

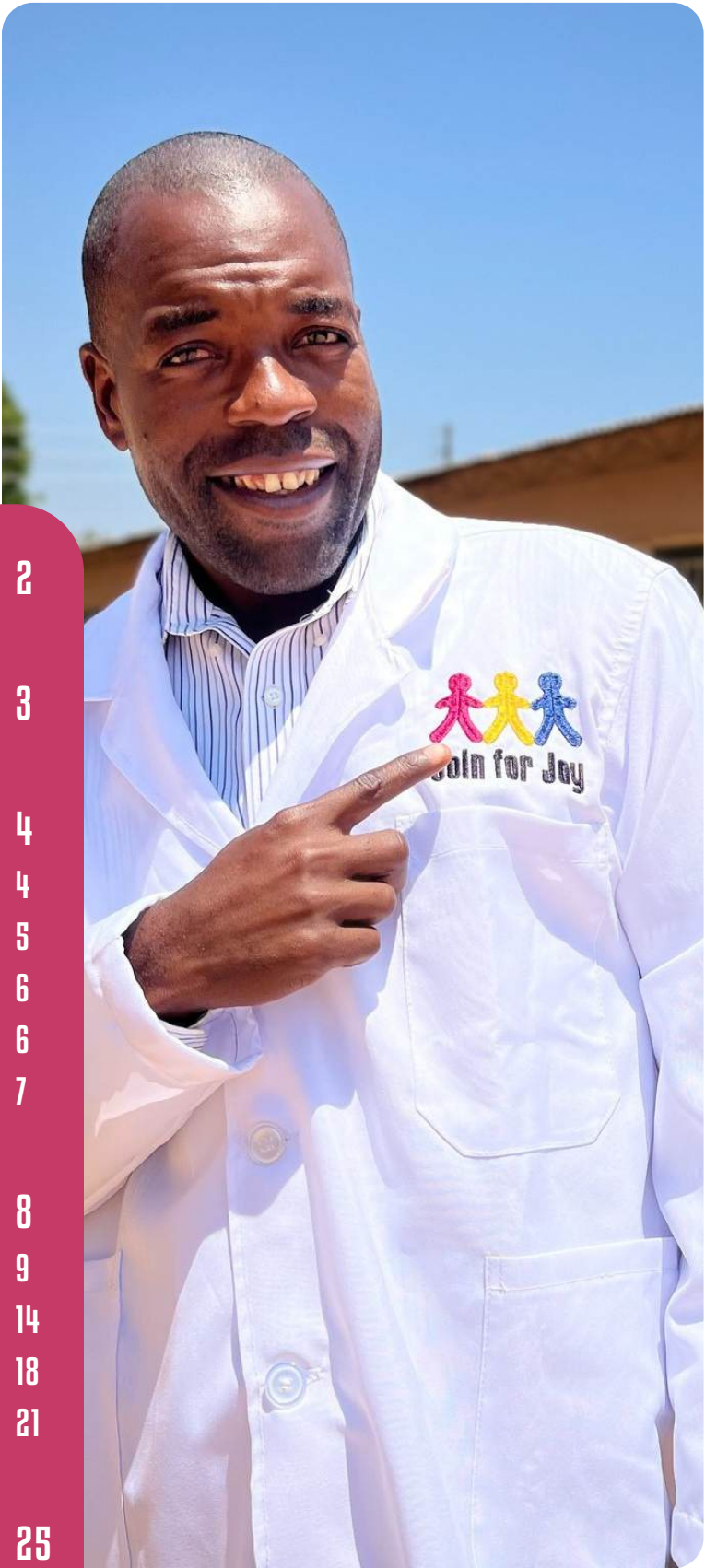


JOIN FOR JOY STRATEGIC PLAN

2025-2027

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EXECUTIVE SUMMARY

At Join for Joy, we envision a world where every child in Sub-Saharan Africa has the opportunity to experience the transformative power of playful learning. Our new strategic plan sets an ambitious course for the next three years, building on over a decade of success while embracing growth, innovation, and inclusivity.

To achieve our vision, we empower primary school teachers with the knowledge, skills and tools to openly discuss health and social issues through sports and playful learning methodologies. This approach not only enhances education but also fosters well-being, inclusivity, and resilience among children. Between 2025 and 2027, our focus is on continuously improving the program, reaching more children with playful learning and building a sustainable, inclusive organisation.

Improve the program by embracing data-driven insights:

Over the next three years, our focus will be on enhancing the Join for Joy Playful Learning Program to better meet the evolving needs of teachers and learners. We will strengthen our monitoring and evaluation systems, ensuring data is actively used to refine the program and share insights with the broader education sector, advocating for the importance of playful learning.

Scale playful learning

We are committed to reaching more children by sustainably expanding our program's reach in Kenya, Malawi, Uganda, and Zambia. By working in more districts within these countries, we aim to directly impact 269,100 children and indirectly reach an additional 1,251,900 children, families, and community members with playful learning by the end of 2027.

To create sustainable change, we are prioritizing the training of student teachers. In Uganda, we will build on our successful pilot playful learning course, introduced in 2024 across seven teacher training colleges in Western Uganda. By 2027, this initiative will train 3,570 student teachers, enabling them to bring playful learning methodologies into classrooms, reaching more children than ever before. This scalable approach has the potential to transform the future of education.

Prioritise Inclusivity

Children with disabilities often face barriers to education, particularly in sports and play, due to a lack of accessible facilities and inclusive teaching practices. These missed opportunities for play and socialization are critical gaps we aim to address. By investing in our inclusion approach, we will ensure equitable access for all learners, reaching 3,220 children with disabilities with accessible sports and inclusive playful learning.

Build resilience

To navigate the challenges of declining official development assistance, we will prioritise financial sustainability by diversifying funding sources. By 2027, Join for Joy Malawi and Zambia aim to directly fund 30% and 40% of their respective budgets through local fundraising efforts, supported by enhanced capacity-building initiatives. We are also committed to evolving our organisational structure to be more inclusive and representative. By fostering local ownership and collective decision-making, we aim to ensure long-term contextual relevance and sustainability.

Join for Joy is excited to embark on this next chapter of growth and impact. Together, we can empower teachers and children through the power of playful education to build the next generation.

Charlotte Petty
Managing Director Join for Joy

MISSION, VISION & AMBITION

Mission

Join for Joy trains primary school teachers to openly discuss health and social issues through sports and playful learning methodologies, in order to create engaging, safe, inclusive and joyful educational environments.

Vision

Our vision is to ensure every child at primary school in sub-saharan Africa has the opportunity to experience the power of playful learning, encouraging them to come to school and to develop into healthy, educated and empowered members of their communities.

Ambition

By the end of 2027, Join for Joy will have reached a total of **269,100** children directly and an additional **1,251,900** children, family and community members with playful learning in East Africa since 2011!

For the next 3 years, we will focus on expanding the reach of the program in the countries that we currently work in; Kenya, Malawi, Uganda and Zambia.

Between 2025-2027, we will directly reach **89,700** more children in Kenya, Malawi, Uganda and Zambia with sports and playful learning. This will be made possible by the **552** teachers who will have undertaken the Join for Joy teacher training program in schools. Indirectly, we will reach **448,500** children and young people through tournaments, community and family sessions.

In addition, **3,570** student teachers will have undertaken the 12 week playful learning training course as part of their teacher training!



"I have become a more lively and friendly person in character to my pupils. My interaction and relationship with learners has improved both within and outside the classroom. Nowadays, I enjoy my work more."

