

Spark Assessment 2025

Report

OVERVIEW

Why the Research

The purpose of this research was to hear from children and youth workers who are part of SPARK, one of Affect Destiny's expressions. Affect Destiny and the Africa training team wanted to gather feedback that would help strengthen training, resources, and collaboration so that facilitators are well equipped, every church can have a qualified children and youth worker, communities can work together for lasting impact, and children and youth can grow spiritually through intentional discipleship.

About the Participants

Three hundred and ten members of the SPARK network participated in the assessment. This digital survey was shared by Master Trainers and Regional Trainers within the network between August and September 2025. There was a balance of male and females within the sample. The majority of the respondents were located in urban areas, both male and female aging from 18 yrs to 50+. These factors should be taken into consideration when interpreting the results.

Country	Count	Percentage
Kenya	93	30%
Uganda	53	17%
Ethiopia	35	11%
Rwanda	33	10%
South Sudan	33	10%
Burundi	32	10%
Tanzania	31	10%

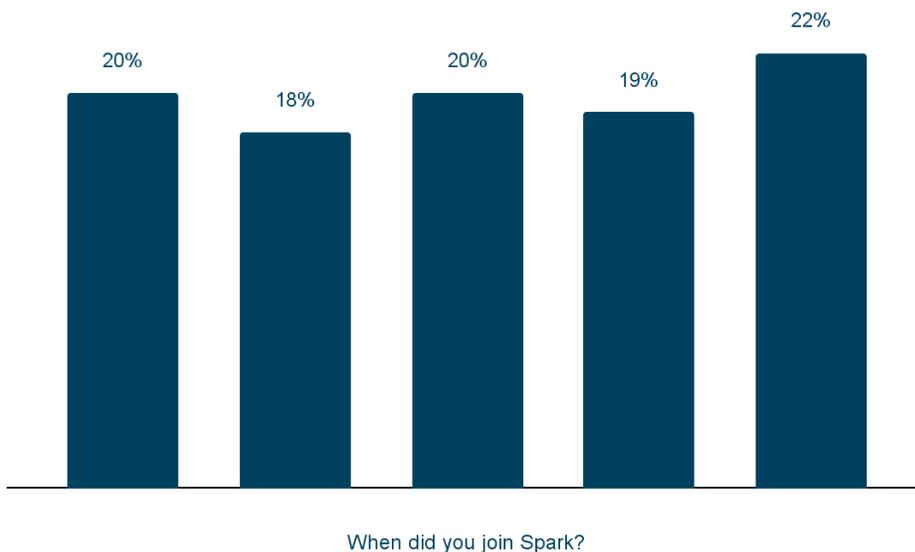
KEY FINDINGS

- 7 in 10 of the children and youth workers engage in intentional discipleship activities at least weekly. Sahel was most likely to report rarely doing this compared to the rest of the regions.
- 68% of the children and youth workers report having trained or mentored others in children/youth ministry at their church after completing their training.
- Respondents described the current length of the SPARK training sessions as just right and easy to do within their normal ministry time. While 38% preferred short sessions between 1-2 hours, a third said they prefer a mix of formats based on the topic.
- In-person training and workshops was the most popular training format with 68% of respondents saying this has worked best for. The top reasons for preferring in-person training were this format helping them feel more connected to others and that they learn better in that environment. Those who liked online live sessions such as Zoom, or webinars or self-paced learning liked them because it fits better with their schedule. For future offerings, 66% still prefer in-person training with group interaction.
- Half the respondents said they have not experienced any hindrance to their progress along their SPARK journey, and they have been able to move forward consistently. The support they desire to help them develop or adapt their own ministry content more effectively is training on how to design lessons and materials.
- 7 in 10 have positive sentiments towards online learning. The number one reason for hesitation or discomfort in taking online courses was poor or unreliable internet connection (57%).
- Over half (58%) of the respondents feel connected to their SPARK community. This was highest in Eastern Africa.
- Nearly 4 in 10 said their training community is active and many people contribute, ask questions and share. 38% of the respondents found the frequency of communication to be frequent and helpful.

- 51% found the topics to be very relevant and directly applicable to their children and youth ministry. The most helpful training topic mentioned was discipleship of children and youth (47%). The top two topics respondents said are missing are working with parents and caregivers (52%) and trauma-informed or special needs ministry (47%).
- Challenges mentioned included digital or technological challenges, length of training (too long or tiresome), lack of access to materials due to lack of print resources or insufficient resources for their group sizes, group work or discussion challenges, and complexity of some lessons.
- Suggestions for improvement included more frequent training in different formats and follow-up after, mentorship within the network, more curriculum or materials to accompany each training, improved communication follow up and greater sense of community, more digital opportunities accessible for different types of devices, training for equipping parents as well as advocacy for children and youth amongst church leaders, contextualization of trainings into different language and cultural realities, financial and logistical support, and certification and formal recognition.

GENERAL

Nearly 4 in 10 respondents reported joining the SPARK network in 2025. Half of the respondents from Coastal West shared this. Respondents in Eastern Africa were least likely to report joining in 2025 and indicated that their entry into the network has been spread almost evenly across the years

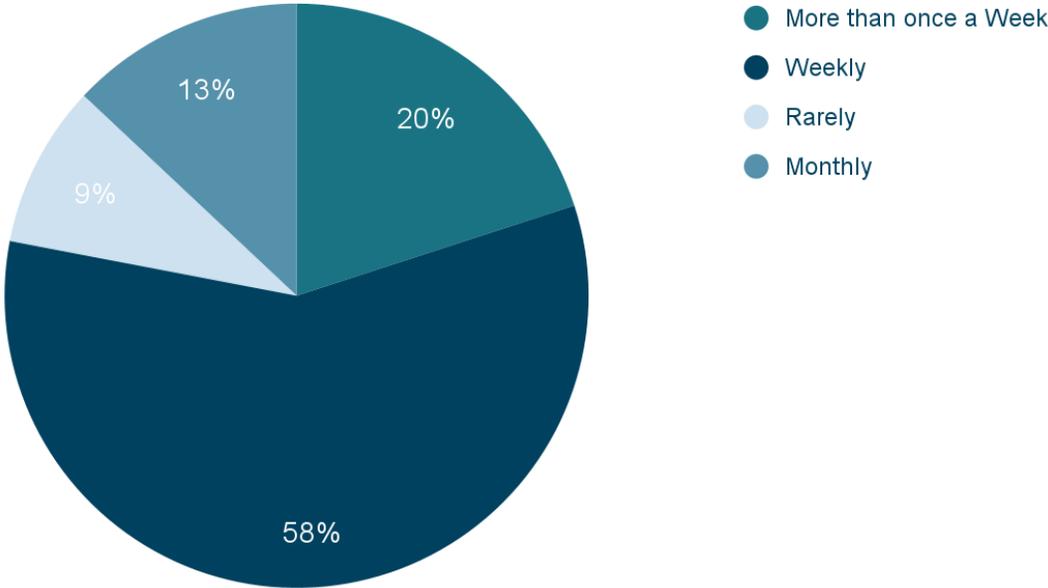


DISCIPLESHIP AND MINISTRY IMPACT

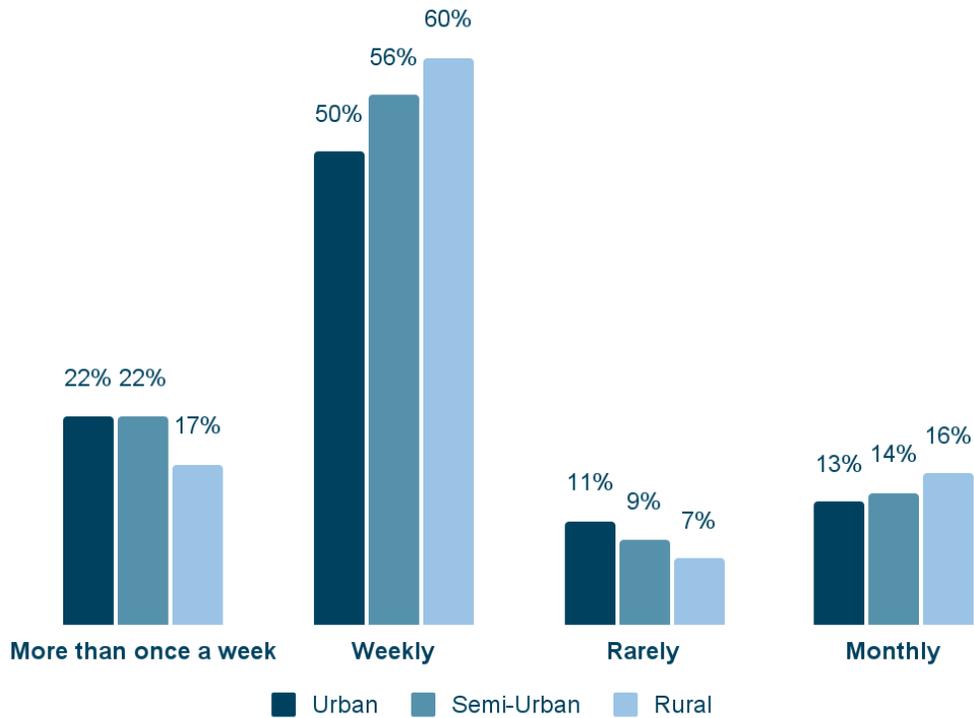
Discipleship Activities

Over 7 in 10 respondents said they engage in intentional discipleship activities for youth such as Bible study, mentorship, and prayer at least weekly with children, with most of them reporting that they do so every week. Respondents in Eastern Africa were the most likely to report this (58%). Those in rural areas were more likely to engage in weekly discipleship activities than those in semi urban and urban areas.

How often do you engage in intentional discipleship activities with children/youth?

