MENDEL UNIVERSITY IN BRNO

Faculty of Regional Development and International Studies

The analysis of the functioning of child sponsorship at the example of Czech experience with child support organisations

Bachelor Thesis

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In Brno, 20.5.2016

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Sylva Holoubková

Acknowledgement

Anotace

Bakalářská práce se zabývá analýzou fungování adopce na dálku na příkladu zkušeností českých občanů. Práce je rozdělena na dvě části. První část je věnována definici, historii a fungování adopce na dálku. Jsou zde také vymezeny problémy, které s adopcí na dálku úzce souvisí a s kterými se české organizace potýkají. V této kapitole jsem se věnovala popisu organizace a informacím o počtu adoptovaných dětí. Informace byly získány od samotných pracovníků organizací a z výročních zpráv. Druhá část je nejprve zaměřena na metodologii výzkumu a poté se věnuje samotným výsledkům výzkumného šetření, které byly získány na základě rozhovorů s adoptivními rodiči. Cílem empirické části bakalářské práce bylo zjištění vztahů a fungování adopce na dálku ze strany adoptivního rodiče na základě přímých výpovědí.

Klíčová slova:

adopce na dálku, historie, fungování, organizace, vztahy

Annotation

This bachelor thesis deals with the analysis of the functioning of child sponsorship at the example of Czech experience. It is divided into two parts. The first part focuses on the definition, history and functions of child sponsorship as well as some of its problems that also affect Czech child support organisations. I specifically focused on the description of the organisations and exact numbers of adopted children, collected from the employees at the organisations and annual reports. The second part is initially focused on the research methodology and after that dedicated to the results of the survey, which were obtained through interviews with adoptive parents. The aim of the empirical part of the thesis is to determine the relationship and functioning of child sponsorship on the basis of direct testimonies from adoptive parents.

Keywords:

child sponsorship, history, functioning, organisation, relationships

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Introduction

The theme of this work is the analysis of the functioning of child sponsorship at the example of Czech experience. People with stronger economic welfare help people in unfavourable finance situation in time of crisis, war or natural disasters or also during peacetime. This help has a long tradition in human history and culture (Rozvojovka, 2008). We cannot understand child sponsorship only as an economic aid and have to look at it from a deeper context. Child Sponsorship creates solidarity among people; in particular between the sponsor and the adoptive child, where it creates a relationship and helps to explore different cultures (Centrum Narovinu, 2016).

The aim of the thesis is the mapping of Czech child support organisations and explore the perception of adoptive parents. The work is divided into a theoretical and empirical part. In the theoretical part, I give an overview of the definition and history of child sponsorship from an international perspective. I also included a chapter on global problems that are closely related to the origin of child support programs. The main problems include education, poverty and health. Another chapter is devoted to some Czech child support organisations. In this chapter, basic information such as the number of children adopted each year and the country of adoptions of the organisations is presented. The data was obtained primarily from staff of the organisations and annual reports. Also I introduced an in-depth description of the functioning of child sponsorship in the Centrum Narovinu, an organisation that became helpful to me while I was writing my thesis. Due to this work being focused on child sponsorship

Following the theoretical part is the empirical part, which begins with a chapter devoted to the description of a research methodology of case study such as choosing of method, design criteria interview question, selection of research sample and administration of interview, which is the aim of my work. In the chapter is to approach the way of research, data collection process and introduction five research question. Subsequently, I devote to interpretation of results of case study. Main field of research is the motivation to start with child sponsorship, relation of sponsor to child relation to sponsorship organization, perception of functioning of Centrum Narovinu and raise awareness of the problems of developing word.

The last part consists of a summary of the results of research of case study and summary of whole bachelor's thesis.

1. Child sponsorship

International child sponsorship is one of the most direct forms to help the developing world. Millions of households from wealthy countries in the world help with financial contributions to a particular child in a developing country (Bruce Wydick, Laine Rutledge and Joanna Chu, 2009;1). We define a developing country as a country where the majority of people live for much less money and with simple public services than the population of countries with high industrialisation (Chantal, Trachtman, 2009). A significant part of the population lives in extreme poverty whose daily budget is under $1.25 (The World Bank, 2016). Child sponsorship realise primarily in rural, urban and isolated areas and focus on solving of problems such as lack of education, poor health, and child mortality rate, quality of water, income, exclusion or food insecurity. We can say that child sponsorship is a broad famous humanistic phenomenon which combines an enormous ability to mobilise financial resources for international non-governmental organisations, whose abbreviation is INGO (Brad Watson, Matthew Clarke, 2014). According to Bruce Wydick, Laine Rutledge and Joanna Chu a „International child sponsorship is one of the leading forms of direct aid from households in wealthy countries to needy children in developing countries" (Bruce Wydick, Laine Rutledge and Joanna Chu, 2009). But another definition according to Brad Watson, Matthew Clarke is that „Diversity in sponsorship funded programmes and pones to way for a deeper and more considered discussion of its power and potential to impact all members in society" (Brad Watson, Matthew Clarke, 2014).

The amount of financial contribution depends on the program. The typically monthly amount of contributions is $25–$35 per month in the world[1] (Bruce Wydick, Laine Rutledge and Joanna Chu, 2009). According to Wydick, during 2009 the number of sponsored children was between 8 and 12 million and flow of financial resources exceeded US$3,1 billion in the world (Brad Watson, Matthew Clarke, 2014). Child sponsorship employed 2 000 staff, who gave opportunities for education to over

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[1]The amount of contributions in the Czech Republic is described in the chapter Czech Organizations providing child sponsorship projects.

2,5 million children, who live in 5 000 communities (Bruce Wydick, Laine Rutledge and Joanna Chu, 2009).

2. History of a child sponsorship

According to the history of every more known organisation dealing with child sponsorship was founded due to the global political situation. In the period of 20-50 years of the last century there were a lot of events which led to the increase in numbers of escapees and orphans. The main events were the World Wars, civil wars and revolutions in individual countries. The history of the organisation can be seen by the first financial support, which was directed to children who lived in orphanage. But during the years, organisations have begun to focus on individual children who live in poor or even inhumane conditions. The History of a child sponsorship extends to the 1930´s and these days 3.5 million children from developing countries are adopted by adoptive parents through the eight largest International child sponsorship programs. It is estimated that developed countries contribute roughly US$1.6 billion funds (Bruce Wydick, Laine Rutledge and Joanna Chu, 2009;1).

Table 1: The Largest International child sponsorship programs

Organisation	Year Established	Number of Sponsored Children	Contribution per month	Number of Countries
World Vision	1953	921 000	$30	100
Compassion International	1952	880 000	$32	24
Plan USA	1937	700 000	$24	49
Christian Children's Fund	1938	483 000	$24	31
Children International	1980	300 000	$22	11
Save the Children	1932	120 000	$28	50
SOS	1949	70 000	$28	132
Food for the Hungry	1971	16 000	$28	13
Total		**3 490 000**		

Sources: Bruce Wydick, Laine Rutledge and Joanna Chu, 2009

The largest organisation providing child sponsorship is World Vision international „with close to half of sponsored children from among the major international sponsorship agencies" (Brad Watson, Matthew Clarke, 2014; 139). We can say that a famous man of child sponsorships is Bob Pierce in 1950. The initial idea was to try to help only one child and sent just $5 every month. But today, organisations support more than 4 million adopted children in almost 100 countries in the world. Bob Pierce traveled through United States, where he tried to increase awareness about the poverty in Asia by making moves and preaching. At first the program started in orphanages in 1953. World Vision is still growing, so they had to change over a period of time (World Vision, 2016). World Vision went through several approaches, which are shown in the following table (Brad Watson, Matthew Clarke, 2014).

Table 2: Sponsorship approaches according to World Vision

Timeline	Sponsorship approaches	Briefly description
1950-1960s	Institutional child welfare	Long-term care, which focuses only on orphans, not on the community and family
1970s	Community-based child welfare	Improving of education of individual children in poor community
1980s	Community-based child welfare and community development	Support community leading to better supporting development program
1990-2000s	Child and community development- change a child's life by changing a child's world	Local staff effectively operate with partners, which leading to well-being of child
2011- present	Development focused on child well-being outcomes	Effectively working with local partner Stronger community

Source: Brad Watson, Mathew Calrke, 2014

According to these approaches, we can say that the child sponsorship has developed over a long period of time. At the beginning of this project only orphans were helped but at the end of the 2000s other projects developed, for example support local community, which can have a good influence on the personal development of children.

The oldest independent child support organisation is Save the Children, which operates in about 120 countries (Brad Watson, Matthew Clarke, 2014) Initial programs started in 1932, which provided school supplies, clothing, and hot lunches in area of Harlan County, Kentucky. In 2014 Save the Children reached over 55 million adopted children with partner's (Save the Children, 2016).

Czech Republic started with sponsorship at the beginning in 1990´s. The oldest organisation is called Archdioceses charity Praha (Arcidiecézní charita Praha, 2016).

3. Problems of developing countries, which is related to the origins of child sponsorship

The reasons stated for the implementation of projects by individual organisations are referenced as global problems. The basic problems include poverty, education (low levels of literacy and quality education) and health (HIV, tuberculosis and malaria). The organisations try to help people by making education self-sufficient in the future. Education can help children get a good job and thus ability to support their family as well as help them to get away from poverty. The organisations are trying to increase the health of supported children, which is a very important part in life. The organisations also believe that more educated people can have a higher quality of health due to better prevention and the educative mother of a child can lead to positive change in health of the family.

3. 1. Education

Education is characterised as ,,the act or process of imparting or acquiring general knowledge developing the powers of reasoning, judgment, and generally of preparing oneself or others intellectually for mature life'' (BusinessDictionary.com, 2016). According to The World Bank ,,education is one of the most powerful instruments for reducing poverty and inequality and lays a foundation for sustained economic growth'' (The World Bank, 2016). Another good definition is ,,that education is the basic precondition of development of individuals and communities everywhere'' (Rozvojovka, 2012). In many countries education is almost inaccessible, although it allows a great opportunity to improve quality of life. The main problem of developing countries is the lack of expertise, which can be used to develop a high quality education system for children. Another problem is on the side of local people, who cannot manage to afford the journey to school for their children. Children must work and parent's don´t see the value of education. Developed countries deepen their wealth by investing in the education and knowledge economy. Education is also one of three indicators of the Human Development Index (HDI). In 2000, 115 million children of primary school age had no opportunity to attend school. In 2005, this number declined to 72 million and

in 2010 declined to 61 million. The UN has a program called Education for All, which is one of the developing goals of the millennium, which includes available compulsory education starting in 2015 (Rozvojovka, 2012).

Table 3: Quality of education of people in the various countries where Czech organisations operate

The county	Expected Years of Schooling (years)	Adult literacy rate (% ages 15 and older)	Population with at least some secondary education (% aged 25 and above)
Bangladesh	10,0	58,8	37,8
Belarus	15,7	99,6	89,3
Benin	11,1	28,7	19,2
Bolivia	13,2	94,5	53,1
Democratic Republic of the Congo	9,8	61,2	22,4
Ecuador	14,2	93,3	39,8
Ghana	11,5	71,5	54,3
Guinea	8,7	25,3	Data not available
Haiti	8,7	48,7	28,5
India	11,7	62,8	42,1
Kenya	11,0	72,2	28,6
Mongolia	14,6	98,3	84,8
Nepal	12,4	57,4	27,4
Paraguay	11,9	93,9	38,8
Peru	13,1	93,8	61,1
Philippines	11,3	95,4	64,8
Tibet	13,1	95,1	65,3
Thailand	13,5	96,4	38,1
Uganda	9,8	73,2	28,8
Ukraine	15,1	99,7	93,6
Zambia	13,5	61,4	35,0
Zimbabwe	10,9	83,6	55,3
Czech Republic	**16,4**	**Data not available**	**99,8**