- Teacher,
Katojo Primary School, Uganda

BACKGROUND

Introduction

Join for Joy is committed to enhancing the quality of education in rural government primary schools by integrating sports and playful learning into the curriculum. Our playful learning program trains teachers in innovative, inclusive teaching methodologies that incorporate sports, play, music, expressive arts and life skills education, helping to foster resilience, confidence, and equal opportunities for all students.

Additionally, we address the specific needs of girls by providing menstrual hygiene education and menstrual cups, ensuring they can attend school consistently and without hindrance. Through our holistic approach, we aim to create a supportive environment where every child, regardless of ability or gender, can thrive academically, socially, and physically.

Our work extends beyond the classroom, engaging with communities to reduce stigma around disability and promote acceptance and inclusion. By working closely with local education authorities and communities, we ensure that our programs are sustainable and aligned with the needs of the children and schools we serve, contributing to the broader goal of achieving quality education for all, leaving no-one behind.



Values



The Join for Joy approach

In many rural schools, the education system faces significant challenges, including a shortage of well-trained teachers, inadequate teaching materials, overcrowded classrooms, and low teacher motivation due to poor salaries. Corporal punishment is still prevalent, and teaching is typically conducted in a traditional, didactic manner. This results in an environment where the joy of learning is often absent, interaction between teachers and students is minimal, resulting in school atmospheres that are not engaging or conducive to learning. These conditions contribute to low enrollment, high dropout rates, and a generation of children who are often unable to access a meaningful, quality education.

Therefore, in 2011 Join for Joy began implementing sports and playful learning programs in schools in East Africa to invest in the joy of learning and teaching. Sport and playful learning are critical for mental and physical health and well-being of children. We now have a comprehensive educational program designed for primary school teachers in rural Kenya, Uganda, Malawi, and Zambia that focuses training teachers to utilise playful learning methodologies. Through sports and play, the program enhances both academic performance and personal development, helping children stay in school and thrive. Our approach focuses on equipping teachers with the knowledge and skills necessary to create inclusive and gender-equal environments, act as positive role models, and use sports and play to address health, social and environmental topics with children and communities. Through learnings from over the years, we have continuously adapted and contextualised our training program. This has resulted in an extensive one-year training program, consisting of three training weeks and a game manual that includes 45 games focused on life skills development and discussion of health and social topics.

During intensive training days, teachers are introduced to the power of playful learning. Teachers are encouraged to reflect on their current teaching methods and how they consciously and unconsciously act in the classroom. Traditional ways of thinking that are often prevalent are discussed and alternative narratives are proposed. Common examples include the belief that education for girls is less important because they will eventually get married and do housework, or the idea that boys and girls should not play together because it could result in sexual relations, and for children with disabilities, it is often believed that education brings no added value and is not important.

LET THE GAMES BEGIN!

These enthusiastic teachers have just picked up their Game Boxes filled with sports and play materials, ready to start implementing playful learning at school.



Teachers as agents of change!

We primarily focus on training primary school teachers. These teachers are on the current front lines of education, enabling them to directly impact the current school system, pupils, and wider communities. Over recent years, a second strategy has been developed in which we train university students in teacher training colleges. By collaborating with teacher training colleges to integrate our playful learning methodology into the curriculum, we reach future educators. This ensures that new teachers are equipped with innovative teaching practices from the start of their careers and can integrate these into their future classes. Through this dual approach, we aim to empower both current and future educators to create positive, lasting change in their schools and communities, driving forward our mission to quality education in rural East Africa.

Teachers are the role models for the children at school. They lead by example. By training teachers how to build relationships through joyful and playful learning activities, and how to be open to all children's concerns and questions, children feel that their teachers care about their unique personality, talents, hopes, fears, plans, and frustrations. Join for Joy offers an accessible, fun and effective program that allows teachers to experience the power of playful learning in all its forms from music and arts to sports and play. We share knowledge, skills and tools to successfully integrate playful learning activities into education.

Teachers are our most significant stakeholders and have been instrumental in sharing their insights into the development of this new strategic plan.

Partnerships

We work closely with various local partners such as NGOs, primary schools and governments. The main advantages of this approach are that the program is: (a) widely supported; (b) responds to local needs; (c) is culturally sensitive; (d) has a wide reach to children; (e) is cost-effective, and; (f) sustainable.

The implementation of the Join for Joy playful learning programs is done directly by registered country offices; Join for Joy Zambia and Join for Joy Malawi and with partner organizations; Macheo Children's Center in Kenya and Caritas Uganda in Uganda. These partners were selected on the basis of their focus on early child development and their involvement in local communities.



Sustainable Development Goals

According to United Nations (UN) forecasts, the world population will grow to 8.6 billion people between now and 2050 and more than half of this growth will take place in Africa. A significant part of these people live in poverty and the lack of good education is one of the main causes of this. Meaningful education in which playful learning is adopted has beneficial long-term effects. It is fundamental to building healthy local communities with higher living standards, more opportunities for personal development and therefore a better future for children in Sub-Saharan Africa. Join for Joy's mission builds on the UN Sustainable Development Goals (SDGs). It contributes in particular to the following four objectives:



GOOD HEALTH AND WELL-BEING (SDG 3)

Sports and play are critical for the physical and mental well-being of all children, as it improves their overall health, boosts self-esteem, and reduces stress. We address health issues like malaria, HIV/AIDS, and cholera in an interactive, informative manner in schools and communities. We also conduct menstrual hygiene sessions and distribute menstrual cups to ensure safe periods, reducing the risk of infections for girls through the use of unhygienic alternatives. For children with disabilities, access to play is often limited, leading to isolation and poorer mental and physical health outcomes. By making sports and play activities inclusive for all children, we stimulate social inclusion, and help mitigate feelings of isolation and stigma.

QUALITY EDUCATION (SDG 4)

Join for Joy improves education quality by training teachers to conduct playful, inclusive, and engaging activities for both the classroom and the playing field. Through this approach, Join for Joy addresses traditional gender roles and educational barriers, ensuring all children, especially girls, receive quality education and are empowered to succeed. Teachers are equipped to integrate playful learning across the curriculum, improving school attendance and graduation rates while reducing dropouts. All of which contributes directly to quality education.

GENDER EQUALITY (SDG 5)

The program pays explicit attention to gender equality and aims to break through prejudices and stereotypes and to help girls in particular develop more self-confidence and resilience. We ensure that all girls in school are actively included in sports and play activities specifically designed for empowerment. These games enhance girls' self-confidence, resilience, and life skills while playfully discussing important topics like menstrual health and sexual and reproductive health and rights (SRHR).

PARTNERSHIPS FOR THE GOALS (SDG 17)

To achieve all objectives, we have a strong international network of partner organizations and regional and local government agencies. We are also joining forces with other (nonprofit) organizations that pursue the same mission, so that we can share and exchange knowledge and learn from each other's experiences.

JOIN FOR JOY TWO-TIER STRATEGY 2025-2027

The development of this strategic plan was done collaboratively with input, feedback and ideas from multiple internal and external stakeholders over a six month period in 2024.

Initially, a staff survey was launched in July to gather collective feedback on the previous strategic plan and ideas for the future from all people working with and for Join for Joy in all countries. This input was analysed and reflected upon by the international management team and an internal brainstorm was held to update Join for Joy's mission and values. Following this, we interviewed our biggest stakeholders - teachers (#40) themselves to gather their input and how best Join for Joy can improve to meet their needs of teachers.

Lastly, an internal organisational session was held to collaboratively fine tune the overarching strategic pillars with all staff. The Board of Directors was kept abreast of the development process, provided feedback and granted their official approval Q4 2024.