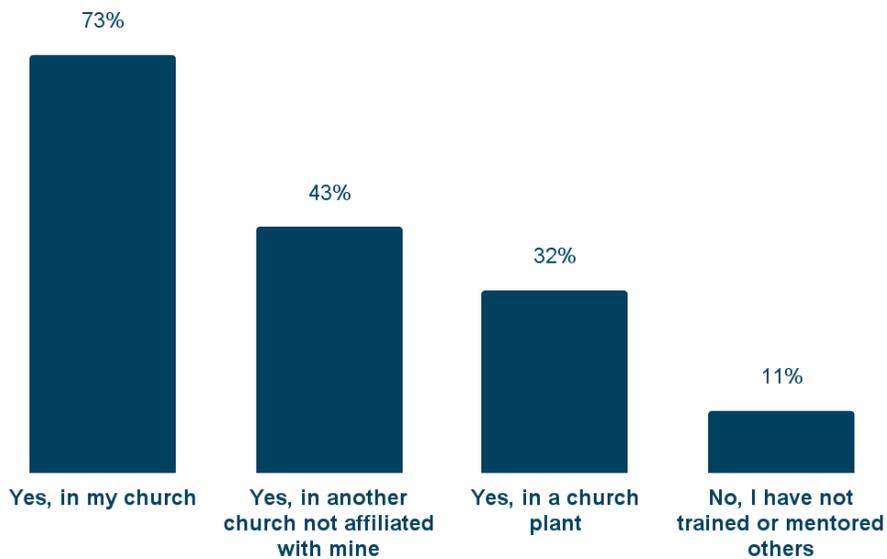


By Location



Training and Mentoring Others

When asked if they had trained or mentored others in children or youth ministry since completing their training, nearly 7 in 10 respondents reported doing so within their churches.



Have you trained or mentored others in children/youth ministry since completing your training?

Testimonies and stories of transformation

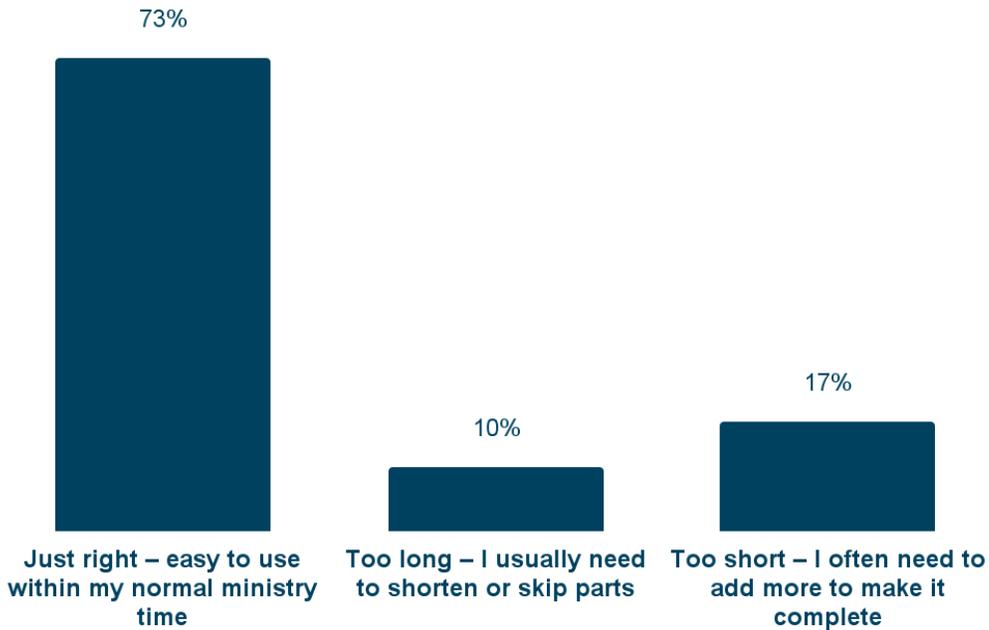
When asked to share any specific testimonies* or stories of transformation either from a child or children or youth workers as the result of a SPARK training, respondents consistently described meaningful transformation resulting from SPARK training. Children or youth workers reported feeling more confident, better equipped, and more motivated to teach and disciple children. Many shared that SPARK gave them practical tools that improved lesson preparation, engagement, and relational connection with children. Children were described as showing clear spiritual and behavioral growth, including increased interest in Scripture, deeper prayer life, improved discipline, and greater openness in sharing their struggles. Several testimonies highlighted children influencing their families through prayer, Bible reading, or positive behavior changes at home. The training also inspired many leaders to expand ministry outreach, train others, and start new children's programs in churches and surrounding communities. Across different 8 contexts, respondents especially emphasized improved understanding of child engagement and renewed passion for ministry. These testimonies* show that SPARK is strengthening leaders, transforming children's lives, and multiplying ministry impact across communities.

**Testimonies can be found in the Appendix*

TRAINING EXPERIENCE & LEARNING PREFERENCES

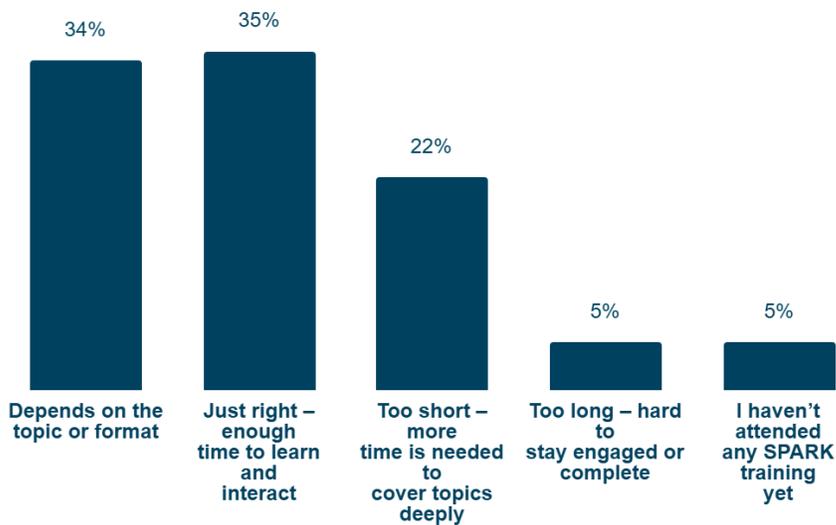
Length of the Training

Length of training The length of SPARK training sessions was reportedly just right and easy to use within the normal ministry time of the children and youth workers surveyed, with over 7 in 10 respondents reporting this.



In general, how would you describe the length of the SPARK training sessions?

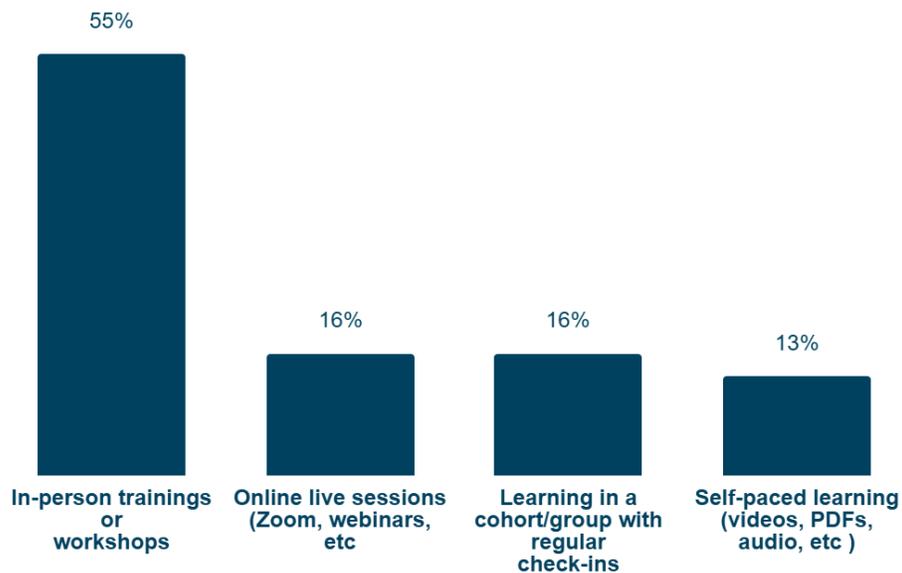
When asked about the duration of the specific SPARK trainings they had attended, respondents shared that their answers depended on the topic or format, but a third said the duration was just right and that they had enough time to learn and interact.



How would you describe the duration of the SPARK trainings you've attended?

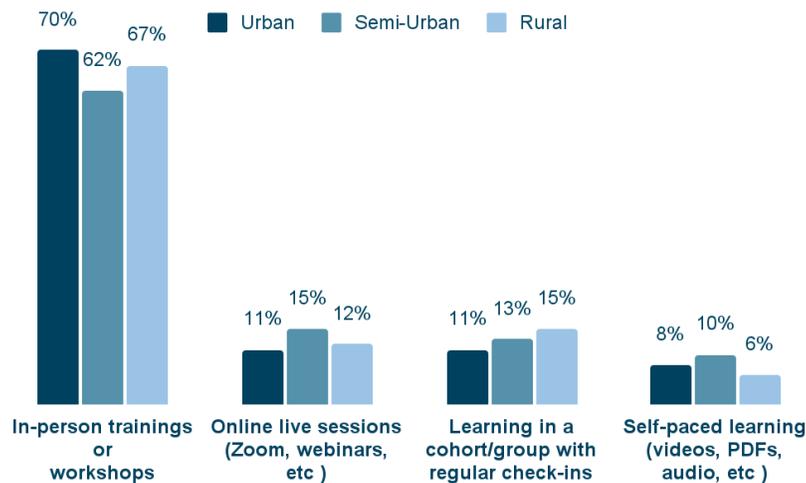
Training Format

The training format that worked best for children and youth workers was in-person training or workshops, with almost 7 in 10 respondents sharing this preference. In-person training. This format was least popular in Eastern Africa, where just over half selected it. Children and youth workers in rural areas were more likely to prefer learning in a cohort or group with regular check-ins. Younger children and youth workers (24 and below) were the least likely to select in person training or workshops and were more likely to prefer online live sessions compared to older trainers, except for those aged 50 and above.



Which SPARK training format has worked best for you?

