



Annual Report 2021





Inhoud

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Preface

In 2021 Join for Joy grappled with the consequences of COVID-19. Just as in 2020, and just like the rest of the world had to. These unprecedented times of travel restrictions, remote working conditions, and school closures instigated a high level of agility in our team. Besides the challenges, the pandemic gave us valuable insights that helped us steer an ambitious course. The travel restrictions made us reconsider working with Dutch volunteer trainers and led to greater independence in executing the interventions of the teams in Zambia, Malawi, Kenya, and Uganda, while still being supported by the Dutch team. This independence was one of our ambitions to achieve before COVID-19, and accelerated because of these unforeseen circumstances.

The pandemic challenged us to take a sharp and substantive look at the different types of interventions. Because of the long school closures in Uganda, Join for Joy developed the Community Based Approach (CBA) program. The CBA program allowed parents and children to engage in sports activities, and to receive information on social issues and health issues we otherwise would have included in our sports and play program at school. There were a lot of worth mentioning successes the Join for Joy team in Uganda booked with the CBA. Because of the program, parents felt more engaged in playing with their children, and became more active advocates for the importance of going back to school and education as a whole. A product of the CBA is the vegetable garden project. This project led to an alternative way of making some money. This new reality, combined

with the information our coordinators shared with the parents on gender issues, made parents less inclined to marry off their daughters and more inspired to look for different ways to make some money. Above all, the children who participated in the CBA program learned how to contribute to their community, by helping out in the vegetable garden and by creating their own sports and play materials and actually playing with them. These successes inspired us to further integrate the involvement of the parent community in the primary school programs in 2022.

Once the lockdowns of the schools in the countries of intervention had been lifted, we slowly dared to breathe a sigh of relief. While grasping the impact of the pandemic in the rural communities, we focused with renewed vigor on what is in our power to support the psychosocial recovery of the students in the primary schools. The importance of our Sports and Play Program has become clearer than ever before. The horrific effects that the various interruptions of education have had on children worldwide show how crucial education is to a child's development and success later in life. The daily challenges students encountered while not being able to go to school during the lockdowns - sexual violence, teenage pregnancies, forced marriages, child labor - show the importance of school as an institution, a safe haven.

Our program offers school-going children to develop crucial skills such as resilience. The sports and play activities focus on how to break the ice between teachers and pupils, which allows them to

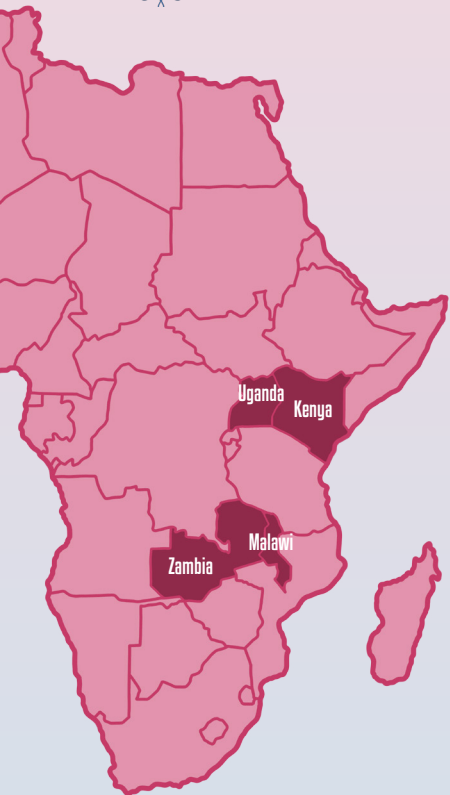
address together topics that are considered taboo in their communities. This is especially crucial for girls. In 2021 we committed ourselves primarily to gender equality in terms of motivating girls to stay in school, keeping them engaged in sports and supporting them in discovering their talents.

At the end of 2021, the Dutch team was able to make the first working visits since the pandemic hit. We visited Zambia, Kenya, and Uganda. At the time of writing (May 2022), the first working visit to Malawi has also taken place. We are grateful for the impact we have been able to achieve together in 2021, and - going into the second decade of supporting rural schools in Africa with our Sports and Play Program - we proudly share our ambition to reach many more children. Because: playful education builds the next generation.

Frank van den Brink

**“Playful education
builds the next generation”**





What did we do?

4
countries

139

primary schools

joined our **Sports and Play Program**.

As a result

556
teachers

followed our training sessions on
sports for development
and **didactical skills**.

Together we made an impact
on the lives of

451.750
children

What was our impact?

More children come to
school and stay in school



Resilient children



Improved concentration



Children sexually
active at a later age



Fewer teenage pregnancies



Improved academic
performances



Energetic children



Developed talents



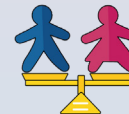
Awareness social themes



Inclusive school
system



Equal opportunities for
boys and girls



Safe learning
environment



Our Story

Sports and play have positive effects on the physical, mental and social development of children. Through participation in sport and physical education, children learn about key values such as honesty, teamwork, fair play, respect for themselves and others, and adherence to rules. They learn how to deal with competition and how to cope with both winning and losing. Sports and play give children important tools to develop into strong, resilient children.

In many countries physical exercise is therefore part of the compulsory curriculum of primary schools. Because the ability to learn is greatest at a young age, investments in helping young people to acquire education, skills, good health habits, and a desire to participate in their community and society are likely to yield a greater return than later attempts to build these capacities.¹

Unfortunately, for many children who grow up in the rural areas of low-income countries spending time on sports and play is not that evident. In their private life, there are interrelated challenges such as lack of education, poor health, abuse, gender-based violence or child labor. Additionally, generally over 90% of the poor reside in the rural areas. These areas are more difficult to reach due to their remoteness and therefore often receive less attention from the government and other nonprofit organizations.