Source: Human Development reports, 2015

Graph 1: Expected Years of Schooling in years
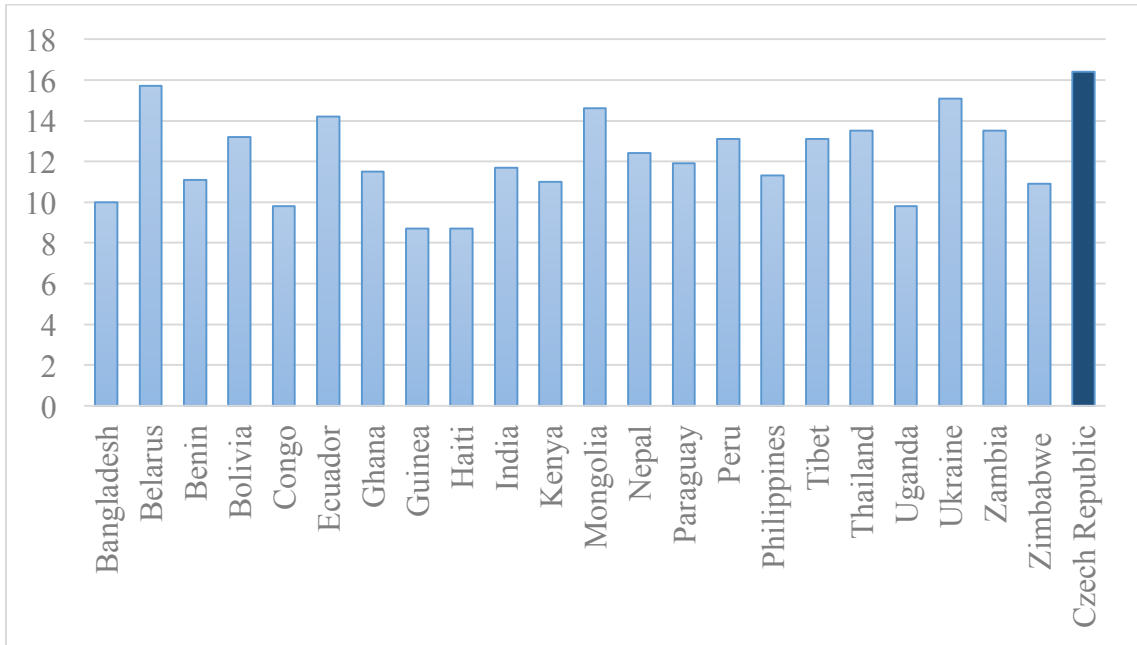
Graph 2: Adult literacy rate ages 15 and older in %
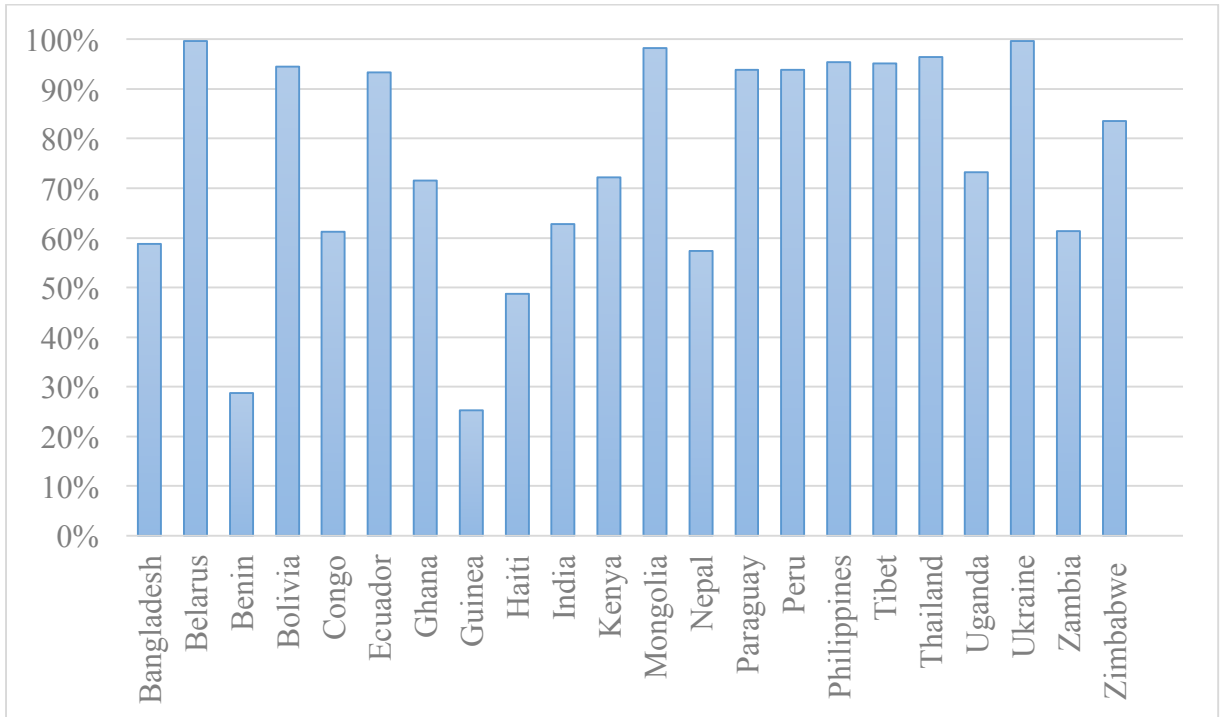
Graph 3: Population with at least some secondary education aged 25 and above in %
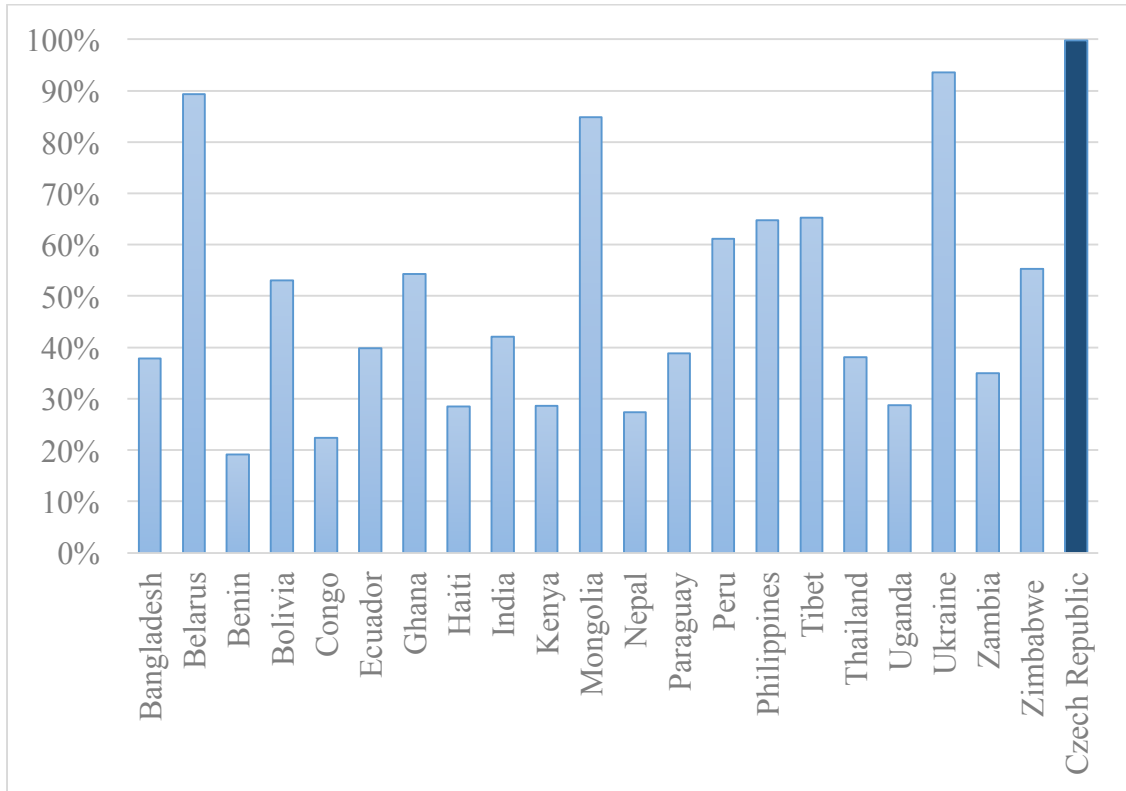
The lack of the education in a country is the result of a deepening economic downfall. Inventors need well-educated and a qualified labour force, and if investors do not have these conditions they conduct their business abroad. This leak leads to economic decline which increases poverty and unemployment. Developing countries don't have adequate financial sources in their state budget to afford aid in education. A lot of children therefore work instead of going to school. According to the International Labour Organisation work more than 200 million of children work and 165 million of them are between 5-14 years. Many developing countries are in debt or the income is invested in armies. Due to lack of finance, people must pay the primary education for their children and obligatory school uniform which represents a big a financial problem for poor inhabitants. Financial stringency in education causes low salaries of teachers which lead to a lack of trained and experienced teachers (Rozvojovka, 2012).

Especially in the poorest countries education is set up as a disadvantage for women due to economic (livelihood of family) or social (tradition) factors. Sometimes a woman must make concessions to her brother in education, if the financial situation of the family is limited. In Asian, African and South American traditions still exist for the family model to have the highest number of children. Due to education a woman has the possibility of positive change such as later initiation of sexual life, parental planning, greater emphasis on the education of her children and health of family. The education of a women leads to positive change in society (Rozvojovka, 2012).

Table 4: Mean years of schooling for female and male in the various countries where the Czech organisation operates

The county	Mean years of schooling, female (years)	Mean years of schooling, male (years)
Bangladesh	4,5	5,5
Belarus	11,9	12,1
Benin	2,1	4,6
Bolivia	7,5	8,9
Democratic Republic of the Congo	4,5	7,7
Ecuador	7,4	7,6
Ghana	5,6	7,9
Guinea	1,4	3,7
Haiti	4,2	5,6
India	3,6	7,2
Kenya	5,9	7,3
Mongolia	9,5	9,0
Nepal	2,3	4,5
Paraguay	7,5	7,9
Peru	8,5	9,6
Philippines	8,4	7,9
Tibet	6,9	8,2
Thailand	7,1	7,5
Uganda	4,5	6,3
Ukraine	11,3	11,4
Zambia	5,8	7,3
Zimbabwe	6,7	7,7
Czech Republic	12,1	12,5

Source: Human Development reports, 2015

Graph 4: Mean years of schooling for female and male in years
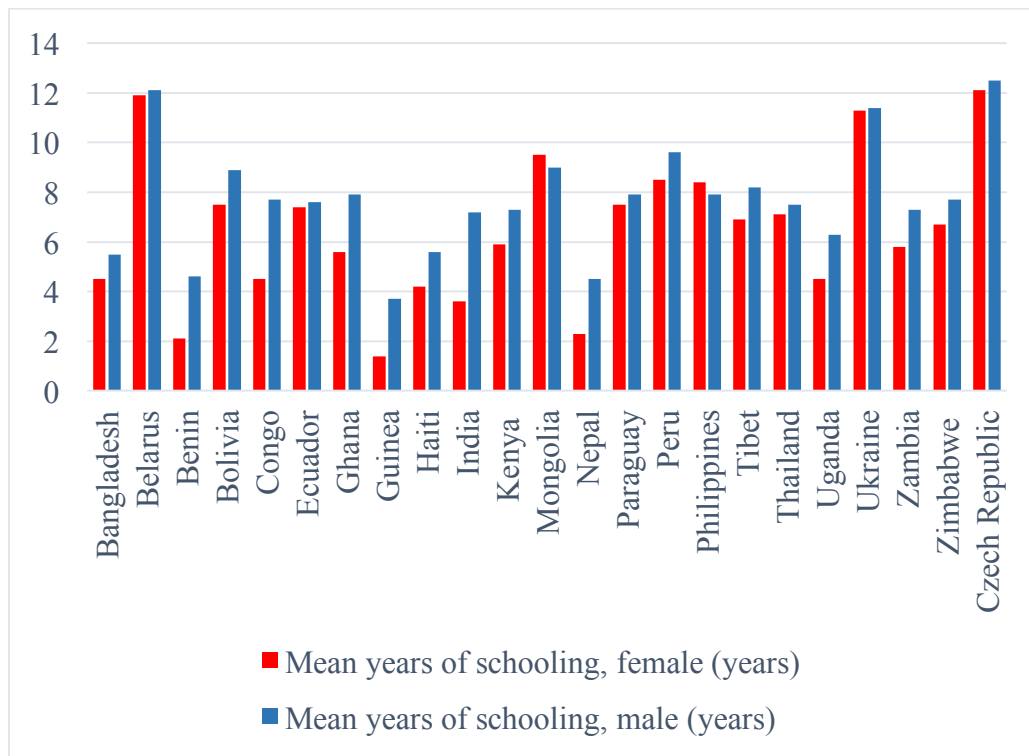
The above table shows that some countries where child sponsorship is under way have a big difference in mean years of school between male and female. For example, there is a large gender difference in Benin, Congo, Gunea, India, Nepal; whereas in Bangladesh, Bolivia, Haiti, Kenia, Peru, Tibet, Zambia, Zimbabwe the gender difference is smaller. Gender differences are smallest in the countries such as Ukraine and Belarus, which means that developing countries have a greater gender difference in education.

The opportunity to basic education can be instrumental to break free from the poverty cycle. Many children never even start attending school in rural area. Sometimes languages and curriculums are not fit for the local conditions. Rural schools must contend with poor equipped and poor building maintenance. Another problem is the teaching of the poorly educated, who later get a low wage. The bad infrastructure in rural areas reduces the availability of education in rural areas (Uniceff, 2016).

3. 2. Poverty

Poverty is defined as an individual or household that doesn't have enough resources or is incapable of fulfilling their needs in daily life (The World Bank, 2016). Too many people live in poverty today whether they are young or old. Poverty is divided into two types: Absolute poverty, which means that people cannot gain access to basic needs such as food, water, shelter or health care (measured in calories or nutrition) to ensure a minimum level of physical health. This type of poverty can be eradicated. Relative poverty, which includes people who don't achieve a certain minimum level of living standards, which are determined by government, cannot be eradicated due to the nature of the problem (BusinessDictionary.com, 2016). Poverty is a very complex term and these days poverty is considered one of the key problems of the modern, globalised world. People began to increasingly perceive effects and as a result became conscious of the need to eradicate or moderate the impact of poverty (Oxford Poverty & Human Development Initiative, 2016).

According to United Nations development programme 1,2 billion people in the world live with $1,25 or less a day, another estimate is that almost 1,5 billion people from 91 developing countries live in multidimensional poverty and almost 800 million people live at risk of falling back into poverty if an emergency situations occurs in their life (United Nations development programme, 2015). Another estimate from The World Bank in 2011 shows 37.1% of people in 1990 lived with $1.90 or less a day and 12.7 % in 2012. The number of people living on less than $1.90 a day was 1.9 billion in 1990 and 902 million in 2002 (The World Bank, 2016).

Table 5: Indicators of poverty in various countries where Czech organisation operate

The county	Population living below income poverty line, PPP[2] of $1.25 a day (%)	Working at PPP of $2 a day (% of total employment)
Bangladesh	43,3	76,4
Belarus	0,0	2,7
Benin	51,6	72,3
Bolivia	8,0	11,6
Democratic Republic of the Congo	87,7	90,4
Ecuador	4,0	10,3
Ghana	28,6	44,3
Guinea	40,9	73,8
Haiti	Data not available	Data not available
India	23,6	55,5
Kenya	43,4	Data not available
Mongolia	Data not available	Data not available
Nepal	23,7	49,5
Paraguay	3,0	8,1
Peru	2,9	9,5
Philippines	19,0	36,8
Tibet	6,3	20,4
Thailand	0,3	5,6
Uganda	37,8	57,7
Ukraine	0,0	1,8
Zambia	74,3	84,7
Zimbabwe	Data not available	84,6
Czech Republic	0,0	Data not available

Source: Human Development reports, 2015

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[2] Purchasing power perity

Graph 5: Population living below income poverty line (($1.25 a day) in %
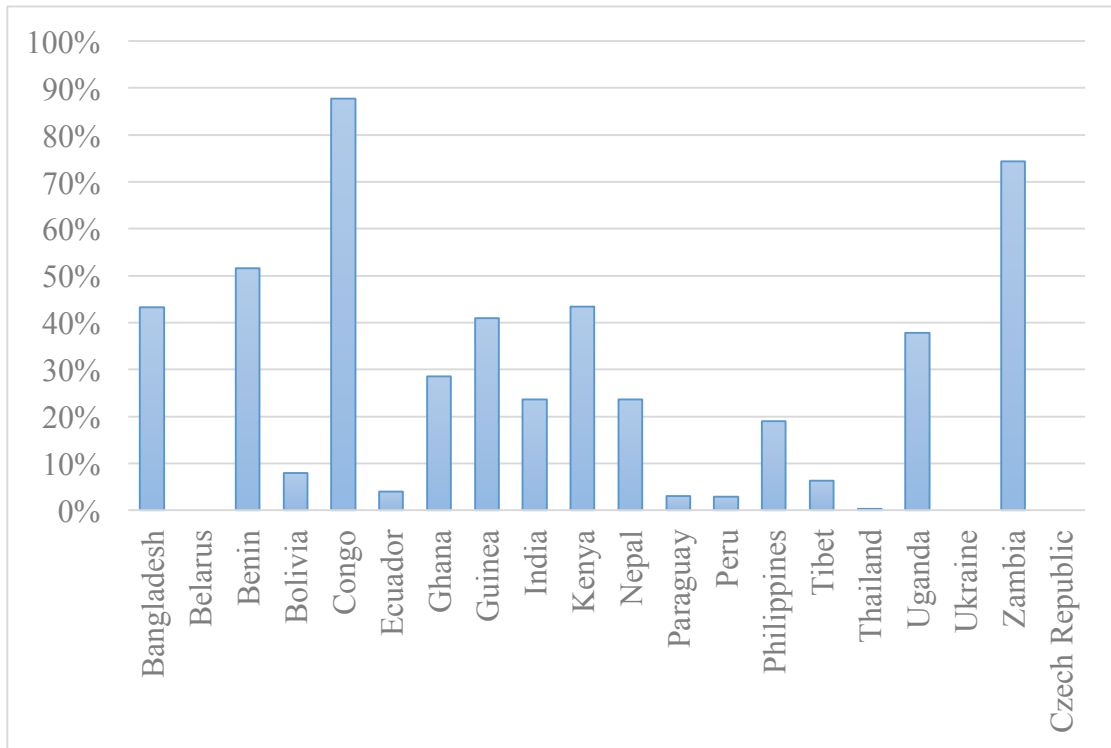
Graph 6: Working at PPP of $2 a day of total employment in %