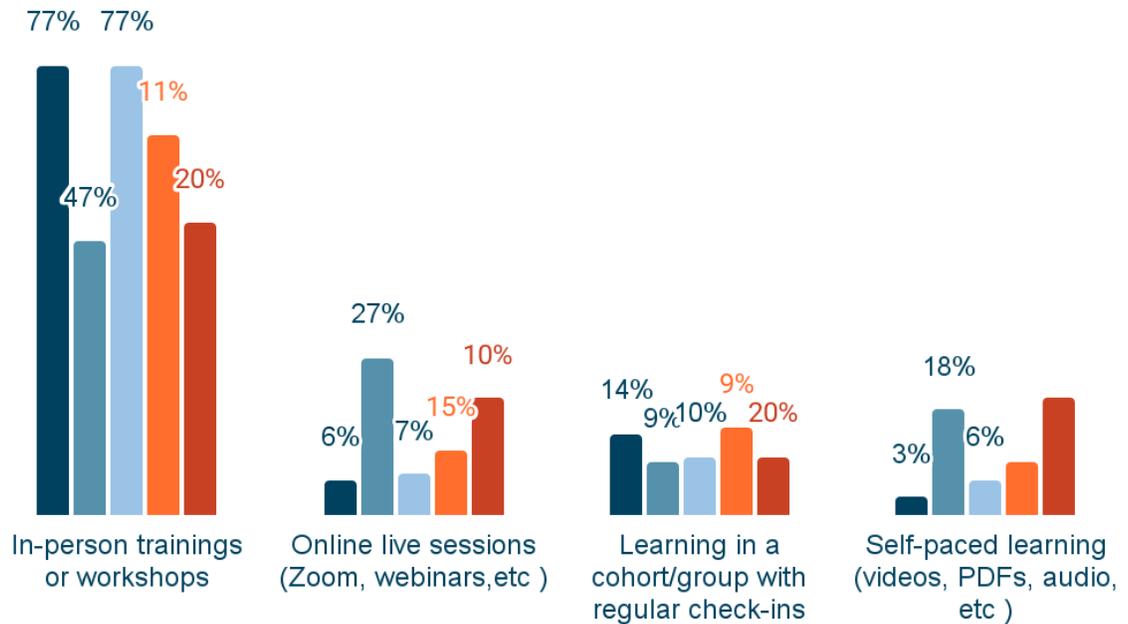
By Location



Which SPARK training format has worked best for you?

Training Preference

The two top reasons children and youth workers who selected in-person training or workshops said they preferred this format were that it makes them feel more connected to others and they learn better in that environment. Those who selected online live sessions such as Zoom, or webinars and self-paced learning videos said they preferred these formats because they suit their schedule.



Which SPARK training format has worked best for you?

- I feel more connected to
- It fits my schedule
- I learn better in that
- It gives me time to reflect
- Other (please describe):

“It gives me time to read, reflect, rewind the videos, it’s a bit flexible.” – Respondent from Uganda

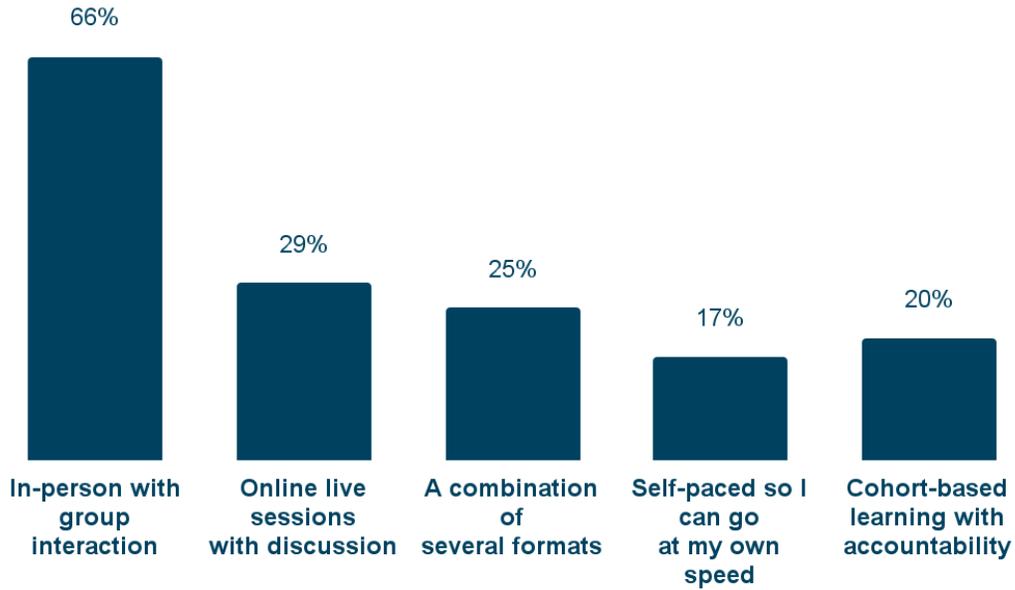
“Online and Live Sessions as well as in cohorts has the lowest engagement compared to In-person sessions due to busy schedules and work related.” – Respondent from South Sudan

“In-person training provides a ground for physical discussion/interaction and immediate feedback or answers.” – Respondent from South Sudan

Future SPARK training

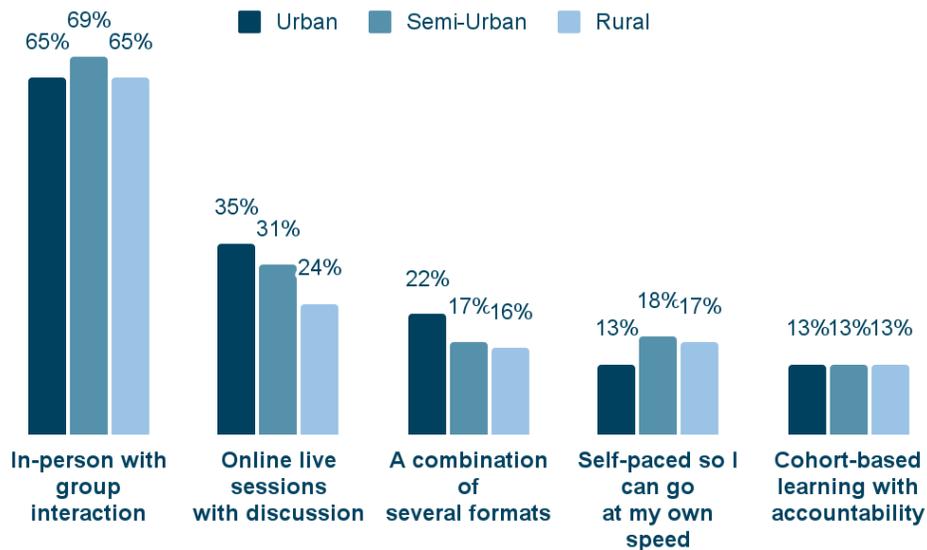
For future SPARK training, in-person sessions with group interaction were the preferred format, with over 3 in 5 respondents choosing this option.

While there were no major differences in interest in in-person training with group interaction by location, there was a decline in interest in online live sessions with discussion and in combinations of several formats from urban to rural areas. Urban children and youth workers were also the least likely to select self-paced training.



What training format would you prefer for future SPARK offerings?

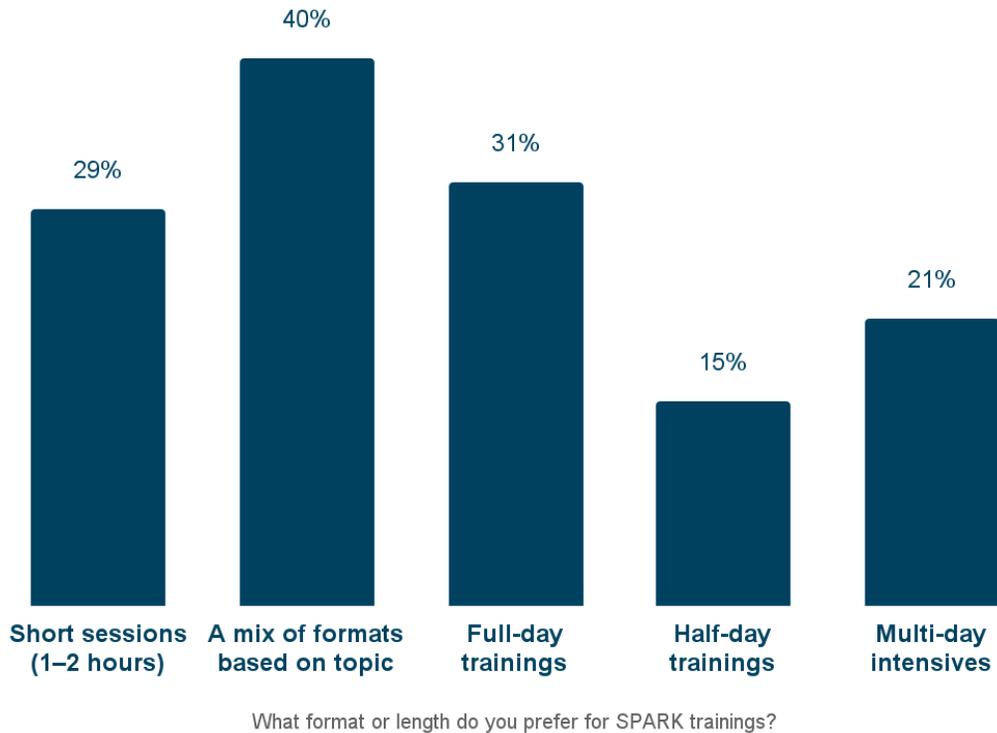
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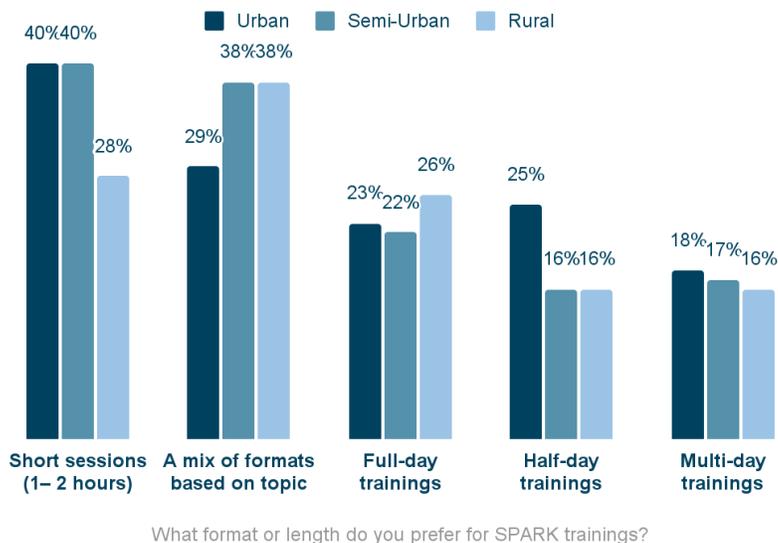
What training format would you prefer for future SPARK offerings?

