

FOOTSTEPS

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YOUTH



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FOOTSTEPS

YOUTH

I recently watched a film called *The boy who harnessed the wind*, written by William Kamkwamba and directed by Chiwetel Ejiofor. The film follows the true story of a young man called William, growing up in rural Malawi in the early 2000s.

Unable to continue his schooling because of the cost, William gains access to the school library where he learns about electrical engineering and energy production. At the same time, his community is beginning to suffer from hunger because of drought. Driven by a desire to help, William designs a windmill capable of powering an electric water pump. After doubting him at first, his family and friends eventually help him build a full-size wind turbine from bits of bicycle and other scrap materials. His windmill, and the resulting water used for growing crops, saves his village from famine.

It is easy for young people to be overlooked, misunderstood or not listened to. But their energy, ideas and resourcefulness are of great importance to us all in our rapidly changing world (page 3).

In this edition of *Footsteps* we hear from young people who are calling for change (page 8), living differently (pages 6 and 20) and taking action in their communities (page 14). We consider how to engage with young people through sport (page 16), and how to prepare them if they are moving away from home (page 12). The advantages and disadvantages of living in a digital age are explored on pages 9 to 11.

As a mother of two teenagers I have very much enjoyed working with authors from around the world to put together this edition of *Footsteps*. I hope you find it interesting and useful.



A handwritten signature in black ink that reads "Jude".

Jude Collins – Editor

📷 Cover photos left to right: Geoff Crawford/Tearfund; Ralph Hodgson/Tearfund; Tom Price/Tearfund; Sara Guy/Tearfund; Tom Price/Integral Alliance; Steve Adams/Tearfund; Alice Philip/Tearfund; Clive Mear/Tearfund; Ralph Hodgson/Tearfund



By Kimanzi Muthengi

A WORLD OF OPPORTUNITY

'Young people are tomorrow's dreamers, doers and thinkers – tomorrow's leaders. Imagine what they will create: inventions, breakthroughs, new medicines, new forms of transport, new ways to communicate, more sustainable economies, and maybe even a world at peace. They hold our shared future in their hands.'

HENRIETTA FORE,
EXECUTIVE DIRECTOR OF UNICEF

In 2019 there are more young people aged 15 to 24 than ever before. Together they make up 16 per cent of the global population. Full of energy and ideas, many are able to develop their skills, enjoy life and contribute to society. However, others face an uncertain future.

Every month, 10 million youth reach working age, but there are not enough jobs for all of them. In fact, young people are twice as likely to be unemployed as adults. Other pressures might include lack of education, poverty, early marriage, conflict, corruption, political uncertainty and environmental degradation.

Young people have the talent and creativity to identify new solutions to problems, build peace, take action to help others and inspire political change. However, if they are to realise their full potential, they need support and opportunity.

TIFFANY'S STORY

Tiffany could see her opportunity for a good education slipping away. Thanks to the hard work and dedication of her uncle, she had completed primary school and two years of secondary. Then her uncle lost his job and could no longer support her. 'I felt so sad when I learnt I would have to leave school,' Tiffany says. 'I felt like my chance to go to university and have a career had become much less.'



📷 Tiffany has a bright future ahead of her. Photo: Unicef Malawi

About half of the girls in Malawi complete primary school, but only one in five finishes secondary school. There are many reasons for this including poverty, the need for girls to help out at home, distance to schools and early marriage. Some girls stop going to school when they start their periods, especially if there are no decent toilets. If a family can only afford to send some of their children to school, often it will be the boys who are given the opportunity.

When Tiffany received a scholarship allowing her to stay in school, she was delighted. She is currently studying political science at university. She says, 'I haven't yet decided what to do after college. Maybe I will try to become an MP.'

A DIFFERENT APPROACH

Tiffany now has the chance to pursue her dreams and influence others. However, for some young people, a different approach to education and training is needed.

Above a busy marketplace in Khartoum, Sudan, 50 young people are sharing ideas and trying to find solutions to the problems they face in everyday life.

Most have never been to school. Many of the boys work in the market and the girls help their mothers at home.

The young people, aged 14 to 24, are taking part in a programme that combines practical training with mentoring, seed funding, conflict resolution and presentation skills.

'The idea is to think how to solve problems, like electricity, to help create power for the market,' says Mohammed, as he displays a model generator he made with his team.

Their plan is to design a generator that can be powered by either solar energy or fuel.

'It is a very good feeling when you find solutions for a problem you face, a very good feeling,' Mohammed says. 'I have learnt so many things, like how to express myself, how to be self-confident and responsible, and how to talk to and deal with people I work with.'

WORKING TOGETHER

In Burundi, groups of young people are supporting each other to start new businesses. The groups hold regular meetings and receive training in savings and loans, business plan development and small enterprise management. After a while, they are able to buy shares in each other's businesses and provide each other with loans.

At the same time, the young people are becoming peacebuilders in a country where there are many ethnic and political divisions. Ernest, who is now the co-owner of a recording studio, says, 'Now that we are together, we are part of building peace in our community. This helps us achieve our goals. If we are together, we can develop our country. If we are divided, we will achieve nothing.'

LEADING THE WAY

Every generation faces challenges, but for many young people there are more opportunities now than ever before.

For example, as the world becomes increasingly connected online, the opportunities for people of all ages to

make their voices heard locally, nationally and internationally will continue to increase. Youth movements are already leading the way in calling for peace, action against climate change and an end to inequality.

Young people have a tremendous amount to contribute to society. It is essential that they are listened to and given the support they need to shape both the present and the future.

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Kimanzi Muthengi is Chief of Education and Adolescents at Unicef in Malawi.

*Email: kmuthengi@unicef.org
www.unicef.org*

FROM CHILD TO ADULT

Adolescence (ages 10 to 19) is a critical time of life when young people experience many physical and hormonal changes. Rapid brain and emotional development results in new ways of looking at the world.

During adolescence, children become more independent, form new relationships, develop social skills and take on additional responsibilities. Habits (good and bad) made during this period are likely to last a lifetime. The support of parents and other adults is crucial if children are to grow into healthy, responsible and resilient adults.