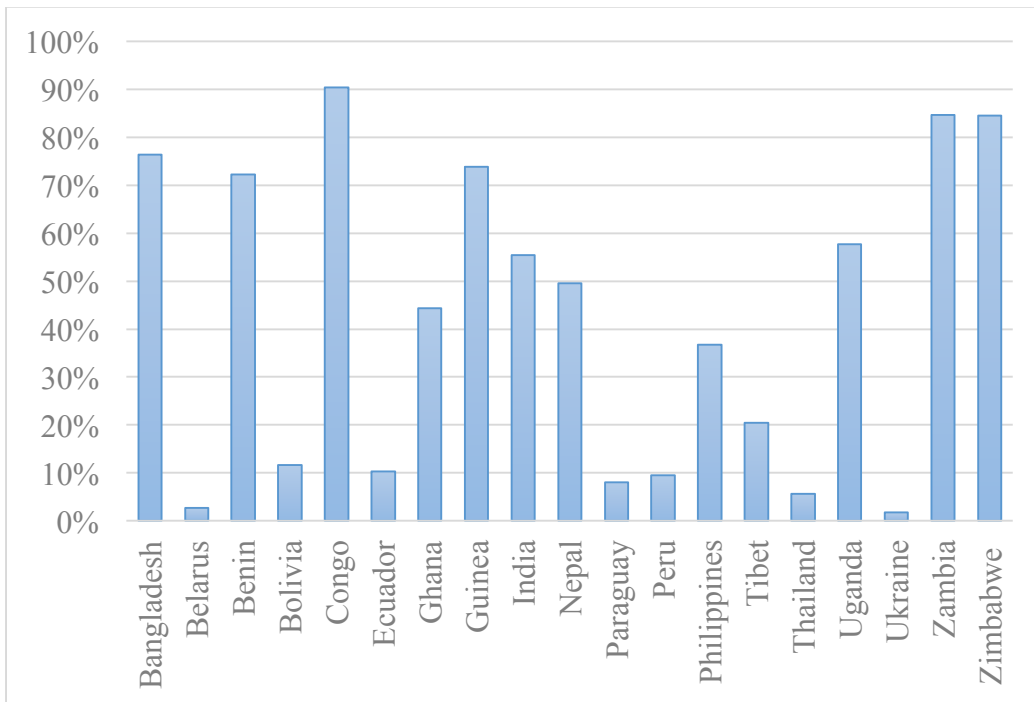## 3. 3. Health

The definition of health can be understood in different ways. The perception of the definition of health largely depends on the age of the people. For young people, health can be perception in assorted sociable action, but for older people the perception of health is different. For them, health can be defined as the ability to go to the local store to purchase groceries (Peter Aggleon, 1990). The main point of the Millennium Development Goals is improving health (The World Bank, 2016). Health is important for the favourable development of an individual in terms of economic, social and cultural growth. Health is one of the three basic conditions in the Human Development Index. The health of a population from the point of view of economic growth is the driving force behind and poor health results in non-fulfilment of social, famous family and employee roles (Rozvojovka, 2012). The cause of death of people differs significantly in developing countries and in developed countries. In rich countries, genetic diseases such as oncology and cardiovascular diseases belong to the leading causes of death, while people in poorer countries succumb to infectious diseases such as AIDS and malaria. A better representation can be shown in percentages. In developed countries, only 1% of the population die from infectious diseases, while in developing countries this death toll increases to up to 40% (Rozvojovka, 2012).

3. 3. 1. Selected health problems on a global scale
Malnutrition

Problems with malnutrition which threaten human health occur primarily in developing countries, where almost half of all child deaths are caused by malnutrition. According to the Food and Agriculture Organisation of the United Nations (FAO), 777 million people suffer from chronic malnutrition and 55% of the 12 million yearly child deaths are caused by malnutrition. In addition, 2000 million people suffer from micronutrient deficiencies of whom 39% are children under five years old and 52% are pregnant women (FAO, 2016). The lack of vitamin A, iodine and iron causes malnutrition. Malnutrition has resulted in slowing down or even stopping physical growth, greater susceptibility to disease, higher mortality and lower productivity at work or school. Malnutrition is mainly caused by poverty, limited access to good

quality water, or the lack of education for women and girls. Improving the economic situation is the best way to combat malnutrition (Rozvojovka, 2012).

AIDS/HIV

AIDS is an additional negative factor affecting health in developing countries (Rozvojovka, 2012). Approximately more than 36.1 million people live with HIV of whom 95% in developing countries. Almost 7 500 people become infected with HIV and 55 000 die of AIDS or side effects every day. The number of people infected with HIV is greater in rural areas (FAO, 2016). In some countries, the entire working age population is infected by HIV, which constitutes as much as 30% of the population (Rozvojovka, 2012). Among the more frightening figures are the 4.3 million children under the age of fifteen years who have this virus. About 7 000 children are born with the virus every day. Prevention through education and treatment by specialists can significantly improve statistics (Pavla Gomba, 2004).

Malaria and Tuberculosis

The number of infections of Malaria has dropped on a global scale. In 2000, 233 million people were infected with Malaria in comparison to 2013, when only 198 million of people became infected. Likewise, the mortality rate caused by Malaria has decreased from 985 thousand to 584 thousand of which 90% occurred in sub-Saharan Africa (78% were children under the age of 5). In 2011, 1.43 million succumbed to Tuberculosis (The World Bank, 2016) and developing countries contribute 95% to this number (Rozvojovka, 2012).

Table 6: Selected health problems on a global scale in various countries where Czech organisations operate

The county	Life expectancy at birth	Deaths due to malaria (per 100,000 people)	Deaths due to tuberculosis (per 100,000 people)	HIV prevalence, adult (% ages 15-49)
Bangladesh	71,6	13,9	45,0	0,1
Belarus	72,9	0,0	3,0	0,4
Benin	59,6	79,6	9,4	1,1
Democratic Republic of the Congo	58,7	106,6	54,0	1,1
Ecuador	75,9	0,0	2,7	0,4
Ghana	61,4	67,0	6,9	1,3
Guinea	58,8	104,8	23,0	1,7
Haiti	62,8	5,1	25,0	2,0
India	68,0	4,1	22,0	0,3
Kenya	61,6	49,6	22,0	6,0
Mongolia	69,4	Data not available	7,2	0,1
Nepal	69,6	0,2	20,0	0,2
Paraguay	72,9	0,0	3,0	0,4
Peru	74,6	0,7	5,1	0,3
Philippines	44,3	0,1	24,0	Data not available
Tibet	75,8	0,0	0,0	Data not available
Thailand	74,4	0,9	14,0	1,1
Ukraine	71,0	Data not available	13,0	0,8
Zambia	60,1	79,2	28,0	12,5
Zimbabwe	57,5	18,4	33,0	15,0
Czech Republic	78,6	0,0	0,4	0,1

Source: Human Development reports, 2015

Graph 7: Life expectancy at birth in the various countries where Czech organisations operate
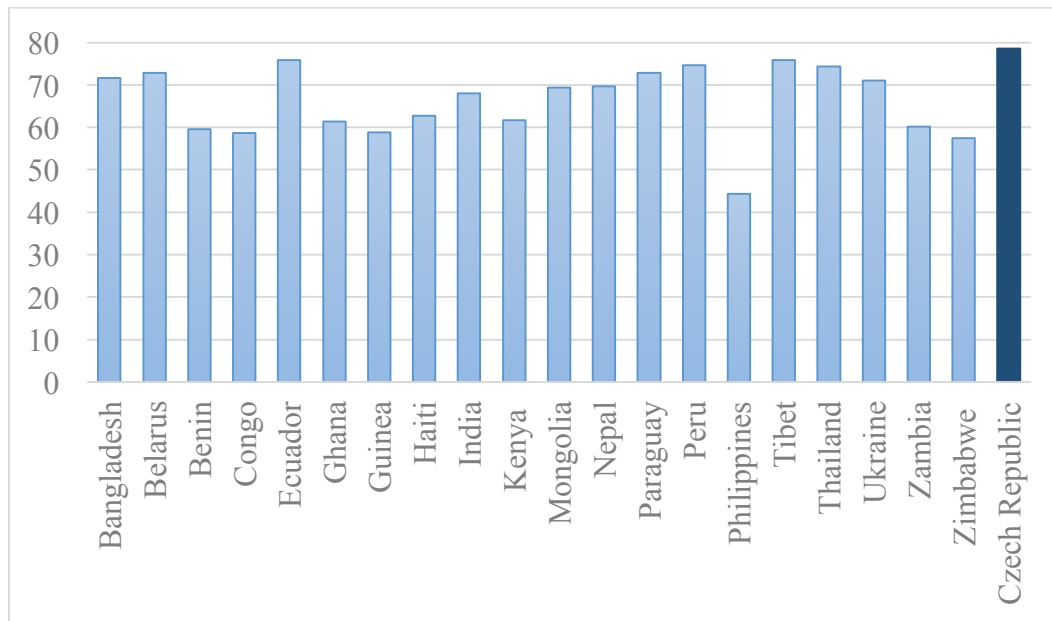
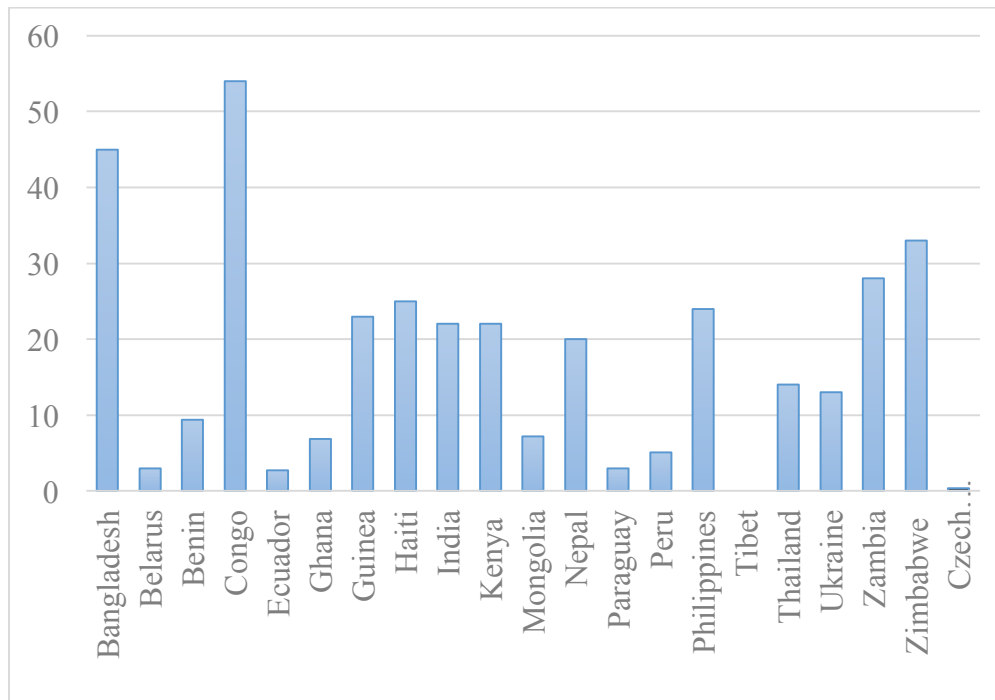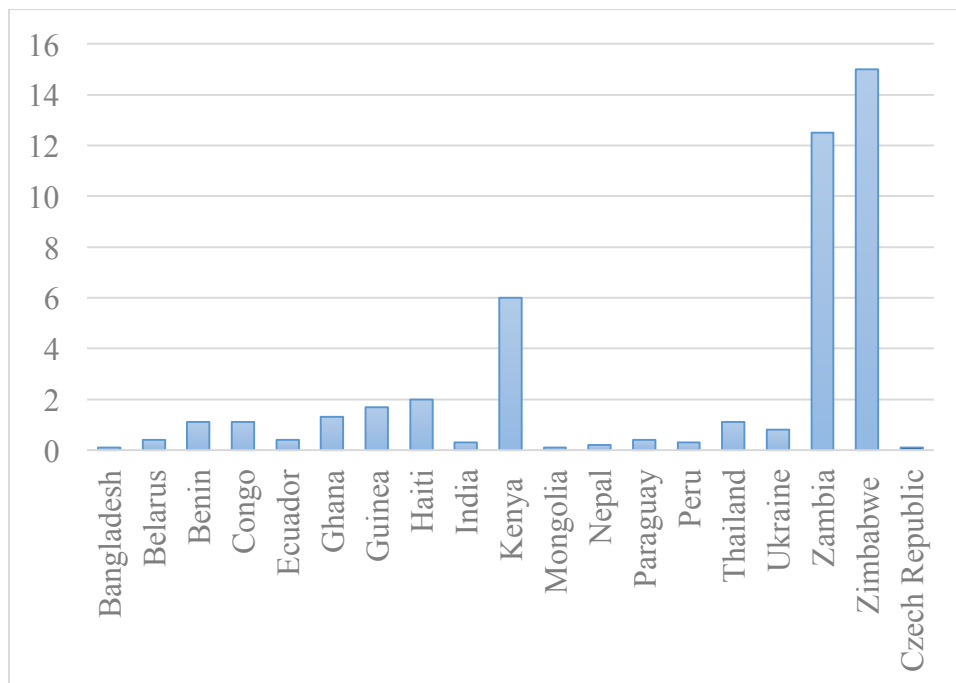Graph 8: Deaths due to malaria (per 100,000 people in the various countries where Czech organisations operate
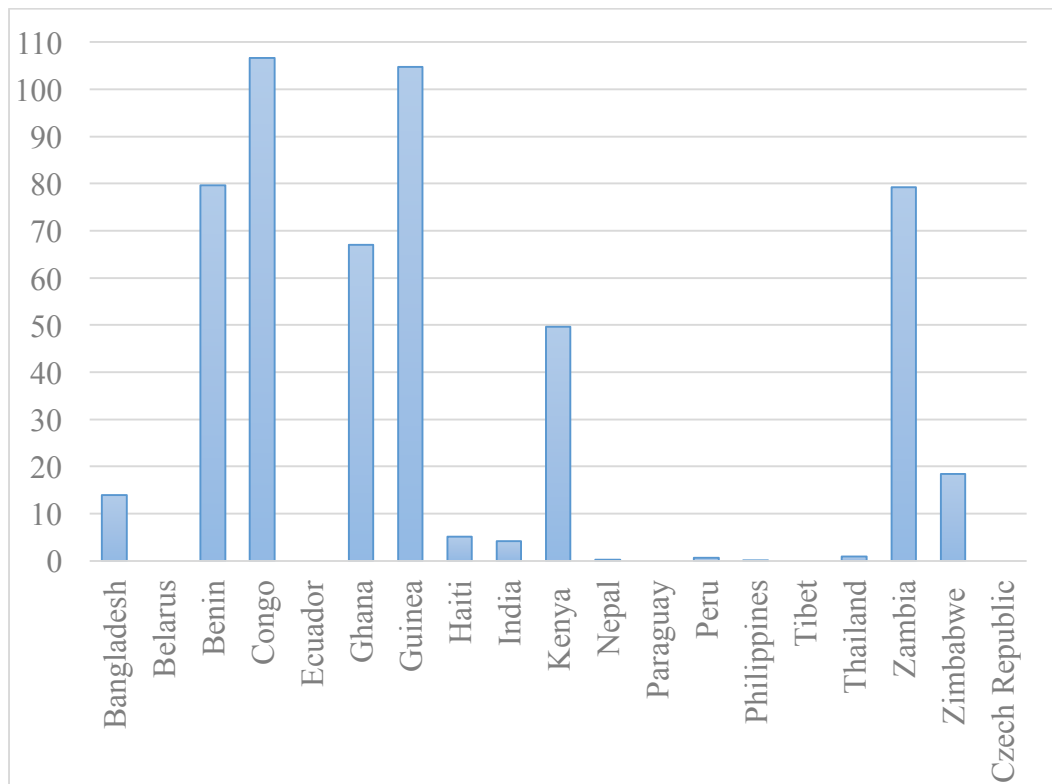
Graph 9: Deaths due to tuberculosis per 100,000 people in various countries where Czech organisations operate

Graph 10: HIV prevalence, adult at ages 15-49 in various countries where Czech organisations operate in %

4. Czech organisations providing child sponsorship projects

In the next chapter I will deal with mapping the Czech organisations. At first I will introduce Czech organisations which provide child sponsorship and then I will focus on the number of adopted child in a target area. The information was given by workers of the organisations and taken from annual reports.

