Education of Child Sponsorship and Impacts on Receiving a Donor Party

Bachelor thesis

Supervisor: Author:

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In Brno 20th of May 2016   _____

Abstract

Katolická Michaela. Bachelor thesis. Brno: Mendel University, 2016.

The aim of my thesis was to propose amendments to the process changes of the distance adoption. The work is divided into theoretical, analytical and design part. The theoretical part is focused on explaining the concepts of education, poverty, distance adoption and presentation of Uganda. The analytical part refers to two different organizations that deal with child sponsorship. This is the Bwindi Orphans and Adopce na dálku®. This section also analyzes and compares these two organizations, their policies, approaches and processes and presents possible solutions on their improvement. The last proposal part is based on the analysis and indicates the effort to find the most ideal and beneficial solutions to support education in developing countries.

Keywords

Education, Poverty, Child Sponsorship, Health care, Millennium development goals, Uganda, Bwindi Orphans, Adopce na Dálku®.

Abstrakt

Katolická Michaela. Bakalářská práce. Brno: Mendelova univerzita v Brně, 2016.

Cílem mé bakalářské práce bylo navrhnout doplnění změn procesů adopce na dálku. Práce je členěna na teoretickou, analytickou a návrhovou část. Teoretická část práce je zaměřena na vysvětlení pojmů vzdělání, chudoba, adopce na dálku a charakteristiku Ugandy. Analytická část poukazuje na dvě rozdílné organizace, které se zabývají adopcí na dálku. Jedná se o Bwindi Orphans a Adopce na dálku®. Dále tato část analyzuje a porovnává tyto dvě organizace, jejich politiky, přístup a procesy a uvádí možná řešení,

jak se zdokonalit. Poslední návrhová část na základě analýzy poukazuje na snahu najít nejideálnější a nejpřínosnější řešení podpory vzdělání v rozvojových zemích.

Klíčová slova

Vzdělávání, Chudoba, Adopce na dálku, Zdravotnictví, Rozvojové cíle tisíciletí, Uganda, Bwindi Orphans, Adopce na dálku®

Content

List of Abbreviations

ADCH .... Arcidiecézní charita Praha

AIDS .... Acquired Immune Deficiency Syndrome

HDI .... Human development index

HIV .... Human Immunodeficiency Virus

MDGs... United Nations Millennium Development Goals

SWOT .... Strengths, Weaknesses, Opportunities and Threats

UN... United Nations

UNDP.. United Nations Development Programme

UNESCO ....United Nations Educational, Scientific and Cultural Organization

Introduction, Aim of the Work and Methodology

Introduction

In modern times, social and economic development of various countries and regions depends on how they are able to participate in the globalization process. The notion of a linear development, through which all countries and regions towards an imaginary peak in modern industrial society were developing since the days of colonialism, gradually carries out the processes of modernization, through which the countries reach the level of developed countries.

One of the means of helping the poor areas in achieving the level of industrialized countries was and still is education, which is to this day regarded as the mean of achieving development. Due to the ever increasing poverty and its associated problems is education for many countries not accessible, thus they fail not only to achieve the desired development, but also to fulfill the vision of the Millennium Development Goals. In this context, child sponsorship programs, that are trying to change this situation, have been created since the post war years. Currently, there is no doubt that long-distance adoption is a phenomenon in the field of charitable programs, which annually attracts more potential "adoptive parents", whether by individuals, institutions or collectives who have different motives for involvement and who attach different meanings to the adoption.

Aim of the Work

This thesis discusses the child sponsorship and how the organizations are affecting children in developing countries and donors, who are known as "adoptive parents" in the Czech Republic. The thesis analyses two organizations helping children, Bwindi Orphans and Adopce na dálku® as they both work in Uganda.

The first part of the thesis gives an overview of the literature research and explains the meaning of education and its application. It also discusses the application of

education in African Union and the problematics of poverty. The rest of this part is about the demographic development in the world and Uganda.

The second part of this thesis describes and compares two chosen organizations – Bwindi Orphans and Adopce na dálku®, both in the Czech Republic and helping children in Uganda.

In the last proposal part are important suggestions of how should the organization that is focused on child sponsorship look like, from my point of view.

Methodology

The thesis consists of a literature research and analysis. The aim of the literary research was to gather information on education, poverty and child sponsorship. Among literary and Internet sources are also interviews with members of the organizations dealing with child sponsorships that provided additional information on the organizations' activities, some of which are not even listed on the websites of the organizations. Adoptive parents were asked several questions about their adoption. The thesis works with the SWOT analysis to show the main characteristics of child sponsorship and help to find the strengths, weaknesses, opportunities and threats, and the comparative analysis to compare the two organizations dealing with the child sponsorship in Uganda to suggest changes that these organizations could implement into their system.

1 Literature Research

1.1 Education

Education is an ongoing process of gaining knowledge through education, teaching, learning and personal experience. Origins of the word 'education' reveal its function: the Latin word 'Educare' comes from a root meaning "lead out" or "lead the way forward" with the possible implications to the development of innate abilities and expanding horizons (Management Mania, 2013).

Education is essential for the development of individuals and communities everywhere around the world. Although it allows a big change in the quality of life, it is unattainable in many countries. Majority of the developing countries does not have the necessary funds or experts to build a quality infrastructure for education. Many families do not have enough money to pay for the school education of their children; they need their children at home to work for them to secure the necessary basic. On the contrary, most of the developed countries multiply their wealth by investing into education and building a knowledge-based economy (Bauer, Chytilová, 2006).

Another significant problem is the long-term sustainability of free and accessible primary education. Perhaps even more serious is the situation on the labor market, especially in creating jobs for young educated people without practice.

1.1.1 Application of Education

Education is often characterized as a so-called 'common-pool resource', which means that an educated person is beneficial for the whole society. However, after years of study, they usually have a higher salary than people without education who pay for the upskilling training courses (Britannica, 2016).

However, the basic assumption of this contention is the opportunity of the educated people to apply their education in appropriate working positions. If that option is not available, the surplus of unemployed educated people to may cause troubles. Educated person without a job corresponding to their qualification may be socially stigmatized.

They in fact must give up expectations gained at schools and accept an inferior job. Western Europe experienced this situation around the second half of the 1960s when the population of baby boomers began to leave universities and sought hard to find employment in the field or were unemployed (Nafukho, 2005).

The lack of educated people still limits the developing countries and their development threatens the 'brain drain' to rich countries. If the citizens of less developed countries manage to obtain high standard higher education and then they cannot find employment in their fields, they are motivated to move to richer countries. Especially the poorest countries are faced with shortage of doctors and health workers in other areas and they have to spend large sums for consulting experts from developed countries.