Health risks

There are a number of health risks that are of particular concern during adolescence. These include:

- exposure to harmful products such as tobacco, alcohol and drugs
- greater risks of violence and road traffic injuries as the children move about more independently
- mental health concerns such as depression, anxiety, self-harm,

substance abuse, eating disorders and suicide

- sexual health issues such as sexually transmitted diseases, female genital mutilation, early marriage and teenage pregnancy.

Many of these health risks are linked to the way that wider society operates. For example, there may be pressure to marry young, too much emphasis on the way people look, or lack of understanding of mental health conditions. Children with disabilities might suffer from stigma and rejection. These challenges can often be overcome if the young people receive sufficient support and encouragement.

Supporting adolescents

Research has shown that young women and men are much more likely to flourish during this stage of life if they:

- have people they can talk openly with about the things that matter to them, including sexuality, menstruation, sexual health and addiction



Many young people in Nepal helped to organise supplies for people affected by the 2015 earthquake. Photo: International Nepal Fellowship

- are supported to study and/or develop their talents in other areas (eg sport, music, art, cooking, product design, sales)
- know they are loved and accepted for who they are
- have the chance to develop leadership skills and contribute to community decision-making
- feel part of something eg clubs, faith groups, or movements calling for change
- have nutritious food and plenty of rest.

As well as in the home, this support can be provided through youth groups, sports clubs, mentoring schemes and other activities. These help young people to flourish, develop new skills and make a positive contribution to society.



By Gerson J Ramirez



We all have a part to play in God's kingdom. No matter how young or old we are, we can bless others with our words and actions.

BIBLE STUDY

MULTIPLIED

In all four of the gospels, Jesus is recorded performing a miracle, usually known as the feeding of the five thousand. Read Matthew 14:13–21 and John 6:1–15.

Jesus and his disciples are looking for a quiet place to rest, but they are being followed by a large number of people. When Jesus sees them, he is filled with compassion and he heals those who are unwell (Matthew 14:14).

TOO EXPENSIVE

In the evening the disciples want to send the people away so they can go and buy food from the surrounding villages. But Jesus decides to test his disciples (John 6:6). Already knowing what he is going to do, he asks them to feed the crowd. They are shocked! Philip says, 'It would take more than half a year's wages to buy enough bread for each one to have a bite!'

Despite all the wonderful things they have seen Jesus do – including miraculous healings earlier that day – the disciples cannot see beyond the immediate problem. 'We cannot do this. It is too difficult. Too expensive.' They lose sight of who Jesus is and that for him, nothing is impossible (Luke 1:37).

OFFERING

A search in the crowd reveals a boy who is willing to give the food he has with him to Jesus. But Andrew is just as doubtful as Philip: 'Here is a boy with five small barley loaves and two small fish, but how far will they go among so many?' (John 6:9). Jesus takes the gift brought by the boy, gives thanks to God and multiplies it. Everyone has plenty to eat, and there is even food left over.

GOD'S POWER

Sometimes the needs around us can seem so big that, like the disciples, we feel there is nothing we can do. This miracle is a reminder that however small and insignificant we feel, we need to play our part.

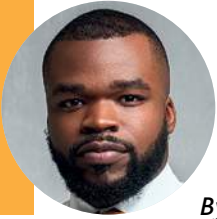
Jesus could have miraculously put food into the hands of each person in the crowd, but he chose to involve the boy – and the disciples – in his work. He wants us to get involved and we need to trust that he will give us what we need to serve him well. Like the boy, we should bring what we can, and trust God to do the rest.



DISCUSSION QUESTIONS

- Jesus' disciples focused on the problem of how to feed so many, rather than focusing on God. When we are confronted with a difficult situation, how do we react?
- This account reminds us not to underestimate people who seem to have little to give. Like the boy, they might have exactly what is needed for God to demonstrate his power. Do young people in your church and community have opportunities to serve and bless others? If not, how can you make sure that their gifts and talents are used and appreciated?
- Simple acts of kindness can result in a chain of events that bring great blessing to many. How can you show kindness and love to someone in your community today?

Gerson Ramirez is a member of Tearfund's community of young theologians, Micah Youth Network and Transform Youth (see page 14). Gerson is a theology and development consultant across El Salvador and Central America.



By Marc-Romyr Antoine

LIVING JUSTLY

Our youth are not just the future, they are the present. By providing them with the tools they need to make a difference, we will see our communities and countries flourish.

In 2017, we brought together 117 young people from all over Haiti to talk about reconciliation, peace, justice and faith. We called the conference Kingdom Come. The participants spent time talking and learning about what the Bible says about poverty, injustice and how Christians should respond. The themes covered included: justice and the gospel; the role of young people in the kingdom; gender equality and equity; creation care; working with gangs; child protection; leadership; peacebuilding and conflict resolution; local church and disasters.

Many of the young people felt very inspired. They said they wanted to see their faith impacting their communities, just like the faith of the early church. One of the delegates said, 'Growing up, I was taught that the church's responsibility was limited to the spiritual aspects of life, and that community development and social action were the responsibility of the government. I have learnt that it is my duty to go beyond the four walls of the church to help build our communities.'

NEXT STEP

The next step was for the young people to meet together in regional groups to study a ten-week course called *Live Justly*. This course covers six key

'WHEN WE INVOLVE YOUNG PEOPLE, WE INVOLVE PEOPLE WHO HAVE FRESH IDEAS. PEOPLE WHO ARE EAGER TO WORK AND KEEN TO STAND UP FOR WHAT IS RIGHT.'

areas: advocacy, prayer, consumption, generosity, relationships and creation care. Each study includes an in-depth exploration of theology, encouragement to pray and suggested actions. The studies are designed to help young people learn how to live justly at church, at work and in their communities.

Mel, one of the young people, said, 'The *Live Justly* Bible studies taught me a lot about how we can change the situation in our communities. I realised that I am an answer to a particular problem, and God has a plan for my life. He also has a plan for my community and my country.'

YOUTH EXCHANGE

At the same time as the Haitian youth were completing the course, a group of young people in the UK were also working through it. In 2018, seven British young people came to Haiti to spend time sharing and learning with their Haitian counterparts.