Table 7: A list of organisations that mediate child sponsorship in the Czech Republic

Organisation	Year established	Countries available for sponsorship	Contribution per years
ADCH Praha	1993	Belarus	6 900 CZK
		Democratic Republic of the Congo	7 000 CZK
		India	4 900 – 6 000 CZK
		Thailand	5 500 – 7 000 CZK
		Uganda	7 000 CZK
		Zambia	5 000 – 8 000 CZK
ADCH Olomouc	2005	Haiti	6 500 CZK
DCH ČeskéBudějovice	2005 2009	Belarus Zimbabwe	5 000 – 6 000 CZK
DCH Hradec Králové	2000	India	5 000 CZK
DCH Opavsko-ostravská	2002	Ukraine	7 200 CZK
DCH Plzeň	2003 2004 2009 2011	Bolivia Paraguay Peru Ecuador	7 000 CZK
DCH Litoměřice	Finished in 2015	Mongolia	7 200 CZK
Humanistické centrum Dialog	2002	Guinea Kenya Benin	7 500 CZK 7 200 CZK
Centrum Narovinu	2002	Kenya	7 200-14 400 CZK
ADRA	1999	Bangladesh	6 600 – 10 800 CZK
Wontanara	2002	Guinea	6 000 – 9 000 CZK
Pro-contact	2004	Guinea	6 300 CZK
Nadační fond Inka	2002	Peru	7 000 – 16 000 CZK

Organisation	Year established	Countries available for sponsorship	Contribution per years
Nadacemezinárodnípotřeby	2011	India	4 800 – 9 600 CZK
	2014	Bangladesh	4 800 – 22 320 CZK
	2000	Philippines	4 800 – 22 320 CZK
	1997	Nepal	4 800 – 9 600 CZK
	2005	Sri Lanka	
	2007	Uganda	4 800 – 9 600 CZK
M.O.S.T.	2006	Tibet	6 500 CZK
HumanitasAfrika	2006	Benin	5 800 CZK
	2002	Ghana	5 000 – 10 000 CZK
	2006	Kenya	6 900 CZK
Thao, o. s.	2010	Nepal	6 000 CZK
Samari	2008	Bangladesh	5 520 – 9 600 CZK

Source: Web pages of the organisations

4. 1. Caritas Czech Republic

Caritas Czech Republic has a rich tradition and long history. The beginnings of the Catholic Charities (today Caritas Czech Republic) extend to 1919 and the First Republic went through a great development and also provided the help at the end of World War II. During this long history hundreds of social and health services in the country were opened and these services expanded to projects abroad in many countries. Charity Czech Republic is a private non-profit organisation that is part of the Roman Catholic Church. Caritas Czech Republic provides assistance to people who find themselves in need in both the Czech Republic and abroad. It also operates a wide network of health and social services. It is an association of more than 300 charities[3] (Charita České Republiky, 2016).

4. 1. 1. Archdiocese caritas Praha

The organisation was established in the "First Republic". During the Communist era it was very limited, and the Charity was restored in 1989, after the revolution.

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[3] Caritas Czech Republic can be divided into two archdiocese caritas (Prague, Olomouc) and six diocesan caritas (ČeskéBudějovice, Hradec Králové, Opavsko-Ostravská, Plzeň, Litoměřic and Brno). (CharitačeskáRepublika, 2016)

In 1996 the Charity was officially registered. The program Adopce na dálku® of the Archdiocese charity Praha was established in 1993[4] (Arcidiecézní charita Praha, 2016).Through a donor the project allows to support selected children with education in their home country. They have helped more than 30 000 children in developing countries. Children are selected to take part in the project by local social workers who work with the community. The essential criteria of the project are that the financial situation of the child restricts access to schools and that the child expresses interest in studying. The project attempts to avoid any discrimination. Adoptive parents can choose a specific child or can submit their preferences and leave the choice up to the charity. Partner agencies are responsible for the flow of money but Arc. Charity Prague oversees the operation, which requires completion statement, approving of budget and abiding of the conditions. The child writes to his donors once or twice a year, and the agency sends a report and photos of a child annually. The amount of yearly contribution is based on the education level in the country. Generally, the higher the level of education, the higher the cost that is associated with the education. In Congo, Uganda and Belarus donors pay the same amount over the whole study period of adopted child. In India, Zambia and Thailand, the contribution is split in two different amounts: Child Support (lower amount) and support as a student (higher amount).

- In India, donors pay 4 900 CZK to the child until the completion of their general education and 6 000 CZK to students, who study in a specific field.
- In Zambia, donors pay 5 000 CZK until the completion of the first 7 school years and 8 000 CZK to children at the start of their 8th school year.
- In Thailand, donors pay 5 500 CZK until the completion of the first 6 school years and 7 000 CZK to children at the start of their 7th school year.

The contribution from donors is divided into four parts. 70% comprises adoption funding to cover the costs related to the education of child in target countries such as the school fees, school aids, books, uniforms and health care. 20% is reserved for the Development Fund, which is used to pay for other projects in the target country of

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[4] The Charity is the holder of the trademark "Adopce na dálku", which was registered by Intellectual Property Office in 1999. Other organisations in the Czech Republic use different names for these development projects.

adoptions. Such projects include, for example, the building of schools and hospitals. 2% are used for the implementation of the project Adopce na dálku® in the CR (coordination with centers abroad), and 8% are used to cover costs associated with administration (Adopce na dálku®, 2016).

Archdiocese caritas Praha does not provide exact numbers of adopted children in different countries.

4. 1. 2. Archdiocese caritas Olomouc

Archdiocesan Charity Olomouc mediates child sponsorship in Haiti for 10 years. There are a large number of reasons for selecting this specific target area. The Government is corrupt and the rich people do not know what a social system is. Another motive is the quality of health care and education.[5] An earthquake in 2010 had a major impact on the lives of all its citizens, which destroyed the capital and resulted in 200,000 dead and a million people who lost their home. Archdiocese Charity Olomouc began operating in Haiti in 2005 in the village Baie de Henne, where the czech missionary Roman Musil works (Arcidiecézní charita Olomouc, 2016). During its long time, the charity allowed more than 700 children to attend school regularly. The program is implemented in the following partner schools: Baie de Henne, Gonaives, Roche a Bateau and Damassinby. The Charity seeks to provide education to children who live in one of the poorest countries in the world.[6] The project allows children access to education and will be able to work independently in adulthood, which implies feeding themselves and their families without dependence on development aid (Annual report, 2014). Adoptive parents become a long-term donor after filling out an online form. The distinction between the Charity Olomouc and other charities is that adoptive parents can choose only the gender of child because a lot of children in the program need help. Children in the program are selected by local community (a social worker, a representative of the local community or priests) who know the need of the children, which is the basic criterion for selection (Arcidiecézní charita Olomouc,

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[5]All of these examples have a negative effect on life such as illiteracy, life expectancy and high birth rates. More than 70% of 10 million of the population live below the poverty line.
[6] Haiti is a country with more than 50% illiteracy.

2016). An Adoptive parent who adopts a child contributes up to 6 500 CZK per years, giving the child a chance at a higher quality of life. Payment can be done one-time or it is possible to divide it up into multiple, regular payments (half-yearly, quarterly, monthly). From this contribution the charity pays the school fees, obligatory school uniform, school aids, basic health care and one meal a day.[7] Parents can send a letter with a small gift once or twice a year. In return, letters, photographs and certificates are sent back throughout the year (Arcidiecézní charita Olomouc, 2016). The Contribution of adoptive parent is divided into 3 parts: 82% is used to support the child (clothes, school aids, basic health care, at least one daily meal) and the local community (eg. The development of project learning skills of the local population), 10% cover administrative costs in Haiti (salary of a social worker, administration activity) and 8% reimburse the overhead costs in the Czech Republic (office operation, promotion) (Přejeme dětem naději, 2016).

Table 8: The number of adopted children in the Archdiocese caritas Olomouc Project

The years	The number of adopted children (to 31. 8)
2009	377
2010	349
2011	406
2012	390
2013	373
2014	376
2015	355

Source: Based on the email communication with Ms. KristýnaLungová, the project coordinator in Haiti

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[7] Some parents don't have money for daily food.

Graph 11: The number of adopted children in Archdiocese caritas Olomouc (up to the 31st of August)
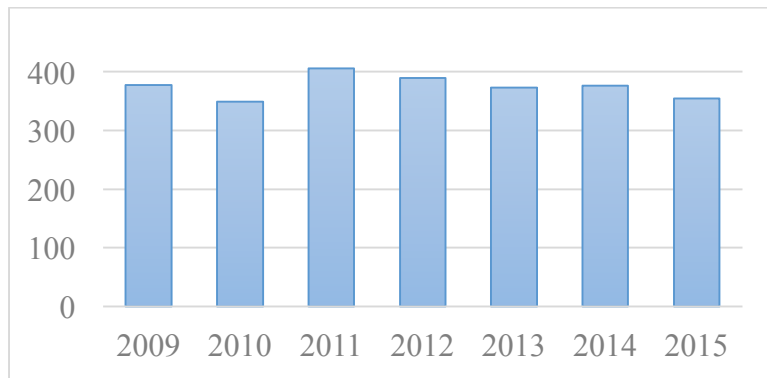
4. 1. 3. Diocesan Caritas Czech Budějovice

Diocesan Caritas České Budějovice is a non-profit humanitarian organisation, which provides social and health services in the South of various countries. Diocesan Caritas České Budějovice was established by the Catholic Church in 1991. Its "mission is to help people in need regardless of their race, nationality or religion" (Diecézní charita České Budějovice, 2016). Diocesan Caritas České Budějovice allows for adoption in the countries of Zimbabwe and Belarus. The adoptions started in Belarus in 2005. The project is designed for children who grow up in families with poor social conditions in the south of Belarus near Chernobyl. The director of the Diocesan Caritas Mgr. Michaela Čermáková has made an enormous contribution to the establishment of the project and formed a relationship with their partner Caritas Pinsk, which operates in Gomeske and Bretske, also in Belarus (Diecézní charita České Budějovice, 2016). Since 2009, the Diocesan Caritas started organising child sponsorship in Zimbabwe with the help of nuns from the Congregatio Jesu. [8] According to annual reports in 2014 213 children in Belarus and 130 children in Zimbabwe were supported during the existence of the project for Child Sponsorship Charity Czech Budějovice (Annual report, 2014).

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[8]Nuns care for the children in the children's home Mary Ward in Amaveni.

Belarus

Adoptive parents can choose a specific child from a preschool age to the completion of studies from the database of the diocesan Charity. Adoptive parents pay an amount based on the level of education (5 000 Czech crown for elementary schools, 6 000 Czech crown for middle and high school). Diocesan Caritas gives adoptive parents the opportunity to choose whether they will pay the amount annually or will pay by quarterly or monthly instalments. The Sponsors contribution is used for the payment of tuition fees, leisure activities including necessary equipment and materials, uniforms, clothing and school aids. The adoptive contribution is divided into 90% in favour of the child and 10% are used to cover overhead costs for the project, of which 5% go to the DCH Pinsk and the other 5% to the DCH Czech Budejovice. During the summer, the charity also organises stays for the children in the Czech Republic, where they can meet with their adoptive parents. The worker involved in the project has an obligation to annually prepare such a meeting between the adopted child and the adoptive parents. It is also possible to send a letter via electronic mail to save money instead and part of the letter is a photograph of the child (Diecézní charita České Budějovice, 2016).

Zimbabwe

The adoption process is similar as in Belarus. Adoptive parent can choose a specific child and the contribution is 6 000 CZK per child per year. It is also possible to divide the contribution into instalments. The adoptive contribution is divided into 70% of contribution for the child such as school (compulsory), school uniforms, school aids tuition fees, leisure activities, at the preschool age: medical care, preschool activities, clothing and vitamins. 20% of the contribution is used for operating of children's home (food, nursing care, medical care, hygiene) and 10% of contribution serves as overhead cost for the project (5% go to DCH Czech Budejovice, 5% go towards the salary of the social worker who is responsible for the project). The worker has the same obligations as workers involved in a project like in Belarus (Diecézní charita České Budějovice, 2016).