Education is directly related to the ability to innovate because educated people are more likely to come up with innovative ideas that are driving development. Degree of innovation, measured by new patents and inventions, is one of the basic indicators of development of society and it is directly related to the economic growth (Humanium, 2015).

1.1.2   Women education

The accessibility of education women is, similarly to other areas, worse to the accessibility of education of men. Especially in the poorest countries, social, economic and political situation limits women's access to education. The problem of education of women is the complex combination of economic (livelihood of families, security in old age) and social factors (tradition) (World Education, 2016). Isolation, in which women live, prevents them from their own development and improvement of their position in the society. Improving the education of women leads to positive changes in the society – later initiation of sexual life, family planning, emphasis on children's education, better health care, family, etc. (UNICEF, 1996)

The most commonly used example of the unequal status of women is the matter of birth control. The model of a family with a big number of children who will take care of their parents in the future still survives in the traditional African, Asian and Latin American communities. A woman who does not know how to prevent conception has no control over the number of her children, and she finds herself a captive of traditions and the will

of her husband. Education, women's education and access to information is a way of dealing with the enormous population growth.

Access to education is also directly related to the economic situation of the family. If a woman needs to carry water from long distances every day or work full-time in the fields she does not have the time that could be dedicated to education.

1.1.3 Education in African Union

African boys and girls used to learn the skills necessary to survive and provide food from their parents and families in the past. Their parents handed them their particular skills such as metalworking or pottery.

Nowadays, there are elementary and secondary schools in Africa. However, children that go to schools are usually boys. In many countries, the vast majority of children attend only primary school. There are about 90 children in each class (average number of pupils per class in African primary schools is 72), but at least the children have the chance to attend the school (Bwindi Orphans, 2006). African schools are mostly dilapidated earthen buildings with dark rooms in which children sit with their hands behind their backs on cold stones and listen to the material lectured by the teacher.

Teaching aids such as students' books or workbooks are not available. Models, maps and sketches teachers create in their free time (UNICEF, 2015). African Government Development Programme is gradually builds brick schools with furniture and their number of schools is very slowly increasing (ETU, 2010).

African students usually learn at least one European language– usually French or English and also one or more local languages.

Because the majority of adults could not attend schools during his childhood, there are short daily classes organized for them in many countries, where they learn to read and write in their own language. Special textbooks of basics of literacy are prepared for them and the teaching is usually carried out by people who themselves learned to read and write in only in their adulthood.

Causes of the Inaccessibility of Education

Education in developing countries suffers from two major problems: limited access to public education and low quality of the education. However, there are also other problems with the accessibility of education.

For example, the building of new schools did not keep pace with rapid population growth, leading to overcrowded classes (e.g. in Ethiopia there is the average of 85 children per class and sometimes there are even more than 100 students in one class), teaching in shifts and interference with education. According to UNESCO more than 1.6 million qualified teachers are needed in the whole world. Teachers and the insufficient qualification is one of the key reasons for the poor quality of education. Big problem is also absence, almost 20% of teachers in developing countries do not go to work when they are supposed to and mostof them have a second job (UNESCO, 2013). In addition, only about half of the teachers are in the classroom during working hours and teach. The big distances on which children have to attend school also have a negative impact on the attendance of girls as parents do not sent them to school out of fear. Schools often lack even the most basic equipment and money on drinking water, electricity or transportation of children. Although the state should provide free primary education, tuition – in various forms –is the main way of getting money for the school in many countries(Schools for Africa, 2014). If we add the cost of books, uniforms and transportation, many children simply cannot afford to attend the school.

Around 180 million children aged 5–15 years have to both work and go to school because the family relies on their income. It often concerns children whose parents suffer from or have died of HIV/AIDS. School calendar or outline of the situation of the children is taken into account.

Segregation is sometimes explicit and schools exclude (officially or unofficially) minorities, children infected with HIV or children with physical or mental disabilities. Elsewhere, discrimination is hidden in the language of instruction, censored history textbooks or religion. Girls, whose education has in some societies a great value (pre-

ferred virtues and taking care of children and household), are usually discriminated the most. (Citizens Advice 1996)

Hungry and sick children do not attend school, and if they do, they do not learn much. The largest shares of these losses are in addition to malnutrition the so-called "diseases of the poor", i.e. malaria, tuberculosis and HIV/AIDS (GOV.UK, 2013). Moreover, about a quarter of children who do not attend school suffer from some form of disability. It is therefore obvious that primary education for everyone will never be achieved if the disabled children are not taken into account.

It is estimated that up to 80% of children who do not attend school live in countries affected by a recent or even still ongoing armed conflict. Schools are during the war closed, destroyed or occupied by soldiers, children are sent into armies or have to work and teachers are forced to emigrate. This has incalculable impact on physical and mental health of children, parents and teachers, who usually suffer from permanent stress, malnutrition and sexual violence accompanying the majority of conflicts. (UNICEF, 1996)

Many see the cause of the lack of money in misuse of the state budgets and indebtedness of developing countries.

1.2 Poverty

Poverty is a very complex and complicated concept. It is currently considered one of the most imminent challenges of the globalized world. The international community perceives increasing poverty as a phenomenon that must be eradicated, its effects mitigated and that has to be stopped in order of the support of the global social development (Syrovátka et coll., 2002).

The motivations of the Western world to fight poverty are ambiguous. First, the devastating world wars of the 20th century have increased the international solidarity and efforts of rich countries to help mainly their former colonies. Much of the work is attributed to the expansion of communication technologies and global tourism. The process of globalization leads to the reduction of the world in terms of spatial and temporal

(Mareš, 1999). Because of this perception, distances between continents and culture shave minimalized. Second, there are pragmatic reasons to fight the global poverty: global phenomena that are associated with poverty (the influx of migrants and refugees, illegal trafficking in human bodies, arms and drugs, and local and international terrorism) threaten the security and stability of the rich countries. Finally, it is the role played by economic reasons – developing countries can become the markets for overproduction of the developed countries and a source of cheap labor (Syrovátka et coll., 2002)

1.2.1 Dimension of Poverty

Health – In developing countries it is much less than in developed countries, mainly due to the lack of (or unaffordability) quality health care. Millions of people die of the causes that could be prevent by the modern medicine every year: high child mortality and maternal high mortality rate among children under five years of age, diseases caused by contaminated water, pneumonia, tuberculosis and HIV and AIDS. People with disabilities are usually subjects to extreme poverty and they are often denied the basic human rights. Women with disabilities are more vulnerable to sexual and other violence; disabled children have much lower chance of education. Health significantly affects access to the resources..

Education –The Human Development Index for education measures the percentage of the adult population that is illiterate. Lack of funds, teachers, absence of school supplies, complicated access to education for poor people from remote rural areas and, last but not least, the overall poverty of the people who send their children to work rather than to school, sometimes results in up to fifty percent illiteracy (the percentage for female population is often higher) (Collier, 2009).