It was a rich time of learning for everyone as the young people spoke about the issues in their communities. They were surprised to learn that many of the issues they identified were the same in the two



📷 Young people in Haiti exploring what it means to live justly. Photo: Jack Wakefield/Tearfund

countries. For example, both groups were concerned about domestic abuse, debt and inequality.

Bringing people together from the UK and Haiti worked very well. Both groups were able to contribute to their overall learning about God, theology, the world and poverty. They also spent time learning about how to respond, including campaigning for change and taking direct action themselves.

CHANGE AGENTS

Two of the priorities identified during the *Live Justly* course were creation care and

child protection. After further training in these areas, we now have a group of young people who are empowered to become change agents in their communities. They feel able to speak up confidently about issues of poverty and respond to the needs around them.

FRESH IDEAS

When we involve young people, we involve people who have fresh ideas. People who are eager to work and keen to stand up for what is right. By giving young people a platform – a voice – we are investing in the present and preparing our countries for the future.

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Marc-Romyr Antoine is Tearfund's Country Director in Haiti.

Email: marc-romyr.antoine@tearfund.org

For more information about Live Justly, please see page 18.



CASE STUDY: YOLA YOUTH

By Ben Osawe

'It came as a moment of clarity to me. No matter how young you are, how small, you can turn on a light in a dark room.'

RUTH

Ruth comes from a community in north-east Nigeria that has been broken by years of conflict. Young people are often seen as lazy and violent: a problem, not a solution. This creates resentment and complacency among the young, distancing them from the general population even more.

CHANGED MINDSET

However, Ruth now sees things differently. After completing the *Live Justly* course, she and the other participants speak of having a changed mindset. They feel empowered, and have realised that they do not need to wait for others to solve their problems.

'We do not want to live and then die and our story is gone,' one of them said. 'We want to make an impact.'

Following the *Live Justly* course, a group of about 50 young Nigerians formed the Yola Renewal Foundation. The members support each other to carry

out activities that make a difference in their communities.

These activities include:

- tree planting
- organising groups to pick up litter
- clearing drainage channels to reduce the risk of floods
- making stools, coffee tables and potato planters from old tyres (which stops them being burnt and releasing toxic fumes).

The members also look for ways to support individuals in need. For example, they are teaching people how to make jewellery, liquid soap, and toys from old bottles. They share their tools until the trainees are able to raise enough money to buy their own.

LIVING DIFFERENTLY

The young people are being the change they want to see. They have made commitments to be less wasteful, to keep their neighbourhoods clean and to support the livelihoods of street sellers by not bargaining with them.

Ruth's friend Jimmy says, 'I used to see justice as something that happens in



📷 Young people in Yola, Nigeria, with coffee tables they have made from old tyres.
Photo: Naomi Foxwood/Tearfund

a court, but now I see it as part of life. Some of us had lost hope, but after the *Live Justly* training we realised we have all we need to live more justly and make a difference.'

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Ben Osawe is Tearfund's Advocacy Manager in Nigeria.

Email: benjamin.osawe@tearfund.org

By David Temfwe

DEBATING FOR CHANGE

In 2015, the Jubilee Centre in Zambia established an initiative called Junior Parliament. This unique forum allows young people to develop their leadership skills, learn how to express their views and gain an understanding of the national parliamentary system.

The young people are mentored by influential people from a variety of professions who provide them with the skills they need to address social, economic and environmental concerns in their community.



Junior Parliamentarians conducting a public debate. Photo: Jubilee Centre

DEBATES

The participants are taught how to research different issues, which they then debate. The debates are held in public, and community members and government officials are invited to attend.

Topics that have been debated include:

- plastic waste and environmental damage
- health services for people living with HIV
- quality education for vulnerable children
- the role of the community in implementing government projects.

As a result of these debates, there have been several major achievements. For example: single-use plastic bags have been banned in all supermarkets across the country; 700 trees have been planted in schools; 227 young people have received government support to complete secondary school.

COMMUNITY LEADERS

The 90 young people involved in this programme are developing into community leaders with voices that are already changing their nation. One of the Junior Parliamentarians recently said, 'We are patriots, not because of what our country can give us, but because we see what our country can be when we commit ourselves to its transformation.'

David Temfwe is the Executive Director of Jubilee Centre, Zambia.

Email: davidtemfwe@gmail.com

Jubilee Centre works with 208 churches across Zambia, supporting their involvement in urban development, social change, environmental sustainability and advocacy.

HOW TO ORGANISE A DEBATE

A debate is a structured discussion about an issue, known as a 'resolution'. An example of a resolution is: 'Single-use plastic bags should be banned.' After a debate, a working group is often established to take the matter forward, according to the result of a vote.

Structure

A debate involves two sides: one supporting the resolution (affirmative team) and one opposing it (opposing team). After presentations from the two sides and questions from the audience, debates usually end with a vote on the resolution. A chairperson makes sure that the debate runs smoothly and fairly.

Preparation

- Decide on the resolution to be debated.
- Organise the teams (usually three to five people in each team).
- Establish the rules, including the time that will be allowed for each part of the debate.
- Ask each side to research the topic and prepare logical arguments.

This includes gathering evidence to support their position.

Debate

- A member of the affirmative team presents their team's arguments, followed by a member of the opposing team (usually no more than 5 to 10 minutes each). This pattern is repeated for the second speaker in each team. Each team then has the opportunity to respond to the arguments of the other (5 minutes each). There cannot be any interruptions and each speaker must wait their turn.
- Members of the audience ask questions and contribute their own thoughts and ideas (20 minutes).
- The chairperson summarises the debate, and brings it to a close with a vote on whether to accept or reject the resolution.



By Graeme McMeekin

YOUTH ONLINE

Digital technology – especially the internet – has transformed the world we live in. Globally, young people (aged 15 to 24) are the most connected. Unicef reports that nearly three-quarters of young people use the internet, compared to about half of the overall population.

The internet offers opportunities for young people to learn, socialise, find work and make their voices heard. As people interact online, barriers associated with age, gender, ethnicity, disability, wealth and status are broken down. Information and answers to questions are often easy to find, and support groups can provide help and encouragement.

However, there are some risks associated with being online. These include

bullying, misuse of private information (including identity theft) and access to inappropriate or false information.

The internet may also increase social and economic divisions between those who are connected and those who are not.