Table 9: The number of adopted children of Diocesan Caritas České Budějovice

The years	The number of adopted children in Belarus	The number of adopted children in Zimbabwe	The total number of adopted children
2005	12	-	-
2006	25	-	-
2007	76	-	-
2008	106	-	-
2009	150	28	178
2010	143	41	184
2011	145	79	224
2012	25	22	47
2013	75	68	143
2014	68	67	135

Source: Based on annual reports of Diocesan Caritas České Budějovice

Graph 12: The number of adopted children of Diocesan Caritas České Budějovice
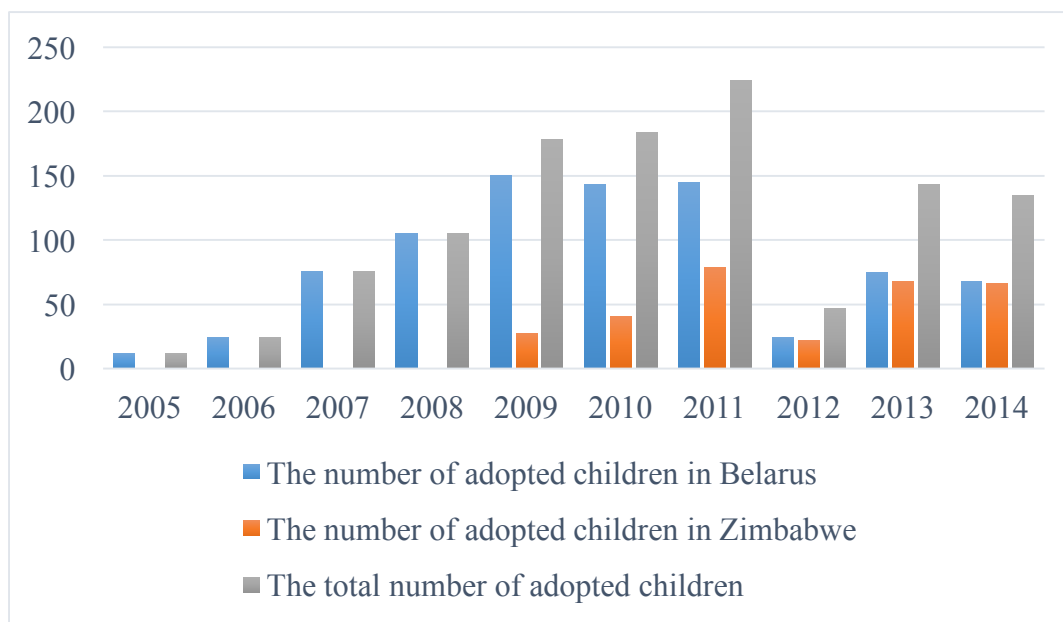
4. 1. 4. Diocesan Catholic Caritas Hradec Králového

Diocesan Catholic Charities Hradec Králového is a non-state non-profit governmental organisation. Diocesan Catholic Caritas Hradec Králové started its activity in 1992 and is the direct successor of the diocesan charity, which operated

before the 2nd World War in Králové Hradecká diocese. The project Diocesan Caritas Hradec Kralové was launched in 2000 with the partner diocese of Belgaum, which is located in the state of Karnataka (Annual report, 2014). In India the project is called Bala Jeevan Jyothi.[9] The Indian partners of the project are the Archbishop Most. Rev. Dr. Bernard Moras of Bangalore of the Archdiocese and Bishop Most. Rev. Peter Machado of the Belgaum diocese. The aim of the charity program Adopce na dálku® is to provide permanent help to Indian children living in poverty to achieve an education without disrupting their family and cultural backgrounds (Diocesan Caritas Hradec Králového, 2016). The project has helped over 5,500 children since 2000 (Annual report, 2014). The annual contribution is 5 000 Czech crowns, which is used to cover the costs of education (textbooks, books, writing implements, uniform, school bag, spending on transportation to school in case of need, daily food and holiday camps). The Diocesan catholic Charities Hradec Králové also allows the amount to be divided into several instalments. The contribution is divided into: 92% is used for education expense of child and the rest of the contribution (8%) is used to cover the cost of the organisation. Donors must adopt a child for at least a year. Adoptive parent can choose a child from the database of the charity that is freely accessible to the public. Representatives of municipalities and parishes who collaborate with project partners are in charge of selecting the children. These people have a precise idea of which children should be involved in the project Adopce na dálku®. An important role in the process is played by parental consent. Representatives of municipalities and parishes spend their daily life with poor families, so they know that the children need help. The most important criterion of selection is the poverty of his family and to strictly avoid discrimination (religion, sex). They also control the child's regular school attendance and academic performance. Partners in India give them annual bills from India. The Diocesan Catholic Charities Hradec Králové implemented a development project in the same place as Adopce na dálku® (housing for the poor and improving health) (Diecézní charita Hradec Králového, 2016).

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[9] In translation''Giving children the hope and light"

Table 10: The number of adopted children and completed adoptions of Diocesan Caritas Hradec Králové

The years	The number of adopted children (to 31. December)	The number of completed adoptions
2006	2 240	-
2007	3 172	-
2008	3 594	111
2009	3 250	344
2010	3 019	600
2011	2 919	621
2012	2 720	549
2013	2 482	419
2014	2 230	423

Souces: Based on annual reports of Diocesan Caritas Hradec Králové

Graph 13: The number of adopted children and finished adopted of Diocesan Caritas Hradec Králové
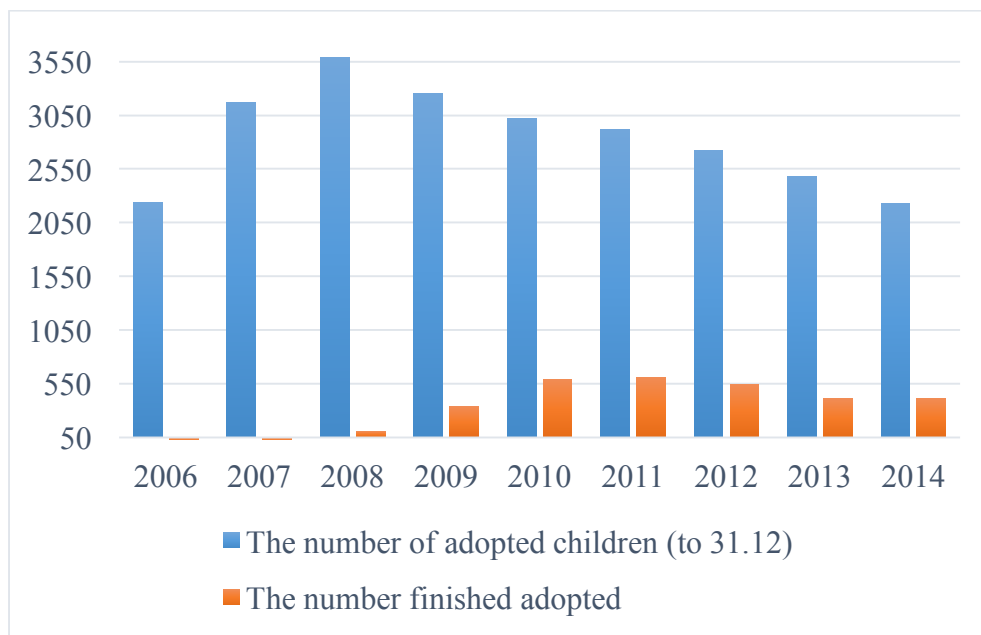
4. 1. 5. Diocesan Caritas ostravsko-opavská

The „Diocesan Charity ostravsko-opavavská is a non-state non-profit organisation that was established by the diocesan Bishop Mons. Frantisek Vaclav

Lobkowiczon January 1, 1997" (Annual report, 2014). The project Adopce na dálku® is implemented by the Centre of humanitarian aid and development in cooperation with the Diocesan Charity ostravsko-opavavská in the Carpathian Ukraine since 2002. The project is ensured by the main coordinator and network of local coordinators from the partner charity Blahodijnyj fond Olexandra Chiry in the district town Tjačivu. The project is focused on children who come from socially disadvantaged families and enable them to gain the highest level of education. [10] Diocesan Caritas ostravsko-opavavská allows dividing the annual contribution of 7200 Czech crowns into an annual, half-yearly, quarterly or monthly instalments. Children are selected into the project on basic information, which is collected by local organisers, who have an overview of need of children, which is the main factor of choice. Organisers again avoiding discrimination during selection (sex, religion, nationality, etc.). The contribution is divided into: 70% for the child (food, school aids, clothing, transportation into a school, health care), 20% for the common fund of the local community (leisure activities, medical care) and to cover partial overheads costs of the partner non-profit organisation in Ukraine, 10 % are overhead costs of the humanitarian aid and development in cooperation with Diocesan Charity ostravsko-opavavská. Children write letters at least once a year, the school also sends school reports of the children. During the summer it organises a so called "Way of adoptive parents" at the Centre of humanitarian aid and development cooperation of Diocesan Charity ostravsko-opavavská, where adoptive parents can meet with their adopted children (Diecezní charita ostravsko-opavavská, 2016). The total number of supported children since 2002 is about 1 600 (Ondřej Rozkopal, based on the email communication, 2015).

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[10] The project makes efforts to improve the mental and physical health of the family.

Table 11: The number of adopted children and finished adopted of the Diocesan Caritas Ostrava-Opava

Year	Number of adopted children
2010	469
2011	462
2012	439
2013	423
2014	405
2015	389

Source: Based on the email communication with Mr. Mgr. Ondřej Rozkopal,

Head of centre for Humanitarian Aid

Graph 14: The number of adopted children and finished adopted of the Diocesan Caritas Ostrava-Opava
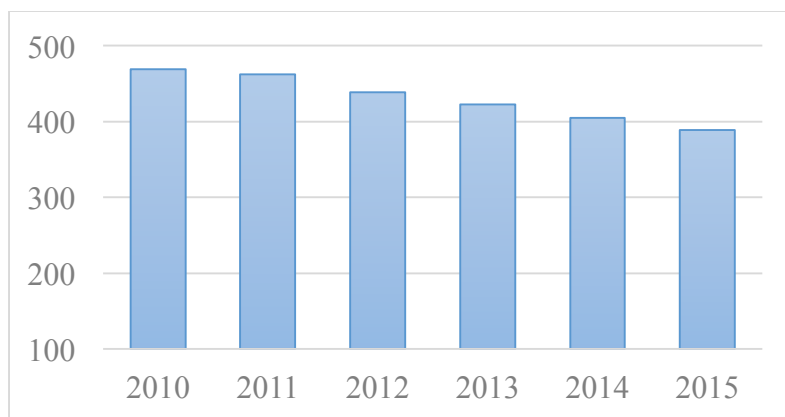
4. 1. 6. Dieocesan charity Plzeň

The Diocesan Caritas Plzeň was founded in 1993 (Annual report, 2014). The main objective is to support a child's specific donor in a target country. The aim of the project is to provide the opportunity for education and health care to children who grow up in poverty. The project also supports the local community. Each adoptive parent receives basic information about an adopted child such as basic information about his parents, siblings and economic situation. Through letters from their adopted children, adoptive parents can find out more about his/her interests. The adoptive parents are

informed about the child's school report by through the letters. Partner organisation select the children on the basis of criteria established in collaboration with the Diocesan charity Plzeň. The main criterion is the economic and social side of the family regardless of sex, race or religion of the child. The Diocesan Caritas Plzeň allows dividing the annual contribution of 7200 Czech crowns into annual, half-yearly, quarterly or monthly instalments. The contribution is the same for all countries. The contribution is split into: 84% in favour in child (school aids, uniform, clothes, food and health care) and in the case of underspent amounts is used for the development of local communities, 8% go to the operation of the project in the Czech Republic and 8% go to the operation of the project in the country of adopted child (Diecezní charita Plzeň, 2016).

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Bolivia

Bolivia is among the poorest countries in South America.[11] The poor infrastructure is reflected in education. In some areas, there aren't schools and some places are far away from civilization, so the project has to deal with the worst quality of teaching. The project is helping children since 2003. The partner organisation is called Pastrol Social Caritas Benin. The projects' local name is Padrinzgo sin Fronteras[12]. The local patron is Mons. Frantiska Radkovsky in CR and Mons. Manuel Equiguren (Diecezní charita Plzeň, 2016).

Paraguay

The project Adopce na dálku® was established in 2004. At present, it has arranged children in the project to come from shanties towns to Asuncionu, the capital of Paraguay. Paraguay's children are faced with insufficient financial means within their families. Even if education is free, the family has no money to purchase textbooks

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[11] The average wage is about 172 USD per month, but the costs of a four member family are about $ 200 and sometimes families are larger.
[12] The English translation is "godfather without borders "

and school supplies[13]. The partner organisation is Pastroal Asociale Aqquidoocesana de Sucion that chooses children for adoption. The project is called Padrinazgo sin Fronteras.

Peru

The project Adopce na dálku® in Peru is operational since 2009. The project includes children from the city of Iquitos, which is hard to access and the city is struggling with poverty. Most of the population is dependent on international aid and the resources that they get from the jungle. „Partner organisations are missionaries Indetes in Iquitos" (Diecezní charita Plzeň, 2016).

Ecuador

The project Adopce na dálku® in Ecuador is called Padrinazgo sin Fronteras and was established in 2011.[14] The project operates in the town of Ventanas. Ventanas is dependent on agriculture[15]. The Ecuadorian partner is Pater John Koczy (Diecezní charita Plzeň, 2016).

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[13] Many children come home from school hungry due to inadequate nutrition. Some children are sent to work in the streets by their parents and do not have the option to devote their time to school
[14] Ecuador is one of the poorest nations of South America.
[15] Families are faced with the problem of large rents of houses ($ 100 per month) and have not sufficient funds, thus they move into marshy areas where rents are lower ($ 20 per month). The income of workers on banana plantations is about (33 USD per week).

Table 12: The number of adopted children of Diocesan Caritas Plzeň

	The number of adopted children in Bolivia	The number of adopted children in Paraguay	The number of adopted children in Peru	The number of adopted children in Ecuador	The total number of adopted children
2010	163	56	11	-	230
2011	189	62	11	-	262
2012	170	51	8	14	243
2013	154	42	7	27	230
2014	129	45	7	25	206

Source: Based on the email communication with Ms. Růžena Kudrnová, assistant project

Graph 15: The number of adopted children of Diocesan Caritas Plzeň

■ The number of adopted children in Bolivie
■ The number of adopted children in Paraquay
■ The number of adopted children in Peru
■ The number of adopted children in Ecuador
■ The toal number of adopted children
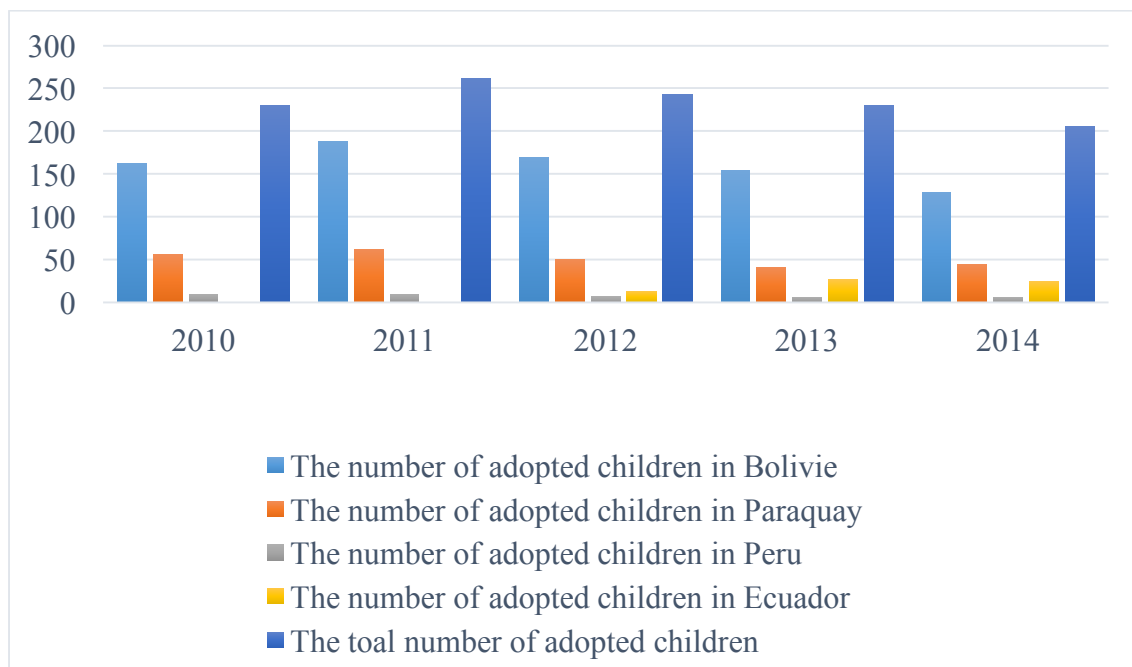
4. 2. Humanistické centrum Dialog

The Centre Humanist Dialog is a civic association which was founded in 1998. „The main contents are primarily the development of cooperation projects, upbringing and protection of human rights". The project named Adopce Afrických děti was created in 2002, began in Guinea and was later extended to Kenya.