Safety –All-powerful gangs that threaten lives of especially the poor often operate in the poor and urban areas. The events of natural disasters or outbreaks of wars enable the poor to get out of the life-threatening situations.

Gender –According to data from the UNDP poverty affects men and women unequally. Women currently make up about two-thirds of the poor population. Paid jobs make up only a third of the work that women do. Two-thirds of the work (related to the

care, education and relationships, housework, gardening, field, etc.) make no financial reward and do not take into account the economic statistics. The ratio for men is exactly reversed, yet the unpaid work constitute almost two-thirds of all work performed by humans (UNDP, 2016) In doing so, the investment in the development of education for women tends to the overall social development of the family and the country is more profitable than investing in the development of education for men (Hewlett, 2012). An educated woman enters the marriage and has children later – therefore has fewer children – but they are healthier and are more likely to graduate in the future.

Social exclusion – It usually refers to a group rather than to individuals and it expresses the existence of a direct (apartheid, denial of voting rights) or indirect mechanism (discrimination and social disadvantage which exists in practice, even though it is illegal) which prevents certain groups from becoming part of the society (Kocová, 2010). Among the largest socially excluded group are extremely poor and ethnic minorities. At the most general level it also concerns women, children (especially orphans), senior citizens, inhabitants of remote (rural, mountainous, etc.) areas and people with disabilities (UNDP,2016).

1.3 Demographic Developments in the World

In the second half of the 20th century the population growth amounted to two percent annually. While in 1804, according to the United Nations, one billion inhabitants lived in the world, in 1927 there were two billion, in 1960, three in 1974, four billion in 1987, and over six billion people in 1999. Today, at the beginning of the 21st century, despite a gradual decline in growth to 1.1 percent a year, the "population explosion" represents one of the key global problems of humanity. About 250 children are born every minute and 100 people die. In 2011, the world population was over 7 billion people (UN, 2016).

1.3.1 Population Growth in Developing Countries

Among different regions of developing countries there are significant differences in the nature of natural reproduction largely related to the level of their economic devel-

opment that responds to their position in the different phases of the demographic revolution.

The most problematic situation is in Africa where women give birth to an average of over five children. Because of HIV/AIDS in certain countries of southern Africa it is contrary to depopulation.

Population development has numerous connections with the problems of economic, political, social or environmental development. Solving these problems through the control of birth control is closely connected with the right to reproduction and sexual health. It is generally considered that the economic and social development, particularly the empowerment of women, leads to reduction of fertility (number of children average woman gives birth to during her lifetime).

1.3.2   Age Structure

Due to the continuing high birth rates and gradual reduction of mortality (especially mortality of children)in developing countries, the proportion of young population significantly increases. While in Europe the population under the age of fifteen is approximately 17% (Sabbati, 2013), in third world countries it is 30%– almost twice the European percentage. However, in Africa and the Middle East43 % of the population are children under the age of eighteen. Such age structure has specific economic, social, political and demographic consequences. A high proportion of young burdens very powerful economies of developing countries and raises the need for higher costs for the functioning of the educational systems. High unemployment rate among young people could lead to their radicalization, which is a potential source of an armed conflict. Young people are also a prerequisite for further population growth (Kočí, 2012).

1.3.3   The Gradual Aging of the Population

One of the serious problems for developing countries is the gradual aging of the population. This is one of the acute issues to be addressed in developed countries, for example in China the impact of the gradual aging will be even more dramatic due to the rapid decline in fertility. The proportion of people over sixty years of age is currently

amount to about ten percent for past fifty years, but it is projected to increase to 30 percent, which in absolute terms would represent nearly 440 million people (The world bank, 2015). Demographers and economists in connection with changes in the age structure of developing countries talk about "demographic window" –between the transition from population of mainly young people to population of old people (with significant economic burden) there is a period in which the proportion of working population greatly outweighs the unproductive population. This stage creates an opportunity, although limited in scope, to solve the economic problems of these countries.

1.3.4   The Death Rate

The gradual reduction of the mortality rates in many developing countries is very slow. The indicator of life expectancy does not, for example in Sub-Saharan Africa, exceed fifty years, while in the richest countries itis almost eighty years. This difference can be attributed mainly to the high mortality of children in developing countries–only 10 to 15 percent of children in the most backward areas of the world live to their first birthday (Kočí, 2012).

Besides food shortages and the limited availability of medical care, the death rates in developing countries are significantly affected by the unavailability of quality drinking water resources. Forty to fifty percent of the population of large areas of Sub-Saharan Africa lacks the access to safe drinking water. This percentage is only slightly lower in other areas of the Third World countries. About sixty percent of deaths of children during their first year are related to infectious diseases and low quality of drinking water. Major threat to the population of the developing countries is also the epidemic of HIV/AIDS. Worldwide estimates put that in 2011 there were about 34million HIV positive people, two-thirds in African countries south of Sahara. In countries such as Botswana, Zambia and South Africa the disease affects up to ten percent of the adult population. Although the number of newly infected has been declining for several years (in the last ten years more than half fell in Malawi, Botswana, Namibia and Zambia), it still achieves an average of 2.5 million per year(UN,2013).

1.4   Child Sponsorship

Sponsoring education of children is a form of a development aid. It is aimed at children who live in conditions of absolute poverty (Children International, 2015). The aim of all such projects that worldwide consist of dozens of organizations is to provide access to education and information for children whose parents or guardians cannot afford to pay for costs associated with school attendance and who in many cases do not appreciate the importance of education. In developing countries school fees are routinely collected and almost everywhere it is necessary to have school uniforms, textbooks, exercise books and other school supplies. Expenditures for all of these items are for parents intolerable. Through intermediaries donors pay all necessary expenses, primarily the tuition, teaching aids and the mandatory uniform. Some organizations include into the sponsorship amount also health insurance or a regular health checks and food.(Information provided by Lucie Příhodová, member of the management team of Bwindi Orphans. Brno 1.2. 2016)

Child sponsorship allows an individual, usually from a developed country, to sponsor, or fund children in a developing country until the child becomes self-sufficient. This could mean financially supporting the education, health or security of the sponsored children or in some cases all of these. This could also mean contributing more widely to the child's community developing without directly helping an individual child.

Children International was one of the earlier child sponsorship charities (starting in 1936) (Children International, 2015) and Child Fund (started in 1938) followed suit as the concept grew in popularity (Child Fund, 2016). In response to the unmet needs of children during World War II, Save the Children USA launched a sponsorship program to benefitBritish war orphans in 1940 (Save the children, 2016).

1.4.1   HISTORY – Children International – One of the First Charities

Founded in 1936 under a different name, the organization was originally dedicated to healing disabled children and providing outreach to widows and orphans. Over the years, they expanded the mission to raise support for the world's poorest children by

creating a unique sponsorship program capable of forming personal and lasting connections between one needy child and one compassionate sponsor.