OPPORTUNITIES AND RISKS

Use the following pages to start discussions about the opportunities and potential challenges of internet connection. Even for people who are not yet online, these discussions will help them to know where to find trustworthy information, what to avoid and how to stay safe when they do become connected.

Discussion starters:

- What do you think are the benefits of having access to the internet? Are there any disadvantages?
- Do you think saying things online is the same as saying things face to face? Why/why not?
- What would you do if you saw something online that you did not like (eg sexual or violent content)?
- How can you make sure that strangers cannot see or use private information about you? (See www.staysafeonline.org for more information.)
- What would you do if someone you met online asked you for money or wanted to meet you?



CASE STUDY: WHERE THERE IS NO INTERNET


Only about seven per cent of landless farmers in Sindh province, Pakistan, know how to read and write, compared to a national literacy rate of 60 per cent. One of Tearfund's partners is working with the communities to establish community-run schools and adult literacy classes.

The school management committees realised that lack of access to the internet meant that their children and young people were missing out, compared to youngsters in other parts of the country. They asked Tearfund's partner to help them find funding so they could buy hand-held computers (known as tablets) for some of the schools.

The tablets are pre-loaded with digital lessons, educational games and other information. The information is regularly updated when the tablets are taken to the nearest town. Some of the tablets are also equipped with a device to allow a small amount of internet connection in the villages. They come with solar chargers and battery packs.

The teachers use the tablets to enhance their lessons, while at the same time showing the children how to use the technology. The tablets also provide opportunities for discussion about the benefits and risks of the internet, in preparation for when they have more permanent access to it.

For more information, please email publications@tearfund.org or write to Footsteps Editor, Tearfund, 100 Church Road, Teddington, TW11 8QE, UK.

 School children in Sindh province, Pakistan, learning maths and English using pre-loaded lessons on tablets. Photo: Salvin John/Tearfund's partner



THE OPPORTUNITIES AND CHALLENGES OF INTERNET CONNECTION

TIPS FOR STAYING SAFE ONLINE

- Only share information on social media that you are happy for both friends and strangers to see.
- Keep personal information private.
- If you see anything online that you do not like or you find upsetting, tell someone you trust.
- Choose passwords carefully so they are not easy for other people to guess. Do not use the same password for lots of different websites. Do not tell other people your passwords. Keep your passwords safe.
- Never go alone to meet someone you have only met online.

PEOPLE

OPPORTUNITIES

- Social media websites let people share their interests, photos and life events with each other, even if they live in different parts of the world. These relationships can provide support and encouragement.
- In many parts of the world the internet is a good way to communicate with lots of people at once. For example, it can be used to promote community action, gender equity and the inclusion of people with disabilities.

CHALLENGES

- Social media can give a false impression of people's lives, making them look better and more successful than they are. This can cause depression and low self-esteem if people are constantly comparing themselves with others.
- People might be less respectful of each other online than they would be face to face, leading to conflict and bullying.
- The internet has made it easier to produce and share sexually explicit material that exploits vulnerable people.
- Children and young people might meet adults online who are lying about who they are. This puts them at risk of abuse and exploitation.

ACCESSIBILITY

OPPORTUNITIES

- People who have traditionally had fewer opportunities because of disability or gender, for example, can interact online as equals. They may also be able to find work that they would not be able to do otherwise (eg home-based computer work).

CHALLENGES

- People who do not have access to the internet may be left behind.

EMPLOYMENT

OPPORTUNITIES

- Being online offers opportunities to find suitable work and develop skills and ideas to start new businesses.

CHALLENGES

- Big corporations can sell goods and services cheaply online, taking business opportunities away from local retailers.

LEARNING

OPPORTUNITIES

- Learning used to be limited to schools and libraries. When this is difficult because of conflict, disability, gender, poverty or other reasons, learning online can bring many new possibilities.
- The internet allows people to learn about life in other parts of the world, understand global issues (such as climate change and plastic pollution) and follow national and international politics and events.

CHALLENGES

- Not everything on the internet is true or helpful. Information may be changed for political reasons, or because a company wants to sell something.
- Promises of qualifications or employment associated with an online course may be untrue.

CONNECTED

VOICE

OPPORTUNITIES

- The internet allows people to join their voices together and call for change locally, nationally and internationally. This can have a big influence on decision-makers.

CHALLENGES

- Online campaigns may not always be positive. Rumours and false information can add to discrimination and prejudice. Sometimes people might be encouraged to respond to issues with violence.

WARNINGS

OPPORTUNITIES

- The internet can be used to warn people to evacuate if a storm is approaching or there is a risk of flooding etc.
- Information can be provided to help people prepare for disasters, eg evacuation procedures, location of shelters and how to reduce the risk of disease.

CHALLENGES

- Not everyone is connected to the internet (and there may be no internet connection during or after a disaster) so other forms of communication are also needed.

SOME DEFINITIONS

Social media

Websites and computer programmes that allow people to communicate and share information on the internet using a computer or mobile phone. Examples include Facebook, WhatsApp and Instagram.

Internet

The large system of connected computers around the world that allows people to share information and communicate with each other.

The Unicef report Children in a digital world explores this theme in detail. See the resources page for more information.

*Graeme McMeekin is Tearfund's Director in Scotland
Email: graeme.mcmeekin@tearfund.org*



By Dr Pratibha Singh

PREPARING TO MOVE

There are many reasons why young people choose to migrate. If they are well prepared, they are more likely to have a positive experience. This will benefit them, their families and their host communities. If they are not well prepared, they will be more vulnerable to exploitation and trafficking.

TALKING CUBE

Use this activity to help young people think through different aspects of migration, including opportunities and risks.

1. PREPARE THE CUBE

- Draw a bigger version of the shape below onto a piece of paper or cardboard, and cut it out.
- Using the local language, write the following questions onto the sides (one per side):
 - Why migrate?
 - What will you leave behind?
 - How should you prepare?
 - How will you keep in contact?
 - What opportunities might there be?
 - What risks might there be?

- Fold along the dotted lines.
- Put glue on the tabs.
- Form into a cube and leave to dry.

2. CARRY OUT THE ACTIVITY

Arrange a meeting with young people in the community. This could be organised through the local school, church or youth club.