The project helps children get a quality education and has helped more than 2,500 children. Children are selected into the project by African coordinators, who are well acquainted with the local conditions. Children in the project live in a bad situation and their parents cannot afford to pay the costs associated with education. The annual contribution varies according to each country (Kenya 7 200 CZK, Guinea 7 500 CZK). 75% of the annual contribution goes to a child for tuition, school supplies, uniforms, and also may pay health care or shoes. 13% is allocated to the operating costs of the project in the Czech Republic and Africa and 12% are used for development projects (funding costs for rebuilding schools). The minimum period for adoption is the one year. Money is sent to schools or coordinators. The coordinator can help the child with the choice of school and the purchase of school supplies. They are in contact with the adoptive parent of the child. The adoptive parent receives a letter, a photograph and a certificate for the completion of a school year once or twice a year. The time period for when the certificate is sent depends on the school, usually at the end of each trimester or once a year. The adoptive parent can send letters by themselves to the address of coordinator or even visit their adopted child (Centrum Dialog, 2016).

Table 13: The number of adopted children in various countries

The years	The number of adopted children in Guinea	The number of adopted children in Kenya	The number of adopted children in Benin	The total number of adopted children
2002	19	31	-	50
2003	254	96	-	350
2004	716	142	51	909
2005	970	179	71	1220
2006	1059	202	99	1360
2007	1252	272	65	1589
2008	1264	438	-	1702
2009	1269	633	56	1958
2010	1246	690	-	1936
2011	1178	680	65	1923
2012	1038	649	-	1687
2013	916	632	-	1548
2014	768	609	-	1377
2015	762	673	-	1435

Source: Based on the email communication with Ms. Marta Cicálková

Graph 16: The number of adopted children in Dialog
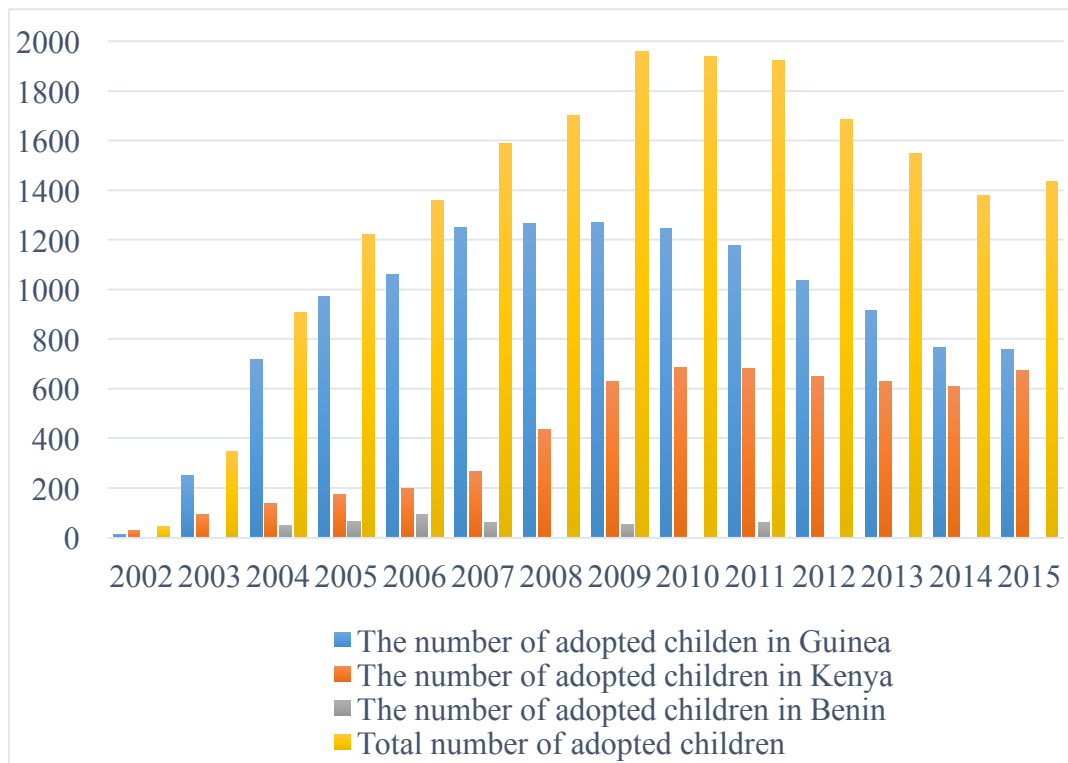
4. 3. ADRA[16]

ADRA is an international organisation which operates in roughly 125 countries around the world. The mission of ADRA is help to people who are in need, regardless of race, sex, religion or cultural and political differences (Annual report, 2010). BanglaKinds is a long-term development program of ADRA. The program is focused on ensuring education for children or young people in Bangladesh, whose parents cannot pay the costs related to education[17]. Local people are faced with other problems such as flooding, incidence of infectious diseases instead. In the capital city of Dhaka, a quarter of the population, which accounts for 4 million inhabitants, live in slums and children make up half of that population. This issue was the main reason to create the Banglakids project, which has been running since 1999 by ADRA.[18] The project is divided into two parts: an addressee of donations and support for education in slums (Annual report, 2012). The project is implemented in cooperation with the non-profit organisation Bangladesh Childrens's sponsorship services (BCSS), which provides education to poor Bangladeshi children since 1972. Currently, the project supports the education of about 1 270 children and have already, throughout their history, supported about 6 500 children. Within the project children are able to attend one of 7 boarding schools, 31 village schools, one urban school or 15 slum schools, which are distributed throughout the country. In daily schools the children receive lunch and after school they help their parents with household chores. In boarding schools they also help with the running of the school and each child is responsible for certain activities (cleaning, care of flowers etc.). Contributions are divided depending on the type of school. Support for pupils attending a village school is 550 Czech crowns per month (studies, daily food, school aids, clothing and medical care). Support for pupils attending boarding schools cost adoptive parents 650 Czech crowns per month (study, three meals a day, school

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[16]Adventist Development and Relief Agency

[17]In Bangladesh people live below the poverty line, which was declared by the OSN and more than 40% of local people must manage with 1,25 USD sometimes the people has less money. Another problem is illiterate of people, because only more than half of adults can write and read. And hopes of illiterate

[18]At the beginning of the project was called BangBaby, but later in 2012 was renamed BanglaKids

supplies, clothes, housing and medical care). ADRA also offers the possibility to promote orphans[19]. Support for orphans attending a school costs adoptive parents 750 Czech crowns per month (Study, three meals a day, school supplies, uniforms, clothing, shoes, accommodation, hygiene items and medical care) and support for students in university costs 900 CZK per month (study, three meals a day, school supplies, uniforms, accommodation and medical care). Parents choose their adoptive child on the web site of ADRA (ADRA, 2014).

Table 14: The number of adopted children from ADRA

The years	The number of adopted children in Bangladesh
2010	1700
2011	1700
2012	1700
2013	1400
2014	1260

Source: Based on annual reports of ADRA

Graph 17: The number of adopted children from ADRA

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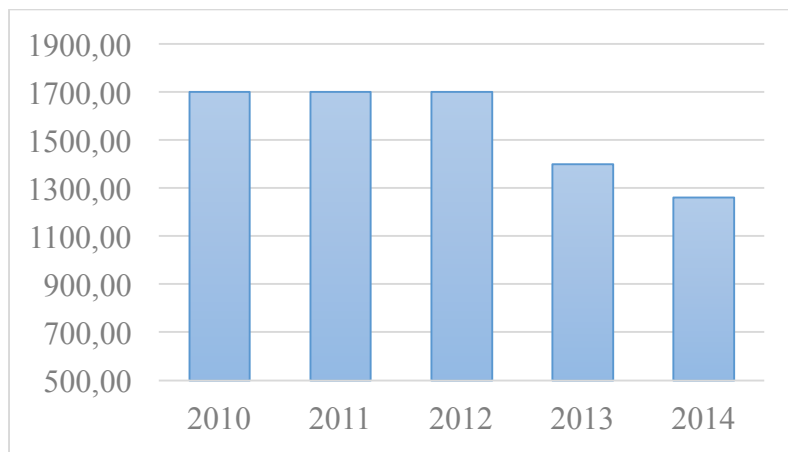
[19]Sometimes in this category are classified children whose parents are alive but unable take care of them for various reasons)

4. 4. Wontanara

Wontanara is a generally beneficiary organisation that since 1999 has engaged in the development and cooperation in West African Guinea. The project "Adopce Afrických dětí na dálku" ranks among the main projects of Wontanara and was launched in 2002 (Annual report, 2014). The project operates in Conakry (the capital city of Guinea), Kankan, Kindia, Dubreka and Bofa. Wontanara believes that education may help to better understand situations in life.[20] The project tries to provide children access to education in Guinea[21] (Wontanara, 2010). It has helped 1,050 children already. The first generation of children to enter project have become graduates of the school and are self-sufficient. The partner agency is the Association pour Appui Human Guinéenn (AGUIPAH).[22] It employs only one coordinator and six more working voluntarily. The main coordinator is Oumar Kanté. The coordinators are responsible for the enrolment of children, school attendance and food and health care (Annual report, 2014). The minimum adoption period is 12 months. Wontanara sends financial contribution every four months to the partner agency, which pay the schools and other projects such as access to clean drinking water. Since 2013, the organisation allows children to participate in extracurricular trips with an extra contribution of 100 Czech crowns. For children, it is one of the most wonderful experiences in their present life. The general contribution is based on the level of education, adoptive parents of children attending primary school (grades 1-6) pay 6 000 Czech crowns. The amount increases for children attending college (grades 7-10) 7,500 and the maximum amount is paid to secondary schools, which add up to 9 000 CZK. Adoptive children can usually commence studies the beginning of a trimester (October, January and sometimes April). Certificates are issued after the completion of a school year. Adoptive parent receive a letter, a picture of the child's and a photo of the child in the course of the year (usually twice a year). The sponsor can choose a child from a list or an amount to contribute and the choice of a child is relinquished to the child support organisation (Wontanara, 2010).

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[20] E.g. the mother will be good in care of their children (hygienic habits etc.)
[21] Guinea is among the world's poorest countries.
[22] In translation Guinean Association for human support

4. 5. Pro-contact

Pro-Contact is a citizens association which was founded in 2004 thanks to the members who already had experience with projects in developing countries. The project is implemented in Guinea, which is called Adopce Afrických dětí na dálku. It operates in the areas Canakry (capital city of Guinea) and Kissidougou. The partner organisation is called Pro-Contact Guinéée, which is a non-profit organisation and involves three main coordinators: DamasTunguino (Kissidougou), Benjamin Tonguiono (Conakry) and Catherine Keita (Canakry) and their co-workers. The annual contribution is 6300 CZK, which can be divided into annual, quarterly or monthly payment. The sum is divided as follows: 4 950 CZK go directly to supporting the adopted child (800 CZK for the costs of uniform, school supplies, books, etc and 4 150 CZK go to the school and health care). Sometimes there is a surplus of money from adoption payments, which is used to cover other school fees because the amount varies from school to school. This surplus is stored into a risk fund.[23] The remaining 1 350 CZK serve to cover the overhead costs, which are divided into 900 CZK for the Czech Republic and CZK 450 for Guinea. The project currently involves 1 186 children who are selected to enter the project depending on the social conditions in their respective family. The organisation guarantees the parents an image, photo and letter from the child twice a year. School reports and a certificate of attendance are sent once a year. The parent can choose child to support financially for at least one year on the website of the organisation (Pro-contact 2016).

4. 6. Nadační fond Inka

The endowment Fund Inka was established in May 2002 by PhDr. Olga Vilímková[24] (Justice, 2016). The main objective of the Endowment Fund Inka is to help

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[23] Risk fund pays for medical treatment, subsequent treatment (diarrheal disease, malaria and so on) or acute operations (e.g. Hernias, appendicitis etc.). The Fund is paid according to the acute needs of the child (e.g, new shoes etc.). However the organisation does inform the adoptive parents of the overpayment.

[24] Olga Vilímková is a teacher at the University of Economics in Prague and since 2001 also works as a volunteer teacher in Peru, a mountain school in the village Chinchero.

get access to education for Peruvian children. The endowment Fund Inka supports talented and smart children who come from poor families. The project is called Sonkoča, translated meaning "little heart" and is used to address children in Peru. The project is implemented in Cuzco. Project Sonkoča was started in 2002 and about 1,200 children went through with the project (Nadační fond Inka, 2016). Currently the organisation primarily supports students in secondary school and about 40 other students in a University project. The endowment fund Inka does not accept more children into the program due to the improved economic situation in Peru (government supported schools and better job opportunities) (The email communication with Zdena Mikolášková, 2016). But life in the Andes is cruel.[25] The contribution is distributed by local social workers to cover school fees, uniforms, pens, notebooks, etc. The annual contribution is 7 000 CZK for secondary school and 8000 – 16 000 CZK for higher education. The godfather and children exchange letters with each other. For children this is an extraordinary event. Some local people have neither pen nor paper. [26] The endowment Fund Inka enables sponsors to visit their adopted children. Other projects are the Centre Inka Wasi (courses) and support alpine school (Nadační fond Inka, 2016).