Strategic pillars 2025-2027

We made the decision to continue to prioritise positively impacting children with the power of playful learning. Therefore our focus for the coming three years will be to ensure that we continuously improve the playful learning program and meet the needs of the teachers and students. We will reach more children with playful learning by sustainably expanding the reach of our program Kenya, Malawi, Uganda and Zambia. We will ensure more equitable access for all learners to be able to reap the benefits of playful learning by investing in our inclusion approach and reaching more children with disabilities.

In order to ensure we can do so, we need to build a resilient, inclusive organisation and have decided to opt for one foundational pillar; to enhance our financial security and improve our organisational structure. The two-tier strategy for 2025-2027 is outlined below:

Three strategic implementation pillars:

1. Improve the program by embracing data-driven insights

Objective: Update ToC to align with M&E system to continuously adapt and improve the comprehensive playful learning program.

2. Sustainably scale playful learning

Objective: By the end of 2027, Join for Joy will have trained 1,512 teachers and 3,500 student teachers, enabling us to reach 1,251,900 children, family and community members with playful learning!

3. Prioritise inclusion to reach more children with disabilities

Objective: By 2027, to reach at least 3220 children with disabilities (12% of total reach)

Foundational strategic pillar:

4. Build resilience by enhancing our financial security and organisational structure

Objective: By 2027, to raise €805,000 and to have an inclusion, representational organisational structure and governance model.

STRATEGIC PILLAR 1: IMPROVE THE JOIN FOR JOY PLAYFUL LEARNING PROGRAM BY EMBRACING DATA-DRIVEN INSIGHTS

1.1 Review and update the Join for Joy theory of change (ToC) - Join for Joy

Objective: By 2025 to have an updated ToC for Join for Joy

A robust, thoughtful ToC helps to clearly articulate and connect our work and how and why it contributes to the desired change we want to see, while simultaneously allowing us to spot potential risks in our plan by acknowledging any underlying assumptions.

In 2025, we will evaluate our current ToC to simplify it and ensure it aligns with our collective mission and vision and how we will work towards this. As part of this process we will include stakeholder input to ensure that our work meets the needs of the students and teachers. This is important to help sharpen and refine our messages, to make them more relevant and effective, by focusing on our outcomes rather than on its outputs. This will strengthen our proposal writing and bring clarity by integrating more "outcome-oriented" narratives in our fundraising proposals and campaigns.

1.2 Monitoring & evaluation

Objective: Annually review data and adapt and improve program in line with findings

By 2027 write and publish (Join for Joy website) 2 project research briefs

By 2027 present the research at 2 conferences.

Our Monitoring and Evaluation (M&E) system is designed to systematically measure and improve the impact of our programs on children, teachers, and the community. We will ensure that the current M&E system aligns with the updated ToC, so we can provide evidence of our impact at outcome level.

Currently, we use different surveys and tools measuring teacher performance, Join for Joy's impact on dropout and graduation rates and indirect effects of our interventions on children themselves and their experiences. Our M&E activities will continuously assess the program's impact, allowing us to make data-driven improvements and ensure the sustainability of the innovation. The monthly coaching visits to each school will ensure that the teachers have the long term support they need to implement inclusive playful learning effectively.

• Teacher Performance Observation Visits

We measure the (in)effectiveness of the Join for Joy program by assessing the improvement in teacher performance before (baseline) and during (follow-up) the Join for Joy program. Join for Joy sports coaches visit all schools in our program periodically (~4-8 times per year) and observe teacher performance during PE lessons.

• Student Dropout and Graduation Rate Interviews

We measure the student dropout and graduation rates in participating schools and compare these before and after ~1 year of working with Join for Joy. Through interviews with headteachers, we estimate the impact of the Join for Joy program on these numbers. The interview is conducted using a standardized online survey.

• Teachers' Feedback

During the final phase of our playful learning program, the Achievement Review, we collect qualitative data from teachers about their personal and professional successes and challenges. We also ask them to share the "Most Significant Changes" that have taken place on the student, school, and community levels. This is captured using structured forms that are designed to gather detailed testimonials and

insights. While primarily anecdotal, these testimonials are valuable for understanding the context and depth of the program's impact. They complement quantitative data by providing narratives that highlight personal and community transformations.

- **Menstrual Health Evaluation**

In 2024 we undertook an evaluation of the menstrual health education program to understand the girls' knowledge of menstrual cycle, their experience using the cup, missed schools days before and after receiving the cup and preferred menstrual management products. This comprehensive evaluation included 200 interviews with girls involved in the program in Zambia. This information will allow us to adapt and improve the program in 2025 and beyond and have clear cost / impact analysis to share with current and prospective donors.

- **Student-teacher evaluation**

The aim of the student teacher training course at universities is to provide a deeper understanding of the theoretical foundations of playful learning, research-backed benefits, and practical strategies for incorporating playful learning in their primary school classrooms. In 2025 a full evaluation of the pilot playful learning course at teacher training colleges will be undertaken. This will include interviews with multiple stakeholders to evaluate the impact of the training and discuss ways to include it as a core module going forward.



A sample of students will be recruited into a longitudinal cohort, so we can track them for the next 2-3 years to learn if and how they apply playful learning methodologies at the schools in which they are subsequently placed and if there are any challenges to doing so. This will enable us to understand the impact of the training to make informed decisions on scaling this initiative in the future.

- **Feedback loops**

Collecting data is only worthwhile if we actively use it and communicate the findings internally to staff and stakeholders to adapt and improve the program content and implementation. We will also make a concerted effort to use this evidence of our impact to improve and validate proposals and share within the sector via research briefs and sector specific conferences. This is important to share our work and position ourselves within the development sector.

1.3 Develop a comprehensive learning journey for teachers

Objective: By 2025 to have a comprehensive learning journey and integrated game manual covering all playful learning delivery methods.

We will further develop the Join for Joy comprehensive learning journey for the program to integrate program themes and delivery methods that result in new knowledge, skills, attitudes and behavioural change. We will evaluate the current training and highlight the variety of delivery methods that result in new knowledge, skills, attitudes and a positive behavioural change.

Creating a learning journey for teachers we will focus initially on the teaching methodology; playful learning and how it can be applied to ingrain new knowledge, build existing skills and boost professional development and motivation. Following this, we focus on the application of the methodology across different themes; sports, subject related games, menstrual health, music and arts. The intention is to create a holistic, comprehensive training program that provides the building blocks of skill and knowledge development to lead to the long term positive impact on educational and health outcome of the children. This approach allows the teachers flexibility to apply playful learning methodologies to additional themes such as sustainability and environment and to have the skills to apply these methodologies across the school curriculum to a variety of subject matters.

This way, the playful learning program trains teachers in innovative, inclusive teaching methodologies that incorporate sports, play, music, expressive arts and life skills education, helping to foster resilience, confidence, and equal opportunities for all students.



1.4 Menstrual health program

1.4.1 menstrual health and hygiene education

Objective: To reach all learners and teachers in the Join for Joy program with essential menstrual health and hygiene information.

Many girls still miss multiple days of school each month due to a lack of access to menstrual products, which disrupts their learning and confidence. Menstruation remains a taboo topic in many communities, adding a layer of shame and discomfort for girls that often keeps them from seeking support or discussing their needs openly.

In 2022, Join for Joy developed the Menstrual Hygiene Program to provide essential menstrual hygiene education and break the silence on this topic by encouraging open discussions to reduce stigma and empower girls with knowledge and understanding. By involving teachers, parents, and girls in conversations about menstrual health, we create a supportive enabling environment within the community.

From research conducted in 2024 in Zambia, we found that 82% of the girls had never learned about menstruation before their first period. This shows the clear demand for increased knowledge and information on menstrual health and also puberty and adolescent health.

