

**ANNUAL
REPORT**

**EJO PROJECT
2019-2020**

ACTIVE AND INCLUSIVE EDUCATION



PLAY
INTERNATIONAL



HISTORY

On Thursday 19 October 2019, PLAY International, in partnership with *Agence Française de Développement* (AFD), launched the **Ejo** project, an education through sport initiative to benefit 80,000 children, including 32,000 girls, in 4 countries.

This programme, also supported by the *Global Partnership for Education*, is being deployed in Burundi, Senegal, Liberia and Kosovo. It will contribute to making quality education (Sustainable Development Goal 4) accessible to the most vulnerable groups such as girls, children with disabilities and community minorities.

A total of 1,000 educational professionals will be trained to deliver specifically created or adapted socio-sports and Playdagogy sessions. They will deploy them for the benefit of 80,000 children so they can acquire a better understanding of schooling issues, knowledge related to

fundamental knowledge, and psychosocial skills related to the inclusion of their peers in vulnerable situations.

Also supported by the *Austrian Development Cooperation*, **Ejo** means "Tomorrow" in Kirundi, a nod to PLAY's mission in Burundi, which has been developing education through sport actions for the last several years. "Tomorrow" also refers to PLAY International's ambition: to help build more inclusive societies and offer every child the opportunity to be an actor of their own future.

By relying on local associations in these territories and by developing the pedagogical skills of education professionals, the programme will be deployed in the formal and informal education sectors. The objectives are to strengthen the continuity of educational services for children aged 8 to 15 and to create an ecosystem of local actors.

INTERVENTION TERRITORIES



- A BURUNDI
- B KOSOVO
- C SENEGAL
- D LIBERIA

KEY FIGURES

OCTOBER 2019 - OCTOBER 2020

BURUNDI

11,816
children
beneficiaries

8,901
sessions
implemented

15
localities
invested

4
partnerships
with local associations

+ 200
educational
professionals
involved

KOSOVO

60
educational
professionals
involved from 4
municipalities

17
agreements
with local partners

1
kit
of 6 sessions
created

1
national
youth organisation
activated and trained

22
teachers
trained in initial
training

SENEGAL

700
children
beneficiaries

60
educational
professionals
involved

2
localities
invested

16
deployment
partner structures

1
kit
of 9 sessions
created

35
tests
carried out

LIBERIA

4
localities
invested

1
workshop
of co-creation

1
partnership
technical &
thematic

1
thematic
diagnosis
conducted on
educational
vulnerabilities

COMMITTED PLAYERS



Involvement in the *Ejo* project since its launch, I have been trained by PLAY International onto two methods that use education through sport: socio-sport and Playdagogy. These aim to bring concrete solutions on the ground while adapting to the context of local life.

These methods, which enable me to strengthen my pedagogical skills and integrate values and behaviours of knowing how to live in a community, are innovative learning methods within FAP and my dream would be for them to be used in school education programs in Senegal! »

Apollinaire Mane,

*Teacher & Facilitator
Futur Au Present, Senegal*



The Playdagogy module was an excellent opportunity to learn new ways to use sport for a better life in our world. It helped me gain more experience, motivation and ideas to be a role model for the children I will teach in the future. »

Drin,

*Student at the
University of Pristina,
Kosovo*



With the implementation of socio-sports sessions, young people will learn to be more autonomous and free to make their own choices. The sessions will also enable them to address issues such as gender discrimination and stigma, for example.

Ultimately, we would like these training courses to be recognised by the Ministry of National Education in Senegal so that this project can have an impact at the national level and ASSCAN can intervene in new areas. »

Ramatoulaye Sène,

*ASSCAN Operations
Officer, Senegal*



ZOOM ON BURUNDI

In Burundi, a country where the success of a first project inspired the development of **Ejo**, this first year was the opportunity to continue training activities for education professionals in and out of formal education streams. To date, more than 200 of them are pursuing the deployment of socio-sports sessions and Playdagogy in 13 schools and 15 Youth Centres across 8 provinces of the country.

In addition to PLAY International's already rich pedagogical content library for this historical territory of intervention, a diagnostic study and a co-creation workshop were carried out over the first few months in coordination with local partners in order to address the development of psychosocial skills among children and young adolescents, and to tackle the theme of violence. Tests were carried out with a view to organising future training courses for teachers and facilitators.

A total of 11,816 children benefited from the 8,901 sessions deployed to date since the launch of **Ejo** in October 2019. The Youth Centres, which are among the key associative structures working in favour of education and Burundian youth, are so far the privileged stakeholders in the deployment of the programme. Thus, 86% of the programme's beneficiaries are children attending Youth Centres.