The success of Join for Joy strongly relies on the spirit and involvement of local partners, schools, teachers, trainers, and of course the children themselves. Join for Joy plans, designs and organizes its activities in close cooperation with local stakeholders, in order to remain close to the habits, lifestyle, and culture of local communities.

Teachers of primary schools are the main agents of change. During a full academic year Join for Joy actively supports the schools with the implementation and organization of sports and play activities for their children by offering four teachers per school training sessions on sports for development and didactical skills. The Join for Joy primary school program consists of a Kick-Off training, a Train the Trainer course, and an Achievement Review. Also, our colleagues visit the schools on a monthly basis to support and monitor. Sports tournaments are organized, and a game manual has been developed that offers more than fifty sports activity suggestions and explanations on the specific meaning and purpose of the activities. After this first year full of training, all schools will take part in a three-year Alumni Program. During annual meetings, teachers all reunite to share new knowledge and new games, to discuss challenges and to make a new annual plan to ensure sustainability.

¹ See SDP IWG annual report of 2012 activities

Uganda: Caritas

Hilda Mbabazi
Boniface Byamugisha
Javira Birungi

Kenya: Macheo

Ruth Mwinga
Simon Kamau
Naomi Ngigi

Malawi: Zikomo Foundation

Kennedy Zakochera
James Phiri

Zambia: Sport in Action

Edgar Silwimba
Sammy Thaimu

Sports and play coordinators per country

Results 2021

Impact and results

In ten years' time, Join for Joy achieved the following results:

139 primary schools in the rural areas of Kenya, Uganda, Malawi and Zambia were part of our Sports and Play Program. At many public schools in poor areas, there is insufficient time and money allocated to physical education, or there is a lack of competent qualified and/or inadequately trained teachers. These practices, combined with inadequate provision of facilities, equipment and teaching materials, large class sizes and funding cuts, need to change. We work exclusively with primary schools. Join for Joy offers schools a tailor-made Sports and Play Program.

556 teachers were part of the tailor-made capacity building training sessions. The teachers are role models of the school and can have a positive impact on the development of their students. The teachers that participate are challenged straight from the start to think about sport for development, to experience sports and playing activities themselves, to work together as a team and to use these sessions as an opportunity to learn from each other.

As a result, **451.750 children** now actively participate in sports and play activities at school and in the communities. Sport is a powerful tool for disadvantaged children to become educated and engaged members of their communities.

Where do we work?

Our programs run in the rural, hard to reach areas of Kenya, Uganda, Malawi and Zambia. The children living in these rural areas face considerable challenges regarding the climate, health issues and demographics. To sum up, the communities we work with are often confronted with:

- ▶ Drought, flooding, food scarcity
- ▶ Gender inequality: teenage pregnancies, child marriages
- ▶ Growth in population. 40-45% of the population is between 0-14
- ▶ 40% to 60% of population lives in poverty
- ▶ 60% - 85% works in agriculture - children need to work on the field
- ▶ 7%-12% of the population is infected by HIV / aids.
- ▶ 30% of the households is uneducated

With whom did we work together?

The Join for Joy sports and play coordinators are a crucial success factor for the program. The schools have a direct point of contact when support is needed. Join for Joy therefore has the ability to keep a close eye on the progress of the schools so that they can quickly respond or adjust the activities when needed

We work closely together with local governmental actors, including traditional governmental actors.



Sports and play in 2021

The global COVID-19 pandemic has left many children facing tension, stress and loss at a critical time in their development. Local authorities in our intervention countries report a shocking number of children who have not returned to school now that they have reopened.¹ The economy has taken a major hit and research shows that more than 30 million additional people have found themselves in a situation of extreme poverty.² Girls living in rural communities have been particularly affected by the consequences of the pandemic because of unwanted pregnancies and forced marriages.

This year, partially accelerated by the irregularities caused by COVID-19 pandemic, we took the opportunity to explore how we can best improve our program. This has led us to revise the schedule of the training sessions. Instead of spreading the training weeks over three years, they now all take place in the first year of the program. One of the main advantages is that the earlier in the year the training weeks start, the earlier the teachers can implement them at school and the more children feel inclined to go to school and stay in school. Besides, the risk that one of the trained teachers transfers to another primary school and leaves the program before finishing all training sessions is hereby diminished.

Because of the lockdowns, we have focused primarily on making sure that all schools that

became part of our program right before or during COVID-19 outbreak, had a chance to make up for the canceled training sessions of 2020. This resulted in a very intense training year. We are proud of our team that made all the training sessions happen. The first training sessions took place only in May 2021. At the end of 2021 it was possible to travel again and colleagues from the Netherlands and the intervention countries saw each other again after a long time!

The pandemic had different consequences for each of our intervention countries. Although the schools were open in Kenya, Malawi, and Zambia, there were still many restrictions in place on organizing sports events and tournaments. Besides, the long-term effects of the pandemic were felt in many communities, such as the fact that during the pandemic many children decided to drop out of school altogether, because of pregnancy or the alternative of work.

Kenya

Schools in Kenya closed in March 2020. In collaboration with our Kenyan partner organization Macheo, our sports and play coordinators have been involved throughout the lockdown with supporting girls who became pregnant during the lockdown and children who needed extra care because of the harsh conditions at home, such as

¹ <https://www.volkskrant.nl/nieuws-achtergrond/voor-het-eerst-in-660-dagen-gingen-oegandese-kinderen-naar-school-ik-had-een-brok-in-mijn-keel~b87cc2ff/>

² <https://nextbillion.net/news/report-covid-19-pushes-30-million-africans-into-extreme-poverty/>

lack of sufficient food or violence. Public schools reopened in January 2021, but there were still many restrictions in place. For example, no sports tournaments were allowed and the Join for Joy sports and play coordinators could not visit the schools. They had telephone appointments with the head teachers in order to keep in touch with the schools. The restrictions were lifted in mid-2021 and children were allowed to play sports and play at school again. Join for Joy organized the first training sessions in May 2021.