Future preferred format

For the future, almost 2 in 5 children and youth workers prefer shorter sessions of approximately 1 to 2 hours. Another 32% said the length can be a mix of formats based on the topic. Full-day trainings and multi-day intensives were most common among trainers in Eastern Africa. Short sessions were of the least interest to those in rural areas.



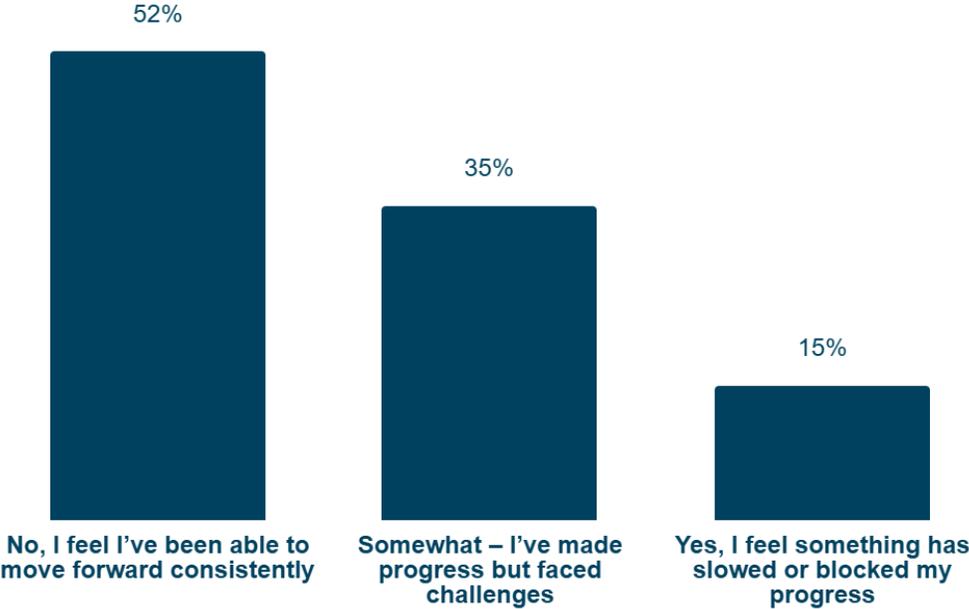
By Location



CHALLENGES AND GROWTH NEEDS

Hinderance

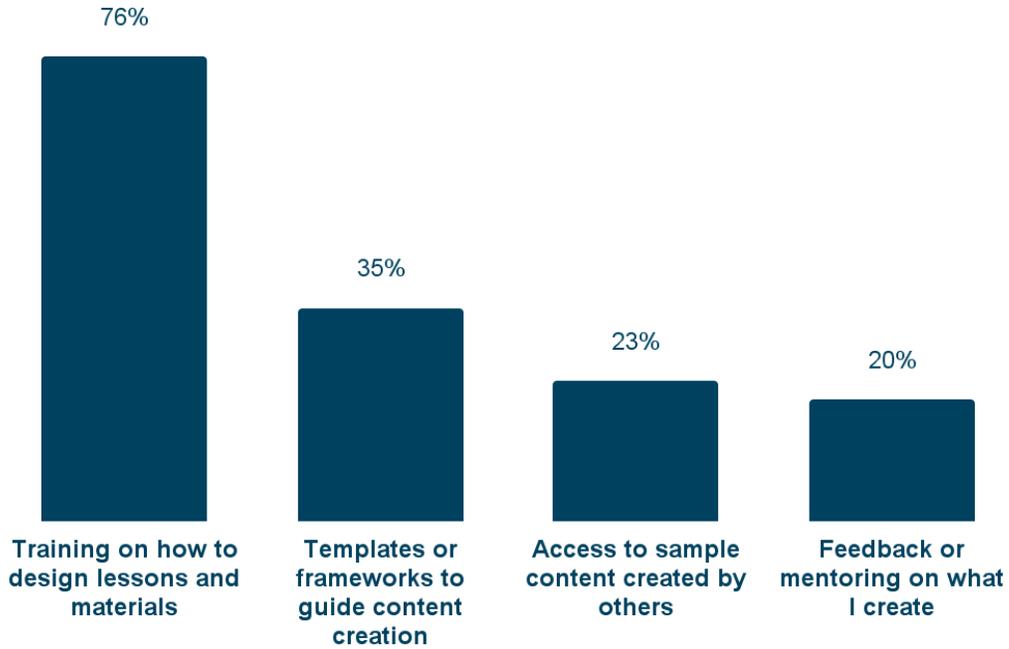
Half of the respondents said that nothing is hindering their progress along their SPARK journey and that they feel able to move forward consistently. Over a third (35%) shared that they have made progress but have also experienced challenges.



Do you feel anything has hindered your progress along your SPARK journey?

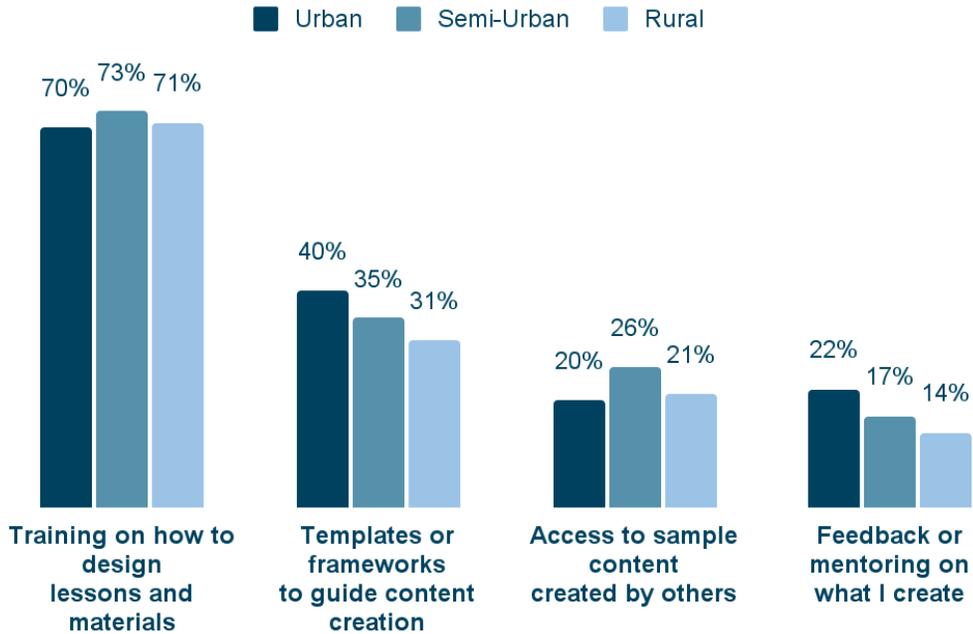
Support

The support that the children and youth workers would like most is training on how to design lessons and materials. This was most common among respondents in Eastern Africa. Interest in templates or frameworks to guide content creation was higher in urban locations than in rural areas.



What support would help you develop or adapt your own ministry content more effectively? (Select your top two)

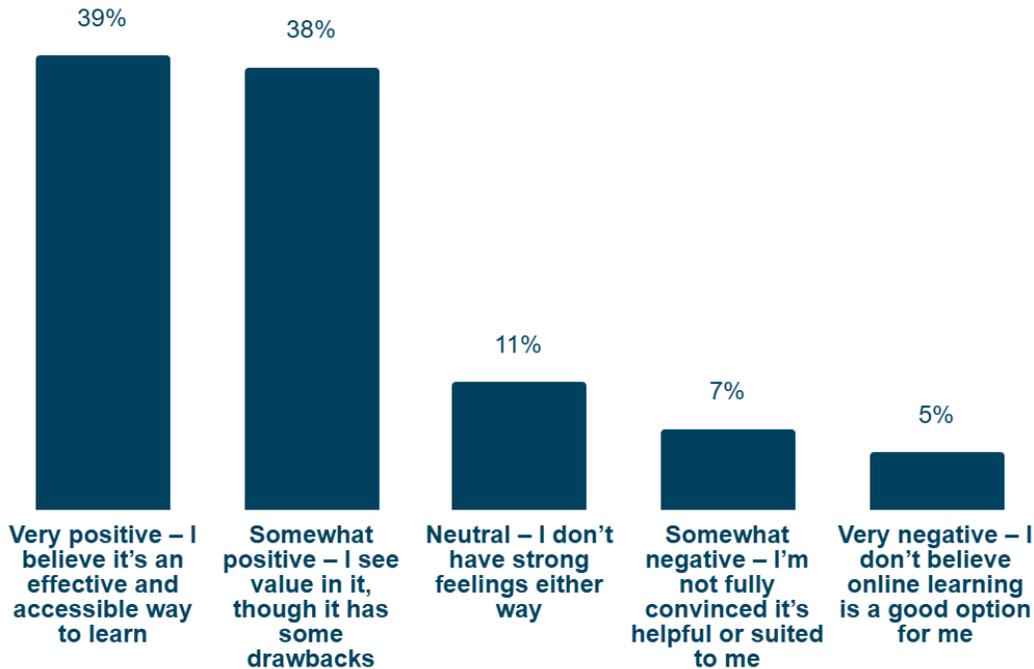
By Location



What support would help you develop or adapt your own ministry content more effectively? (Select your top two)

Online learning

When asked about their sentiments towards online learning, 72% of respondents had a very positive or somewhat positive feeling towards online learning. Of these respondents, some (38%) saw value but also acknowledge that it has some drawbacks. This view was also more likely amongst rural respondents compared to those in urban and semi-urban areas.