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[25] People must contend with harsh climatic conditions (cold, wind), job opportunities (people make a living with agriculture or pasturage primarily) and demand access to medical care. Children must go to school for several hours but parents are aware that education is important. (Nadační fond Inka, 2016)
[26] The local people send a message to their relatives through the local people

Table 15: The number of adopted children in the Nadační fond Inka

The year	The number of adopted children	Newly launched adoptions
2002	38	0
2003	194	156
2004	270	78
2005	339	71
2006	455	130
2007	602	152
2008	727	166
2009	660	50
2010	548	70
2011	509	54
2012	450	39
2013	300	24
2014	222	20
2015	173	2
2016	102	0

Source: Based on the email communication with Zdena Mikolášková

Graph 18: The number of adopted children in the Nadační fond Inka
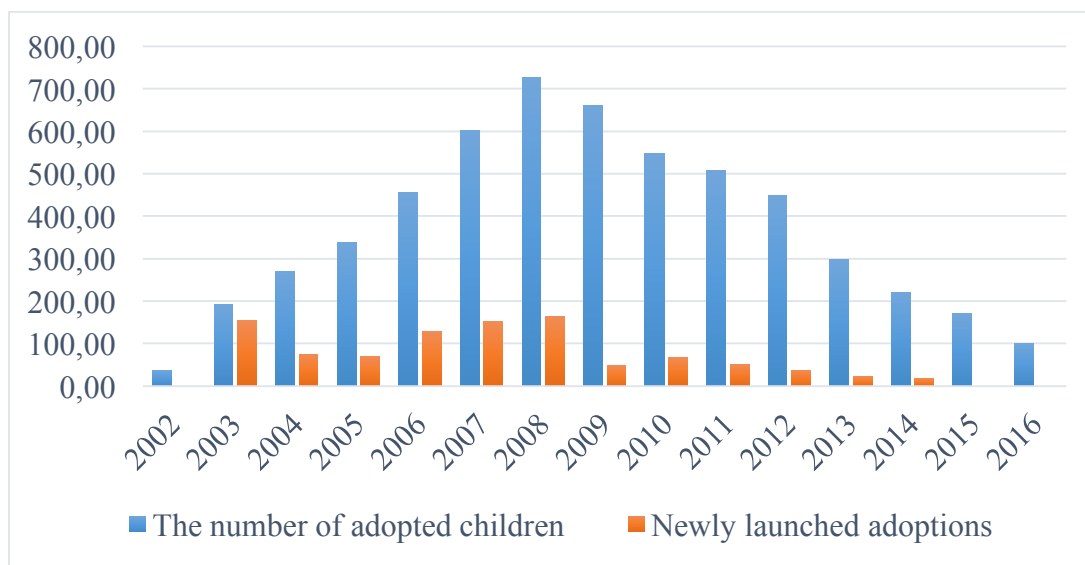
4. 7. Nadace mezinárodní potřeby

Nadace mezinárodní potřeby is a non-state non-profit organisation and is a Christian Inter-church organisation. Nadace mezinárodní potřeby is embodied in the international network of International Needs (IN).[27] The organisation was founded by Vladimír Mocek a Daniel Hejzlar in 1995. The organisation implemented a program Child sponsorship under the name Dálková Adopce Plus®, which was established in 1997[28] (Nadace mezinárodní potřeby, 2014). Currently, the project operates in six countries: Nepal (since 1997), Philippines (since 2000), Sri Lanka (since 2005), Uganda (since 2007), India (since 2011), and Bangladesh (since 2014) (Annual report, 2014). Donors enable children to get education, develop on a personal level and a better future. The children are otherwise condemned to live in poverty.[29] The adoptive parents can support children from primary school to secondary school, but in the Philippines it is possible to endorse children until high school. The contribution is dependent on the country of the adopted child and the level of education. Nadace mezinárodní potřeby proposes two options for the extent of contribution. The first option is a full contribution. The second option is a half contribution, which is in place for adoptive parents who cannot afford the first option.[30] The minimum period of adoption is one year, but the optimal time for adoption is as long as the child is a student. 10% of the contribution is given to Christian activities because the organisation believes that education is also associated with other values. The adoptive contribution pays the school fees, school supplies, clothes, books and other things that depend on the individual needs of children and specific countries (clothing, food, medical assistance etc.). The needs of a child are determined by local personnel, who can evaluate these needs best. The adoptive parents usually receive a message from a child four times a year in the form of letters, photographs and a report about the child's development from

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[27] The original name was the International Needs Network.
[28] The organisation has received a certificate of registration at the Office of Industrial Property on the 9th June 2010.
[29] *"Give someone a fish and you feed him for the day. Teach him to fish and you feed him for a lifetime."*
[30] The organisation will seek out another half-contributing adoptive parent and will combine the contributions into a full contribution to ensure that each child is treated the same.

the coordinator. Nadace mezinárodní potřeby helps poor people through a different project (Nadace mezinárodní potřeby, 2016).

Table 16: The number of adopted children in Nadace mezinárodní potřeby

The years	The number of adopted children in Bangladesh	The number of adopted children in Philippines	The number of adopted children in India	The number of adopted children in Nepal	The number of adopted children in Sri Lanka	The number of adopted children in Uganda	The total number of adopted children
2008	-	87	-	129	49	55	320
2009	-	90	-	137	46	69	342
2010	-	101	-	139	46	80	366
2011	-	111	13	147	68	100	439
2012	-	122	23	158	55	108	466
2013	-	123	33	169	41	119	485
2014	4	125	38	179	40	131	517

Resource: Based on annual reports of Nadace Mezinárodní potřeby

Graph 19: The number of adopted children in Nadace mezinárodní potřeby
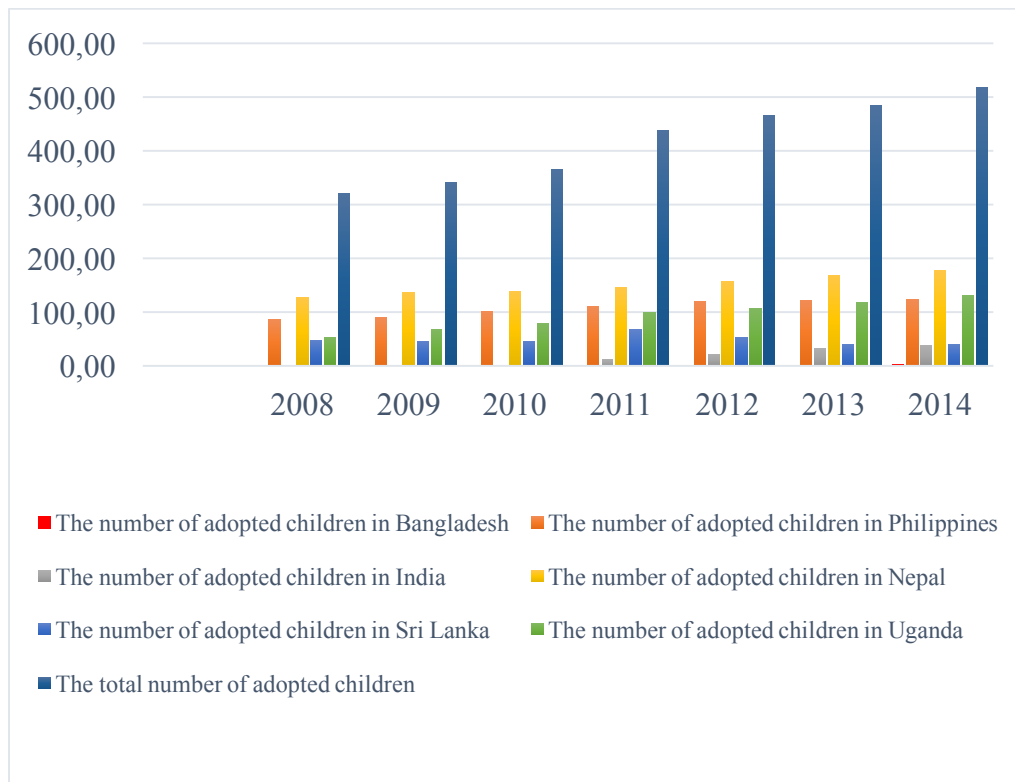
4. 8. Most

Most was a Civil Association which was founded in 2004 and is a general charitable trust since 2014. Most is devoted to development and humanitarian work in Tibet and the Himalayas. It seeks to improve the living conditions of local people and support education. Since 2006, Most is involved with a project which is called Adopce ProTibet. Most offers donors to support both a child and a senior. With the support the child gets the opportunity to study, better food, higher quality of living conditions and health care. The annual contribution is 6 500 CZK but adoptive parents may contribute a higher amount because the real costs are higher. The contribution is divided into two parts: 85% goes to the child, and 15% is used to cover overhead costs related to project activities of Most. Communication through letters is only possible with the help of children and monks from India. Sending letters to children in Tibet is complex and not always possible due to security reasons (Most, 2015)

Table 17: The number of adopted children in Most

The year	The number of adopted Tibetan children	The number of adopted monks in India	Total number of adopted children and monks
2009	40	105	145
2010	67	104	171
2011	91	121	212
2012	152	124	276
2013	154	134	288
2014	189	182	371

Source: Based on annual reports of Most

Graph 20: The number of adopted children in Most

Legend:
- ■ The number of adopted Tibetan children
- ■ The number of adopted monks in India
- ■ Total number of adopted children and monks
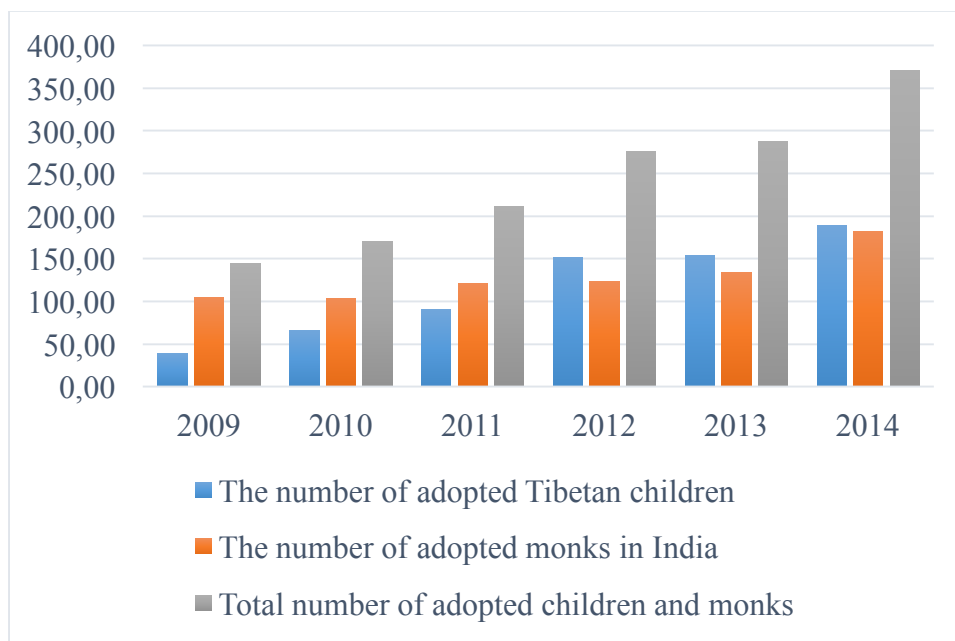
4. 9. Humanitas Afrika

The African-Czech civic association was founded in 2002. The association became a general charitable organisation in 2014 (Humanitas Afrika, 2016). The aim is "to help raise awareness about African issues and African culture in Czech society and to foster mutual understanding and tolerance between Czechs and Africans" (Annual report, 2014). The organisation provides child sponsorship which is called Patronství školáků. The first time the project was launched in Ghana in 2002 and was subsequently spread to Kenya and Benin in 2006 (Humanitas Afrika, 2016).

Ghana

The project is directed to poor rural areas that are situated in the eastern and central region of Ghana. Partner organisations are the Africa Women Organisation of Obom and the Queenn Hawa Foundation. The contribution for Ghana is divided into elementary school (5 000 CZK) and the middle school (10 000 CZK). The contribution covers school supplies (pens, shoes, etc.) and health insurance. The project Akim Achiase covers extra alimentation (Humanitas Afrika, 2016).

Kenya

Support is provided to the Lenana slum, a suburb of Nairobi. The partner organisation is Howard Fund Lenana, which was founded by Hanne Howard from Canada. This institution operates on the basis of daily centers where teaching takes place. There is also a hostel for orphans (Humanitas Afrika, 2016).

Benin

Help is given to the community Agondagbo along with an elementary school. Agonsagbo is located between Catonou (capital city of Benin) and Porto Nova, located in the south of Benin. The contribution amounts to 5 800 CZK (Humanita sAfrika, 2016).

4. 10. Thao, o. s.

„Thao, o.s. is a non-profit organisation that runs a children's home for children in Nepal."[31] Child sponsorship, which is organized by the non-profit organisation. Thao, o. s. works a little differently. Adoptive parents supports children's home as a whole, not a specific child. Adoptive parents can choose a specific adopted child with whom they will be in contact (sending letters, pictures, and certificates). The children write very often, approximately 6 -12 times a year. From the children's letters the adoptive parents can find general information from home or even more specific information about the child. Children may leave the children´s home due to several reasons, in which case the sponsor can choose a new child. At the present time the coordinator of the Nepal party is Utsav, who cares about children's placement into the program. Children mostly live in the areas of Nuwakot, Ramechhap and Kavre, where they grow up below the poverty line. The minimum contribution amount is 500 CZK per month to cover the operations costs which are the cost of correspondence, school fees, school supplies, clothes, food and health care. Thao, o. s. offers the adoptive parents to visit

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[31]Nepal is one of the poorest countries in the world

the children's home. Currently there are roughly 20 children at children's home, but the number is still growing (Thao, o.s., 2015).

4. 11. Samari

Samari is a humanitarian organisation which was established in 2007 in Zlín. The organisation provides help not only in the Czech Republic but also abroad. Their project operates under the name Rays of Hope for Bangladesh (Samari, 2016). The project was launched in 2008 in Bangladesh[32] (Annual report, 2009). The partner organisation is the Bangladesh Children's Sponsorship and Services (BCSS). The main coordinator there is Shohag Toton Boidya (Annual report, 2014). The project focuses on the areas of education, health and food care. Adoptive parents can adopt a child from three categories which directly affects the sponsorship contribution amount. The first option is a daily school child. The adoptive parents pay the child an amount of 460 CZK per month, from which the school fees, uniform, school supplies and food once a day is paid. The second category is adopting a boarding pupil. The contribution covers school fees, uniform, school supplies, three times food per day and accommodation. The last option which the organisation Samari offers is the adoption of an orphan with a support amount to 800 CZK per month, which will help to completely secure the child's needs. The adoptive parents can select a child from the database, where a photograph of each child is available along with a description of the family situation (Samari, 2016). The organisation Samari is also engaged in other projects such as supporting the operation of schools in southern Bangladesh and the slum school Paddardia (Annual report, 2014).

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[32]As already mentioned higher, Bangladesh is one of the world's poorest countries. Residents must contend with the problems of poverty and illiteracy

Table 18: The number of adopted children in Samari

The year	The number of adopted daily schoolchild	The number of adopted boarding schoolchild	the number of adopted orphan	Total number of adopted children
2008	258	31	2	291
2009	278	57	2	337
2010	277	62	2	341
2011	241	76	2	319
2012	167	75	3	245
2013	134	88	3	225
2014	38	42	3	83
2015	27	48	3	78

Source: Based on the email communication with Ms. Petra Nováková

Graph 21: The number of adopted children in Samari
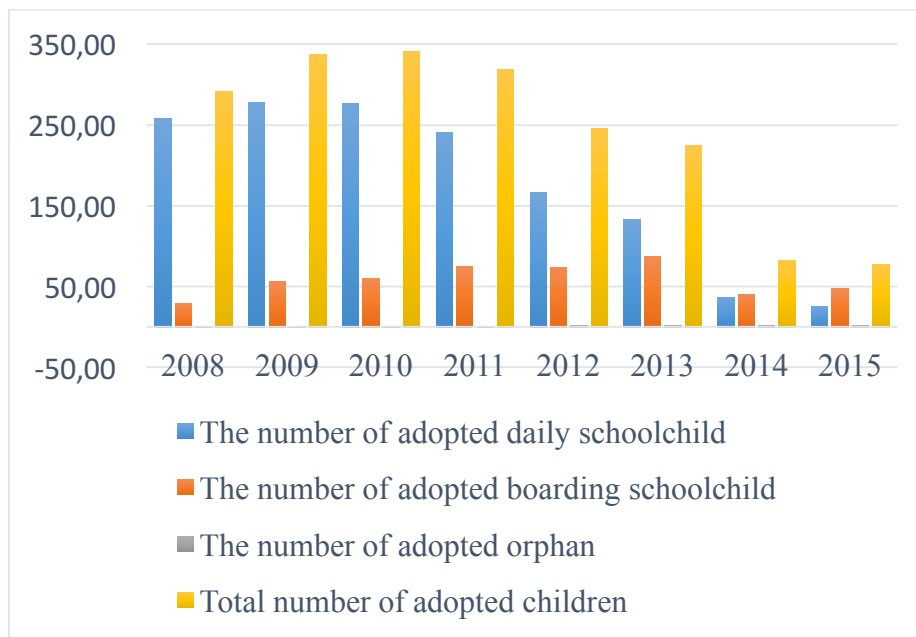
5. The functioning of child sponsorship illustrated at the example of the Centrum Narovinu

The next chapter describes the process of adoption. The process of adoptions is shown with the help of the organisation Centrum Narovinu with which I worked together closely. At first the Centrum Narovinu and number of adopted children is described, then I try to expound the functioning of child sponsorship.