- ▶ 1 x kick off (24 new teachers)
- ▶ 2 x train the trainer (48 teachers)
- ▶ 3 x achievement review (72 teachers)

Uganda

Nowhere in the world have schools been closed for as long as in Uganda. Since March 2020, the schools have been closed for a total of 83 weeks. Our local colleagues and the teachers at the schools noticed that the problems in the communities increased and feared that many children would not return to school once they opened their doors again. In response to this, Join for Joy developed the Community Based Approach program, in which children and parents/caretakers received psychosocial support through workshops during the lockdown. The entire community was involved, including children, parents/caretakers, school teachers, churches and community leaders. Children learned to make sports and play material from found objects and learned new games that they could play with their own homemade material. The sports and plays activities we organized were primarily focused on resilience and problem solving. In addition, we gave the families seeds and taught them how to develop and take care of

their own vegetable garden. This resulted, among other things, in less child marriages. The reason for this is that parents sometimes felt the financial pressure to marry off their daughter in order to provide food for the rest of the family as families were confronted with declining incomes during the lockdowns.

Parallel to these activities, we organized meetings with parents/caretakers to discuss urgent topics such as alcohol and drug abuse, teenage pregnancy and hygiene and to support them in how to address these issues with their children in an accessible way. Our focus was on the importance of an active involvement of parents/caretakers in a child's life. We also discussed the value of education and the importance of letting their child(ren) go (back) to school after the lockdown. The CBA program was a great success.

Sports and plays coordinator Hilda Mbabazi on the CBA program: "Almost all children have returned to school now that they are open again. And many new children are coming to school. This is because parents understand the importance of education, but also because children themselves are motivated. There is less alcohol and drug use, unsafe sex, violence and theft in the community. When the lockdown started, many children hung out on the streets aimlessly, sometimes causing problems. Now children like to stay at home because of their vegetable garden and because they can enjoy themselves at home."

The schools reopened on January 10, 2022 and despite the major backlogs, the Ugandan schools within our program are currently doing well. The schools are currently busy making up for the



learning delays. Student attendance rates have risen in all our schools. This is something we are very proud of in light of the alarming reports showing that only ten percent of pupils showed up at some rural schools in Uganda.¹

- ▶ 1 x kick off training (24 new teachers)
- ▶ 2 x train the trainer (48 teachers)
- ▶ 3 x achievement review (72 teachers)

Malawi

In Malawi, schools have been closed for a total of 26 weeks, with short openings in between. Our team of sports and play coordinators have - from the beginning of the COVID-19 outbreak - focused on spreading accurate information about COVID-19 in the remote communities. In addition, we organized the Back to School Campaign. This campaign was set up to encourage families to return to school after the lockdown. As soon as the schools opened their doors again, government restrictions were placed on sports and play activities at school. This made it difficult for the schools to implement our program. Step by step, more schools opened up their doors for sports and play so that teachers were then able to resume their activities. From September 2021, all schools have reopened completely and sports and play activities were officially allowed again.

- ▶ 2 x kick off (24 new teachers)
- ▶ 4 x train the trainer (96 teachers)
- ▶ 6 x achievement review (144 teachers)

Zambia

Schools were closed for a total of 28 weeks. Only the exam classes could return in September 2020. It took another few months longer for the rest of the classes. In the beginning students only went to school for half days. As a consequence, PE activities have been suspended for a long time. Once we were able to organize sports training sessions, six sessions took place in Chongwe.

In Zambia we simultaneously developed an initiative to focus on increasing girls' attendance rates at school, once the schools would reopen again. During the lockdowns, we started handing out menstrual cups in rural communities. One in ten girls misses a whole week of school every month, simply because they do not have access to decent menstrual products. For some of them it is inevitable to fall behind, drop out of school as a result, and be married off. Other girls get infections by using alternative products, for example cotton, sand, old socks or even cow dung. The menstrual cups give girls the chance to never miss a day of school after the lockdown.

In 2021, in collaboration with the organization HSHAZ, we provided the girl students who are part of our Sports and play program with a menstrual cup. The distribution of these menstrual cups is done under the supervision of a doctor and medical students who sensitize the girls on how to use the menstrual cup and to familiarize them with the broader issue of menstruation.

- ▶ 1 x kick off (24 new teachers)
- ▶ 2 x train the trainer (48 teachers)
- ▶ 3 x achievement review (72 teachers)



¹ <https://www.volkskrant.nl/nieuws-achtergrond/voor-het-eerst-in-660-dagen-gingen-oegandese-kinderen-naar-school-ik-had-een-brok-in-mijn-keel~b87cc2ff/>



Sports and play can only be inclusive

In 2021 we formulated our ambitions for the coming years, which resulted in the policy plan 2022-2024, which you can find on our website www.joinforjoy.net. We will work on five different strategies:

1. Qualitative & sustainable playful learning;
2. Girl empowerment;
3. Setting up regional offices;
4. Partnerships with educational institutions;
5. Implementation of a Community Based Approach.

In 2021, Join for Joy further developed its Sports and Play Program for primary school teachers in order to become more inclusive and to encourage teachers to take a stance for gender equality. In the renewed program, teachers learn how to talk in an accessible and playful way with their students about taboo topics and about daily challenges.

In collaboration with educationalist Sjouke Ummels, founder of the Superhero Academy, we evaluated the inclusivity of our Sports and Play Program. Sjouke worked for more than ten years on the optimization of the psychosocial well-being of young people growing up in disadvantaged circumstances. Together we have adapted the content of the training days in order to provide teachers with didactical tools to teach sports and play in a more inclusive way. In order to create an inclusive environment at school, teachers should be aware of their own ingrained biases and deeply rooted habits that might have (unintentionally)

exclusive effects. We developed new training elements in which these ideas and habits are revealed and discussed.