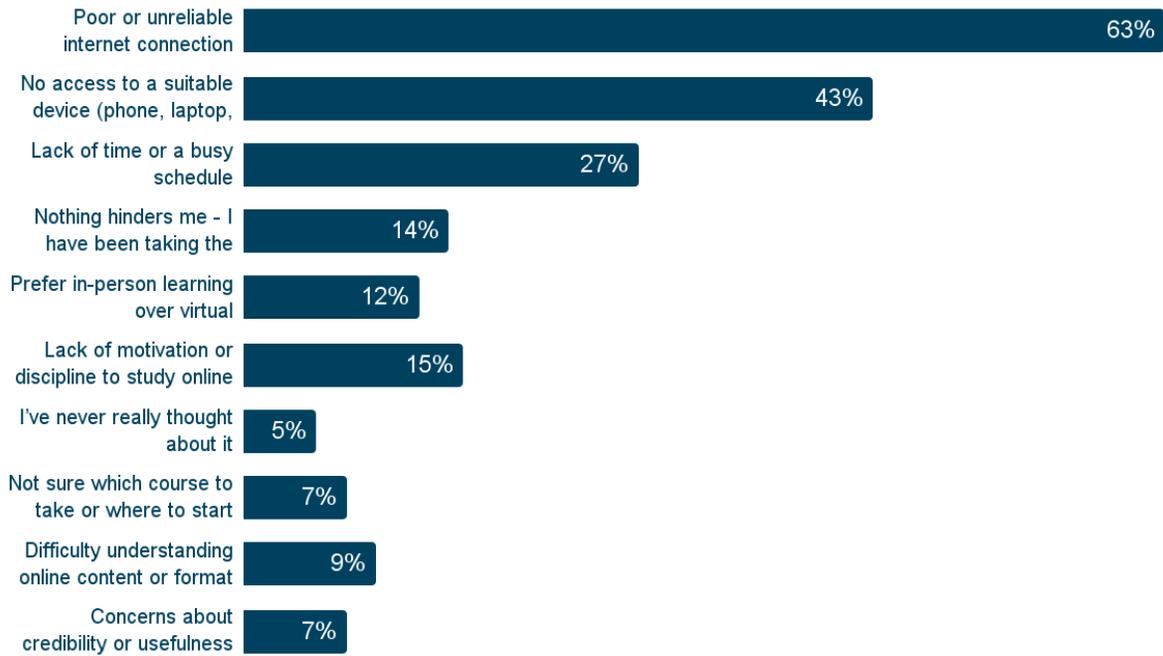


How do you generally feel about online learning as a way to grow?

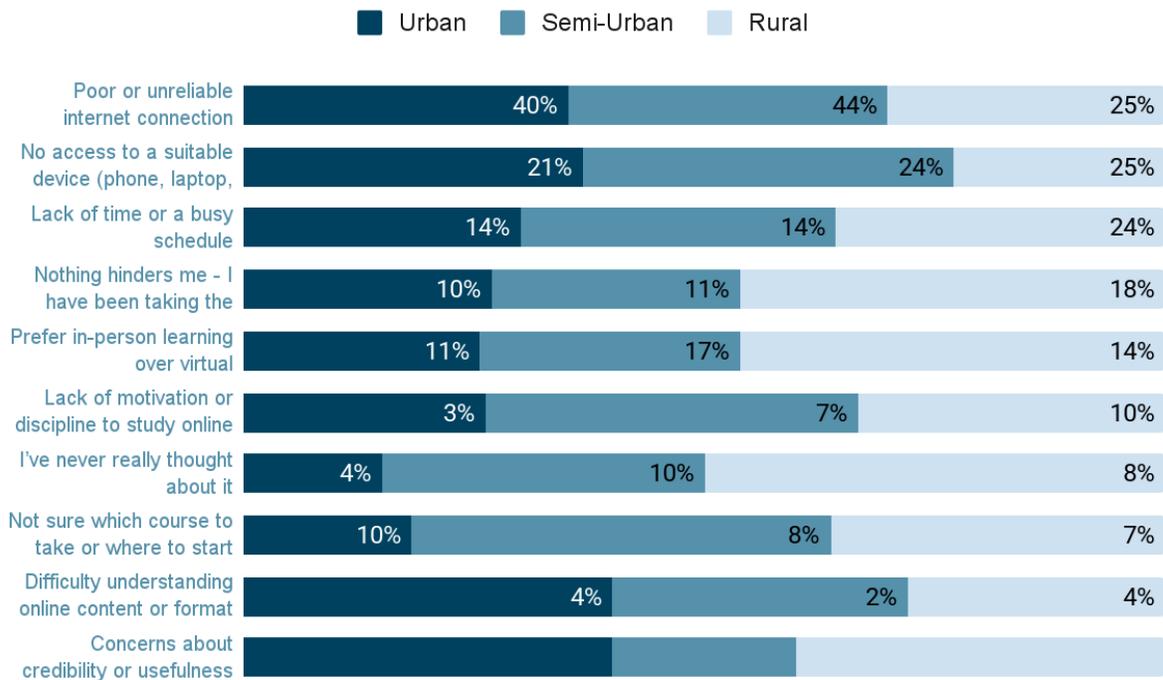
Hesitation or Discomfort in Taking Online Courses

The factor causing the most hesitation or discomfort in taking online courses is poor or unreliable internet connection, mentioned by nearly 3 in 5 respondents. The next most common factor, mentioned by almost a third, was not having access to a suitable device such as a phone or laptop. Respondents in rural areas were the most likely to mention poor or unreliable internet connection as a limiting factor.

Respondents were more likely than other regions to express concerns about the credibility or usefulness of online courses.



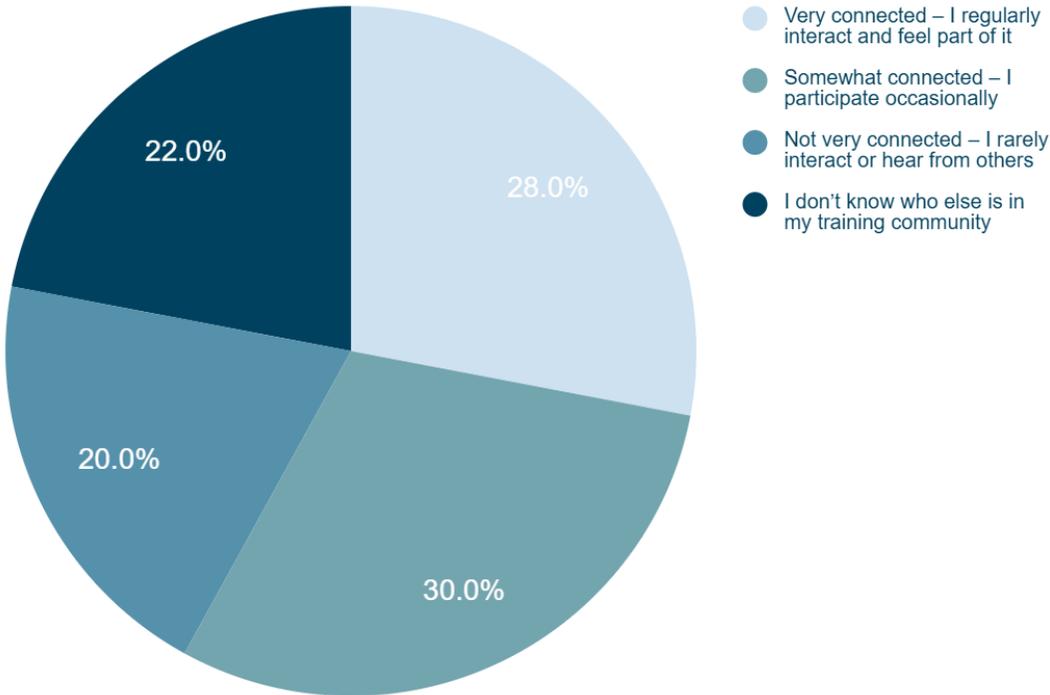
By Location



COMMUNITY AND COMMUNICATION

Level Of Connection

Almost 3 in 10 children and youth workers report feeling very connected to SPARK, regularly interacting and feeling part of the community. While a portion of respondents feel strongly connected to SPARK, an equally large portion feels only disconnected or unsure about their community.



Trainers were most likely to report feeling very connected to SPARK and regularly interacting and feeling part of the community.

Reason For Disconnection

The most common reason given for feeling disconnected was rarely seeing relevant updates or training discussions (22%).

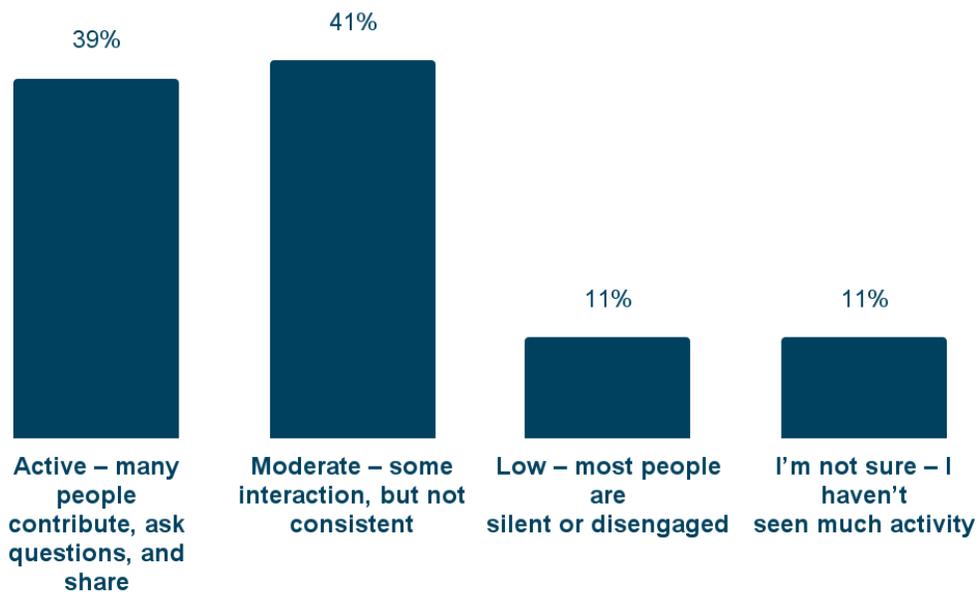
Reason for Disconnection	Percentage
I rarely see relevant updates or training discussions	22%
There's too much content or conversation to follow	16%
My schedule is too busy to follow the messages	16%
I joined late or missed key introductions	14%
I don't know anyone personally in the group	13%
I didn't know where to start	12%
I prefer smaller groups or in-person connection	12%
The group is too large – I feel unseen or ...	10%
I wasn't sure how to introduce myself or get involved	10%
I'm not clear on the group's purpose or structure	6%
I'm part of another network and feel split	5%
I didn't feel welcomed or noticed when I joined	3%
Other (please explain)	14%