They expanded into more countries in Central and South America by the end of the 1980s, helping provide reliable access to medical care, educational support and material aid to about 134,000. Then, in 1994, they opened up sponsorship to disadvantaged children in the United States. (Children International, 2016)

Today, Children International gets the majority of its funding from individual and corporate contributions, international development agencies and local governments. The organization continues to expand their web of hope, reaching hundreds of thousands of impoverished children.

The programs they offer are carefully vetted through an annual budget-planning and review process and focus on helping children and youth escape the traps of poverty. They help children become and stay healthy, get educated, be protected and nurtured, develop self-reliance and civic-mindedness, and become employable.

The programs by which they achieve these efforts include health and hygiene lessons, social and financial education, leadership training, sports for development activities, job-skills training and scholarships.

In 1980, they launched their first projects in India, the Philippines and Guatemala. By the end of that year, more than 2,300 children were benefiting from sponsorship (Children International, 2016)

Development assistance can be briefly described as an activity aimed to raise the level in a developing country. Its aim is to reduce poverty, promote democracy, human rights and social justice. It seeks to contribute to the integration of developing countries into the world economy. There are three basic types of development assistance. There are Bilateral, multilateral and aid from private entities (Jelínek, P., 2005).

Bilateral assistance is a means when the government of one state provides assistance to another state or a non-governmental organization that operates in the territory. The support can be in the form of financial loans, grants (non-refundable grants) or in-

vestment on projects. A state which helps is free to choose the conditions under which it makes the assistance. It is customary that the richer countries choose countries with which they share a common history. The former colonial powers mostly support those countries on whose territory they operated at the time of colonialism. It can be considered as if the rich countries wanted to rectify wrongs and guilt, which they in the past committed on "their" colonial territories (Ministerstvo zahraničních věcí, 2016).

Multilateral aid is a matter of international organizations, institutions and agencies. Amongst the largest and most important are the International Monetary Fund, the World Bank Group and the Organization for Industrial Development. Again, the forms of help are financial loans, grants and investments (Ministerstvo zahraničních věcí, 2016).

Assistance from private entities isa kind of assistance that does not interfere with individual states or international actors, but for example with the legal entities or non-governmental organizations (Ministerstvo zahraničních věcí, 2016).

1.5   United Nations and Child Sponsorship

The United Nations are actively participating in solving the problems of poverty and other topics that are related. Countries included in the United Nations have undertaken to achieve certain targets in order to improve the situation of millions of people worldwide. They presented an overview of these goals as an example of a comprehensive solution to the problem of poverty. The UN conference was held in New York in 2000 and its goals are known as the Millennium Development Goals which are discussed in another chapter (UN, 2016)

1.5.1   Child Sponsorship in the Czech Republic

The Czech Republic has experience of a project sponsorship of children both in the position of the recipient and the donor role.

In 1993 project Caritas was one of the first projects in the Czech Republic that started sponsoring children. The popularity of the project has since increased, which is

visible not only in the increase of the number of children supported by Caritas Prague, but also in a growing number of organizations that initiate the implementation of similar projects. There are currently at least nineteen of those organizations, which include ADRA Zlín, Humanistické centrum Narovinu, Humanitas Afrika, pro-Contact o.s., Diecézní charita Plzeň, Nadační fond Inka, Sdružení Česká katolická charita, Diecézní charita České Budějovice, Nadační fond Nehemia and others.(Česká rozvojová agentura, 2016)

1.5.2   Illiterate People

Illiterate people have lower chance of getting a good job, they have low self-esteem and are not an equal partner to the other sections of society. They cannot read the prices in the stores and can be easily cheated, they are easily manipulated (e.g. in the elections) and they can not defend their interests and often proceed at a very unfavorable conditions (e.g. interest on loans). Moreover, they tend to motivate their children to study, who then often drop out of school.

1.6   Selection of Children for Inclusion in the Project

The child is chosen by a local committee consisting of priests, social workers and representatives of the local community. A self-help groups in Uganda will elect village committee (Charita Praha, 2016). The criterion is the need of the child (this means that the child cannot go to school due to lack of money) and the motivation of the whole family to participate in the project. The selection of the children into the project is contractually inadmissible discrimination on grounds of religion, age, caste or gender; this means this criterion does not play a role in the selection (Bwindi Orphans, 2006)

1.6.1   Communication with the Child

The adoptive parents will receive a letter from the adopted child in about three to four months after payment amounts (Charita Praha, 2016). The child then writes a letter twice a year and once a year adoptive parent receives an annual report with the school results, a letter from the director of the center and a new photo. Grading system in individual countries and regions differ and coincide with the Czech system. Most children

manage to write letters on their own without the assistance of social workers. Small children enclose their drawings. First letters are tentative, verbal skills are limited, but the important thing is that there is an attempt to establish a friendly relationship (Beránková, 2009).

It is important to emphasize in the letters that the school results are very important to the adoptive parents. It's a big motivation for the child to meet their parents' goals. Wishes of many children are unrealistic and the adoptive parents should realize the link between academic performance and future profession (Duba, 2010). When a child finishes school and no longer needs financial assistance, adoptive parent gets "Leasing form" (proof of termination of adoptions) and a thank-you letter from the child. Adoptive child may continue to send letters via the center. The language of correspondence is English (Bwindi Orphans, 2006).

1.6.2   Possibility of meeting the Child

Some people have in their private life lacks of solid emotional relationships, having no children, family or grand-children, so they try to find what is missing in their lives by adoption or child sponsorship. Sometimes a great emotional relationship is made during the correspondence and the adoptive parents seek personal contact. Visit the child is mostly a forbidden from the child's family and the organization (Information provided by Lucie Příhodová, member of the management team of Bwindi Orphans. Brno 1.2. 2016).

1.7   Uganda

Uganda is a presidential republic and lies on the equator, and stretches on an area of 237.000 km^2. Its located in Eastern Africa, bordering with Kenya in the east, to the north by South Sudan, the Democratic Republic of Congo in the west, Rwanda in the southwest and Tanzania in the south. Part of Uganda is also a significant for Lake Victoria, which crosses borders with Kenya and Tanzania (Visit Uganda, 2016).

Figure 1: Map of Uganda (source Lonely Planet, 2016)

1.7.1   Population - Ethnic and Linguistic Composition, Literacy

Uganda has a population of 38 million inhabitants, half of population is under 14 years of age due to the spread of HIV / AIDS, Population growth rate is 3.37%; life expectancy 58.7 years (The world bank, 2014).