Physically challenged children

We encourage teachers to include their students who are physically challenged, and to evaluate their own sports activities in this light. We focus on the power of small adjustments, and the big differences these can make. These adjustments give teachers the tools to discover how they can make every child participate in the activities by means of small adjustments in the games. How do you actually get a student to participate in dodgeball with one arm? By having all participants hold a hand behind his/her back. Teachers have the creativity to make sure that all children have equal opportunities in the game.

Another component in the revised training program focuses on the power of (the right) compliments. Compliments can stimulate children to discover and develop their unique strengths and talents. These can go beyond "You are very good at math!" They may relate to other qualities as well. For example, "You have such positive energy!", "You are a great coworker!", or "You gave it your all and you are getting better each time!" Teachers are the students' role models. When students see their teachers adopting an inclusive attitude, they will follow this example. In this respect we also explored the opportunities to organize parent-teacher meetings at school. This will give teachers the opportunity to provide parents/caretakers the

right information and encourage them to break the taboo on disabilities in their communities.

Gender equality

Our renewed training session focuses primarily on the effect of stereotypes and biases on the position of the girl student. Young children develop self-awareness. Children at this stage are still shaping their understanding of what it means to be a boy, a girl, a man, or a woman. In almost every single Sub-Saharan African country there are notable gender inequalities. Women earn 70% less than men. Women spent twice as much time as men in domestic labor. Women are underrepresented in politics and leadership positions. Women find themselves in risky forms of employment, often in the informal sector. Nearly four in 10 girls younger than 18 in Sub-Saharan Africa are married, and African women generally face some of the highest rates of sexual violence in the world. It is crucial to focus at school on the essential attitudes and skills to get rid of gender constraints in order for all students to reach their potential.

Inequality starts with specific challenges that girls already face from a young age. While working in the rural communities for over ten years, we learned that girls are often expected to be obedient, to follow. Therefore, it is less likely for girls to participate actively in the classroom, unless teachers engage them. In the classroom, teachers give girls 'light' chores like sweeping the floor, and boys 'heavy' chores like lifting objects. In the broader communities, education is not seen as an essential element of upbringing girls. Textbooks in school reinforce these stereotypes: doctors or engineers are male; nurses and caretakers are female.

This can change with inclusive behavior of the primary school teachers. We integrated a couple of focal points in our renewed training sessions that support teachers developing inclusive teaching habits. We train teachers to avoid stereotypical teaching, ranging from gender specific compliments, gender specific differences in intonation, gender specific disciplinary responses, to body language. Gender biases may occur unintentionally in

Mary-Ann* is a very creative girl. She is severely physically disabled and communicates by writing with her feet. As a result, she was always seen as 'strange' within the community. She finds schoolwork difficult and used to have a hard time expressing herself. Through the Sports and Play Program, the teachers at her primary school learned to look at children's individual talents. They realized they should stop focusing on Mary-Ann's performance in class but learned to empower Mary-Ann by stimulating her in what she excels at: being creative! She now has her own 'working area' at school and gets time off class to do her work there. She usually makes bracelets and enjoys going to school much more now. Probably because of this, her school performance has also improved.



classrooms and in the community at large. They are rooted in experiences, culture and the media, and are passed from generation to generation. We challenge teachers to reflect on their beliefs, attitudes and practices, in order to improve teaching and classroom management. We also developed new training programs that focus on the role of teachers in providing physically and emotionally safe and inclusive learning environments by treating students with respect at all times, being sensitive to individual differences, and meeting unique strengths, needs, and interests.

Partnerships with educational institutions

In 2021 we have made a start with our ambition to build a network in all our countries of intervention with the nearby universities and training centers for physical education. This allows us to share our knowledge of sports for developments on a larger scale. As we have built relationships in the last 10 years with primarily local schools and local and regional policy makers, it is now time to seek partnerships with relevant educational institutions. We have started exploring the opportunity to develop a course 'Sports for development' for local universities. This would give them the opportunity to underscore the priority of PE for primary education. We expect this strategy to have a snowball effect. When newly educated teachers and education institutions push for taking sports for development as serious as math and writing skills, schools will become over time more used to, and willing to incorporate sports and playful learning at school.

Our first step in executing our strategy for partnerships with educational institutions starts in

Uganda, Kabale area. The Ministry of Education and Sports of Uganda is in the midst of an educational innovation. The government is concurrently exploring, among others, options for revitalization and strengthening PE and Sports education (PES). The national curriculum for educational institutions will consequently change. Three pillars of reform are central: the improvement of the quality and relevance of PES at all levels; improvement of equitable access to education and sports; improvement of the effectiveness and efficiency in delivery and education of sports services.

However, many teachers, who are educated in the old curriculum will miss the opportunity to increase their knowledge on the social-emotional learning aspects of sports and play, as the new curriculum will be implemented after their graduation from the college. To fill that gap, Join for Joy will offer a training session specifically tailored to this group of teachers, starting with a pilot at the teacher college BUKINDA CORE PTC. In June 2022, the first training sessions will take place.



“

In our community there is a certain unwritten rule that boys and girls shouldn't play to get her or befriend each other. That mentality was with me growing up and I would not allow girls to play or be close to boys because I felt they weren't safe. I now facilitate activities in which boys and girls play together without any problems. We organised meetings with parents to discuss the benefits for this with them and to explain why we do this. Luckily, many of them responded positively. Ever since we have seen a big change in how boys and girls interact in school and in the community: more freely and respectfully.”