Therefore, in 2025 we will ensure that menstrual health and hygiene information is fully integrated into all components of the Join for Joy training program in all countries and not seen as a stand alone project. To do so, additional sessions on menstrual health and puberty will be offered in all training sessions with teachers in the program and integrated in the playful learning course at teacher training colleges in Uganda.

In 2025, the manual will be expanded with additional methods, more practical tips, a greater focus on puberty and body changes for both boys and girls. Specific guidelines will be developed to discuss menstruation with girls with disabilities (and their parents). In 2025, three new interactive games will be developed on menstrual health, hygiene and puberty to facilitate open discussion and playful learning on the menstruation, puberty and body changes with boys and girls. These will be added to the game manual and integrated into the teacher training. By doing so, we aim to reach all learners at Join for Joy schools with essential (early) adolescent health information.

1.4.2 Menstrual cups distribution in Malawi and Zambia

Objective: By end of 2027, to have distributed a menstrual cup to 50% of the girls reached with MH education through the Join for Joy program in Zambia and Malawi

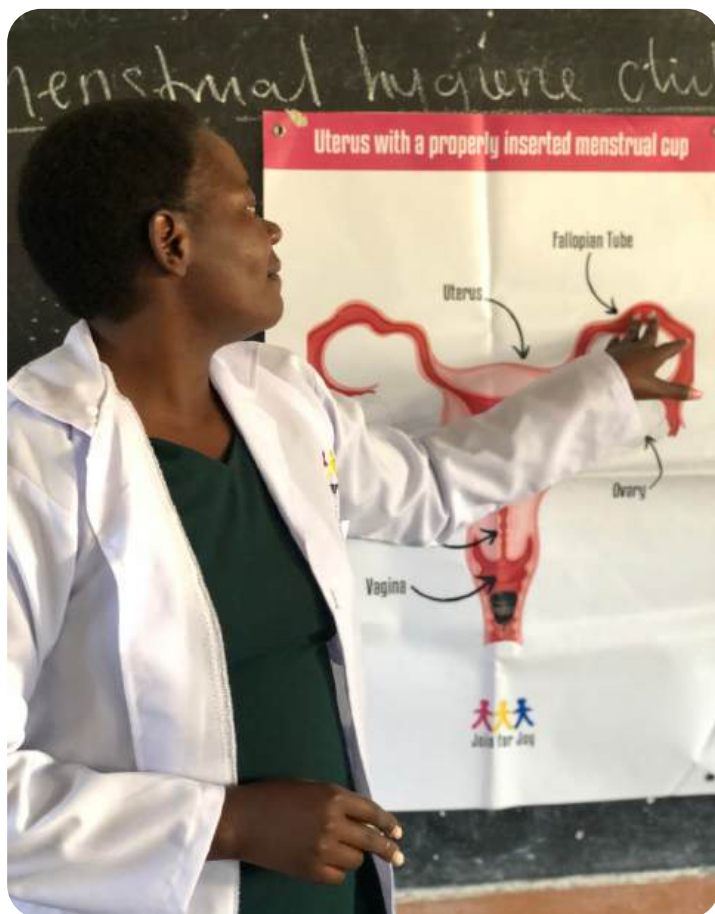
An important component of the menstrual health program is the distribution of the menstrual cup as an effective and sustainable menstrual product. By providing training on menstrual health and offering the menstrual cup, we provide girls access to a safe, accessible and long-term solution, enabling them to attend school without monthly interruptions. We currently focus on the menstrual cup distribution in Zambia and Malawi and will expand our distribution in these countries. Research conducted in 2024 by Join for Joy Zambia found that when offered a cup after the sensitisation sessions, 75% of the girls opted to receive a menstrual cup. Of these girls, three quarters usually or always use their cup during menstruation, with more than 80% of the girls rating the cup as comfortable and easy to use.

The menstrual cup, in combination with increased knowledge on menstruation and menstrual hygiene, makes it easier for the girls to attend school during their menstruation. Our research confirmed that the introduction of our menstrual health program has reduced the number of days missed from school by 1.49 days on average.

One consideration of the MH program is how to ensure continued distribution of menstrual health information and distribute cups after the schools involved graduate from the JfJ program. The implementation of the program was designed with sustainability in mind by utilizing existing mechanisms for distribution e.g. WASH clubs, girl's clubs and mother's clubs at schools. These infrastructures or existed prior to JfJ introducing the program and will exist afterwards - but have been provided with the knowledge and skills to continue sharing MH information in the long term. Focal points from each of these groups (teachers or mothers) will be sent updated information via whatsapp and can call JfJ in the future to request additional or follow-up training.

Join for Joy will also distribute event packages for Menstrual Health Day, 28th May to all schools (past and present) with ideas for additional guidance on MH sensitisation and a menstrual health games to play. Although it will be up to the clubs to implement the activities, menstrual cups can also be requested by the schools to distribute.

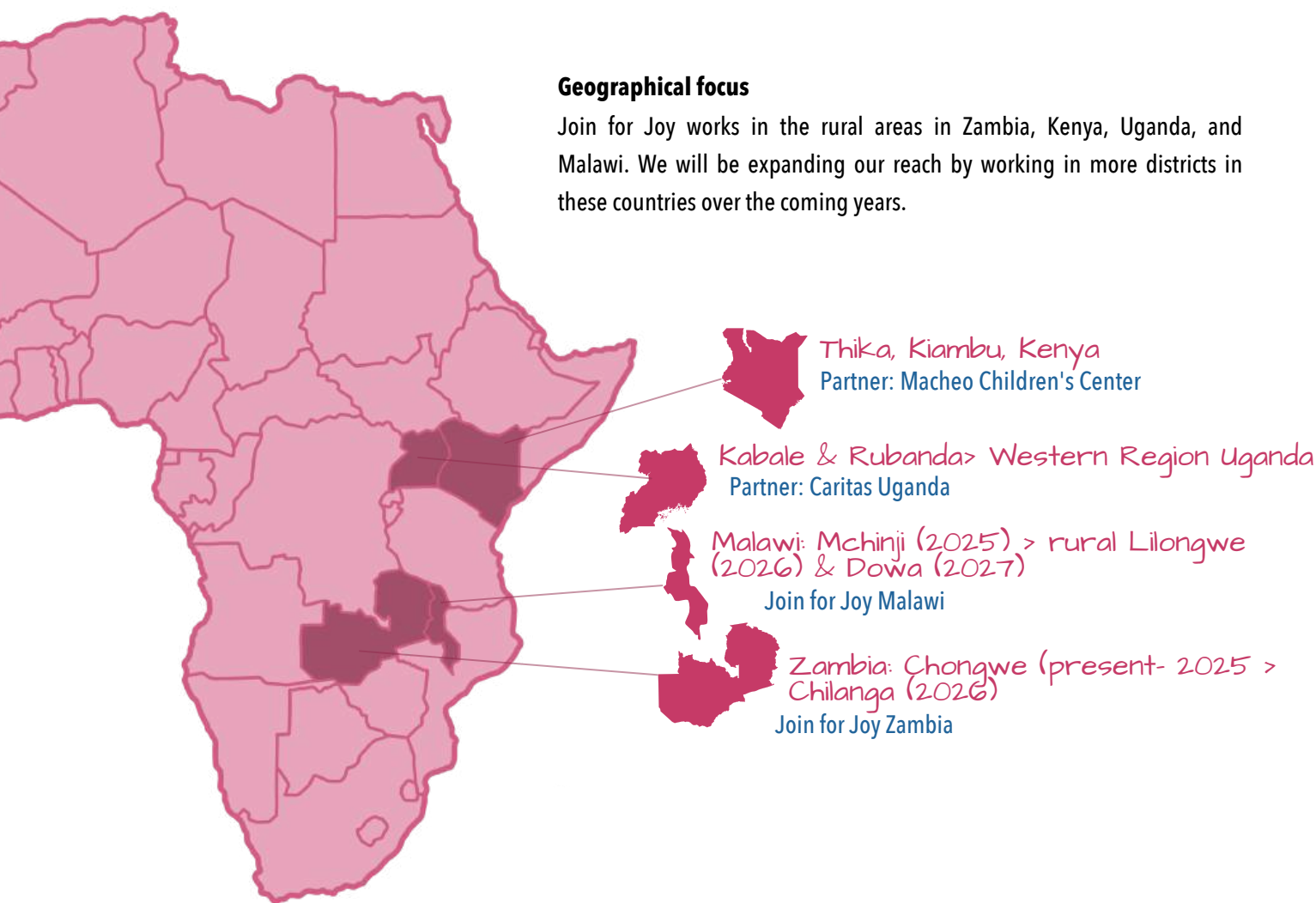
This way, we pass the ownership of the program to the schools and reduce their continued dependency on Join for Joy, while remaining on hand and open if additional support is requested. For the cup distribution, we realise that every year the girls will reach menarche and have therefore committed to demand based distribution of cups to schools that have graduated from the program. The demand will be based on teach requests for cups, based on their ongoing implementation of the program. We estimate that 25% of the total number of the cups will distribute will be demand based from schools that have graduated.