Ask the group to imagine that they are about to leave for the capital city. The first person rolls the cube and reads out the question on the side facing upwards. They then answer that question. Each person takes it in turn to roll the cube until every question has been answered at least once.

The purpose of this exercise is not to have the 'right' answers, but rather to help the group think carefully about what needs to be considered before migrating.

Ask further questions to encourage more discussion. Avoid telling the group your ideas, but encourage them to think for themselves.

Migration is the movement of people from one place to another. Migration can be **internal** (movement within a country, often from rural to urban areas) or **international** (movement between different countries).

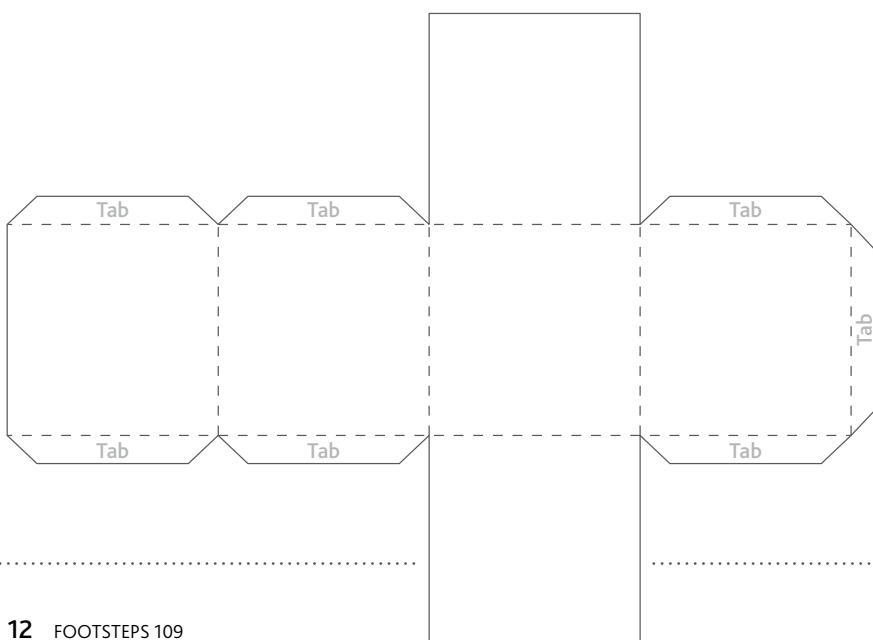
Things that **push** people to migrate include drought, famine, lack of jobs, over-population, war and persecution. Things that **pull** people towards a certain place include job opportunities, better education, freedom and family links.

Questions could include:

- Where will you stay?
- Who might you meet?
- What documents will you need?
- How will you keep yourself and your belongings safe?
- What kind of work will you do?
- How will you know who you can trust as you prepare to leave (eg people who are helping you travel) and on your journey (eg at borders)?
- How will you know who to trust after arriving at your destination?
- How do you think life will be different in the new place?

3. NEXT STEPS

Consider inviting people with experience of migration to talk to the group. If possible, invite one person who had a



STAYING SAFE

Rani's story

Sixteen-year-old Rani dropped out of school to help raise her five younger siblings. She dreamed of a better future, and she was determined to get out of her current situation.

Her friend and neighbour offered to take her to Delhi, saying she would earn 10,000 rupees (145 USD) a month. Her parents did not agree, so she left home in the middle of the night and ran away with her friend.

Rani had no identity or travel documents, and she had never been out of her village. After a long journey she found herself in a small, dark room in Delhi. She then faced the worst horror of her life. For two days she was exploited sexually and physically by her 'owner' and his friends.

She was then handed over to a family who told her to take care of their two children. She was not allowed to leave the house.

At the end of the month she asked for payment. She was told that her wage had been paid to her friend, and she would have to work for six months before receiving any money. She was never paid.

When Rani was rescued and returned to her parents several years later, she still did not really understand that she had been a victim of trafficking. She is now receiving support to rebuild her life.

Human trafficking

Human trafficking is the transportation or abduction of people for the purposes of exploitation, using coercion, fraud or deception. Like Rani, most victims are trafficked within their country or region of origin, and their exploiters are often fellow citizens.

Use this story to help young people understand some of the risks that they or their friends might face.



DISCUSSION QUESTIONS

- If someone in your community was being trafficked or exploited, would you know about it? What are the signs? (Visit the website www.stophetraffik.org for more information.)
- If you suspected someone was being trafficked, what would you do?
- Do you think people in your community know enough about trafficking? If not, how can you increase their knowledge and understanding?

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Footsteps 96 contains a lot of information about human trafficking, including a poster about the lies that traffickers tell. See page 18 for details.



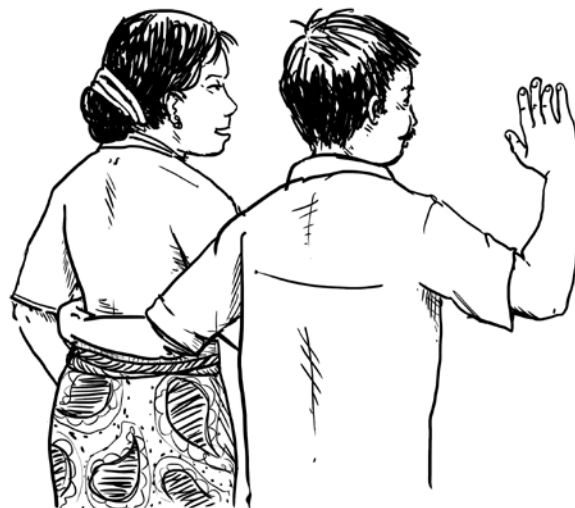
positive experience and one person who had difficulties, so the group hears two different views.

Think about what to do next. Is there anything more the community can do to prepare young people for migration?

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Dr Pratibha Singh is Director of Community Health and Development at Emmanuel Hospital Association, India.

*Email: pratibha@eha-health.org
www.eha-health.org*

Talking cube adapted from Tearfund's Reveal toolkit 'Exploring the risks and opportunities of migration'. To download, visit www.learn.tearfund.org and search for 'talking cube'. Alternatively, email publications@tearfund.org or write to Footsteps Editor, 100 Church Road, Teddington, TW11 8QE, UK.



