

Holding on to a chance to learn | Growing in mind, body
and spirit across the globe | One pig leads to big change



A Common Place



A Common Place

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To sprout and grow

ANN GRABER HERSHBERGER
MCC U.S. EXECUTIVE DIRECTOR



“He also said, ‘The kingdom of God is as if someone would scatter seed on the ground, and would sleep and rise night and day, and the seed would sprout and grow.’”

(Mark 4:26-27 NRSV)

In so many places throughout the work of MCC, as a ministry of Anabaptist churches, we see the truth of this parable.

You scatter seeds of the kingdom when you shop or volunteer at an MCC Thrift shop; when you create a work

of quilted beauty for a relief sale or buy one there; when you offer regular donations, prayers for MCC or support for young people serving through MCC.

In this issue, we read how sowing seeds of education can lead to growth in peace, confidence and even health. I loved seeing how Zachary Lomongin planted a seed by insisting that his daughter Monica Nachapio go to school. Now she has her own business and helps others through a nonprofit. An older woman took in Daniel Ameny, a refugee child, so he could go to school. Now he leads a partner organization running a school for hundreds of children.

And I hope you delight in the story about Mary Ilero and her pig named Friend. When I was 10, my father gave me a pig. When the first litter sold, I paid back the cost of the pig and her food. Year after year, pig profits added up in a school fund, which went a long way toward paying for my college education and enabling me to serve others in health care.

And, as a university student serving on summer staff at a church camp, I brought a runt pig that Dad offered as one solution to try to deal with the amount of food that campers wasted. Petunia raised quite a number of litters that not only took care of the compost challenge but also supported the purchase of canoes and other needed items.

Seeds grow and multiply! Thank you for all that you are doing to scatter seeds of the kingdom through the work of MCC. May God continue to bring forth the harvest!

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Mennonite Central Committee (MCC), a worldwide ministry of Anabaptist churches, shares God's love and compassion for all in the name of Christ by responding to basic human needs and working for peace and justice. MCC envisions communities worldwide in right relationship with God, one another and creation. mcc.org

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Honduras Preventing erosion

In areas of Honduras affected by both drought and flooding, farmers like Jose La Paz Castillo helped construct stone barriers to prevent erosion and protect their lands. Through an MCC-supported project, some 300 people received food in exchange for their work on the barriers. But others joined too. By the end, 353 farmers constructed a total of 6.4 miles of erosion barriers on land belonging to the farming families.

Extreme hunger A global crisis

Around the world, hunger is a growing threat, and calls for emergency assistance are multiplying. MCC is responding to urgent needs with food distributions like this one in partnership with the Episcopal Church of South Sudan.

Paraguay Care for children

In Asunción, Paraguay, MCC is partnering with Servicio Voluntario Menonita (SERVOME or Mennonite Voluntary Service) to support day care for children like 5-year-old Matheus Gavilan, who has been in the program since he was 1. The program provides a needed break for parents already struggling to earn enough for basics like food and housing.



Ukraine Helping people on the move

In Kharkiv, an MCC church partner transformed a local children's center into a shelter for displaced families, like this woman and her grandson (names not

used for security reasons). They arrived after fleeing the city of Mariupol, and she remembers being overwhelmed by the number of people being given food and other items. “Both young and old stood there—a lot of people, and believers handed out these packages, and I was amazed—how kind people are!”



Christmas giving Goats, gardens and more

Through MCC Christmas giving, you can honor your loved ones while giving gifts that change lives around the world. Go to mcc.org/christmas-gifts, see the printed gift guide inserted into the magazine or call your nearest MCC office (see page 2). And parents, go to mcc.org/generosity to request free activities, colorable cards and reflections on generosity to use alongside the gift guide.



Help us collect supplies for 1,800 relief kits!

Relief kits provide valuable supplies to families whose lives have been disrupted by war or disaster. This Thanksgiving season, between October 1 and November 24, MCC's goal is to collect supplies for 1,800 relief kits. Help us meet our goal!