"The cup is easy to use. Since I started using the cup, I haven't missed any classes and can even participate in sports lessons!"

- Catherine, Zambia

STRATEGIC PILLAR 2: 2. SUSTAINABLY SCALE PLAYFUL LEARNING



2.1 reach more schools in new districts

Objective: Reach 138 schools with Join for Joy playful learning program by 2027

COUNTRY	TARGET	2025	2026	2027
Kenya	Target: by 2027 reach 36 schools with playful learning	+12	+12	+12
Malawi	Target: by 2027 reach 48 schools with playful learning	+12	+18	+18
Zambia	Target: by 2027 reach 54 schools with playful learning	+12	+18	+24

In line with the projected growth in our income, we will expand our reach to more schools over the coming three years.

Join for Joy Zambia will be investigating further expansion to schools in the districts of Rufunsa, Kafue and Chisamba. Join for Joy Malawi will expand to work with more schools in rural Lilongwe and Dowa. To allow for this scale, the team will also explore the possibility of having district coordinators to oversee the implementation of the program in their districts to improve the efficiency of the program coordination and reduce the travel time needed for school follow up visits.

Join for Joy Kenya will continue to work with 12 schools per year in Kiambu county but will invest their additional capacity in reaching more children with disabilities, as 8 out of the 12 schools will have SEN departments.

2.2 Join for Joy training as continuous professional development for teachers: Kenya, Malawi, and Zambia

Objective: By 2027, Join for Joy training certified as CPD by MoE in Kenya, Malawi, and Zambia

To expand the sustainable reach of the Join for Joy program in Malawi, Kenya, and Uganda, the focus of the coming 3 years is to lobby the Ministry of Education (MoE) to endorse Join for Joy as a certified continuous professional development course. This would provide the assurance of quality and official stamp of approval that is needed to scale the program nationally in the future.

This could be an important step to ensure teachers in the long term commitment and ensure playful learning is recognised as an important addition to the teacher's skill set and professional growth. If the Join for Joy sports and playful learning training program is endorsed by MoE as Continuous Professional Development (CPD) in Malawi, Zambia and Kenya this will also mean that teachers will see it as a key learning activity to engage in to develop and enhance their abilities. CPD is a holistic approach towards the enhancement of personal skills and proficiency throughout a teaching professional's career.

2.3 Join for Joy playful learning course at teacher training colleges: Uganda and Malawi

2.3.1 Join for Joy playful learning course at teacher training colleges in Uganda

Objective: By 2027, 3,570 student teachers trained on playful learning

UGANDA TEACHER TRAINING	2025	2026	2027
Teacher training colleges implementing JfJ course	6	14	14
Trained lecturers offering JfJ course	18	42	42
Trained CCTs following up on implementation	150	350	350
Student teachers trained on JfJ playful learning	1293	2816	3570

To sustainably scale sports and playful learning, in Uganda we will focus on expanding the pilot playful learning course that was offered at 7 teacher training colleges in Western Uganda in 2024. The evaluation and feedback will be presented to the Permanent Secretary in mid 2025 to get the approval for the playful learning course to be offered in universities and colleges across Uganda in 2026 and 2027.

To sustainably scale sports and playful learning, in Uganda we will focus on expanding the pilot playful learning course that was offered at 7 teacher training colleges in Western Uganda in 2024. The evaluation and feedback will be presented to the Permanent Secretary in mid 2025 to get the approval for the playful learning course to be offered in universities and colleges across Uganda in 2026 and 2027. This is an exciting step to sustainably scale the reach of playful learning by training teachers directly during their teacher training on playful learning methodologies. In 2025, Join for Joy staff will train university and college lecturers to be able to offer the course on playful learning as an additional module in their studies.

Join for Joy will also offer condensed 2 day training on playful learning methodologies to coordinating center tutors (CCT). Coordinating Center Tutors are directly employed by MoE Department of Teacher Education in Uganda and their main responsibility is to build the capacity of teachers, offer professional and technical support through coaching, mentoring and support supervision. The CCTs are responsible for visiting the student teachers in their placement schools. Join for Joy will train 25 CCTs per university on playful learning so that they are able to coach and support the student teachers to apply these methodologies in their teaching and highlight any challenges to the Join for Joy team for additional follow up.

2.3.2 Join for Joy playful learning course at teacher training colleges in Malawi

Join for Joy Malawi has the ambition to reach teachers in training (at universities and colleges) with a course on playful learning methodologies. In January 2025, the team in Uganda will hold a learning session with other countries to share their experiences offering the playful learning course to universities and colleges in Uganda. After this session, Join for Joy Malawi will use these lessons learned to inform the planning of university training in Malawi.

In 2026, the playful learning course designed for teachers in training will be piloted and tested with lecturers and student teachers. Following this, Join for Joy will work with the Ministry of Education to sign an MoU to allow the playful learning course to be integrated on the college curriculum for teachers.

2.4 teacher retention: Join for Joy playful learning Alumni conference in Kenya, Malawi, Uganda, and Zambia

Objective: 1 Join for Joy teacher celebratory conference held in each country by the end of 2027

In Malawi, Zambia, Kenya, and Uganda, a JfJ teacher celebration / award ceremony (recognition & reward) will be held every 3 years to promote retention and engagement with the program and the importance of playful learning. The conference will create an opportunity for all teachers involved in the Join for Joy program (past and present) to share experiences and interact with one another.

This event will be an important opportunity to motivate teachers to continue with playful learning. This conference could be offered instead of the last alumni day as it will be an important community and network building opportunity to support teachers in the long term. Many teachers mentioned the importance of having the opportunity to learn more about success / impact stories from the program at other schools, this event would offer a platform for such interactions.

The plan is to also include a competition for new games submitted by teachers with a focus on localizing the games aligning with the national curriculum subjects matters.

2.5 Digitalisation and social media outreach

Objective: By 2027 to have the teacher training manual digitalised to increase reach and accessibility

With the increased reach to student teachers in Uganda, we will need to ensure that all the student teachers that are being trained have access to the training and game manual during the training but also in the long term when they graduate and are placed in schools. Digitalising the training and game book offers a sustainable way to distribute the learning materials to all students and teachers, including how-to videos (offline) to support the long term application of playful learning methodologies. This way the learning materials can be easily updated and new games can easily be added to ensure they are up to date when the student teachers are placed in their schools and can be continuously access in the years to come. This transition will also reduce our printing costs and the environmental impact of the program.