The official languages are English and Swahili, the most widely used language is Luganda (Britannica, 2016). The GDP of Uganda is worth 27 billion US dollars (Trading economics, 2014), but still 19, 7% of the population lives below the poverty line (UNDP, 2012/2013).Uganda owns many different ethnic groups, none of which has a majority. The largest tribes are Ganda and Karamojong. People speak here about 40 different languages (Britannica, 2016). After the independence of Uganda became English the official language. Language with most speakers is Luganda. In other areas of Uganda people speak in local tribal languages.

Uganda´s literacy is quite high - 73.8% and illiteracy reaches 30.1%.

Tribes: Baganda 17%, Karamojong 12%, Basogo 8%, Iteso 8%, Langi 6%, Rwanda 6%, Bagisu 5%, Acholi 4%, Lugbara 4%, Bunyoro 3%, Batobo 3% (Consulate of the republic of Uganda in Slovak republic, 2015).
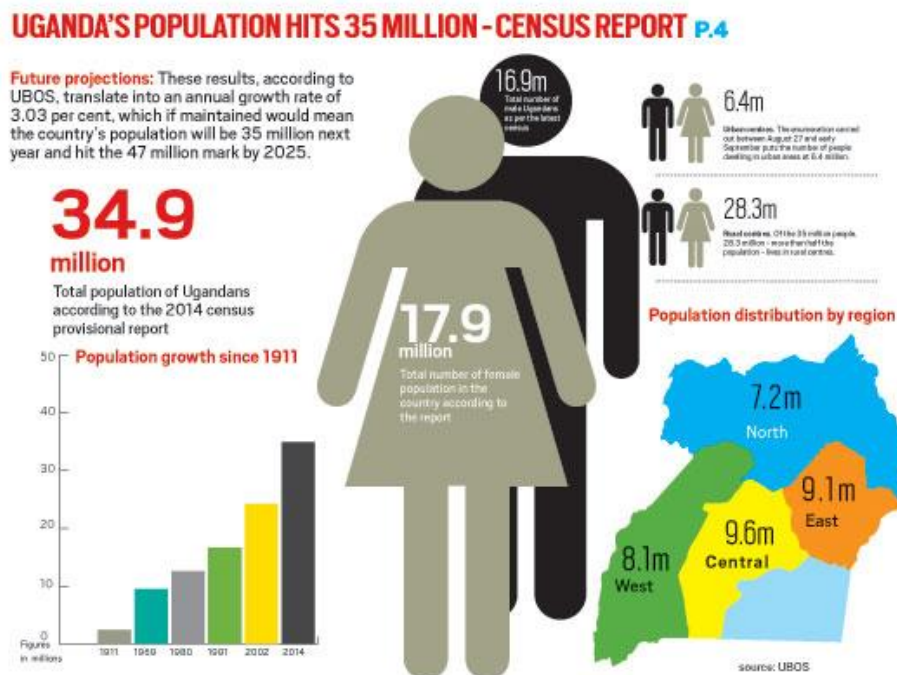
Figure 2: Uganda´s population hits 35 million (source Census report, UBOS 2014)

1.7.2 Economy

Most of the workforce is employed in agriculture, in industry employ, services.

Uganda is a state, where 80% of the population primarily devoted to the cultivation of crops for domestic consumption. Production of bananas is the highest, followed by cassava, sweet potato, sugar cane, corn, millet, beans, sorghum and peanuts. Exports are coffee, tea and cotton. Important is cattle breeding and fishing in the lakes, also the logging of forests which cover 1/4 of land area, mining ore, tungsten, tin, copper and gold. Energy from hydroelectric power Owen Falls on the Nile supplies power from food processing to copper smelters for the growing industry (textiles, footwear, soap, beverages, cigarettes and cement) (Bauer, Chytilová, 2006)

1.7.3 Religion

The religions in Uganda include Christianity (41,9% Roman Catholic Church; 42% Protestant Church) and Islam (12,1%) and others. Some profess the religion of nature. (Index mundi, 2015)

1.7.4   Millennium Development Goals

In September of 2000, all Member States of the UN approved and established The Millennium Declaration. It was a breakthrough event - all countries are committed to fulfilling eight specific goals aimed at eradicating poverty in the developing world. These (MDGs) have been further developed into eighteen sub-tasks and measured by more than forty indicators. Now concreteness and measurability of the objectives adopted was one of the main priorities for poverty reduction plan, which was to be filled by 2015 (UN, 2000)

"Goal 1: Eradicate extreme poverty and hunger

- *Reduce by half the proportion of people whose income is less than $1 a day*

- *Achieve full and productive employment and decent work for all, including women and young people*

- *Reduce by half the proportion of people who suffer from hunger*

Goal 2: Achieve universal primary education

- *Ensure that all boys and girls complete a full course of primary schooling*

Goal 3: Promote gender equality and empower women

- *Eliminate gender disparity in primary and secondary education preferably by 2005, and in all levels of education no later than 2015*

Goal 4: Reduce child mortality

- *Reduce by two thirds the mortality of children under five*

Goal 5: Improve maternal health

- *Reduce maternal mortality by three quarters*

- *Achieve universal access to reproductive health*

Goal 6: Combat HIV/AIDS, malaria and other diseases

• Halt and reverse the spread of HIV/AIDS

• Achieve, by 2010, universal access to treatment for HIV/AIDS for all those who needit

• Halt and reverse the incidence of malaria and other major diseases

Goal 7: Ensure environmental sustainability

• Integrate principles of sustainable development into country policies and programmes; reverse the loss of environmental resources

• Reduce biodiversity loss, achieving, by 2010, a significant reduction in the rate of loss

• Halve the proportion of people without access to safe drinking water and basic sanitation

• Improve the lives of at least 100 million slum dwellers by 2020

Goal 8: Develop a global partnership for development

• Develop further an open, rule-based, predictable, non-discriminatory trading and financial system

• Address special needs of the least developed countries, landlocked countries and small-island developing States

• Deal comprehensively with developing countries' debt

• In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries

• In cooperation with the private sector, make available the benefits of new technologies, especially information and communications technologies'' (UN, 2000)

Figure 3: Millennium development goals (source SS –SCSD, 2000)

The first seven goals are focused on improving the situation in developing countries, the eighth was to highlighted the role of developed countries, which should be strong and accommodating partner.

Within the first objective should be achieved by reducing the number of people living with less than $1 a day, and limiting the number of people suffering from hunger on a half (Česká rozvojová agentura, 2010). Another two goals emphasize that children have access to basic education and the elimination of discrimination by gender in primary and secondary schools, ie. to change the existing imbalance to the detriment of girls. The next three goals counted reducing child mortality, reducing maternal mortality and stop the spread of HIV / AIDS, malaria and other major diseases.

The main purpose of these objectives was to prevent people dying from unnecessary reasons, which can be prevented, and the consequences of the diseases that are in the developed world usually treatable.