Contents (NEW items only)

4 large bars bath soap (leave in wrapper)

Shampoo (1 or 2 bottles, totaling more than 20 oz; place in resealable plastic bag)

4 large bars laundry soap (such as Fels Naptha®, Sunlight® or Zote® brands)

4 adult-size toothbrushes (in manufacturer's packaging)

4 new bath towels (medium weight, dark or bright colors; approx. 29 in x 60 in)

2 wide-toothed combs (6–8 in)

1 nail clipper (good quality)

1 box adhesive bandages (minimum 40, assorted)

Sanitary pads (THIN; 1 or 2 packages, minimum 28 pads total)

Place contents in a box or bag and deliver to an MCC drop-off location. The kit will be re-packed in a new 5-gallon plastic pail with lid.

Go to mcc.org/kits to find drop-off locations, or contact your nearest MCC office (see page 2).





Cover story

Holding on to the chance to learn

In Ik communities in Uganda, MCC helps to strengthen opportunities to learn, especially for girls.

STORY BY LINDA ESPENSHADE
PHOTOS BY MATTHEW LESTER

If Kizito Lonipe’s plan works out the way he expects, his niece Suzan Natyang, 17, will be a star.

Against the odds, Natyang is one of four girls among 23 boys in a seventh-grade classroom at Kamion Primary School in rural northeast Uganda. Her widowed mother, unlike some mothers in the community, has not required Natyang to stay home to help with household tasks and earn a living.

Her mother also has decided against giving Natyang in marriage to collect a dowry, a practice sometimes done to relieve poverty’s stranglehold on families who are part of the Ik ethnic group. Natyang says her mother wants her and her younger sister to get an education first, then marry.

“Let her marry the school, so that she becomes a star,” says Lonipe, brother to Natyang’s mother and former secretary of the school management committee.

Although her schooling has been interrupted by a two-year school closure because of COVID-19, he believes she can finish her education and then come back and help her mother, become a useful resource in the community and perhaps be a spokesperson for the Ik.

The Ik ethnic group of about 10,000 people living in the Kaabong District is commonly marginalized and stereotyped by other Ugandans. The government reports an 80% illiteracy rate among the group. Known traditionally as hunters and beekeepers, circumstances have forced them to become subsistence farmers, relying primarily on the grains they can grow.

Their attempts to raise cattle have been foiled by warring cattle rustlers who have crossed Ik land for decades to raid each other’s herds. As they passed, they would take any cattle the Ik owned and kill anyone who got in the way.

Honey was a valuable commodity, but recently cattle rustlers

Suzan Natyang, 17, at right in photo, and Mary Timat, 15, are beating the odds by remaining in school. Other girls they know in their rural Ik community of Kamion, Uganda, pictured below, would like to be in school, but sometimes their parents need them to work at home or to earn money.





Steven Oda teaches a second-grade class of some 75 students at Kamion Primary School. One way he keeps the large group engaged is asking students to clap when a classmate gives a correct answer. Below, from left, Kizito Lonipe encourages his niece Suzan Natyang and her sister Julia Namiogo to remain in school.

took up residence where many of the Ik hives are located, so it's no longer safe to collect honey there.

Even growing grain has become less reliable because rains are coming later and more inconsistently due to climate change.

The way Lonipe sees it, the only way beyond these challenges is through education.

Since 2006, MCC has worked first with Kotido Peace Initiative and later with Kaabong Peace and Development Agency (KAPDA) to strengthen the education of Ik students. In the past, that

has included funding for some students for secondary or post-secondary education.

Today, KAPDA focuses on increasing the enrollment of girls in two primary schools, which offer learning through grade 7, and reducing the primary school dropout rate of 65% for girls and 35% for boys.

KAPDA works with school principals, parent-teacher associations and school management committees, whose participants visit parents and encourage them to make sure their children, especially girls, go to school every day.

KAPDA organizes community meetings where parents of school-age children are encouraged to register their daughters for school as well as their sons.