Join for Joy will also use online communication platforms in Kenya, Malawi, Uganda, and Zambia to share games being played at schools - this can be used to encourage and inspire other teachers to integrate more playful learning inside and outside of their classrooms. This could also be a more efficient way of following up with schools than the Join for Joy staff visiting frequently. For schools that have graduated form the fourth year of the Join for Joy program or for student teachers trained at universities, they can remain in the WhatsApp groups, where they can see games being played in other schools, learn about new games and ask for support or help if it is needed.



STRATEGIC PILLAR 3: PRIORITISE INCLUSION TO REACH MORE CHILDREN WITH DISABILITIES

In the last strategy, we focused on more actively including girls through our girl empowerment track and the integration of the menstrual health program, we address gender-based discrimination by promoting gender inclusivity in the games used and challenging traditional gender roles and expectations. While we have always prioritized inclusion, expanding our efforts to support children with disabilities is a key element of our new strategy (2025-2027). Over the next 3 years, we will focus on the most disadvantaged children, specifically girls and children with disabilities, who often face intersectional discrimination both on the grounds of gender and their disability and are first to be excluded from school due to societal barriers or a lack of accessible resources.



3.1 Disability inclusion (DI) capacity building

Objective:

2025: updated DI safeguarding policy

2025: DI capacity building trajectory completed for all Join for Joy staff

2026/27: Annual (online) learning exchange between countries on disability inclusion within the Join for Joy program.

Disability inclusion capacity building is the process of developing the team's skills and knowledge needed to include people and children with disabilities in a variety of settings. Join for Joy will invest in training all staff on disability inclusion and how to inclusively include children with disabilities into the program. The capacity building track will span 6 months and will focus on understanding different types of disability, using a rights-based approach in disability inclusion, aligning with CRPD and African Disability Protocol, using appropriate language and how to ensure all communication and activities are accessible and inclusive. This will be done in collaboration with national organizations of people with disabilities (OPDs) in each country and will involve peer learning and coordination of opportunities for staff to learn from and with each other.

In 2025, we will also update the Join for Joy Safeguarding Policy to ensure it is inclusive of children with disabilities and ensure that all safeguarding focal points understand the specific needs of children with disabilities and how to safeguard their safety within the program.

3.2 Accessible game adaption

Objective:

- **2025 game manuals will be updated to include guidance on how to adapt all games to inclusively include all children including those with different types of disabilities.**
- **2026 and 2027 - continuously review and adapt the game manual to include varying inclusion needs of children with disabilities.**

In 2025, we will also work to adapt the Join for Joy game manual to include a specific focus on the variables of inclusion for children with disabilities. This will be done in collaboration with a disability expert from Kenya to ensure the games are inclusive and accessible for all learners. The train the trainer element of the program will also be adapted to include guidance for teachers on how to ensure the classroom and all activities are accessible. There will also be a session specifically designed on breaking down stigma and discrimination of children with disabilities.

Join for Joy is committed to developing new inclusive games and accessible activities that directly involve children with disabilities and their families. By creating testing panels, we ensure that their voices are heard, and their specific needs are incorporated into the design of our activities. We plan to further develop these initiatives in the coming years by working with the national OPDs and other stakeholders to reach more children with disabilities, improving their experience in our programs and fostering a more inclusive learning environment.

Join for Joy Zambia and Malawi will also aim to diversify the team and actively employ people with disabilities as disability experts to support training in schools and follow up support in the application of playful learning methodologies.

3.3 Work with more schools with sen departments to reach more children with disabilities with playful learning

Following capacity building and game adaptation, we will actively seek out and work with schools that specialize in working with children with disabilities and/or have special educational needs (SEN) departments. The targets vary per country based on the current level of capacity and experience working with children with disabilities.

TARGET by 2027:

- **42 Schools with SEN departments**
- **126 SEN teachers trained**
- **2100 + children with disabilities included in our program**
- **2 SEN teacher training colleges**

3.3.1 Join for Joy in Kenya

The team in Kenya have had the most experience working with children with disabilities and will build on this expertise in the coming years by working with more schools with SEN departments.

Each year, Join for Joy will recruit 8 schools with SEN departments into the program and will have reached 24 by schools with SEN departments by the end of 2027.

3.3.2 Join for Joy Malawi

In addition to the above, Join for Joy Malawi has had discussions with FEDOMA (Federation of Disability Organizations in Malawi) and created a joint plan on making school infrastructures more accessible, providing inclusive teacher training, and reducing the stigma surrounding disabilities within communities. As part of these future efforts, we are also committed to developing new inclusive games and accessible activities that directly involve children with disabilities and their families.

In 2025, Join for Joy Malawi will recruit 2 schools with SEN departments into the program and gradually increase this to 3 schools in 2026, and 4 in 2027.

3.3.3 Join for Joy Zambia

Join for Joy Zambia: In 2025, Join for Joy Zambia will recruit 2 schools with SEN departments into the program and gradually increase this to 3 schools in 2026, and 4 in 2027.

3.3.4 Join for Joy in Uganda

In 2025, the Join for Joy team in Uganda will focus on scaling the Join for Joy playful learning module at teacher training colleges in Uganda. In addition, the course development team (UG and NL) will work on including an additional sub-module on the importance of sports and play for children with disabilities, provide guidance on inclusive education and include instructions on how to ensure the games can be inclusively adapted to accommodate all learners to ensure the games are accessible for all.

In 2026, the team will investigate reaching out to special education needs teachers training colleges and enter into agreements with these colleges. A pilot will be undertaken and adaptations and improvements will be made to the course content based on stakeholder input and designed on the needs of children with disabilities.

By 2027, we aim to offer the Join for Joy playful learning course in at least 2 SEN teacher training colleges in Uganda.

3.4 Parental awareness and sensitisation sessions on disability inclusion

Objective: Hold 3 parental sensitisation session per SEN school per year

All teams will also conduct awareness sessions on disability inclusion for families to support care, nutrition, health and fight stigma / discrimination. This sensitization work will aim to encourage parents to realize that disability is not inability and that the education of learners with disability increases their potential of being independent in future. Further, parents are motivated to take their children to school while helping them to appreciate the efforts being made by the schools to educate all children.

The parental sessions will be held three times per year for each school and will be timed just before school holidays. The reason for this is many parents struggle to stimulate their children during the holidays, so the parents will also be introduced to some games and playful activities that they do with their children during the holidays to stimulate them to more actively involve them in family and community life.

Impact story: Friendship & confidence

Faith (15) and Teresia (14), best friends in the Special Educational Needs (SEN) unit at Mugumo Primary School in Kenya, showcase the transformative impact of playful learning.

Faith, who has a mental disability, once struggled with shyness. Through the program, she discovered her voice and now participates actively in class and social activities. "The games we play have made me less shy," she shares. "Now, I'm more confident, both at home and school." She has also uncovered a talent for athletics, earning national medals in the 1500-meter race and 3000-meter walk for children with disabilities.

Teresia, living in a challenging family situation, faced feelings of loneliness. Thanks to the sports and play activities, she has blossomed into a leader. Headteacher Mbugua explains, "Teresia actively involves her classmates in activities like crafting and sports. She enjoys teaching others and ensures everyone understands. She's become more confident and assertive."



STRATEGIC PILLAR 4: BUILD RESILIENCE BY ENHANCING OUR FINANCIAL SECURITY & ORGANISATIONAL STRUCTURE

4.1 Enhance Join for Joy international organisational structure

In the last strategic plan (2022-2024), we invested in registering Join for Joy as an official entity in Zambia in 2022 and Malawi in 2024. This was an important first step in a longer organisational transition to shift the power and decision making towards where our work is actually implemented. This means we will keep FTE in the Netherlands intentionally as low as possible and consciously invest in the capacity and expertise in Zambia and Malawi. We will continue working with our longstanding partner organisations in Uganda and Kenya and will ensure that they also actively contribute to organisational decision-making.