Teacher Sarah*

**For privacy reasons, the names of the child and teachers in this report have been changed.*

Partnerships and events

The continued effects of the pandemic made fundraising in 2021 challenging, especially since it was the second year in a row that events and meetings were canceled. The annual Dam tot Damloop for example, that was supposed to take place in September, was canceled. Besides the setbacks related to the pandemic, we managed to keep our head above water, primarily thanks to our loyal financial supporters.

Student associations

Several student associations have committed themselves in 2021 through a number of events to raise money for Join for Joy. For example, the student association for speed skating in Utrecht, **U.S.S.V. Softijs** organized an auction. **ASSWSV SKITS**, the one and only student skating association, cycling association and inline skating association in Amsterdam, cycled their annual AmPa (Amsterdam-Paris) race. The members of **MFAS**, a medicine student association, sold sandwiches and the members of **Tri Movere** moved continuously for 24 hours!

Partners and supporters

We have partnered with the digital experts at **SQLI**. They have supported the team Join for Joy with marketing and branding advice, pro bono. SQLI has helped us convey the importance of education for girls. The creative team has come up with and designed a powerful design that perfect-

ly translates the message of Join for Joy. We are very grateful for their work and great cooperation.



Clifford Chance has supported Join for Joy, pro bono, with **legal advice**.

Ambassadors

We are very grateful for the continuous support of all of our ambassadors. Our ambassador **Wout Weghorst** was selected for the Dutch national team and played at the European Championships.

In 2021, **Nanne van der Leer** and **Mwangala Icakana** developed the idea of working together on the The Joy Project. This project focuses on the stimulation of the creativity of young children in the communities and will take place in Zambia in 2022.

Our ambassador and singer-songwriter wrote a beautiful song, called: **The Join for Joy song**, available on Spotify.¹



HundrED

We are honored that a research team consisting of 150 academics, educators, innovators, funders and leaders from over 50 different countries has selected Join for Joy as 1 of the 100 for the Global Collection 2022.

You may find the full Global Collection 2022 here: <https://lnkd.in/dkSe99y8>.

“We envision a future where every child has access to the best possible educational innovations that provide quality education for all.”

HundrED

Menstrual cup fundraiser

After the successful first edition of our Christmas menstrual cup fundraiser in 2020, we organized another one at the end of 2021. We are incredibly grateful for the thousands of menstrual cups that

¹ <https://open.spotify.com/track/3y8z34oU2YS24uyQCKVRCJ?si=NnWYOgXPSByQMo1u1e00v0>

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were donated. The cups will be distributed in 2022 among teenage girls within the Join for Joy program in Zambia. For these girls this means that they will not have to miss another day of school due to their period in the coming ten years. Two of these girls shared their story with us: <https://vimeo.com/659276148>.

Join for Joy 10-year anniversary

The 10-year anniversary of Join for Joy was unfortunately canceled due to a new surge of COVID-19 cases. In 2022, we will find a moment to celebrate this milestone with our friends, colleagues, partners and sponsors.



Documentary

We launched our newest short-documentary!

Join for Joy - A day through the eyes of Gertrude and Kelvin.

<https://youtu.be/cMNXQu9ezWY>



11 JAAR JOY!

10 jaar JOY wordt 11 jaar JOY!

Nauwlettend de cijfers in de gaten houdend, begonnen we steeds meer te vrezen voor onze langverwachte 10-jaar viering op 25 november...

We vinden het dan ook ontzettend jammer om jullie te informeren dat de nieuwe maatregelen rondom COVID-19 ons dwingen om iedereen op een later moment, naar verwachting begin 2022, te verwelkomen. Wij hopen op jullie begrip en kijken ernaar uit om t.z.t. alsnog samen terug te blikken niet op de afgelopen 10, maar dan inmiddels 11 jaar Join for Joy!

We hopen iedereen hier zo snel mogelijk meer over te laten weten.

Warme groet,
Team Join for Joy

“It is unbelievable what the Join for Joy program means for schools. The children are so much more motivated to come and stay in school, even so that the classes are now so crowded that they look at expanding the schools. Children grow as people, become more resilient and discover and develop their talents. The girls especially touch me. They dream of becoming a nurse one day, to be able to give back to their community. And now they can because they learn how to say “no” to men and how to deal with things such as their periods.”

Nanne van der Leer



References

Michiel Löwenberg Foundation

"Transparent, without bureaucracy, with much creativity and a flawless sense of what really makes an impact helps Join for Joy children to break free from poverty and provides them with the power and education to shape their own futures."