"It's not good only to rely on a man," Kenneth Sabila, lead teacher at Kamion Primary School, tells the parents. When women work, they have money to buy what they and their children need. "If they are employed, they will be able to help themselves."

Sabila says that sometimes parents want to send their children to school, but they don't have any money. Although primary school is free, parents still

need to pay for items like school supplies. In response, MCC provides pens, pencils, books and notebooks and other supplies, including sanitary pads that help girls miss fewer classes.

The focus on increasing girls' continued attendance at school is accompanied by an increased emphasis on quality of education.

"I think there is a lot of value for the community in strengthening the primary

“It's not good only to rely on a man ... If [women] are employed, they will be able to help themselves.”



schools to the point where the large majority of students can at least complete primary school and pass national primary exams with a functional level of literacy and numeracy,” says Lynn Longenecker, MCC’s education coordinator. “Even if this doesn’t translate directly into employment, it would add a significant level of empowerment for a community that has been marginalized and illiterate, making them less vulnerable in the future.”

As students who have gained secondary or even postsecondary training through the years of the MCC-supported work return to the community, they are inspiring others to study.

Monica Nachapio, who started her own hair plaiting salon and now works as a project manager for a nonprofit, is one of those role models. Recently she applied to begin taking classes toward a social work certificate.

Nachapio, who is married and has three children, says she did not begin school willingly. As a child, she wanted

Monica Nachapio recalls that her father urged her to continue her education, even when she initially had little interest in school. She later received scholarship funding to help pay for her education.



During a lunch break, students gather outdoors at another school in the Ik community of Lokwakaromoe, Uganda.

to stay home and have her mother take care of her, but her father, Zachary Lomongin, insisted that his firstborn would go to school.

“Every morning, he would even wake me up,” Nachapio says. “Sometimes I would even give an excuse that my uniform is dirty.” And he would respond by offering to wash it for her.

Lomongin saw education as a way for the family to get out of poverty.

“If you have a person in your family who is not educated, poverty will be dancing with you,” says Lomongin, whose own education was cut short when his father died.

MCC began supporting Nachapio in a boarding school when she was in fifth grade. Being away from home was difficult, she says, but her father visited faithfully every two weeks. He would encourage her by promising that when she finished, she would be in charge of the money she would make, not him or her mother.

Nachapio understood how hard it was to make money in the village, so she continued to study.

In the process, her world expanded. She made friends with girls from different ethnic groups, including the Karamojong, even though some clans of the Karamojong had been responsible for raids that caused Nachapio much fear when she went home.

She struggled with girls who bullied her because she was Ik, making her want to leave school, but she stayed. Learning to understand lessons taught in Karamojong and English was challenging, but she learned languages that now help her in her work.

Changing the mindset of Ik parents is one of the biggest challenges of getting more girls to go to and remain in school, she believes.

“People think education is not meant for the Ik, it’s for other tribes,” she says. But she hopes the example they see in her and other graduates will help people change their minds.

Nachapio says she wants her younger brothers to go to secondary school, so she chastises the one who refuses to go and pays tuition for the youngest.



Lonipe continues to push learning for his niece, Natyang. Already she has defied odds by continuing through seventh grade. She’ll need to pass a national exam to enter secondary school and then find the money for tuition and expenses, ideally continuing on to earn her teacher’s certificate.

Her math teacher, Ambrose Lochokio, who is finishing his student teaching at her school, sets an example for her of an Ik student who returned to teach in his community. But he tells students the path is not easy.

“You must endure,” he says. “School takes a long time. Some think it’s a waste of time. But if you become a learned person in the community, you will be respected. Your life will become stable. You will not fail to provide yourself with what you want.” ■

*Linda Espenshade is news coordinator for MCC
U.S. Matthew Lester is a photographer in Lancaster,
Pennsylvania.*

Gifts of comfort and joy – Christmas giving through MCC

This Christmas, choose gifts for family and friends that change lives across the globe. Explore the MCC Christmas giving guide, mailed with this issue of the magazine. Go online to mcc.org/christmas-gifts or contact your nearest MCC office (see page 2).

