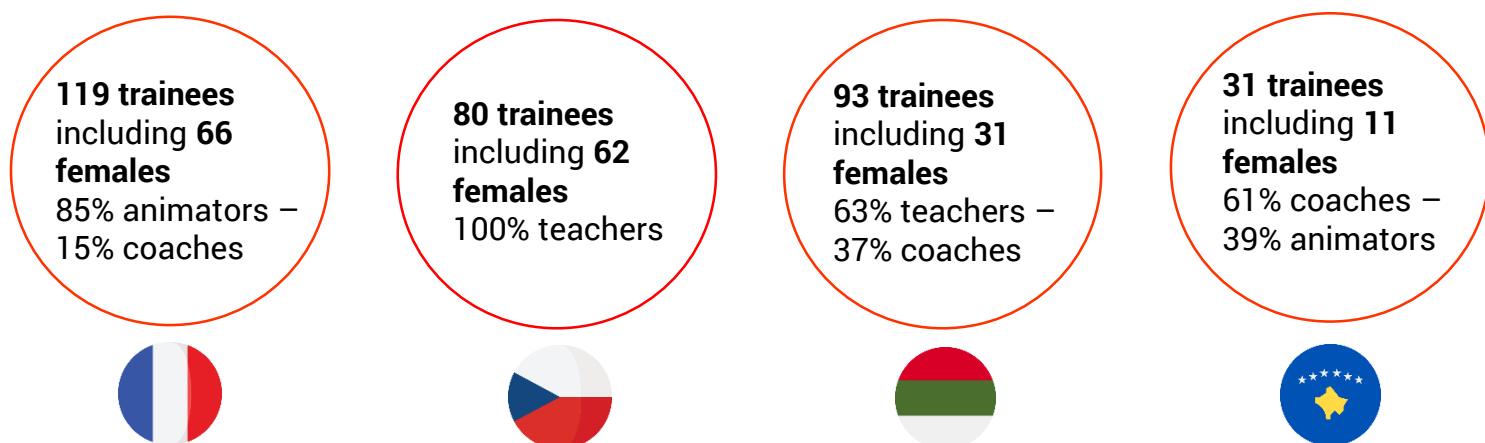


Deployment & Geographical Reach Overview

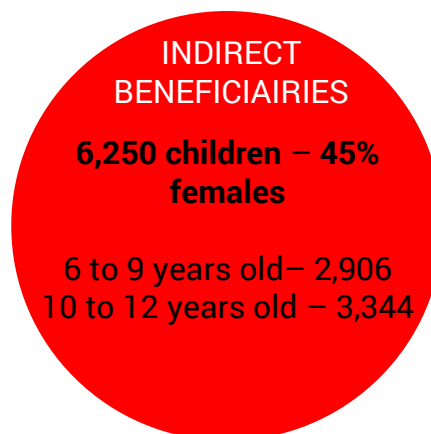
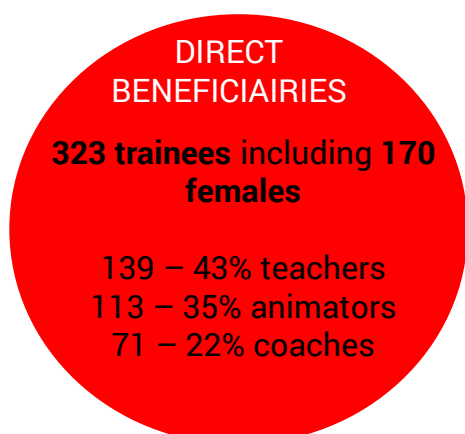
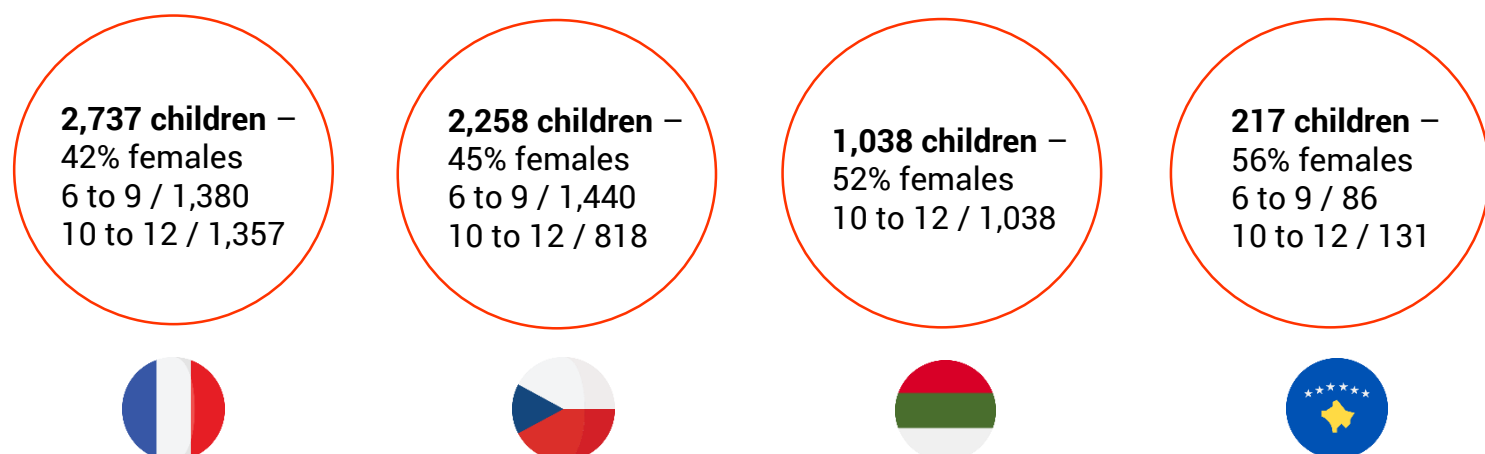
Following the training of trainers and the formalization, translation of the pedagogical content, each deployment partner was asked to **submit a training plan to PLAY which provided technical feedback**.