The seventh objective sought to develop infrastructure mainly in the availability to safe drinking water, further directed to improve the situation in slum neighborhoods.

The most comprehensive eighth goal basically indicated how should developed countries help developing countries.

1.7.5 Bwindi National Park

Bwindi National Park is located in southwestern Uganda in lowland and mountain forests. Its area is 320 km^2. It is known for its biodiversity, it is home to more than 160 species of trees and 100 species of ferns. In addition to various species of birds and butterflies there are also home to many endangered animals, including mountain gorillas. (UNESCO, 2016)

1.7.6 Soroti District

Soroti is the main municipal, commercial, and administrative centre of Soroti District in the Eastern Region of Uganda, lying near Lake Kyoga. It is known for the rock formation near the town. It is also well known for a variety of Muslim mosques, Hindu

temples, Sikh gurdwaras as well as several churches that meet in various buildings in the town varying from the drab Anglican Cathedral to small Pentecostal congregations in school classrooms. Soroti district was named one of the poorest in Uganda (UNDP, 2014)

2 Analysis

2.1 Bwindi Orphans

Kateřina Andrlová - founder of the project, about Bwindi Orphans: "*I often went to the village in Bwindi and in the process discovering more and more how it goes in the Ugandan communities. Singing and dancing ensemble of children earn money from tourists for their manager, who has three cars and several houses and blatantly lied to all sides.*

I went regularly to promote their shows and frankly I'm upset. I had to speak up, and the village was demolished drama that divided the children into two groups - the first group stayed in and the second smaller group of children already wanted to return. I had no choice but to help them.

It was the beginning of personal and specific, and so we do still, no matter how the number of children increases. I experience continually verify that the only way to help working." (Bwindi Orphans, 2006)

2.1.1   About Bwindi Orphans

Bwindi orphans officially began in 2006, but as a guide to the founder Katerina Andrlová came to Uganda earlier (approx. 2004), which gathered some contact. It began when she came upon a group of children who danced in the street. Their boss withdrew money earned and kept them (although be children's education).

When the Katerina became aware of this, she went back to the Czech Republic, contacted a few people and put together a couple of thousand crowns for these orphans so that they can attend school. She started this whole process of getting new kids in Bwindi and new sponsors. Then also added Soroti region and today has Bwindi Orphans the program, over 200 children. (Bwindi Orphans, 2006)

Sponsors can visit their children once a year, which is impossible with other organizations. The reason why this is possible is that the Bwindi Orphans has only two areas in

which the schools are located. Thus they can sponsor their child to visit, get to know or to check whether the child has everything.

In each area one or two local assistants who communicate with Kateřina and inform about changes etc. also give attention to children slept on mattresses which they bought sponsors whether they receive to eat and whether you regularly go to school.

Sponsors who are going to look at their child is completely engages in the cell cycle. Each of them goes with one suitcase with her things and others with things for children. Some of the things you unfortunately have to buy on site, and personally, because it is impossible to send things by cargo. Most things on the way lost, damaged or wanted were large fees.(Bwindi Orphans, 2006)

2.1.2   Education changes of Bwindi Orphans

Since 2006, Uganda education free of charge but the child must have school uniforms and school supplies, which is for children from poor families a big problem. in Uganda are three types of schools: public and private schools, community (exist in the village, mostly in a number of people who have influence, collected money for college from the people in the village), the next thing is that teachers in schools do not receive any State money so because of that it pays "tuition fees". (Bwindi Orphans, 2006)

In elementary school tuition is 5800 crowns. This amount includes school supplies, food (2x daily), health care and school uniforms. They are organizing school trips for children to the national park, where for the first time can see giraffes, elephants, lions and so on. (Bwindi Orphans, 2006)

Items that are taught in elementary school are very basic, 1 to 5 classes are taught in the native language, then in English. In the classroom there is only one textbook and all children must enroll in the workbook. Children learn math (addition and subtraction), geography (Uganda and neighboring countries) and English from the first year.

Basic education is completed until after high school, where the children live in dormitories. College dorms usually look like one large room and in addition a lot of three-stored bed. Unfortunately, however, in middle school will get only the best students (Infor-

mation provided by Michal Příhoda, member of the management team of Bwindi Orphans. Brno 1.2. 2016)

Unfortunately, education is not for everyone, girls can after elementary school to work as a seamstress (sew uniforms for children), chefs, get money for the work of Bwindi orphans, so the money stays in the region and further assist.

In Bwindi orphans is only one boy who is able to attend college. Afterwards he will work as a nurse and remains in organization, work and helps children. Unfortunately one trimester of college costs about 30,000 Czech crowns, so there are various special collections(Bwindi Orphans, 2006).

Unfortunately, the problem occurs even when the child who has his donors do not attend school. In this case you must know for what reason do not go to that school. It may be that it has a lot of work at home (which is very often the reason), or is afraid to go to school.

In Uganda, women do not have any rights and are often attacked by their husbands or other members of the family. Such behavior is unfortunately unavoidable children, who are often terrorized by someone from the family. Even though the Bwindi Orphans deals with children only with the status of 'orphan', there is a lot of experience with this behavior. Most children live with her grandmother (7 children on average in the family). Unfortunately, most people mostly die before even 50 years(Information provided by Michal Příhoda, member of the management team of Bwindi Orphans. Brno 1.2. 2016).

It happened several times that people lied about the orphans so that they can earn money for the organization. Mostly on that matter by coming in large groups of people from the village and Katerina asks them whether this is an orphan and really needs help. Care is taken to ensure that there were no children of privilege (Information provided by Michal Příhoda, member of the management team of Bwindi Orphans. Brno 1.2. 2016).

2.1.3 Why go to school?

Uganda has 40 tribes, each tribe a different language. The child can´t communicate even in the neighboring village. Because the child gets to school learns at least basic English

and has higher visibility, gain confidence. Children receive two meals per day (maize porridge) and an important health care when a child has malaria dare not go to the doctor, children could walk to the doctor when they are unwell.

The more educated the better for the development of Uganda (Information provided by Michal Příhoda, member of the management team of Bwindi Orphans. Brno 1.2. 2016) .

2.1.4 Health care

Residents were accustomed to go to a local shaman who is not a cure, attach them with herbs that is why not even know what the inhabitants died and only bring into "some" disease, or shaman declares that man is cursed.

In Bwindi is an American clinic, but over time there are working locals with medical university. In Soroti is a small clinic, but only for drug delivery or infusion etc. In more severe cases, the patient has to be carried to the hospital

Uganda is also the hospital, who set up the Caritas Czech Republic together with one doctor. Now they work mainly Slovaks, and it's aimed at the hospital. Doctors who work in hospitals, I am still services and has almost no free time traveling to Uganda. The only way they know is their small hospital to a hospital in which they have, for example, magnetic resonance, ultrasound, etc.