Top Three Reasons

Top Three Reasons for Disconnection
<ol style="list-style-type: none"> 1. I rarely see relevant updates or training discussions (28%) 2. I joined late or missed key introductions (18%) 3. There's too much content or conversation to follow (17%)

Level of Participation

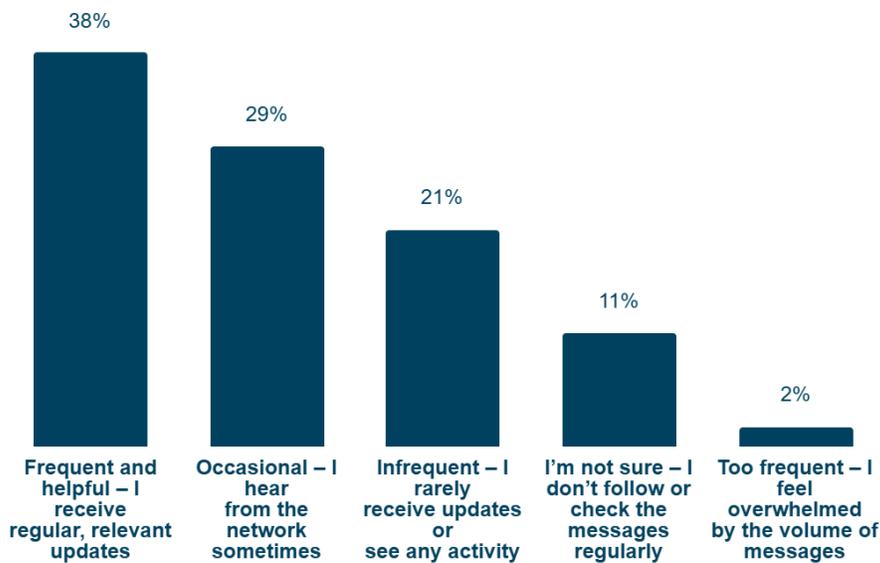
Nearly 4 in 10 respondents shared that their training community is active, with many people contributing, asking questions, and sharing. Respondents were the most likely to say participation was moderate, with some interaction but not consistent.



How would you describe the level of participation in your training community?

Frequency of Communication

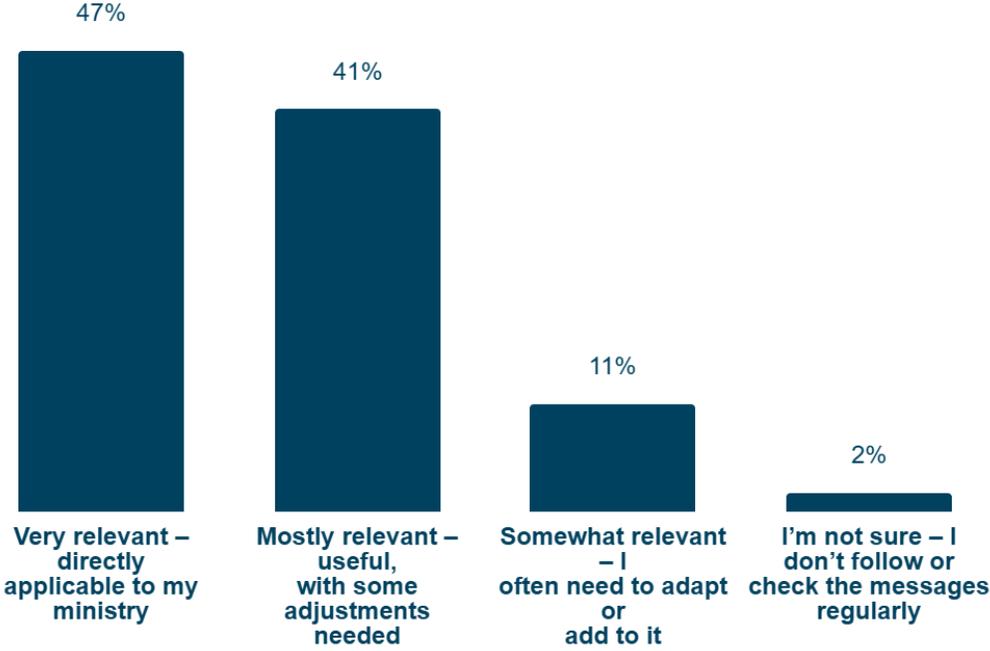
Nearly 4 in 10 respondents found the frequency of communication to be frequent and helpful, sharing that they receive regular and relevant updates.



How would you describe the frequency of communication in the SPARK training network (e.g., WhatsApp, Telegram)?

Training Topics

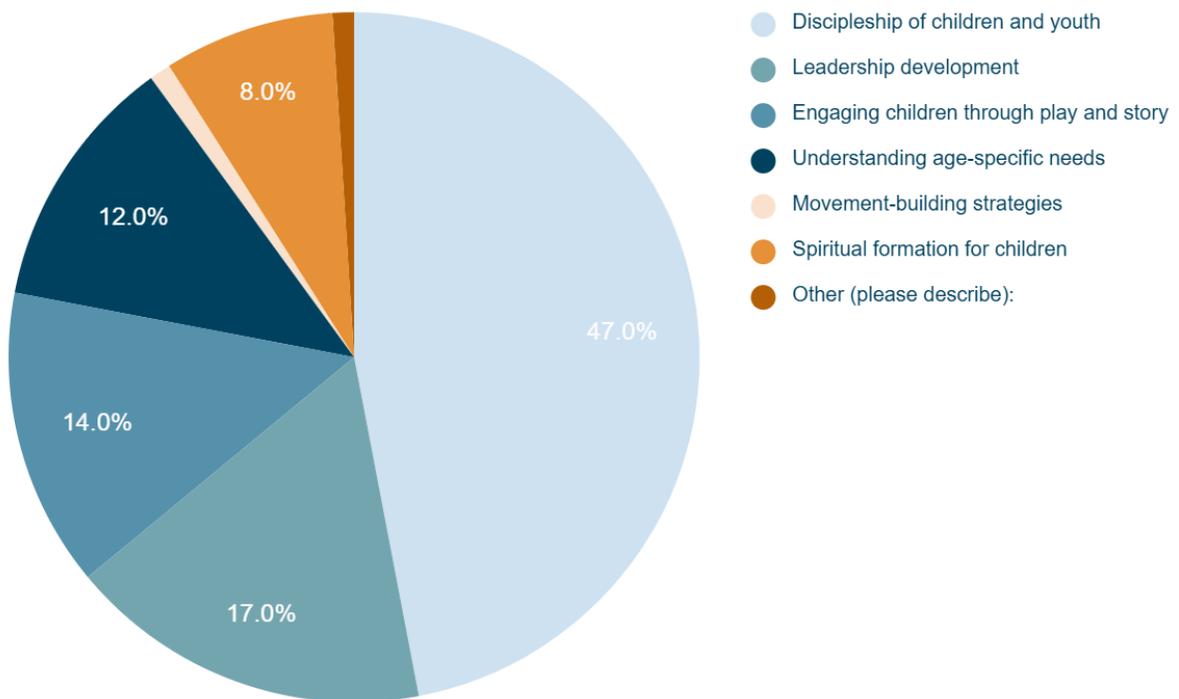
Half of the trainers shared that the SPARK training topics have been very relevant and directly applicable to their ministries. Respondents were more likely to say the training topics have been mostly relevant.



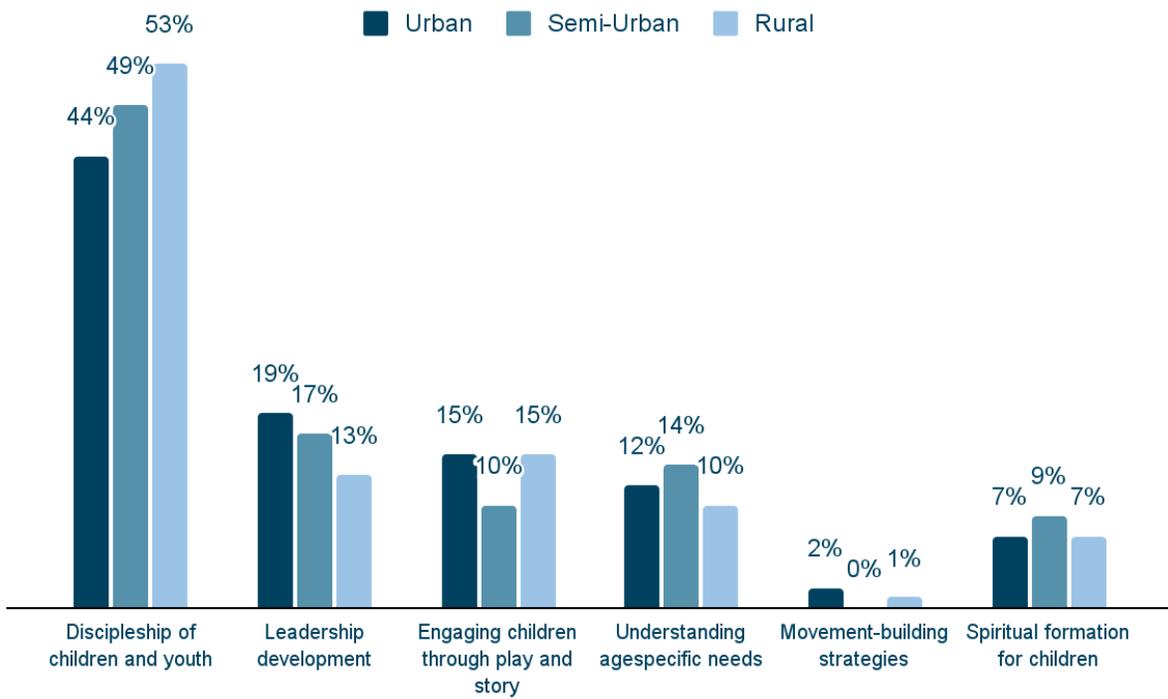
How relevant have the SPARK training topics been to your ministry with children and youth?