In 2024, International Management Team (IMT) was initiated to jointly lead this transformation from a multi-country perspective. The IMT is composed of the Join for Joy Netherlands Managing Director, Join for Joy Operational Director, Zambia and the Join for Joy Operational Director, Malawi. The IMT meets every 3 months to:

- Update country fundraising plans and monitor progress.
- Oversee the progress and implementation of the Join for Joy program in each country.
- Jointly plan the strategic direction of Join for Joy
- Measure the achievement of strategic objectives and agree on adaptations and improvements as required.

4.1.1 Shifting the power - Changing organisational structure into federation model

Objective by 2025: Updated international organisational structure

We realise that a wider transformation is needed over the coming years at all levels of the organisation. Join for Joy and the international NGO environment is continuously growing and evolving. It's essential that the organisational structure and international governance processes keep pace with changing needs. We believe that ensuring a plurality of voices are at the table is critical to ensure continuous relevance and contextual guidance.

This is an important step to increase ownership and decision-making to where work is taking place and decrease dependence on Join for Joy Netherlands - both of which are crucial for sustainable growth of Join for Joy. With the recent registration and associated creation of a Board of Directors for Join for Joy Zambia and Join for Joy Malawi in 2024, this is the right moment to address such a change to ensure our continuous relevance and streamline our way of working.

Over the course of the coming years we will be changing the organisational structure to achieve a more equitable balance by ensuring that the organisational structure is inclusive and representational at all levels. This will involve a long term transition to ensure we are making efforts to localise our work and shift towards making more collective decision making and country ownership.

To facilitate learning from the wider sector, Join for Joy will join Partos: Shift the Power and the international management team will continue to ruminate, collectively, on these dynamics. As an agile organisation, we hope to be able to implement and iterate how best to build an inclusive, representative model to guide Join for Joy in the coming years. We believe that ensuring a plurality of voices are at the table is critical to ensure continuous relevance and contextual guidance.

4.2 Improve financial security

4.2.1 Diversify funding sources and secure more income

Over the next 3 years, in order to deliver on our ambitions above, we will diversify funding sources across all countries to create a more robust, financially sustainable organization. When deciding which funding sources to prioritize to support our growth we considered the acquisition time needed, management, budget available as well as if the sources offers structural or one off opportunities and if it would be restricted or unrestricted funding.

The matrix below shows how we have decided to prioritise the following funding sources over the next 3 years, enabling us to diversify our funding base at country level and internationally. The decisions were made based on our organisational strengths, market opportunities as well as the need to build a diversified, longer term funding base for the organisation.

We intend to view 2025 as a pilot year for our new fundraising strategy and will review and adjust subsequent year targets based on our experiences, this agile way of working will allow to invest and prioritise the most lucrative funding sources.

Table 1: Annual targets per funding sources for Join for Joy International

Family Foundations €500,000 92 grant applications submitted 25% conversion success rate	Family Foundations €500,000	Family Foundations €500,000
Corporates - Foundations €60,000 - Corporate donations €20,000	Corporates - Foundations €82,500 - Corporate donations €20,000	Corporates - Foundations €100,000 - Corporate donations €21,250
Individuals - Fundraising events €30,000 - Individual donations €12,000 - Online fundraising campaign €20,000	Individuals - Fundraising events €30,000 - Individual donations €22,500 - Online fundraising campaign €40,000	Individuals - Fundraising events €30,000 - Individual donations €43,750 - Online fundraising campaign €60,000
Institutional Funds 3 multi annual, multi-year proposals 1 win (sub-lead)	Institutional Funds €50,000 (sub-applicant)	Institutional Funds €50,000 (sub/lead applicant)
TOTAL €642,000	TOTAL €745,000	TOTAL €805,000
Derived from country offices Zambia: €33,400 Malawi: €10,000	Derived from country offices Zambia: €46,700 Malawi: €25,000	Derived from country offices Zambia: €60,500 Malawi: €40,000

Internationally, for the Join for Joy we see greatest potential to increase our funding from corporate foundations in the sports and active lifestyle sector. With global sporting events, there is an increased interest in sport for development and the importance of physical exercise for wellbeing. As of 2024, the UN has officially recognised the International Day of Play on 11th June to spotlight the importance of play in children's lives, learning, and development, and to call attention to the need to protect and support children's right to play. In line with this, more corporations are seeing the importance and impact of investing in their foundation and CSR package.

Over the next 3 years, we will build our track record implementing institutional funds. We will work with our long standing partner, Caritas in Uganda to submit joint funding proposals to scale our work nationally in Uganda, specifically in relation to the replication and scaling of the university/colleges training program. Caritas is an international NGO with a strong track record successfully channelling large scale institutional grants. We will aim to submit the concept note to at least 2 donors with intention to initiate the scaling program

in 2026 and 2027, with Caritas as the lead and Join for Joy as technical partner / sub-organization. This way, Join for Joy will also build its track record implementing and managing institutional grants, which will be an important milestone on our journey of growth as an organization.

In the Netherlands, family foundations remain our most consistent funding source, and we will focus on maintaining this stability. Tailored reports that link donations to specific schools and activities are highly valued, and we will continue to provide regular updates on the impact, including both successes and challenges.

Individual donors in the Netherlands will provide an important share of the new income at Join for Joy over the coming 3 years. As such, we have developed a plan to realize the growth of income from this source of funding. Funding from individuals is particularly important given the current political climate and reduced development budgets as it is long term and unrestricted. The table below highlights the KPIs that will be tracked in regard to this source and the full plan can be found here for details on the specific activities that will be undertaken in order to meet these KPIs each year.

Table 2: Individual Fundraising KPIs (2025-2027)

KPI	2025 TARGET	2026 TARGET	2027 TARGET
Expansion of network: increase number of email addresses in database	+25% / 1,800 2,250 email addresses	+40% = 3,150 email addresses	+60% = 5,040 email addresses
Increase of the number of monthly donors	x2,5 monthly donors 40 > 100	x2,5 monthly donors 100 > 250	x1,5 monthly donors 250 > 375
Increase of the income from monthly donors	12,000 EUR	22,500 EUR	33,750 EUR



4.3 Increase funding directly acquired by Join for Joy Zambia and Join for Joy Malawi

Objective: To increase the funding derived from country offices as a % of their operating budget.

- **Zambia: 30% in 2025, 35% in 2026, 40% in 2027**
- **Malawi: 12% in 20-25, 20% in 2026, 30% in 2027**

In 2024, we invested in building the fundraising capacity of Join for Joy staff in the Netherlands, Zambia and Malawi to exchange fundraising knowledge and expertise and to further professionalize national and international fundraising.

The intention is to increase funding applied for directly by Join for Joy country offices, as Join for Joy is now officially registered in Zambia and Malawi as an NGO. This means there are more funding opportunities that the Join for Joy Zambia and Join for Joy Malawi entities can apply directly to.

4.3.1 Join for Joy Zambia

The table below shows which funding sources will be prioritized in the coming years in order to meet the stated fundraising ambitions.

Entrepreneurial income generation:

Join for Joy Zambia will scope and investigate generating income from entrepreneurial endeavours that align with Join for Joy's core business and look to build on the successful elements of these in 2026 and 2027. The team will investigate offering the playful learning training program to private schools (for a fee plus costs) by having a number of paid places on the Join for Joy training program. In 2025, the team will also begin scoping the Joy at Work program in Zambia, offering team building sessions for businesses in Zambia. In 2026 and 2027, based on this initial investigation and pilot the team will decide on scaling these enterprises or not and if it is financially worthwhile to do so.