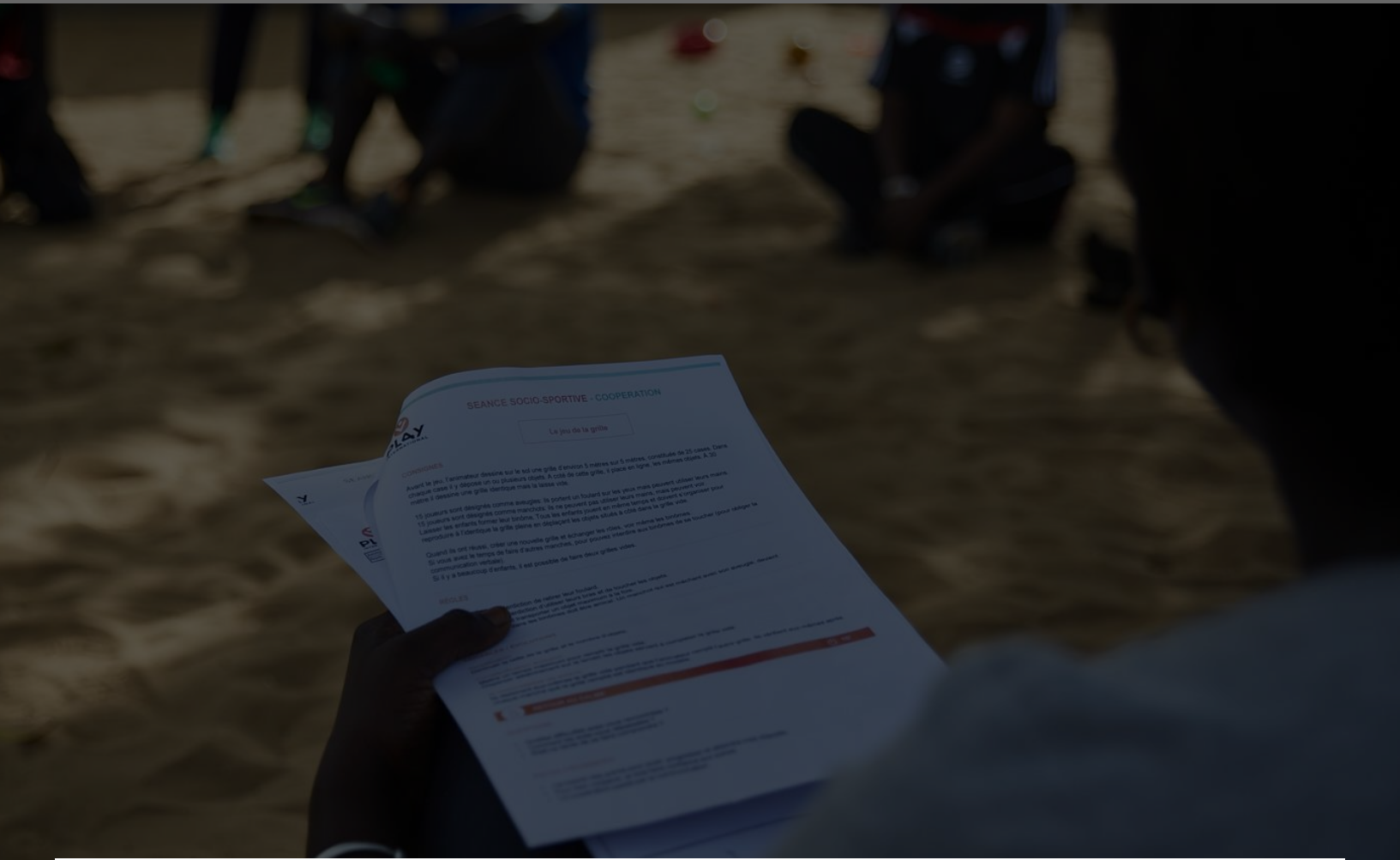
At the end of this first year, 37% of the children benefiting are girls. This ratio rises to 43% among children identified as vulnerable - mainly

school dropouts, returnees, orphans, or children from families in extreme poverty - that PLAY and its partners are working to identify in order to give them greater attention and an opportunity to be referred to additional service providers.

An exploratory mission is currently being carried out in two new provinces in the east of the country, which are particularly affected by the migratory movements of refugees and returnees between Burundi and Tanzania.

In Burundi, as in all areas of intervention, PLAY is committed to establishing a close working relationship with the sectorial authorities for Youth, Sports and Education and their decentralised structures.