Most Helpful Training Topics

The training topic that has been most helpful to the trainers were trainings that had to do with discipleship of children and youth with almost half of trainers sharing this. This topic was of greatest help with (51%) responses. Discipleship of children and youth had greater impact among those located in rural and semi-urban areas compared to urban areas.

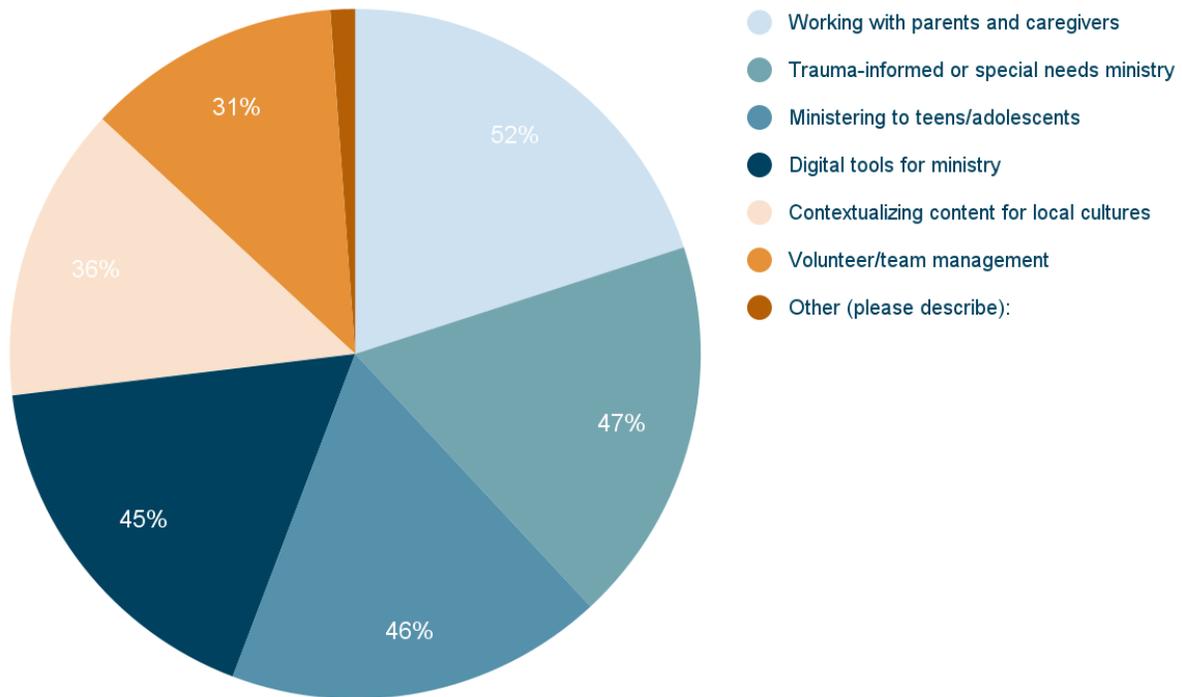


By Location



Missing Topics

The top four training topics that are missing that should be included in future trainings are working with parents and caregivers (52%), trauma-informed or special needs ministry (47%), ministering to teens/adolescents (46%) and digital tools for ministry (45%).



Challenges Leaders Want Training to Address More Directly

1. Training Access, frequency, quality.

Respondents mention the need for more regular or deeper training, clearer follow up, support for master trainers, or issues with certificates and training pathways. This theme is strongest in Kenya.

2. Youth and teen ministry needs

There is a need in both teen focused content with respondents desiring training on youth and teen ministry, asking for content that speaks into sexuality, relationships, technology, life skills, and the real world of young people. The strongest contributions come from Kenya.

3. Space, infrastructure and environment

Respondents mention a lack of classrooms, very small rooms, or generally poor

environments for children and youth ministry. Space constraints are especially high in South Sudan, Rwanda, Tanzania, Kenya, Burundi.

4. Teaching materials and curriculum

Respondents highlight a lack of materials or the need for more age specific lessons and stories, especially what to do once the syllabus is finished. Materials and curriculum needs are therefore strongest in the region.

5. Digital tools, media and technology

There was a desire for help with digital tools, online training, media resources, projectors, laptops, and internet, or how to engage teens around technology and artificial intelligence. This was most commonly mentioned in Kenya.

6. Parent engagement and family support

Some respondents raised concerns about parents who are uninvolved, not born again, unavailable, or actively blocking children from attending or applying what they learn. Parent engagement challenges therefore cut across East, West, Central, and Southern Africa, with especially strong expression in Kenya, Ivory Coast, and Nigeria.

7. Other important but smaller themes

Several other themes appear less often but are very sharp where they arise. Time and workload pressure, leadership and volunteer gaps, and financial constraints, trauma, abuse, and special needs together appear in almost 4 percent of responses, while discipline and inconsistent attendance are less commonly mentioned but are still present challenges. These issues are scattered across many countries but are especially visible in places with large numbers of children, few volunteers, or long travel distances for training.

Areas Of SPARK Leaders Enjoy Most and How They Support Their Growth

1. Child and youth understanding plus engagement

By far the strongest theme is that SPARK help leaders understand children and youth better and engage them more actively. People love the stories, activities, questions, games, and practical methods that keep children and teens involved rather than just sitting and listening. 28 Many say SPARK has helped them see different age groups more clearly, speak to real life issues, and create lessons that

are interesting and easy to remember. This has grown their confidence, made classes more orderly, and increased attendance and attention.

2. Training and facilitation

Many leaders highlight the actual SPARK training process as something they enjoy most. They speak about clear explanations, step by step lessons, good facilitation, opportunities to ask questions, and practical demonstrations. They say this has helped them understand how to prepare lessons, organize classes, and apply the material in their church context, rather than just receiving theory. This training environment has grown their skills, clarity, and confidence in ministering to children and youth.

3. Spiritual and biblical depth

Another major aspect people enjoy is the way SPARK is rooted in the Bible and focused on spiritual growth. Responses talk about the word of God, better understanding of Scripture, deeper discipleship, and how the lessons help children and youth grow in faith. Many leaders say SPARK has also deepened their own walk with God and sharpened their understanding of how to present the gospel to the next generation.

4. Materials and curriculum

Many people say they enjoy the SPARK manuals, books, guides, and structured lessons. They appreciate that the material is clear, systematic, and age appropriate, with ready lessons and stories that make preparation easier. Leaders report that these resources have helped them plan ahead, teach more consistently, and offer more organized discipleship rather than random or repeated lessons.

5. Leadership and ministry skills

A significant number of responses say they enjoy the way SPARK strengthens their leadership and ministry skills. People mention leadership development, planning, organization, strategies for ministry, and feeling more capable as ministry leaders. They describe gaining new skills in leading teams, structuring programs, and guiding children and youth in a more intentional way.

6. Digital tools, media, and technology

Many leaders say they enjoy digital aspects of SPARK such as online training, digital tools, videos, and the use of phones, laptops, and projectors. They value learning how to use media to teach children and youth, and some specifically mention how digital content has made lessons more attractive and relevant. This has contributed

to their growth by increasing their comfort with technology and opening new ways to reach young people.

7. Mentorship, community, and sharing with others

Another aspect leaders enjoy is the sense of community around SPARK. They talk about mentorship, learning from other trainers, sharing experiences, and working together as a team. They say this has encouraged them, given them new ideas, and helped them not feel alone in ministry. This peer learning and support has contributed to their growth by creating a network of people serving children and youth together.

8. Language and contextualization

A smaller but important group of responses mention that they enjoy SPARK in local languages or well contextualized forms. They value material that fits their culture and language, which in turn makes teaching clearer and more accessible to children and parents. Leaders say this has helped them communicate better and made the message feel closer to home.

Areas of SPARK leaders enjoy least and why they feel less helpful

1. Digital or technology challenges

The most frequently mentioned difficulty was digital or technology challenges, appearing over eighty-two times. These concerns came most strongly from Uganda, Rwanda, and South Sudan. Leaders explained that videos, projectors, online tools, or network-dependent resources were hard to use in their ministry contexts.

2. Length of training

The second most common concern was that some sessions felt too long or tiring, reported over forty-four times. Kenya and Madagascar expressed this most often. These participants were not rejecting the content but described fatigue, long hours, or slow pacing during certain workshops.

3. Lack of access to materials

A third theme was lack of materials or limited access, mentioned more than thirty-six times. These participants struggled when manuals, books, or printed resources were missing or insufficient for their group sizes.

4. Group work or discussion challenges

Some participants also described group work or discussion challenges, raised fifteen times across Kenya, Uganda, Tanzania. Difficulties included uneven participation, uncooperative groups, or confusion during shared tasks. A similar number commented on leadership or facilitation concerns, appearing fourteen times, with Kenya, Rwanda, South Sudan. These were isolated concerns where the delivery style or clarity varied between facilitators.

5. Lessons and content

A smaller group described difficulty with lessons or content, reported thirteen times. Uganda, Tanzania, Kenya, Burundi, and Rwanda led this theme. These participants found certain 30 lessons complex or needed more explanation. Only three responses across all the respondents mentioned language or translation challenges, coming from Uganda.

Suggestions for improvement

When asked what suggestions they had to improve SPARK for current and future members, some of the key themes that came up were:

1. More or better training content and opportunities

The most common request was for more or better training, making this the single clearest theme. These include ideas like more frequent trainings and refreshers, deeper or advanced modules beyond the basics, more field-based training and mentoring and not only classroom style, and structured mentorship or coaching for SPARK members. People like SPARK but want it to go further, more often, and with stronger ongoing support. This theme appeared almost everywhere but was strongest in Kenya and Uganda. These countries repeatedly asked for more frequent trainings, deeper modules, coaching, and practical guidance, with Kenya and Uganda showing the highest concentration of repeated suggestions asking for ongoing mentorship and multi-level training pathways.

2. Better materials and curriculum to support training

There were distinct mentions of materials, manuals, or curriculum, highlighting a clear need for better materials and curriculum to support training. Typical requests include printed and digital manuals to go with each training, Bible based lesson plans and ready to use activities, context specific materials that address local challenges faced by children and youth, and sample programs for churches and small groups. These responses show that participants see SPARK not only as training sessions but also as a source of tools they can continue using afterward.