Dangerous animals are snakes (cobra, mamba green mamba and black) and mosquitoes (malaria, AIDS). Rather what animals live there carry the disease (Information provided by Michal Příhoda, member of the management team of Bwindi Orphans. Brno 1.2. 2016)

2.1.5 Why is Bwindi Orphans different?

All of you once in a lifetime discovered a letter with a pencil, and a postal card for payment in the mailbox. In Bwindi orphans they love a personal contact. It hosts many concerts in Brno, there is also a shop Bwindi coffee with coffee, bracelets, earrings, etc., all made in Uganda by children and their families, thus supporting the local econo-

my(Information provided by Lucie Příhodová, member of the management team of Bwindi Orphans. Brno 12.2. 2016).

If a person travels as a tourist and never man could not see how it really works, so you never again experience the real Uganda. Mostly they go to Uganda Ride gorillas, which is the greatest experience for tourists in Bwindi. No one knows, of near them, they live pygmies, a tribe that has absolutely no idea how they live other people, because it is a very old culture, and they still follow their possibly centuries-old laws.

2.1.6   ADOPCE NA DÁLKU®

Arcidiecézní charita Praha has established project Adopce na dálku® in 1993. Since then, though donors from the Czech Republic allows selected children receive education, in their natural and cultural environment that, together with other development projects, while promoting the development of the whole community. The benefits of high efficiency, transparency and sustainability are the results of this process of development cooperation (Charita Praha, 2016)

Currently, the projects development Centre and its donors help more than 16.000 children in India, Uganda, Congo, Zambia, Thailand, Belarus, Lithuania and Kazakhstan. These are children from the poorest families who for financial reasons, previously unable to attend school or the school for the same reasons had to leave prematurely.

The annual amount of money is 7.000Kč in Uganda. For this amount of money the child will get school supplies, uniform, basic health care and also it will pay for the school tuition. Also the 20% of the amount will support small and larger project, support the community in which child lives in, renovation of school etc. Also parents or guardians will get Literacy courses(Charita Praha, 2016).

2.1.7   How and where your money help

The largest part of the money is used to secure school supplies, compulsory school uniforms, basic health care and at least one meal a day. (Note: Children in poor families often do not have one meal a day.)

The Fund gifts, which represents 3% of the total are children according to options bought and distributed fairly practical gifts according to the selection committee (eg. Mosquito nets, sleeping mattresses, etc.)(Charita Praha, 2016)

Part of the money goes to fund local community whose proper functioning is essential to the life of children and adults. People in the villages are forced to seek work in the cities, there often ends up in the slums, in worse conditions than they had at home. The village and remain only old people and children, people between 18-35 years are almost there. Functioning community in the villages can satisfy all business and social background, to avoid having to go to the cities. Money from the fund will make it possible to develop projects that teach skills of local people, for example, needlework, bee products (honey) etc. Products from these people will be sold. The contribution from the Fund local community will also be determined on adult education and cover the costs associated with treatment and treatment of injury or acute health problems of the community members. (Charita Praha, 2016)

2.1.8 ADCH and sending letters to children

Donors may send at least one letter per year. Children expect a letter and they are always making them really happy. Donors have the unique opportunity to motivate a child in this way. Sending bulk mail ensures by ADCH. Letters are sent four times a year. Shipment from the Czech Republic travels to Uganda about a month. The letters can write Czech or English. Translations if necessary can be provided by ADCH in collaboration with high school students. The child will be handed over both your original and any translation. (Diecézní charita Ostravsko-opavská, 2015)

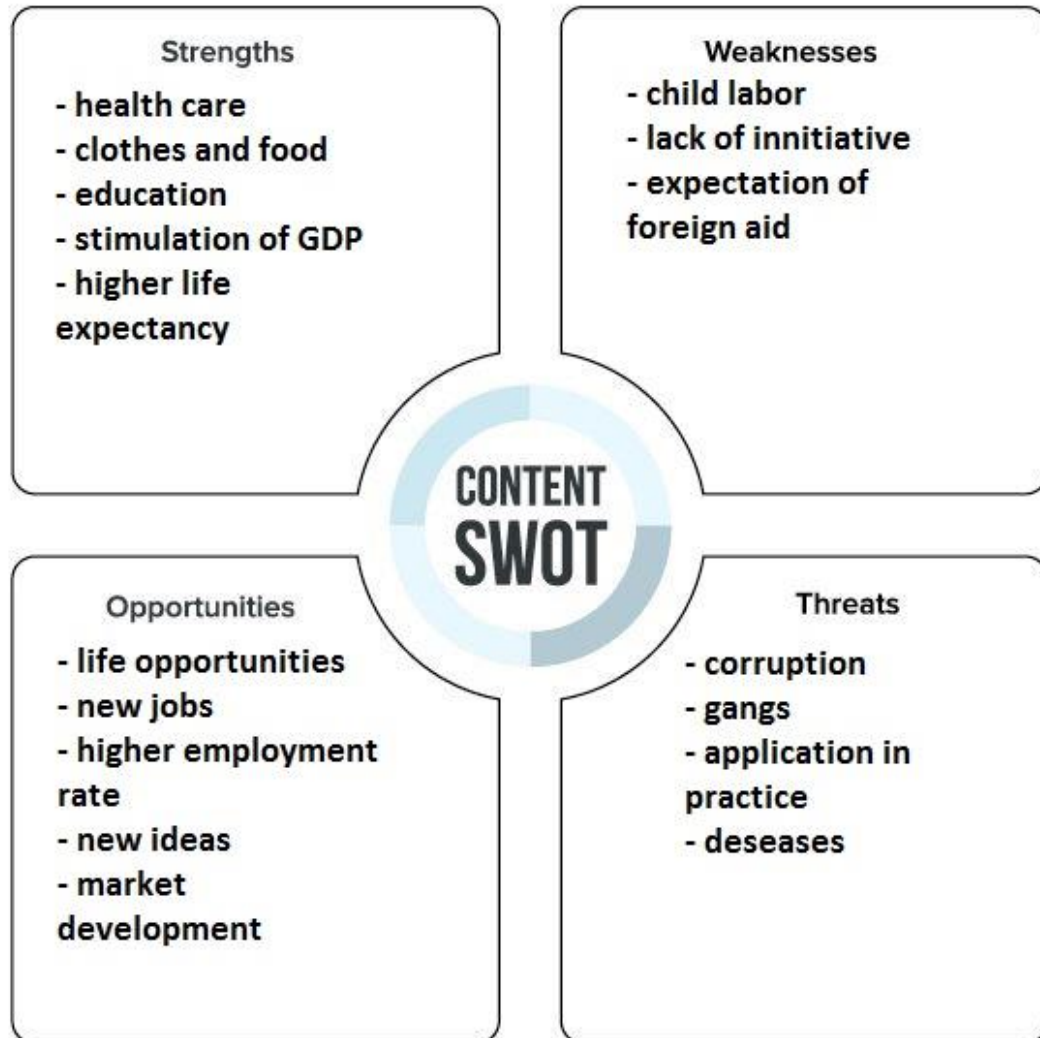2.1.9   **SWOT analysis of child sponsorship**