Thus, on 28 July 2020, alongside the *Association pour la Promotion de la Fille Burundaise* (APFB), the *Association des animateurs Socio-Sportifs pour la Promotion des Droits de l'Enfant* (ASSOPRODE), and the *Fédération Nationale des Associations Engagées dans le Domaine de l'Enfance au Burundi* (FENADEB), PLAY signed an agreement with the Ministry of Education and Scientific Research, with which a technical committee was also formed. This agreement and these regular meetings aim to favour the appropriation by institutional actors of the methodologies developed and promoted throughout the programme so that they consider and include sport-based activities and play as relevant tools for school programmes and teacher training pathways.



PLAYLAB INCUBATOR IN WEST AFRICA

The objective of the Playlab Incubator in West Africa is to support the development of education through sport programmes emanating from civil society, in particular through the strengthening and structuring of 5 selected associative projects. This also involves the creation and animation of an ecosystem of local actors capable of working together to use and promote sport as a tool for the education of children and for the inclusion of the most vulnerable children.

In July 2020, after a diagnostic phase carried out since 2019, PLAY launched its call for participation to select 5 projects to be incubated. After a vote by the jury composed of people with expertise in the sport and education/inclusion ecosystem, 5 French-speaking West African civil society organisations were thus designated as winners: Visions Mêlées, La Balle aux prisonniers, Livr'aison, Denro and Terres en mêlée. Based in Côte d'Ivoire, Burkina Faso and Togo, these CSOs are all driven by education and social inclusion through sport. Among the objectives they pursue are: gender equality

awareness, promotion of a culture of peace, empowerment of young girls and social reintegration of incarcerated minors.

Since October 2020, the support programme has been launched. Through adapted collective and individual coaching sessions, the project aims to support these structures in their development of solutions using sport as an educational and inclusive tool in the regional context. It will enable the following main areas to be explored in greater depth with the beneficiary organisations: educational and training activities, project development and structuring, project management, project communication and promotion, project financing, project evaluation, etc.

The support initiated at the end of this first year of the project will reach a new stage in the first half of 2021 through the organisation of two weeks of *bootcamps* (in January and July 2021) during which the project leaders will meet in Dakar to benefit from specific intensive training.



COMING UP

In 2021, PLAY International and its partners aim to develop their activities in 3 new territories of intervention in **Burundi** on a new theme: the social integration of returnees.

In **Kosovo**, the NGO is starting cooperation with 4 new municipalities, initiating a partnership with the Ministry of Education and Science, and continuing its cooperation with the University of Pristina, which is integrating PLAY methodologies into university training modules.

As part of its partnership with the Ministry, PLAY will bring together actors from the formal and informal education sectors to promote their joint work in a steering committee focused on improving the education of young people. Finally, a training of institutional trainers in the co-created pedagogical method and content will be held in the coming months with a view to extending the impact of **Ejo**.

A first aid training with the *Red Cross* as well as a training course for educational community instructors will be set up in **Senegal**.

For the school sector, PLAY International plans to finalise the operational and pedagogical diagnostics on the theme of the Values of Olympism. At the end of February, teacher trainings will take place. PLAY is also planning to adapt its school pedagogical content, with a test phase scheduled for August 2021.

In **Liberia**, the project will complete its preparatory phase and will be implemented through pedagogical work on the adaptation of two thematic kits. The training of two cohorts of educational professionals from the formal school sector will then be held from the next school year.

A COLLABORATIVE ENDEAVOUR

The **Ejo** project benefits from the financial support of the *Agence Française de Développement*, which co-finances the initiative. In Burundi, the NGO is finalising a financial partnership agreement together with the *Global Partnership for Education* which is managed by AFD's Education, Training & Employment division.



Agence Française de Développement is a public financial institution that implements France's development policy and acts to combat poverty and promote sustainable development.



The **Global Partnership for Education** is a fund dedicated to transforming education in low-income countries. As a unique multi-stakeholder partnership, it works to provide quality education to every girl and boy, wherever they are.



Austrian Development Cooperation aims to reduce inequalities between poor and rich countries, to secure peace and to preserve natural areas.

PLAY International partners in Senegal with **Futur au Présent** and **ASSCAN** - in Liberia with **Mercy Corps** - in Burundi with **FENADEB**, **APFB**, **ASSOPRODE**, and **Bibliothèques sans Frontières**. As part of Playlab's involvement in Action-Research, PLAY is associated with the **VIPS²** research laboratory at the University of Rennes 2.



A project in line with Sustainable Development Goals





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PLAY International
173 rue de Vaugirard, Paris – France
01 53 27 66 40

www.play-international.org