Many young people in Myanmar migrate to China for work. To support them, some of the churches in Myanmar have formed links with churches in China. The young people are given phone cards with the contact details of Christians in China

who help them find a safe place to stay. In the past, some of the young people signed work contracts without understanding what they meant. Now the churches in China are able to introduce them to good employers with safe work.



By *María Andrade and Santiago Benítez*

OVERCOMING VIOLENCE WITH LOVE

'It is easy to worship God inside the walls of a church. But, as Christians, we are called to something much bigger than this,' says Pastor Arnold in Honduras.

He continues, 'Our church is in the city of San Pedro Sula where every day three, four or five young people are killed. We are losing a generation of young people to the violence and gangs that surround us.'

Years of military rule, corruption, inequality and violent crime mean Honduras is now one of the most dangerous countries in the world. Unemployment is high and two out of three Hondurans are living in poverty. Many young people are choosing to leave the country in search of work.

In a growing number of neighbourhoods, gangs and drug traffickers rule the streets. They use violence and threats to intimidate and control the population.

TRANSFORMA JOVEN

The Transforma Joven (Transform Youth) programme provides young church leaders with the theological and practical tools they need to 'maintain justice and do what is right' (Isaiah 56:1). After training, the young people inspire their churches to work with the communities around them, bringing about positive change.

Erick, 23, says, 'In my community we have many gangs and problems with drugs, alcohol and violence. There are also a lot of neglected children. In 2016 I started attending conferences and events run by Transforma Joven, and for the first time I had the chance to speak about the problems I saw in my

community. I was able to discuss these problems from the perspective of the Bible and God's love. It was a really amazing and emotional experience.'

PLAY FOR PEACE

Erick continues, 'A friend and I decided to develop a community sports project called Play for Peace. We held planning meetings in the community and then we approached the churches in the area. We were surprised that when we presented the project to them, the church leaders said no. They felt they had enough programmes already without adding anything else.

'We decided to go ahead anyway and we began a sports club on Friday nights for children and teenagers. As well as playing football and basketball, we built trust with the children and talked about things that are important to them.

'Gradually the number of people coming along increased. We provided a safe space for them where they could exercise, have fun and develop healthy relationships. The children saw that this was something different. We spoke with them about God's love and we saw big changes in their lives as they began to open up to us, and to each other.

'Seeing that what we were doing was of great benefit, the local churches started to get involved. Now they are happy to provide spaces for the children to come together to play, learn and talk.'


Pastor Arnold says, 'The church is going where nobody else wants to go – not even the police or government. But we want to walk alongside people who are caught up in violence and hate. We

want to show God's love to children and young people who have no other love in their lives.'

Transforma Joven programmes were started by Fundación Kairos in Argentina and Paz y Esperanza in Peru in 2010. In 2013, Unión Bíblica Honduras, with financial support from Tearfund, brought the programme into Central America and started to train young leaders in Nicaragua, El Salvador, Guatemala and Honduras. More than 300 young leaders have now been trained in Honduras.

*María Andrade is Tearfund's Theology and Network Engagement Manager for Latin America and the Caribbean.
Email: maria.andrade@tearfund.org*

*Santiago Benítez is Tearfund's Church and Community Transformation Facilitator for Central America.
Email: santiago.benitez@tearfund.org*

 Erick is helping children and teenagers in his community to choose peace instead of violence. Photo: Transforma Joven





SHARING WHAT WE HAVE

Li, Samuel and Ajit do not have anything to eat at the moment. Hidden in the picture are nine bananas and six mangos. Draw lines between the fruit and the children's bags to show where you want to put each banana and each mango. Try and make sure that everyone has the same amount of food.

FOOD FOR EVERYONE

The Bible tells the story of when Jesus fed five thousand people. They had spent all day listening to Jesus and he did not want them to walk back to their homes hungry. He asked his friends to find the crowd some food, but they did not know what to do. Imagine being asked to find food for five thousand people!

A young boy offered to share the food he had brought with him: five bread loaves and two small fish. Jesus prayed for the food and asked his friends to hand it out to the people. Everyone had enough to eat – and there was even some left over! Jesus used the small amount of food brought by the boy to provide enough food for everyone.

You can read this story in John 6:1-14.



BIBLE VERSE MEMORY CHALLENGE!

We might feel that we do not have very much to give or share, but Jesus wants us to care for others and to share what we have. If we all do this, then there will be enough for everyone.

Can you learn this Bible verse?

'Do not forget to do good and to share with others.'
(Hebrews 13:16)

THE BEAUTY OF SPORT

Participation in sport can greatly improve the physical and emotional health of young people. It can also increase confidence, promote positive involvement in society and help bring a sense of hope for the future.

Through sport, young people learn key values such as honesty, teamwork, fair play, respect for others and how to follow rules. It helps them learn how to deal with competition, and how to cope with both winning and losing.

Sport is an attractive activity for young people, and can form a successful basis for peacebuilding, health, education and other programmes.

Below are some of the main things to think about when developing a sports programme.

PHYSICAL HEALTH

One of the most obvious benefits of sport is good physical health. Exercise can help reduce the risk of becoming overweight, heart disease, diabetes and other medical conditions.

It is important to teach participants how to avoid injury. This includes warming up

‘SPORT BUILDS BRIDGES BETWEEN INDIVIDUALS AND ACROSS COMMUNITIES, PROVIDING A FERTILE GROUND FOR SOWING THE SEEDS OF DEVELOPMENT AND PEACE.’

Wilfried Lemke, Special Adviser to the UN Secretary-General on Sport for Development and Peace

properly, building fitness levels gradually and knowing when to stop and take a break. During sports programmes advice can be given on healthy eating, sexual health and the dangers of smoking, drugs and alcohol.

MENTAL HEALTH

Physical activity can reduce anxiety levels and increase feelings of well-being and self-esteem. In addition, being able to talk through problems with friends and older role models can help people find their own solutions to the things that are upsetting them.

For people who have experienced trauma (because of bereavement, war, violence, rejection or a natural disaster, for example), sport can play an important role in their recovery. Exercise, friendships, fun and the chance to talk can all help as people come to terms with what they have been through.