This need was most clearly mentioned in Kenya and Uganda, where participants asked for teaching manuals, printed resources, lesson plans, and activity guides to support their ministry after the training. Uganda and Kenya had the strongest requests for practical, ready to use materials.

3. Improved communication, follow up, and sense of

Some suggestions were made about communication, follow up, and a stronger sense of community. People ask for more regular updates on trainings and opportunities, stronger use of WhatsApp or similar groups for sharing and questions, clearer follow up after a training so they do not feel forgotten, and spaces to share testimonies, challenges, and ideas with one another. This lines up with other findings about people wanting to feel more connected to the network and not just to events. The most detailed comments about communication came from Kenya and Uganda. Kenya and Uganda participants mentioned lack of follow up after training.

4. Improved communication, follow up, and sense of community

5. Digital or online options alongside in-person work

Some respondents requested some form of online or digital support. They mention online trainings or refreshers when travel is difficult, using digital platforms to share materials and videos, and making content accessible on phones. The heart of this theme is flexibility because people want SPARK to be easier to access when distance, time, or cost are barriers. This was most frequently raised in Kenya, and Uganda. Kenya and Uganda asked for online refreshers and easy access to digital content.

6. Parent and leadership involvement

Parents, pastors, or church leadership involvement were also mentioned. These suggestions include more training that equips parents to disciple their children, sessions specifically for pastors and leaders so they understand and support SPARK, and advocacy within leadership meetings so children and youth remain a priority. This showed up strongly in Uganda and Kenya. Uganda and Kenya suggested training specifically for pastors and parents.

7. Language, translation, and contextualization

Respondents also raised language or contextual issues. They ask for trainings and materials in local languages, adaptation of content to cultural realities in their country, and translation for Francophone contexts and for remote areas. This is

especially visible in countries like Ivory Coast and Burkina. The strongest presence of this theme came from Ivory Coast, Burkina Faso, and parts of Sahel countries.

8. Financial and logistical support

Transport, meals, or other practical support were also mentioned. These tend to ask for help with transport costs to attend trainings, refreshments or meals during longer sessions, and support with equipment like projectors or teaching tools. This theme is smaller in count but can be a real barrier because even excellent training is hard to access if participants cannot afford to attend. This was raised mainly in Kenya, Uganda, Burkina Faso, and Nigeria. Kenya and Uganda had several comments about transport and meals for training days, Burkina Faso asked for support with travel and equipment, and Nigeria occasionally requested logistical assistance.

9. Certification and formal recognition

Only a few responses explicitly mention certificates or accreditation. These suggestions request certificates that are officially recognized or some formal acknowledgement that can help them with their churches or in their wider ministry. This was mentioned most in Kenya and Uganda, with a few scattered mentions in Nigeria and Ivory Coast. Participants in Kenya and Uganda asked for certificates with recognition or validation from SPARK or church leadership.

**For questions and
Additional information,
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APPENDIX

The full raw qualitative responses for testimonies, the most and least enjoyed aspects of SPARK and suggestions can be found at

<https://docs.google.com/spreadsheets/d/1BehFJLKvXOOJgWJxyuBsP9t4OQd-ADEU/edit?usp=sharing&ouid=112726640514378407222&rtpof=true&sd=true>

Testimonies

Below are some of the testimonies shared across the different countries.

“Testimony from the children of the Anglican church, they testified that they know a lot about the Bible following the teachings that they benefited from their teachers trained on SPARK.” - Burundi

“Many of them said that in the past they neglected the children and did not have an adequate program for the children. With the training, they had the program and the motivation.” - Burundi

“Yes, after teaching the book 'How to Lead Today' in the CATALYZE (youth) area at the Rubindi communal high school in the Nyanza-lac commune, Burunga province, more than 40 students who failed the 1st level succeeded within the year. Others have more the decision to become disciples of Jesus Christ.” - Burundi

“I met Eskinder last week, he is one of our Trainees in East region of Kalhiwot Church when we train 7 Places in one trip, 2 days in one city or Town, he shared me that after that 37 Spark Training time he decided to give his full-time to the Children Holistic ministry. He also continues to learn his diploma in Holistic Child Development, now he is the regional coordinator of Kalhiwot Church East region and he also trains in different places, he is now one of the national team representatives, we communicate with him as one Hope team and work with him to, praise to be God, one who called, train and give mission for our life & fruitful way of ministry.” - Ethiopia

“After Spark training my local church children's ministry transformed from dormant to become certified model ministry among city. And active Sunday school teachers. Also children share the gospel to their school friends boldly and 17 children received Jesus Christ as their personal savior.” - Ethiopia

“One testimony that we got is at a rural area in a place called wonji, ethiopia previously they didnt know how to teach kids or had the materials for it and also the culture of the church was to separet kids just so that they wouldnt disturb the adults but after the traning they started implementing ehat ghey have learned especially they separeted kids based on their age and started giving them teachings from onehope books and we wear able to learn this was when they invited us for a graduation ceremony after kids completed stories of hope.” - Ethiopia

“Yes my church before spark training, there was only one Sunday School teacher but after training it grew to 15.” - Kenya

“I remember this child who had no chance of going to the university or even get Internet to attend online classes and his phone was spoilt and in a mess. He used to walk more than 2km away just to find network so that he can attend the catalyze online classes. He consistently and persistently attended those classes walking that distance on a daily basis till he completed . As we speak the boy completed all levels of Catalyze,has graduated and more to that he has travelled the whole of East Africa, just by being consistent and persevering.” - Kenya

“The training is awesome, focused and determined to meet the goals. It has helped shape the way we teach, train and associate with children and youth and has influenced many children to join in the ministry of gospel and discipleship. A child has influenced her mother to join and be a member of our church.” - Kenya

“Most of our teachers lucked confidence but after spark training they gained confidence as we were provided with teaching materials.” - Kenya

“Before SPARK training, I struggled to keep kids engaged in Bible lessons. After learning new methods like storytelling and games, everything changed. The first Sunday I tried it, even the quietest child spoke up, saying, 'God can help me with my fears like He helped David!' SPARK not only gave me tools but also renewed my passion for children's ministry.” - Kenya

“Through the interaction with SPARK, I have learned a lot. These includes engaging children with Bible stories, memory verse in a creative way. I am now confident having the knowledge. This has also encouraged me in working with other local organization in children ministry.” - Kenya

“Testimony of Transformation – SPARK 2025 at Mkwawa University *'Before the SPARK 2025 training, many of us at Mkwawa University who volunteered as children's teachers felt unprepared and sometimes overwhelmed. We loved serving children, but we lacked the right teaching methods, and our sessions were often unstructured. Children would lose concentration quickly, and we struggled to make the Bible lessons engaging. After going through the SPARK 2025 training, everything changed. We were introduced to creative teaching methods, child-centered approaches, and practical tools for storytelling, games, and interactive learning. We also learned how to understand children's different needs and how to nurture both their faith and personal growth. The impact was immediate. In our Sunday school classes, children now participate with joy and energy. They ask questions, memorize scripture more easily, and even remind their parents about attending church. One parent told us, 'My child never used to enjoy class, but now she wakes up early on Sunday, excited to go and learn.' Through SPARK, we as youth workers have been transformed into confident, skilled, and passionate children's teachers. We are no longer just volunteers—we are now true mentors shaping the next generation with love, creativity, and the Word of God.* almost about 17 youth workers were trained and graduated was given certificates of accomplishment.” - Tanzania

“In one specific school, we ministered using the Lead Today program and encouraged the students as they were going for their national exams. After that their teachers testified seeing a change in their discipline ad they got amazing results in their national exams that their school ranked 3rd out of 36 schools in their municipal.” – Tanzania

“I have reached on more than 700 people but among them more than 400 have trained and meet with discipleship and agreed to become spark seeds but more than 45 are master trainers.” - Rwanda

“Before attending the SPARK training, I often felt overwhelmed in my role as a Sunday School teacher. I loved working with children, but I lacked practical tools to keep them engaged and to help them understand God's Word in a way that was simple and life changing. During the SPARK training, I learned new methods of storytelling, how to use interactive activities, and how to connect Bible lessons to the real-life struggles that children face in our communities. The first Sunday after the training, I used one of the activities from SPARK with my class. I was amazed! Children who were usually quiet began to participate. One boy, who had never spoken much before, shared that he finally understood that Jesus is his friend and wants to walk with him every day. The parents later told me that their son had started praying at home in the evenings, something he had never done before. For me, this has been a transformation. I no longer see myself as just a

teacher but as a mentor who can shape the spiritual destiny of the children I serve. SPARK has truly equipped me to disciple the next generation with confidence.” - Rwanda

“Yes 'My name is Bienaime, and I work with children in my community. Before attending the SPARK training, I often felt overwhelmed and unsure how to truly connect with the young people I served. I mostly focused on discipline and rules, but I could see many of them withdrawing instead of opening up. During the SPARK training, I learned practical ways to create safe spaces for children—listening more, asking open questions, and using creative activities to help them express themselves. One boy in particular, Eric, had always been quiet and distant. After applying what I learned, I invited him into a drawing activity we practiced in training. To my surprise, he began to share about his family struggles through his art. That was a turning point. Slowly, he started trusting me and participating more with his peers. Today, he is one of the most active youth in our group. The SPARK training not only gave me skills, but it also transformed how I see children: not as problems to manage, but as people with voices, talents, and potential. I now feel equipped and encouraged to keep helping them grow.” - Rwanda

“Spark training had an impact in contributing to church planters in the country.” - South Sudan

“One of the children and youth workers testified that before the SPARK training, he didn't know how to build good relationship with children. Like verbal motivation, coming down to their level, knowing children by their names and among others.” - South Sudan

“This helped us form a strong ministry that is devoted to ministering to the youth and children.” - Uganda

“There is a strong ministry shift after training the leaders and teachers, that have empowered more for ministry purposes.” - Uganda

“Many churches have adopted the children's church as part of church ministry not just a waste of time. The perception towards children's ministry has positively changed unlike years ago, when it was viewed as a waste of time and resources.” - Uganda

“Irundu PAG church got spark training when the church has only 98 children and 55 youth but as a result of this training the number of children has increased up to 350 and even youth up to 120. Glory be to God.” - Uganda