Strengths
- health care
- clothes and food
- education
- stimulation of GDP
- higher life expectancy

Weaknesses
- child labor
- lack of innitiative
- expectation of foreign aid

CONTENT SWOT

Opportunities
- life opportunities
- new jobs
- higher employment rate
- new ideas
- market development

Threats
- corruption
- gangs
- application in practice
- deseases

Figure 4: SWOT analysis of child sponsorship (own work based on source Bwindi Orphans 2016)

2.1.10   Comparative analysis of Bwindi Orphans and Adopce na dálku®

Bwindi orphans and Adopce na dálku® have the same idea of helping children in Uganda. They have many things in common, but there are some that are very different. I went through advantages and disadvantages to compare these two organizations and tell which is from my opinion better and what they should improve. I also asked the

question how would my ideal organization focused on child sponsorship look like in comparison to these two organizations.

When I was going through the pros and cons of both organizations I noticed that Bwindi Orphans do not seem to have cons but have many pros, such as personal contact. It is very important because people appreciate when you can talk with them face to face and not only send letters with payment checks and postcards. That is why Bwindi Orphans has a lot of volunteers who are working for free, which is very interesting because the organization will not spend the 'children's' money. Moreover, they are going to Africa twice a year to make sure that everything is going well. The volunteers in the Czech Republic and in Uganda are the only people working for this organization, so there are no such people as 'middleman', which isthe reason why they have no corruption.

As I already mentioned, Bwindi Orphans hosts many concerts and own Bwindi coffee shop that sells bracelets, earrings, coffee, etc. Everything is made in Uganda by children and their families. This supports the local economy and helps raise money for the organization.

All money that the donors will send are going directly to the child and used for things that the children need to attend school and improve their life conditions. This organization also selects and takes care mostly for the orphans who lost their parents because of diseases. Children are chosen by Kateřina, the coordinator of this organization.

The biggest pro that I can see in Bwindi Orphans is that when you as a donor make some kind of relationship with adopted child through the letters you can go with Kateřina to Uganda and meet with them and see how you changed someone's life. You can also buy them a Christmas presents that are different when compared to what children from developed countries would get or want. These children want a goat, chicken or sheep, because these presents are usable for the entire family.

Now I would like to talk about Adopce na dálku® and its pros and cons. The pros of this organization are that they are trying to educate not only the adoptive children but also parents and guardians with literacy courses. Also because it is a religious organiza-

tion, children have classes about Christianity and other religions and they will have the opportunity to travel in the future.

Adopce na dálku® is supporting children all over the world, which is a con as well a pro because they are helping more than 16,000 children and it does not matter from which continent they are. But that also means they have many employees and not only volunteers, so they are not working for free. This means that not all of the money provided for the children will get to them. As a result of this you can't visit your adopted child because it is forbidden.

As I said before, 20% of the money from donors is used to support smaller or larger projects, but there are no specifics what exactly they mean by this, only that it supports the community and helps renovate the school.

3 Proposal part

If I would like to have a non-profit organization focused on child sponsorship I would definitely use the style of Bwindi Orphans, but there are some good recommendations from Adopce na dálku® that I would gladly use. For example education or literate courses for guardians and parents. That is how the perfect organization would look like.

But after all the basic things it is not only about being well educated (write, read etc.) but to have the need to have experience and motivation. But now I feel the benefit of sponsorship is that the children receive daily meals, financial support, clothing as well as love and kinship from adoptive parents.

I would also like to mention the example of a 14 year-old girl who was adopted by a family in Brno. Unfortunately, the girl became pregnant at age 14 with an unknown boy and became a mother, which means she did not have money to take care for the child and thus stopped going to school and lost her benefits. This means that the entire process begins again and does not stop.

As I wrote in my thesis, a big problem is HIV/AIDS that is spread in Uganda. People in Uganda do not have sex education so they do not know about the dangers from the unprotected sex. That is another thing these organizations should teach and to take care of.

Thanks to these diseases (especially HIV/AIDS) children often lose their parents or their guardians and sometimes get help only from abroad and are not able to lead a normal life. The children's guardians are not educated, so foreign aid makes the largest part of their income. That is why it is better to not give the money to them and just buy things that the child needs.

If Uganda does not change its government and fight the corruption, Uganda will never move forward. Representatives from governments are mostly wealthy people and people from poor backgrounds who have no chance to get between them and thus there is no democracy. The poor cannot express their opinion, cannot fight for their rights and

beliefs. Poor people have no experience with foreign countries so they do not how it works in other countries. In my opinion, it is very important.

Child Sponsorship is very beneficial in helping little children but mostly the situation in the country is critical. Although children who will end elementary school and in some cases even colleges and universities (if they can find sponsors who are willing to pay more money) but only few of the educated people will stay in the country. Most of the well-educated will move away to find better jobs or better conditions, but those with lower education rate will stay in the small village where they were born and where is a good community.

My opinion about the child sponsorship is that I admire people who can do such things as to devote their entire life to helping other people that were not as lucky as themselves.

Conclusion

Child Sponsorship in developing countries aims to help children through financial assistance which is determined for specific child. Since the financial aid is so specifically targeted, a major motivation for "adoptive parents" is the feeling that their money will help "adopted" child to get a better life. Sponsors are usually confident and believe that their support makes sense because they have sponsored a child and received their feedback. In the Czech Republic there are many of organizations, but the thesis focuses on two of them, Bwindi Orphans and Adopce na dálku® which are both working in Uganda. In my third part of my thesis I considered the pros and cons of these organizations and showed the ideal sponsorship organization according to my opinion.

One of the reasons for the financial support is also that the sponsors believe that in developing countries people need help more than anywhere else. Poverty in Third World countries is a topic that appears on daily basis in the media, that is why I was talking about poverty in the first part of my thesis, and to show how much is poverty related to child sponsorship.

Sponsorship of children in developing countries is different from other projects to help developing countries where, unlike other various financial collections, the donor knows exactly to whom his money go to and they can also communicate with the sponsored child through letters.

A large number of poor people live on the African continent where they do not have basic education, property to live on, and extended families with the advice of incurable diseases. Diseases are also a major problem. Although Uganda is a country with developed tourism and is regarded as safe, especially in Bwindi where there is a large presence of mountain gorillas. But there are people at some regions of Uganda who are very poor and our help. That is why organizations focused on child sponsorship are here for, to support and help others.

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