ACCESSIBILITY

For people living with disabilities, getting involved in sport can build confidence and self-esteem. Wherever possible, make it easy for people with different kinds of disability to join in.

Be aware that although some disabilities are obvious (eg limited mobility), many are relatively hidden (eg depression, hearing impairments and some intellectual disabilities). Try to offer several different sports so your programme will appeal to as many people as possible.



‘It is important to have a long-term commitment, walking with each young person as they work out what is important to them, and the direction they want their lives to take. They often come from very difficult circumstances and it can take a long time for them to turn their lives around.’

‘This is not just for Sundays, it is a process. Many years of friendship, guidance and discipleship need

to be invested if there is to be lasting change.’

‘After 20 years, we are beginning to see some of the young people we have worked with coming back to help as volunteers and teachers. They are now supporting children and young people who are in the same situation as they used to be.’

YINHO MARCELLA, ASOCIACIÓN CRISTIANA DEPORTIVA, COLOMBIA



📷 Sport provides many opportunities for young people to support each other, on and off the pitch. Photo: Asociación Cristiana Deportiva, Colombia



'One might ask how significant being a voice for peace on a football pitch is in the grand scheme of things. But it is important to remember that the anger and violence sometimes seen on the pitch are often representative of the way people deal with conflict generally in society. In a country with such strong divisions, football can overcome barriers and cause different communities to come together.'

RAMY TALEB, FOUNDATION FOR FORGIVENESS AND RECONCILIATION, LEBANON

GENDER EQUALITY

In some countries, girls and women are rarely involved in sport. However, finding ways to include people of both genders can enhance any programme. Consider whether mixed or single-sex teams will work best in your context. Try to have female and male coaches so both girls and boys have role models to look up to and talk to.

MAKING FRIENDS

Sport is a social activity and is a good way for young people to meet each other in a safe environment. Friendship, and having a common focus, encourages feelings of belonging. Make sure there is plenty of time for socialising and fun, alongside sports and teaching.

MANAGING CONFLICT

Football and other team sports can help young people learn how to manage conflict and keep control of their emotions, even if things are not going their way. Fair play and the ability to follow rules are important life skills.



In Nepal, young people enjoy playing volleyball at every opportunity. Photo: Andrew Philip/Tearfund

If tensions begin to rise, step in quickly to resolve the situation. Encourage those involved to explain their point of view in a calm manner (without interruption from the other players). This will demonstrate that everyone has a voice, and that their opinions matter. Help the players to decide for themselves how to overcome the problem – perhaps by going back over the rules of the game, or by making it easy for players to have a break if they are getting upset.

PEACEBUILDING

Sporting competitions and tournaments can break down barriers between churches and communities, and between different faiths. Sport at its best provides

a neutral environment where everyone is following the same rules and no one is judged according to their background. It allows friendships to form and prejudices to be overcome.

LEARNING

Sport-based programmes have been shown to improve the learning performance of children and young people, and their chances of getting a job. Sport builds leadership skills and enhances energy levels. It also improves concentration, persistence and self-discipline. Successful programmes encourage a desire to succeed and usually result in greater ambition and improved school attendance.



'Many pastors in Cambodia consider sport to be just a game, not a ministry. Sometimes they do not allow their Christian youth to form a football team in church, or join any sport training. They miss the opportunity to support young people in this way.'

'I formed a football team but I faced many challenges because I had no skills or technical support. So when people came to play football, they only thought about fun and nothing else.'

'In 2017, I attended training which was facilitated by the Evangelical Fellowship of Cambodia. I learnt how to set up and manage sports teams (girls and boys) and I now lead the programme much more effectively. I send all my youth leaders to attend the training and encourage other pastors to do the same.'

LUN SOKHOM, PASTOR OF KAMPONG THOM METHODIST CHURCH, CAMBODIA



PREVIOUS FOOTSTEPS

- FOOTSTEPS 102: Health and faith
- FOOTSTEPS 96: Human trafficking
- FOOTSTEPS 78: Migration
- FOOTSTEPS 72: Family life
- FOOTSTEPS 68: Forgiveness and reconciliation

Visit www.tearfund.org/footsteps to download free copies, or contact us to order paper copies in English, French, Portuguese or Spanish.



ADVOCACY TOOLKIT

Tearfund's *Advocacy toolkit* is an excellent guide to the theory and practice of advocacy. The book can be downloaded free of charge from www.learn.tearfund.org (search 'advocacy toolkit'). Included online is information about how to use the internet and mobile phones in advocacy, plus PowerPoint® presentations for training sessions.

Contact us to order a paper copy. Available in English, French, Portuguese and Spanish.



CHILDREN IN A DIGITAL WORLD

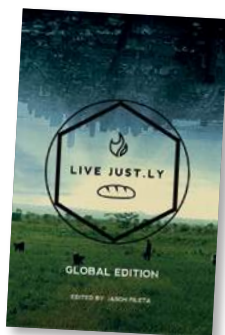
State of the world's children report 2017, Unicef

A comprehensive look at the different ways technology is affecting children and youth in today's digital age. Download the report free of charge from www.unicef.org/sowc2017



LIVE JUSTLY

Edited by Jason Fileta



Live Justly is a series of in-depth scriptural and practical studies covering six key areas: advocacy, prayer, consumption, generosity, creation care and relationships. The global edition was published in 2017 by Micah Challenge USA and Tearfund.

Buy hard copies or download free of charge from www.tearfund.org/livejustly. Alternatively, contact us by post or email to order a copy.



THARE MACHI EDUCATION

TME's aim is to make basic life-saving health information accessible to the world's poorest people in their own languages. Currently 56 languages are represented. Resources include educational DVDs and online lessons on all aspects of health, including many topics of interest to young people. Visit tme.org.uk to find out more. The website is available in English, French and Spanish.

Alternatively, send an email to mail@tme.org.uk or write to PO Box 4040, Leamington Spa, CV32 5YJ, UK.