Daniel Ameny

Many who have fled home struggle to gain an education. The leader of an MCC education partner that works with refugee children in Uganda reflects on his journey.

AS TOLD TO LINDA ESPENSHADE

When I was 10 years old, I came to Uganda from the Democratic Republic of the Congo with my older sister because of violence. My younger sister and my nephew, who was my age and like a brother to me, came too. It was 1997. My father had died, and my mother stayed behind.

We came to stay with my sister's husband, who was a Ugandan soldier. For like six months, we were just moving from one army barracks to another.

Then an older woman offered to take care of us so we could go to school. My sister followed her husband and left us with that Good Samaritan, who treated us very well. She is my Ugandan mother.

My sister's husband was killed on the battlefield in 2000. That's when we became real orphans because now there was no one to support us. My sister said, "I cannot take care of you anymore or provide for you."

My nephew and I went to live with an older brother who was in Kyangwali Refugee Settlement in western Uganda. My younger sister got married.

The reunion was very happy. I finished primary school there. I got the top score on the test to enter secondary school, but I could not afford the school fees.

I began selling samosas and chapatis along the road

in the town of Hoima. I got paid 1,000 shillings (about 25 cents) a day, enough to feed myself. I lived like that for six months until in August 2002, somebody asked me, "Are you now going back to school?"

I said, "No, there is no money. It costs 10,000 shillings (\$2.65)."

So he said, "I'm going to pay your fees, but first work and save money to get a uniform and books."

I stopped buying prepared meals and only ate porridge and cassava. In one month, I saved 16,000 shillings. If I had known I could save 16,000 in one month, I would have gone to school before.

It was time for the third term of the school year to start. I was scared. I studied what I missed from the first two terms by borrowing my neighbors' books at night. I copied their notes and revised them. Fortunately, I was able to pass the grade.

When I finished secondary school, I graduated among the best students in the district. But because I was a refugee, I could not apply for the government university.

In 2008, I came back here to Kyangwali. I was teaching physics and mathematics in secondary school. By then

"We are the biggest resource we have. If we collect ourselves and do some things for ourselves using the available resources, we can do so much with so little."



I was already involved with a group of young people who wanted to improve life at the camp.

The camp had existed for 10 years, and the support from relief agencies wasn't enough to sustain people or develop those who lived there. So this group said, Let us mobilize the community to see this place like home and start planning for the future instead of waiting to return to our home countries.

And that was the start of a new "plan for tomorrow," which became the MCC partner Planning for Tomorrow Youth Organisation (P4T).

For example, when there was a family who couldn't build a shelter or erect a latrine, we came together and mobilized other members of the community to go to the bush and get materials for building.

We did this because it just felt like we needed to help ourselves. We are the biggest resource we have. If we collect ourselves and do some things for ourselves using the available resources, we can do so much with so little.

I applied for a scholarship for refugees and was able to study at Makerere University, where I earned a degree in sta-

tistics. While I was there, I could access the computer to write the plan for P4T. And finally in 2012, we organized ourselves, wrote a constitution. And in 2013, we managed to register as a community-based organization.

In 2015, some parents who were already doing some voluntary work with P4T said, "Can we start a school, so that our children get access to quality education?" We embraced the idea. In May 2015, we had 26 learners in one board room.

When we saw how smoothly it went, in December we started planning for a bigger school. We started building a structure. When we had poles and reeds for the roof in place, the enrollment went to 186. Wow, the growth was so big. And we just had to find a way of managing it.

Today, we are a Ugandan nonprofit and have three levels of preschool, plus grades 1 through 7, for 300 children. MCC supports early childhood development for ages 3 to 8. We focus on three areas: quality teaching, safety of learners and psychosocial support. We help parents who have experienced violence and trauma learn to create a safe environment for their children.