The training sessions – 13 – were then gradually deployed from spring to December 2019 by the 4 operational partners. While the National Olympic Committee of Czechia was not originally planned to deploy activities on Phase 2, their **interest in the methods and the content developed strategically aligned with some of their scheduled activities** in 2019. After a communication and demonstration was made to some teachers in Czechia, interest was sparked and **a training was organized**.

DIRECT BENEFICIARIES



INDIRECT BENEFICIARIES



PHASE 2 OVERVIEW

September 2019: Prague #2 Launch Committee

The **Second Launch Committee** was held in Prague, Czechia from September 9th to the 12th. It was the occasion for partners to share experiences over the first activities of phase 1, and get together to launch Phase 2 and **produce adequate content for this particular phase targeting children with disability specifically**. At the end of the committee, **6 pedagogical sessions were created** (find them here).

To that end, UCLL presented **their methods and first findings** of their diagnostic study implemented to support the co-creation process of project phase 2. The latter highlighted in particular the lack of scientific literature emanating from partner countries that has led UCLL to acknowledge the **need for more informal sourcing of information** through conversations, etc. supporting more context-relevant findings.



The change in scientific approach in Phase 2 : from an “impairment lens” to a “universal needs-based” approach

Given the **difficulties encountered in the use of uniform scientific terms** in this type of project targeting sensitive audiences, PLAY noted that it was **difficult to establish a common lexicon of terms used in each of the countries of implementation**. After having proposed the production of a typology of disabilities by country which seemed difficult to implement to the operational partners, the change of scientific approach of phase 2 was recorded.

The overall sensitivity of the subject, combined to its core issue not being solved/agreed upon universally, led the consortium to shift in its approach **to determine needs not from a disability category perspective, but from a psychosocial and participation facilitators’ perspective**.

Along with greatly facilitating the process of moving on to co-creation, this shift makes for a significant rhetoric and advocacy point. What was from then on referred to as the “needs entry point” helped the consortium realize a **much more “inclusive” approach** to providing opportunities for CWDs to take part in play/sport activities. **Instead of further compartmentalizing CWDs** by differentiating them according to the nature of their impairments and disabilities, **their needs for participation and well-being were elevated to the first lens through which activities’ design would be conducted**.

POLICY IMPACT

Policy impact was not the most developed component during this first year of project implementation. However, **three promising developments** are to be taken into consideration:

- The **partnership between PLAY and Paris 2024** has grown significantly in the midst of this project. End of 2019, PLAY was officially selected and communicated as the service provider for the Education Legacy program of the 2024 Paris Games. The program offer made by PLAY to the Olympic Committee includes the capitalization of project content developed in all phases.
- **The partnership set up by PLAY International Kosovo with the Faculty of Physical Education of the University of Pristina** which has enabled PLAY to conduct training sessions as part of the initial training curriculum of the university to 3rd year students.
- The **growing interest of the National Olympic Committee of Czechia in the project's theme and content also carries significant dissemination and capitalization potential**. The partner has been involved in all phases of the project instead of only being mobilized on its first phase.



DISSEMINATION SNAPSHOT

The development of a dissemination strategy was initiated during the 1st Steering Committee in which **partners identified key events of 2019 and 2020 to which they would/could participate**. A **similar workshop** was organized in the **second steering committee**. A **timeline of such events was formalized and shared on the coordination platform**.

Partners collaboratively discussed their needs for visibility materials when attending such events, and **regular program information** and **progress statistics** were shared with them by PLAY **to ensure their communication in the** form of program brochures and flyers.

In addition, **partners regularly seized opportunities to communicate around the project** through social networks, and through their own websites, newsletters, etc. **Every key date** (steering/launch committees, year retrospect) was the subject of **promotional publications/posts** on the social networks / websites of **one to three partners**. The **pedagogical kit of Phase 1** have also been put **online** on the official [PLAY website](#).

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