USEFUL WEBSITES

Available in English unless otherwise stated.

sportanddev.org

The purpose of this site is to help people understand the different themes in sport and development, and connect with others involved in similar work. Search 'toolkit' to find practical information, ideas and advice on the implementation of sport for development projects. Available in English and French.

stopthetraffik.org

Stop the traffik is working to inform, equip and mobilise communities to know what human trafficking is, and how to respond appropriately if they see it.

learn.tearfund.org/movementbuilding

This movement building guide is for people who are passionate about bringing an end to poverty and environmental degradation. Written with young people in mind, it includes information on why and how to build a successful advocacy movement. Available in English and French.

unicef.org

Unicef works across the world to save the lives of children and young people, defend their rights and help them fulfil their potential. Search 'youth' to find many interesting articles. Available in multiple languages.



📷 *Footsteps* is now translated into many different languages and is read in 130 countries, including Nepal. Photo: Shashi Ghalan/Tearfund

CELEBRATING 30 YEARS OF FOOTSTEPS!

Isabel Carter is the founder and original editor of Footsteps. Here she reflects on how the magazine has changed over the last thirty years.

'As I look back through the earlier editions, each is still filled with memories for me. I remember being quite nervous as I put together the first one in 1989. It was on the important topic of water. Everything was new and we were still gathering together an editorial committee of people to help advise on the content. Ideas included a Bible study for each theme, practical and visual articles and reader contributions.

The first printed issue went out to around 800 readers. Today more than 54,000 people receive *Footsteps* by post, and many thousands more read it online!



📷 The first edition of *Footsteps*.



📷 Photo of Isabel Carter from *Footsteps* 18.

We had no email or internet access, and communicating with some of the people who wrote articles took weeks. Within a year we were planning the language editions.

I remember that compiling our first CD-Rom in 2001 was a massive amount of work, but at last readers could have back-up copies to hand. And now we have the wonderful Tearfund Learn website where every single issue and article can be downloaded free of charge.

Fountain

From the very first issue, the purpose of *Footsteps* has been to provide practical information for readers to assess, adapt and own.

An early reader in Honduras described the magazine as: "A fountain of practical ideas and information exchange." What a great image – a fountain showering readers with ideas, inspiration and God's love.'

FOOTSTEPS

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Footsteps is a magazine linking health and development workers worldwide. It is a way of encouraging Christians of all nations as they work together towards creating wholeness in their communities.

Footsteps is free of charge to grassroots development workers and church leaders. Those who are able to pay can buy a subscription by contacting the Editor. This enables us to continue providing free copies to those most in need.

Readers are invited to contribute views, articles, letters and photos.

Footsteps is available in French as *Pas à Pas*, in Portuguese as *Passo a Passo* and in Spanish as *Paso a Paso*. It is also available in Hindi.

Editor Jude Collins

Tearfund, 100 Church Road, Teddington, TW11 8QE, UK

Tel: +44 20 3906 3906

Fax: +44 20 8943 3594

Email: publications@tearfund.org

Website: learn.tearfund.org

Translations Editors Carolina Kuzaks-Cardenas, Alexia Haywood, Helen Machin

Editorial Committee Barbara Almond, J Mark Bowers, Mike Clifford, Paul Dean, Helen Gaw, Ted Lankester, Liu Liu, Roland Lubett, Ambrose Murangira, Ildephonse Nzabahimana, Alice Philip, Theo Shaw, Naomi Sosa, Rebecca Weaver-Boyes, Joy Wright

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Please write to: The Editor, *Footsteps*, 100 Church Road, Teddington, TW11 8QE, UK

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INTERVIEW


UNSTOPPABLE

Bino Makhalanyane is one of the young people at the forefront of the Green Anglicans movement in Southern Africa. Here he tells us what inspired him to get involved, and how he is motivating other young people to take action.

Please tell us about yourself and how you got involved with Green Anglicans.

I grew up in a small mining town in Free State, South Africa. After university I worked for the local Anglican diocese and in 2014 I was elected Provincial Youth President for the Anglican Church of Southern Africa.

In 2016 I had the opportunity to go to a Young Green Anglicans conference in Zambia. This was a turning point for me. I heard from my African brothers and sisters about how climate change is affecting us all, and how we need to take action. I realised

 Bino Makhalanyane enjoying the beauty of creation in South Africa. Photo: Melita Lefuthane



that we are called to look after God's earth (Genesis 2:15), and to do what we can to heal the wounds that have already been inflicted on it. In 2018 I joined the Green Anglicans movement as Provincial Youth Coordinator.

How do you motivate other young people to take action?

Working with young people can be difficult, but I try to remember that it is not about me and my ideas. I encourage them to try out their own ideas, in their own way.

Young people are full of energy and fun, so I try to make my time with them fun as well. For example, I might organise a beach clean-up, but I always allow plenty of time for relaxing and playing as well. As I get to know them better, they become more willing to get involved.

I always make it clear that I am not here to tell them what to do. I am a peer supporter, encouraging other young people to make a difference. My role is to plant seeds in people's lives which will grow into an unstoppable green movement for God.

What are some of the challenges you face?

Southern Africa has a high unemployment rate among young people. Even those who have a university qualification often find themselves with no job. Or they might have to settle for a low-income job in order to survive.

As a movement we are questioning certain industries (mining, for example) where many people work. It is difficult for young people to call for change and speak out against pollution when the same industries are providing jobs for them.

WE CAN LIVE DIFFERENTLY, INFLUENCE OTHERS AND CAMPAIGN FOR CHANGE

If they are struggling to earn enough money, they sometimes feel that climate change is just another thing to worry about. This can stop them from taking action.

A lot of young people choose not to vote in elections because of broken promises from politicians. We encourage them to use their votes to make a difference, and to speak out about the things that matter to them.

What are the opportunities young people have, which previous generations perhaps didn't have?




Our generation has the opportunity to reduce the impact of climate change. With current knowledge, science and technology, we have the chance to do things differently.

We need people to put pressure on governments not only to change policy, but to implement it. Unlike in the past, we now have freedom of speech and protest, and if we use social media well, we can raise our voices across countries, continents and the world. This means that politicians will have to start listening to us.

We can live differently, influence others and campaign for change. It is not too late to do something about climate change, but it soon will be if we do not act now.

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For more information, send Bino an email: binomak@gmail.com

Published by: Tearfund, 100 Church Road, Teddington TW11 8QE, UK

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 publications@tearfund.org
 facebook.com/tearfundlearn