I no longer look at personal challenges, though I also have them. But every time I'm thinking of how I can push these programs and people to work. Because whatever I'm doing here can impact many lives, and it also impacts my life. ■

Daniel Ameny is executive director of MCC partner Planning for Tomorrow Youth Organisation (P4T), which provides early childhood education for refugees in western Uganda.



MCC photo/Clara Unzicker

Feature story

Growing in mind, body and spirit

From Colombia to Bangladesh, MCC's education programs are giving students opportunities to learn and develop in new ways.



Photo courtesy of Forum for Development, Culture and Dialogue

Colombia

In Soacha, Colombia, where many families have experienced conflict, displacement and violence, MCC partner Creciendo Juntos (whose name means Growing Together) offers children and youth after-school activities, tutoring and workshops focused on peace.

One of the most anticipated events of the year is a soccer tournament for peace, which in 2022 drew 80 children ages 6 to 17.

For several weeks, participants spend afternoons honing soccer skills and learning about conflict resolution, teamwork and nonviolent peacemaking—lessons that build students' coping skills now and help lay a foundation for a more peaceful future.

The tournament begins with an all-day inauguration. Children receive uniforms. Then teams with banners take part in a processional and are formally presented to the community.

Teams play games over the next three weeks until finals are held for each age group. A celebratory lunch marks the finale, plus an invitation to the next event—a peace-focused soccer tournament for parents and adults.



CFTA photo/Ally Yousof Al Agh

Gaza Strip

At Shruq Wal Amal, an MCC partner providing after-school activities and summer camps in the Gaza Strip, 11-year-old Talla Maher Abu Zarqa stands in confidence.

It's a tremendous change from 2019, when Talla—disheartened by her experiences at school—first came to the center. "The mockery of my classmates and their bullying due to the weakness of my eyesight made me hate school, so I was hesitant, afraid, alone and never participated," she remembers.

But at the center, whose Arabic name means Sunrise and Hope,

literary facilitator Wiam Wadi discovered Talla's love of reading and developed a plan to help grow her writing and her self-confidence.

As her skills and confidence flourished, she was selected to receive more training in writing and managing effective dialogue and discussion sessions.

She began reciting poetry, giving speeches and participating in research sessions. She has participated in story collections published by the center and has been active in advocacy campaigns focusing on children's rights and anti-bullying within the center.

Syria

In unstable environments, marked by the tensions of war and displacement, MCC-supported programs provide a respite and safe space for children like these in Syria.

In Damascus, Saddad, Deir Attieh and Humeira, Syria, child-friendly spaces give children (names not used for security reasons) the opportunity to build trust as they play together and participate in classes that encourage them to express their emotions through art, drama and music.

Activities and psychosocial support provide an oasis of normalcy. They help young people who lack the tools to process the trauma and tensions that have become part of life in Syria over more than a decade of war and several years of severe economic downturns.



MCC photo/Amanda Talstra

Zambia

In Zambia's Southern Province, MCC is helping to improve the learning environments for students like Jasper Munkombwe and Annanias Sialwala, shown standing in front of a new latrine block that MCC funded at Batoka School. Zambia, like other countries, has made strides toward the Millenium Development Goal of achieving universal primary education, including offering free primary education that sparked

a boom in enrollment. But that didn't translate into more classrooms, desks or other infrastructure for schools often already in need of urgent repairs or upgrades. In response, MCC is working with six Brethren in Christ schools in rural Zambia to provide such repairs and upgrades to school facilities and items like additional desks, as well as educational resources and mentors for teachers.

South Sudan

In South Sudan, having meals available at school not only helps students have more energy to learn. It also boosts attendance.

Here, in Rumbek, MCC funding helps support hot meals for students at Loreto Primary School, improving students' nutrition and their health. And, assuring daily meals for all students has helped attract more students to Loreto schools, especially at the primary level, and is reducing drop-out rates.



Loreto Schools Rumbek photo/Herbert Orwa

Bangladesh

In Tanore, Bangladesh, students like 6-year-old Laboni Tudu often need to know a new language to succeed in school.