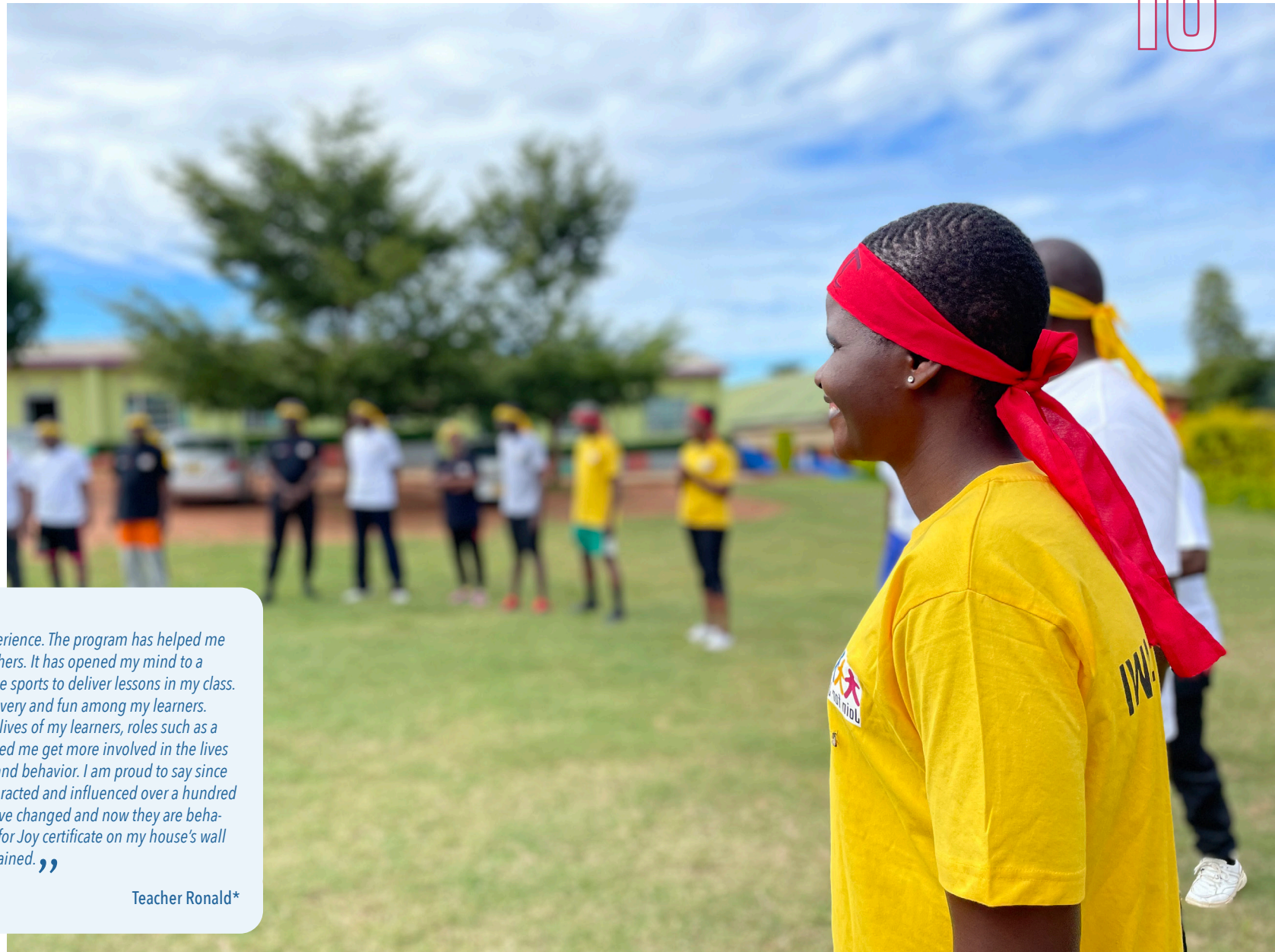
Contribute Foundation

"We believe it is important in the foundations and projects that we potentially support that they actually make a difference, have a lasting impact, show enthusiasm and passion and that they touch our hearts. This is precisely why we love Join for Joy. They work together with great passion to get and keep these children in school with the help of a sports and play program developed by Join for Joy with intensive supervision."

“

For me, the program has been a life changing experience. The program has helped me improve my relationships with learners and fellow teachers. It has opened my mind to a world of possibilities, since I didn't know that I could use sports to deliver lessons in my class. The games have improved the quality of my lesson delivery and fun among my learners. It helped me realize the different roles I can play in the lives of my learners, roles such as a coach, referee, role model etc. This knowledge has helped me get more involved in the lives of my learners and helped them change their attitude and behavior. I am proud to say since the program began at our school, I have personally interacted and influenced over a hundred boys who didn't really care about school. These boys have changed and now they are behaving well and love school. I am proud to hang the Join for Joy certificate on my house's wall as I celebrate the knowledge and experience, I have attained.”

Teacher Ronald*





The financial year 2021

In 2021 Join for Joy had its 10th anniversary. We are proud of the impact we made on the lives and futures of so many children, teachers, parents, schools and entire communities in Kenya, Uganda, Zambia and Malawi. More children come to school and stay at school; there is more awareness of social issues and disease prevention; girls and children with physical or mental disabilities are now included in sports and play activities; there are fewer teenage pregnancies in the communities we work; children better focus in class and find it easier to remember learning material; more children finish primary education; children are better able to deal with daily challenges and are becoming resilient boys and girls with a positive future perspective.

We would have loved to celebrate this important milestone in our countries of intervention and in the Netherlands with our colleagues, friends and supporters. Unfortunately, 2021 marks also the (second) year in which strict restrictions were enforced due to COVID-19. This has had an impact on both fundraising and the total expenses of Join for Joy. We had planned to set up a big event due to the celebration of the tenth anniversary of Join for Joy. Besides, our dedication to our fundraising project "Joy at Work" (partnerships with corporate organizations) and our fundraising efforts in light of events such as the Dam tot Damloop remained unfruitful. This is partially explained by the imposed restrictions on events, but also by what we see as a consequence of the financial struggles of companies themselves. Because of the financial instability caused by the pandemic, "social respon-

sibility", especially focused on Africa, became less of a priority.

As mentioned, COVID-19 also influenced our expenses. Since travel to Africa was barred in the first three quarters of 2021, Join for Joy managed to save costs on air travel and transportation. The restrictions in the countries of our intervention during the first half of 2021, made us postpone the planned sports tournaments, as no large groups were allowed to gather. Fortunately, during the second part of 2021 we could pick up our training sessions in all countries of intervention. We were therefore able to catch up for many of the canceled training sessions in 2020. This had an unexpected side effect that helped us to reduce our costs: Many training accommodations gave us discounts due to the larger purchase of products and services. The fact that we organized many training sessions that were originally planned and budgeted for in 2020, made the total expenditure per country lower than we had budgeted. The partner organizations we work with had already received part of the Join for Joy funds in 2020 and put them on their balance sheet. These amounts were paid in 2020 and later supplemented with a new project budget from Join for Joy for 2021.

We revised the schedule of the training sessions. Instead of spreading the training weeks over three years, they now all take place in the first year of the program. This new strategy explains the increase in the training sessions in 2021. One of the main advantages is that the earlier in the year the training weeks start, the earlier the teachers can

implement them at school and the more children are encouraged to go to school and stay in school.