Events:

In the coming 3 years, the team will also continue to capitalize on annual fundraising events such as the Join for Joy run and networking / fundraising events and intend to grow the revenue from these events over the next 3 years as interest and word of mouth spreads. The team will also use such events to gather interest from national businesses in sponsoring Join for Joy.



First Join for Joy Run in Zambia, 2024

(Corporate) Foundations:

Foundations are an important funding source for Zambia in the coming years and the team will aim to submit proposals to the value of 200,000EUR/year. (Corporate) Foundations will be an important source of funding for Join for Joy Zambia. The team will also continue to actively pursue donations and direct sponsorship with corporations and businesses in Zambia.

Table 3: Funding sources for Join for Joy Zambia and annual targets

SOURCE	2025 AMBITION (EUR)	2026 AMBITION (EUR)	2026 AMBITION (EUR)
Entrepreneurial income generation	€600	€2,500	€5,000
(Corporate) foundations	€30,000	€40,000	€50,000
Events	€2,000	€3,000	€4,000
Corporate donations/sponsorships	€800	€1,200	€1,500
Total	€33,400	€46,700	€60,500
% raised of total Zambia budget	30%	35%	40%

4.3.2 Join for Joy Malawi

As Join for Joy Malawi only officially registered in 2024, it is still in the start up phase. Therefore in 2025, Join for Joy Malawi will focus on building a solid foundation for future national fundraising. The focus will be to undertake donor mapping in Malawi and build relationships with key donors in order to pave the way for applications in following years.

Entrepreneurial income generation:

A key funding source for Join for Joy Malawi will be entrepreneurship in the form of a social enterprise. In Q1 a market opportunity analysis will be undertaken and a possible endeavor will be decided upon, in Q2 2025 the team will finalize their business plan and start to pitch for investment. The ambition is for the social enterprise to start in 2026 and by 2027 to derive 10% of the total funding needs in Malawi.

Institutional:

Join for Joy Malawi has warm relationships with Embassies of NL, UK and Norway, these will be fostered in 2025 and the team will aim to meet at least once with each to build the relationship and pave the way for future funding.

(Corporate) Foundations:

Join for Joy Malawi will also continue to jointly write and submit proposals to corporate foundations, doing so with Join for Joy Netherlands in the short term while they build internal fundraising capacity.

The table below shows which funding sources will be prioritized in the coming years in order to meet the fundraising targets above. There is a limited fundraising target for 2025 as Join for Joy Malawi is still in start-up phase having only officially been registered in Q3 2024.

Table 4: Funding sources for Join for Joy Malawi and annual targets

SOURCE	2025	2026	2026
Institutional	- Relationship building - Donor Mapping	€10,000	€15,000
(Corporate) foundations	€10,000	€20,000	€30,000
Entrepreneurial	- Business plan - Pitch - Investment	Startup phase	€5,000
Total	€10,000	€30,000	€50,000
% raised of total Malawi budget	12%	20%	30%



APPENDIX I - BUDGET PER YEAR

EXPENSE 2025

Join for Joy Playful Learning Program

Evaluate and improve the Join for Joy playful learning program

- Program monitoring, evaluation and learning
- Menstrual health and cup distribution

Expand sustainable reach of Join for Joy Playful Learning Program

- School teacher training program
- Playful learning course in teacher training colleges

SUBTOTAL €550,952

Strengthen our inclusion approach to reach more children with disabilities

Disability inclusion capacity building & expertise development

SUBTOTAL €10,000

General & Administrative costs

Management and administration

Fundraising

Marketing and communication

Office rent

SUBTOTAL €80,093

TOTAL 2025 €641,045

APPENDIX I - BUDGET PER YEAR



EXPENSE 2026

Join for Joy Playful Learning Program
Evaluate and improve the Join for Joy playful learning program

- Program monitoring, evaluation and learning
- Menstrual health and cup distribution

Expand sustainable reach of Join for Joy Playful Learning Program

- School teacher training program
- Playful learning course in teacher training colleges

SUBTOTAL €657,000

Strengthen our inclusion approach to reach more children with disabilities
Disability inclusion capacity building & expertise development

SUBTOTAL €5,000

General & Administrative costs
Management and administration
Fundraising
Marketing and communication
Office rent

SUBTOTAL €83,000

TOTAL 2026 €745,000

APPENDIX I - BUDGET PER YEAR

EXPENSE 2027

Join for Joy Playful Learning Program

Evaluate and improve the Join for Joy playful learning program

- Program monitoring, evaluation and learning
- Menstrual health and cup distribution

Expand sustainable reach of Join for Joy Playful Learning Program

- School teacher training program
- Playful learning course in teacher training colleges

SUBTOTAL €713,000

Strengthen our inclusion approach to reach more children with disabilities

Disability inclusion capacity building & expertise development

SUBTOTAL €5,000

General & Administrative costs

Management and administration

Fundraising

Marketing and communication

Office rent

SUBTOTAL €87,000

TOTAL 2027 €805,000

APPENDIX II - ORGANIZATION

Join for Joy is a non-profit organization, based in the Netherlands and founded in 2011.

Kenya

- Ruth Mwinga - Sports and play coordinator Kenya (0.5 FTE)
- Derrick Okango - Sports and play coordinator Kenya (1FTE)
- Mary Mutisia - Manager sports and play Kenya (1FTE)

Uganda

- Hilda Mbabazi - Sports and play coordinator Uganda (1 FTE)
- Boniface Byamugisha - Sports and play coordinator Uganda (1 FTE)
- Javira Birungi - Sports and play coordinator Uganda (1 FTE)

Malawi

- James Phiri - Join for Joy Malawi Director (1 FTE)
- Tchaiwe Zulu - Menstrual health program coordinator (1 FTE)
- Praise Mkandawire - Accountant (0.4 FTE)
- x2 sports and play coaches (in recruitment) - (0.5 FTE each)

Zambia

- Mwangala Ikacana - Join for Joy Zambia Director (1 FTE)
- Mirriam Nanyinza - Menstrual health program coordinator (1 FTE)
- Sydney Njovu - Sports and play coordinator Zambia (1 FTE)
- Namasiku Munyanya - Sports and play coach (0.5 FTE)
- Kapingula - Sports and play coach (0.5 FTE)

Join for Joy Headquarters (The Netherlands)

- Charlotte Petty - Managing Director (0.8FTE)
- Minke van Geen-Meijboom - Head of Programs (0.5) > voluntary member of Global Board in 2025
- Hannah Kooren - Head of Operations (0.5) > > voluntary member of Global Board in 2025
- Romée Nieuwland - Partnerships and Marketing Manager (0.9FTE)

Board of Directors

- Frank van den Brink (chair)
- Arie Torres
- Suzanne van Esser
- Anne Sallaerts
- Jaap Kalverkamp
- 2 representatives from Malawi and Zambia Advisory Boards (to be added over the course 2025)

Board - Join for Joy Malawi

- Sandra Machinjiri
- MacLean Onsewa
- James Henderson Nyirongo
- Charlotte Petty
- James Phiri

Board - Join for Joy Zambia

- Lee Anne Singh
- Amukusana Mulonda
- Inutu Himanje
- Hannah Kooren
- Mwangala Ikacana

Ambassadors

- Wout Weghorst
- Rachèl Louise
- Kelly van Zon
- Rob Reckers

Playful education
builds the next
generation.

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3 GOOD HEALTH
AND WELL-BEING



4 QUALITY
EDUCATION



5 GENDER
EQUALITY



17 PARTNERSHIPS
FOR THE GOALS