Through an MCC-supported multilingual education program, Tudu, who is from the Santali Indigenous community, began her education in her Indigenous first language while learning Bengali, the language used in primary school.

Tudu is excited about her first year of primary school. And her mother, Pormila Mardy, says Tudu is settling into classes more readily than her older son, who did not have an opportunity to be part of the multilingual education program and has struggled in his studies.



MCC photo/James Kisiku



Special feature

A pig story

Experience the difference that the gift of one pig can be.

BY LINDA ESPENSHADE

Once upon a real time, in a small village in rural Uganda, a pig came to live on the farm of Mary Ilero and her husband, Julius Egadu.

Mary, who was the pig's primary caregiver, named her Friend.

Mary and Julius needed a friend. The couple argued a lot about not having enough money to feed and educate their three children. Julius worked in construction, but there wasn't enough work.

They hoped Friend would help them, but they had no idea how much.

Friend gave birth to nine piglets in 2017. Mary knew how to keep Friend and her piglets healthy because trainers from MCC partner Action for Peace and Development (APED) taught her and Julius how to feed them and medicate them before APED gave them the pig.

Mary sold each of the piglets for about \$21, using the proceeds to buy a cow that she named Patience. Patience had a calf

in 2018 and began producing milk that Mary's children can drink and that Mary can use to make yogurt, cheese and butter. She kept the calf so that it, too, could eventually produce, but she could sell it for about \$160 as a yearling and about \$266 as an adult if needed.

With Friend's second litter of nine piglets, Mary bought a sewing machine. And with the productive sow's third litter of 10, she took sewing lessons.

Now she can sew clothing for her family, including a fourth child born in 2019, and she can make clothing to sell. Once or twice a week, she makes clothing for customers.

With more income, she can buy some beef and fish to feed her children, ages 3 to 14, in addition to greens, grains and beans, and she can help pay for their school fees. She's unwilling to eat her own pigs though. "I love them," she says.

The gains kept growing. With funds from Friend's fourth litter of piglets, she bought a grinder to make nut butter from the groundnuts she was already growing. In town she can sell some 5 pounds of groundnut butter for about \$2.15.

With Friend's third and fourth lit-

ter and even more piglets from Peace, one of Friend's offspring, Mary and Julius began to build a cement block house to replace their thatch-roofed clay house. It even has a room for her sewing and recordkeeping.

"I was surprised that I now have an office from the proceeds of the piglets," Mary says.

It's not only her earnings that have grown. In addition to learning about raising pigs, Mary and Julius benefited from APED training on resolving conflicts. They now work together and plan together. "We join our hands together," Mary says.

And where she once waited on her husband to provide, she now can earn enough herself to buy food, oil or other things she needs. "I have changed," she says. She delights in surprising her husband with a juice or a wrap, known locally as a rolex, during her trips to town. She can buy material and make clothes for her husband.

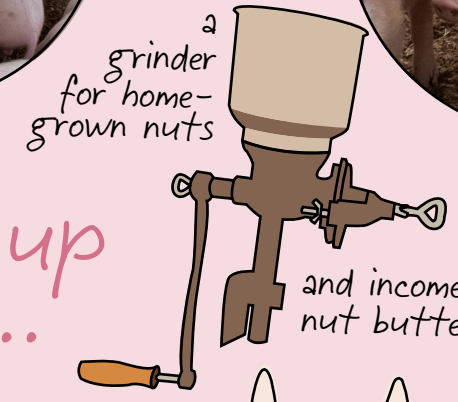
"I can even tell him, 'This Christmas, you will not buy anything. It is me.'"

f Those are my future. I can sell them. I buy what I want. I can even buy clothes for my husband. I can even tell him, 'This Christmas, you will not buy anything. It is me.'"