Despite the setbacks of Covid-19, Join for Joy has proven to be financially stable. We managed to execute almost all of the planned activities in 2021 and to raise sufficient funds to finance these activities. In part due a received bequest of EUR 100,000 in 2017 which serves as financial buffer for lesser times. In addition, Join for Joy has shifted its fundraising focus on events and companies to traditional (family) funds. Family funds have been a reliable source of income since the foundation of Join for Joy. Join for Joy has built a number of longer-term partnerships with family funds in recent years.

“ The Join for Joy Sports and Play Program has been a great and life changing experience for me. The program is more than sports, it is more than fun: it is life transforming and challenges my worldview. It has provided a better and easier way of delivering memorable life changing lessons. The program is empowering and it provides tools for teaching life skills and dealing with social issues. You cannot be part of this program and remain the same. ”

- Kennedy Zakochera
(Sports and play coordinator Malawi)



Financial results 2021

Balance per December 31

(After appropriation of result)

Assets

Fixed Assets

	2021	2020
Tangible fixed assets	521	694

Current accounts

Other receivables	7.466	11.009
Cash and equivalents	236.493	262.447

	243.958	273.456
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Total

	€ 244.480	€ 274.151
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Liabilities

Reserves

Continuity reserve	205.355	224.099
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Short-term liabilities

	39.125	50.052
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Total

	€ 244.480	€ 274.151
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Join for Joy raised a total amount of €348.871 in 2021, while it incurred total costs of €366.196, constituting an annual net loss of €18.744. The equity decreased from €224.099 to €205.355. Join for Joy needs to repay the amount of €23.825 that we have received from NOW, which is a financial regulation, organized by the Dutch government to support companies and organizations suffering from loss of turnover due to the impact of COVID-19. The assets of Join for Joy consist of cash assets of €236.493. This cash is split between freely available cash of €136.248 and restricted cash that was received in connection with an inheritance donation of €100.000 in 2017. The current liabilities consist among others of a wage tax payable to the amount of €3.137, a holiday pay accrual to the amount of €5.430 and accrued expenses to the amount of €6.475. A liability of € 23.825 was included with respect to the repayment of the NOW.

The category 'income from individuals' primarily refers to sponsoring amounts raised by monthly donations. Income from this category decreased from €34.046 in 2020 to €20.823 2021. The fact that this amount has decreased in this significant way, could be partially explained by more general development in which charities have challenges in finding new donors and inspiring "lapsed" donors—those who have given in one year but haven't given since—to give again. Another reason might be that especially private donors felt the consequences of the pandemic financially even more than during the first year of COVID-19. We learned from research done by "Goede Doelen

Nederland" that, compared to 2019, in the case of medium-sized and small organizations, there is a decrease in income of 6% and 9% respectively.

The category 'income from partners & companies' relates to the fundraising received from businesses. Even though our 'Joy at Work' fundraising project aimed at corporations and business was stalled because of the COVID-19 restrictions, we received a donation from a cooperation that prefers to stay anonymous. Income from this category therefore increased from €10.070 in 2020 to €21.762 in 2021.

The category 'income from other non-profit organizations' relates to donations received from private family foundations. Income from this category decreased from €359.300 in 2020 to €306.286 in 2021. We are very happy with the continuous support of various (family) foundations. Among others: Contribute Foundation, Nefkens Stichting Ontwikkelingshulp, Michiel Löwenberg Foundation, Stichting Wees een Kans, Stichting Pierre Fourier, Stichting Jacoba van Wassenaer, Stichting Kamp Vierhouten, De Johanna Donk - Grote Stichting, Flowtraders Foundation, Familiefonds Wierda Baas and Hofsteestichting.

The category 'income from events and other collections' refers to fundraising events organized under the name 'Events for Joy'. Due to COVID-19 no income was generated.

The intervention of Join for Joy required personnel costs to a total amount of €166.457

in 2020, reflecting a total of 3.2 FTE. This amount decreased in 2021 to €102.651 reflecting a total of 3.3 FTE. Of the total employee costs, an amount of €94.890 was allocated to mission objectives. The main reason for this decline in personnel costs was a paid maternity leave in 2020 and in 2021 there have been some changes within the Dutch team, which has led to a more efficient and cost-effective division of labor.

The work of the Dutch team consists of on-going support for, and frequent presence in the countries of intervention at Join for Joy's key activities (Kick-off course, Train-the-trainer course and Sports and play program, etc.); strategy, planning and development of the program; development of the COVID-19 related community activities, monitoring & evaluation of the activities; fundraising, including marketing and communication; and other administration tasks. This is also included as such in the annual budgeting process.

General risks and uncertainties

The rural areas in Kenya, Uganda, Zambia and Malawi face comparable challenges regarding their climate, health issues and demographics. To sum up, the communities we work with are often confronted with child labour, drought, fooding, food scarcity, gender inequality, teenage pregnancies, child marriages, poverty, and HIV/aids infections. The political situation and weather conditions in the countries and regions where Join for Joy implements the sports and play program remain an inherent uncertainty. If there are safety risks for the people engaged in the work of Join for Joy, the interventions will need to be postponed. One can think of situations where teachers decide

to go on strike, or floods make it impossible for our local colleagues to visit the schools for their monthly observations for example. Another key uncertainty, inherent to the not-for-profit structure of our organization, is the dependency on external funding. The last nine years, Join for Joy was successful in building up a network of family/ trust funds, in organizing fundraising events, and in facilitating and supporting the fundraising efforts by volunteer Trainers. In order to achieve the ambitions and to maintain the continuity in the organization, Join for Joy continues to work hard to establish further and more long-lasting relationships with its donors. This year the main uncertainty was again the spread of the Covid-19, the subsequent lockdowns and travel restrictions, and the side effects of the pandemic, such as the increase in domestic violence, and poverty.