One pig

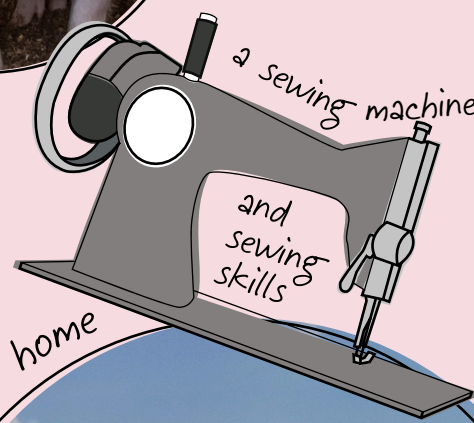
(named Friend)

Plus five litters



a grinder for home-grown nuts

and income from nut butter



a sewing machine

and sewing skills

Add up to...

a stronger, happier marriage

a cow

a new home





“I have enjoyed the opportunity to participate in my host family’s church here.”

Clara Unzicker and Jhon Rozo, a cousin in her host family, take part in a Christmas party at Iglesia Cristiana Menonita de Ciudad Berna in Bogotá, Colombia.

Serving and Learning Together

Names: Clara Unzicker

Hometown: Benson, Illinois (Mennonite Church of Normal)

Assignment: As part of MCC’s Serving and Learning Together (SALT) program, I work with children, families and older adults through MCC partner Creciendo Juntos (whose name means Growing Together), an organization in Soacha, Colombia, outside of the city of Bogotá. Many families here were displaced by conflict in Colombia or recently migrated from Venezuela.

Typical day: Home visits during the mornings or planning activities. In the afternoons, children come to do homework or participate in workshops. During school vacation, for instance, afternoons included soccer practices and workshops

on learning about conflict resolution, teamwork and nonviolent peacemaking. After work, I head home on the bus and typically spend evenings reading or watching movies.

Joys: Connecting with other Mennonite youth at my host family’s church. My host sister and her boyfriend lead the group for young adults in their 20s, and I’ve really appreciated this time as a way to learn about the role and participation of young people in the Colombian Mennonite church. Also building relationships with children and families at Creciendo Juntos.

Challenge: Adjusting to new daily routines and different ways of living.

On growing in faith: I have enjoyed learning about the different ways that Mennonites worship. Hearing from

Colombian Anabaptists about their work for peace and nonviolence in the midst of real, present conflict also has been a really powerful experience for me.

Advice for others considering SALT: Talk with SALT alumni and hear about their experiences. One piece of advice I received was not to only consider placements that align with your interests or career. While service placements are a large part of SALT, living with a host family and learning about history and culture will come with each placement.

FIND YOUR PLACE

Serving and Learning Together (SALT) is a cross-cultural program for young adults. Learn more at mcc.org/salt or see other service opportunities at mcc.org/serve.

for children

hello UGANDA

How do you greet someone in the Ik language?



marangaa (Say MAH-RANG-ah)

My name is Immachulet Naduckui.

Age: 12

Lives in: Lokwakaromoe, Uganda



I am in fourth grade at Lokwakaromoe II Primary School (an MCC-supported school). I am the only girl in my family, but I have three brothers. My mother wants me to go to school during the day and help her at night. At school, I like to play netball. (It’s kind of like basketball.)

At home I help my mother wash our clothes and cook. To do that, we need water. I walk to the water pump that all my neighbors use and fill the water container. It holds five liters (more than one gallon). I just learned to carry it on my head last year. It is heavy. I put a rolled cloth under the container to help me balance it.

I am part of the Ik ethnic group. Ik families farm and raise bees for honey. Sometimes we have festivals. They are fun because people are happy, and the children play with each other.

My favorite food: biscuits

My favorite class: Christian religious education

What I want to be: a nurse

Carrying water

Around the world, Immachulet and other girls carry water for drinking, cooking, washing and bathing. Fill a bucket with water. How far can you carry it across your yard? How many trips do you think you would need to make to have the water your family needs each day?

Want to do more? Track how your family uses water. Decide together how to make this work. How much water does your family use for drinking and for cooking? Did your family wash clothes, run the dishwasher, water your lawn or use water in other ways? How many times did the toilet flush? How many minutes did water run for showers or a bath?





Mennonite Central Committee U.S.
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