State of income and expenses 2021

	2021	2020
Income		
Income from individuals	20.823	34.046
Income from partners & companies	21.762	10.070
Income from other non-profit organizations	306.286	359.300
Total income from raised funds	348.871	403.416
Income from events and other collections	-	-
Total income	€ 348.871	€ 403.416

Expenses

Mission objectives

Kenya	46.175	30.122
Uganda	73.943	44.431
Zambia	74.998	56.893
Malawi	80.511	60.175
Strategy, monitoring, fundraising	34.259	86.023
Events	2.156	196

Total	312.042	277.840
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Management and administration	54.154	63.241
Financial income / (expense)	-1.419	-1.114

Statement of income and expenses	€ -18.744	€ 61.220
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Appropriation of result

Continuity Reserve January 1	224.099	162.879
Statement of income and expenses	-18.744	61.220

Continuity Reserve December 1	€ 205.355	€ 224.099
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Estimated expense 2022**EUR****Qualitative & sustainable playful learning**

Training program teachers
Empowerment, equality and inclusiveness
Monitoring, evaluation and learning

Subtotal**€469.600****Capacity building**

Support setting up legal entity Zambia
Partnerships with educational institutions
Implementation of a Community Based Approach

Subtotal**€90.000****General & administrative costs**

Management and administration/employees
Insurance/banking/subscriptions/IT and other office related costs
Marketing and communication
Office rent/housing

Subtotal**€83.400****TOTAL 2022****€643.000**

Outlook 2022

Together with local partners we work towards a sustainable impact in the education system in order to move from policy to practice. Our vision is to offer every primary school teacher in Sub-Saharan Africa the opportunity to experience the power of playful learning. To become open-minded, to have fun while teaching, to discover and nurture talents in their students, to teach about disease prevention, to freely discuss gender equality and to work on the physical health and social resilience of their students. By improving the education system, primary school students will get the opportunity to flourish at school, academically and emotionally. Join for Joy focuses specifically on the often hard-to-reach rural areas of Kenya, Uganda, Zambia and Malawi. Due to their remote location, these areas often receive less attention from the government or other non-profit organizations

In 2022, we will continue to do everything we can to reach more children, to train more teachers and to cooperate with more public schools. Because playful education builds a strong generation. We have formulated the following main ambitions:

Join for Joy has set itself as its primary task to guarantee the quality and continuity of the existing Sports and Play program. In the last three years, the focus has been on developing a sustainable training program. Throughout 2022-2024, Join for Joy will focus primarily on reach and impact. The current program setup allows for scaling the implementation of the program at more schools regionally. Yearly we will select six to twelve new schools per region to start our program. In addition, Join for Joy has the

ambition to expand the program to a new country in East-Africa in 2022-2024.

Inclusion and role modeling are central to our strategy of 2022-2024. We find it critical to translate gender equality into all aspects of our work. Our focus will be on creating safe and fun conditions for girls to enjoy school to the fullest.

In the years of 2022-2024, Join for Joy will explore the option of setting up regional offices in the countries of intervention. These offices will contribute to our sustainability goal: to invest in the communities where the schools are located. The proximity to our colleagues, to our partner organizations and to the teachers will allow us to support the schools better. A local office will make us more flexible to adapt to local situations and to respond to local needs. The expectation is that we will be better equipped to develop integrated projects and partnerships with local schools, community centers, and companies. The ambition is to build a network in all our countries of intervention with the nearby universities and training centers for physical education. This allows us to share our knowledge of sports for developments on a larger scale.

The coming years we have the ambition to structurally increase the involvement of the communities. We hope to get across the importance of sports and play opportunities at school. The support of parents and caregivers is crucial in order to make the implementation of our program at school sustainable. We find it important to create an open environment in which parents feel free to share their ideas and suggestions to make our program better. We hope to inspire parents to motivate their children to go to school and to stay in school.



Governance 2021

The founders, board members and employees of the Join for Joy foundation have different professional backgrounds (legal, finance, communication, media & sports, etc.). They all share the drive and the ambition to stimulate the development of Join for Joy in order to reach its mission.

Each month the day-to-day management and the Board have a meeting to discuss ongoing strategic, financial or operational issues and make certain policy decisions. In addition, there is frequent contact on a more ad-hoc basis between the day-to-day management and the Board on such issues. Cash expenses in direct relation to Join for Joy's activities in excess of €2.500 will require prior approval by the Board with a 2/3 majority.

Day-to-day management team (3.3 FTE)

Minke van Geen- Meijboom - Managing director
 Meike Smit - Program manager
 Daan Hardeman - Country coordinator
 Romée Nieuwland - Marketing and Partnerships Manager
 Martine Beijerman - International program coordinator (freelance)

Board

Frank van den Brink – Chairman
 Michiel Schul
 Arie Torres
 Hannah Kooren

Board of Advisors

Annette van Andel
 Alex Klusman
 Meike Bartles

Sports and play coordinators

Kenya

Ruth Mwinga
 Simon Kamau
 Naomi Ngigi – Sports and Play manager

Uganda

Hilda Mbabazi
 Boniface Byamugisha
 Javira Birungi

Zambia

Edgar Silwimba
 Sammy Thaimu

Malawi

James Phiri
 Kennedy Zakochera

General Information

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info@joinforjoy.net
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Bank account information
Stichting Join for Joy IBAN:
NL92RABO0118162926
Place: Amsterdam, the Netherlands

Stichting Join for Joy is a foundation under Dutch law, registered at the Dutch Chamber of Commerce with number 52315525. Join for joy has been recognized by the Dutch tax authorities as a charitable organization with ANBI status.

Design & Lay-out



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