5. 1. Infromation about the Centrum Narovinu

The Centrum Narovinu was founded in 1995 and in 2014 became a general beneficiary organisation. The main activity of the Centrum Narovinu is the international development of education. It puts great emphasis on sustainable projects as well as the self-sufficiency of local people. The Centrum Narovinu attempts to encourage the local population to have a proactive approach towards these projects and therefore the projects are based on their needs and capabilities. The project is implemented in Kenya.

5. 2. Function of child sponsorship

Overall, the process is the same between organisations and differs only in small things.[33] Generally the functioning of child sponsorship involves several entities that cooperate together and communicate with each other. The main factors included in adopting a child are the child, the adoptive parents and organisation. The project also involves intermediaries for example the coordinator, school, etc. For more insight, a chart was created that describes the process of adoption between different intermediaries.

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[33] For example in Archdiocese caritas Olomouc adopted parents can choose only the gender of the to be adopted child. Thao, o.s. has a different approach. Adoptive parents choose a specific child who will be in contact, but their contribution is used for housing as opposed to a specific child. There are also other differences that have not been mentioned.

Figure 1: Process of adoption
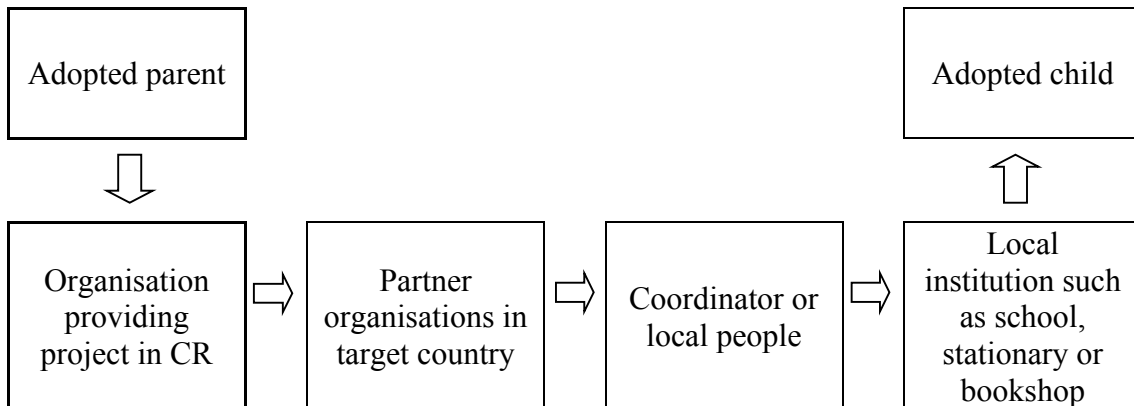
According to this graph, the process of adoption is long. The adoptive parent can be a person or a group of people such as family, school, organisation or company. The individual or group of people sends financial support to ensure the education of the selected child, thus gives the child hope for a better future with a more tolerable living condition, which is common in other parts of the world. The advantage of adoption within a group is that not only one individual is financially burdened as in the case of individual adoption.[34] In the Czech Republic the contribution differs from organisation to organisation. The contribution depends on the level of education, target country, etc. This contribution covers school uniforms, tuition and teaching aid. Some organisations are involved in the program as well as health insurance or organisations eg. Centrum Narovinu offer to adoptive parents the possibility that their adoptive child can pay extra and health insurance. Money is collected on the account of Centrum Narovinu and is then sent to the account of the partner organisation. There are several reasons why the money flows to the partner organisation first. Firstly, the families come from poor conditions and do not have their own bank account. The second reason is to stop the abuse of using the money causes other than education such as for rent, food or medicine. Sponsors of the Centrum Narovinu can choose to contribute 7 200 CZK or 14 400 CZK. The usage of the contribution is dependent on the organisation. The

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[34]Nadacemezinárodnípotřeby offers to adoptive parents a half support was financially available for everyone who have a desire to help

Centrum Narovinu divides contributions into two parts, which consist of 75% (5 400 CZK) and 25% (1 800 CZK). A higher contribution amount is divided into 87% and 13%. The first part (higher percentage) is used to purchase uniforms, school supplies and textbooks as well as pay tuition[35]. The second part is used to cover the running costs of the project (traffic office, bank fees, salaries, telephone fees, etc.). Other development projects such as the Island of Hope are also paid with this money. Organisations have partner organisations in the target area or cooperate with a group of people such as social workers or chairmen. They know the situation of particular families very well and live in the local community. This team of people can carefully consider whether the particular child meets the conditions for participation in the program. Coordinators work in their leisure time without claim to reward. The coordinators also take care of enrolling children in school, attendance, and school grades but also purchase school supplies.

The shortest period of sponsorship for a child is 12 mouths. The longest period is for their whole study period. The organisation Centrum Narovinu also offers a contract for an indefinite period with the adoptive parents, because unpredictable events in the life of an adoptive parent may arise. In this case, the organisation tries to find new adoptive parents as soon as possible in order to cause as little disruption to the education process for the child as possible.

Adoptive parents have the opportunity to write their adopted child throughout the year. Most families live in poor areas and often the families do not have own address, so all letters are sent by the sponsor to the P.O. Box of office of Centrum Narovinu in Kenya. Letters are picked up by the relevant coordinator who hands the letters over to the child. The Centrum Narovinu sends instructions for adopted parents by mail. The adopted children wait impatiently for the first letter, where a photo of sponsor should not be omitted. The sponsor should write letters in very simply English and as short as possible with texts that the child can understand. Sponsors must take into account the fact that the adopted child lives in absolutely different conditions.

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[35]In some areas, schools may not pay tuition. The money is used to buy clothes, mattresses, blankets, etc. instead.

Therefore, the organisations advise that it should be avoided to write about economic and political issues. Sponsors periodically receive a school report, photo and letter from the children. Younger children usually don't manage to write a letter by themselves, so the coordinators, parents and teachers help them, but at the very least the child paints a picture. The Sponsor may send small gifts directly through the post office, but options are limited due to high custom duties[36]. The Centrum Narovinu does not recommend sending valuable gifts on the grounds of bad functioning of post office in the target country and the possibility of losing the gifts. Some organisations do not recommend sending gifts due to the emergence of envy in the local community.

Organisations agree that it is almost impossible that a child can visit the country of the sponsor. The most complicated part is the gathering of necessary documents, for example visas and personal documents[37]. Another reason is that breaking the child free from a reality that is different does necessarily leave a good impression with the child, as it can be a traumatic encounter due to economic, political and cultural differences. Opinions of organisations diverge on the topic of visiting the adoptive child in their country. The Centrum Narovinu offers this opportunity warmly.

The organisations also offer certificates and adoptive parents have the ability to deduct from taxes.

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[36]Although the Centrum Narovinu pursue exemption from customs duty, they have not been successful
[37]From the interview I could find out that an identity card is not common and sometimes children don't know exactly how old they are

Table 19: The number of children entering school at the Centrum Narovinu

Trimester/year	The number of children entering school		
	total	7 200,-	14 400,-
I/2002		0	0
II/2002	231	231	0
III/2002	304	304	0
I/2003	405	405	0
II/2003	454	454	0
III/2003	544	544	0
I/2004	657	657	0
II/2004	862	862	0
III/2004	960	949	11
I/2005	1031	1019	12
II/2005	1180	1164	16
III/2005	1307	1292	15
I/2006	1427	1405	22
II/2006	1573	1549	24
III/2006	1694	1655	39
I/2007	1882	1798	84
II/2007	2120	2033	87
III/2007	2333	2242	91
I/2008	2612	2452	160
II/2008	2901	2715	186
III/2008	3135	2947	188
I/2009	3271	2977	294
II/2009	3338	3020	318
III/2009	3341	3009	332
I/2010	3348	2898	450
II/2010	3295	2871	424
III/2010	3237	2815	422
I/2011	3147	2659	480
II/2011	3079	2599	480
III/2011	3020	2545	475
I/2012	2989	2463	526
II/2012	2917	2409	508
III/2012	2823	2334	489
I/2013	2727	2174	552
II/2013	2691	2147	544

Trimester/year	The number of children entering school		
	total	7 200,-	14 400,-
III/2013	2637	2097	540
I/2014	2603	2007	596
II/2014	2559	1968	591
III/2014	2570	1965	604
I/2015	2492	1844	648
II/2015	2445	1810	635
III/2015	2378	1774	604

Source: Based on interview with Mrs. Dana Feminová

Graph 22: The number of children entering school at the Centrum Narovinu
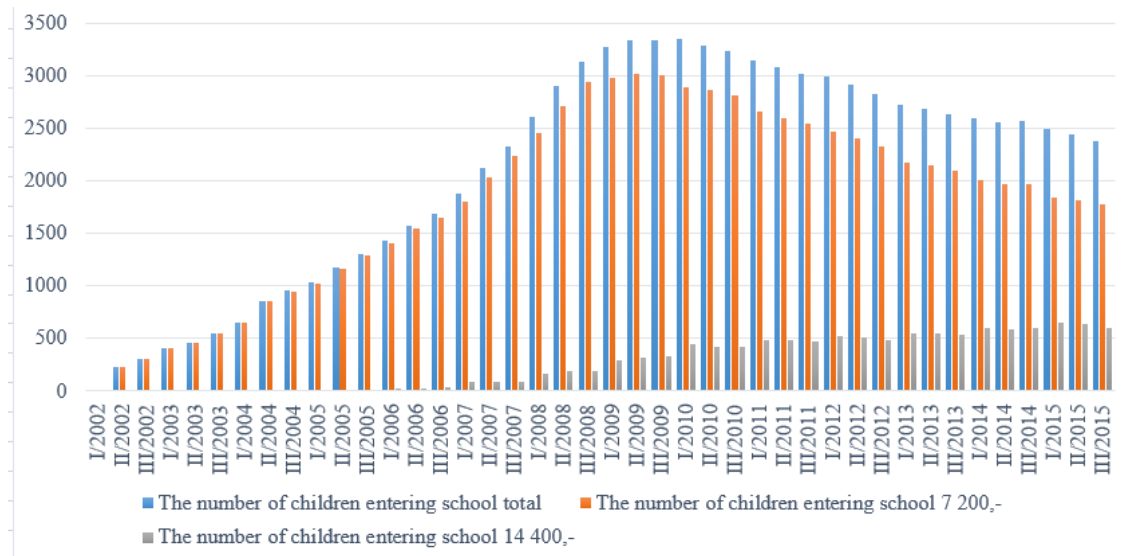
5. 3. The process of child sponsorship from perspective of sponsor

In the first step, the sponsor chooses a child to sponsor. On the web pages of the Centrum Narovinu there is an on-line database where parents can find information about not yet adopted children. In the on-line database, adopted parents can find basic information such as name of child, name of his/her mother and father, age, etc. The parents can also find a description about the situation of child (employment of the mother and father, family income, number and names of siblings, where the family lives, etc.).

The second step is to contact the coordinator for the child. The coordinator can be found in the on-line database for each child. The coordinator then sends more information to the adoptive parents such as the exact date of the child commencing school and the method of payment. The coordinator also sends a link to an on-line site where the adoptive parents fill in a donation agreement for the selected child. In the donation agreement, the sponsor must indicate their name, contact information, payment method (by bank transfer, by post office, or by cash in office in Prague) and the frequency of payment (annual, quarterly, monthly). After an adoptive parent has signed a donation agreement and is sent to the address of Centrum Narovinu which is located in Prague, then Centrum Narovinu will fill in the information such as the date of school entrance of child and the date of payment and will send it back within a week. [38]

After that the adoptive parent sends a payment to the account number, which is stated in the contract. After receiving the money, adoptions come into force and the sponsor will get access to the „Personal adoptive parent page", where the sponsor can check incoming payments and print a certificate. The child will start to attendant school as close as possible to the nearest term and the sponsors will receive the first letter together with a picture and a school report from their adopted child.

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[38]A sponsor can also come to the office of Centrum Narovinu in person (Centrum Narovinu, 2016)

6. Case study

This empirical part begins with chapter research methodology, which devoted to the description of choosing method, design criteria interview question, selection of research sample and administration of interview. Subsequently the chapter result of research, which focus on interpretation of result of case study, which related to motivation to start with sponsorship, method of choosing child, relation of sponsor to child, perception of child sponsorship, evolution of centrum Narovinu and last but not least raise awareness of child sponsorship.

6. 1. Research methodology

6. 1. 1. Choosing of method

For my work, I chose a qualitative approach using methods of interviews with respondents. The strength of the interviews is the close contact with interviewees and the ability to go into depth on a specific topic. Another advantage is the possibility to target specific respondents and the possibility of extending the current research question according to respondents' answers. This technique allowed me to get hard data that is not obtainable in any other way than just from their own testimonies. Each respondent approached the interview in a different way, so it is possible to observe a considerable degree of diversity in their responses and a very specific approach for each individual.

6. 1. 2. Design criteria interview questions

The basic finding that I wanted to reach is a glance of the sponsors' perspective on the functioning of child sponsorship, focused on the adoptive relationship with the child and the sponsor. While designing the structure of interview, I proceeded with the following method. First, I set five basic research questions, which I subsequently examined closely. The five research questions are following:
- What is the motivation to start with child sponsorship?
- What is relation of sponsor to child?
- What is the relation to sponsorship organization?
- What is the perception of functioning of Centrum Narovinu?

- Does it raise awareness of problems of developing world?

The interview contained a total of eleven research questions, related to the five research questions, which according to the development direction of individual interviews were supplemented by partial complementary questions. The interview questions focus predominantly on the relationship to the adopted child from the view of sponsors and the function of a child sponsorship.

6. 1. 3. Selection of research sample

The first step was obtaining the cooperation with the organisation. I addressed Centontrum Narovinu and checked the requirements from my interview. Centrum Narovinu could meet all requests and conditions. A condition was set up that I send the Centrum Narovinu a performance report and the approach of the researched topic on the basis of which I reach their sponsor. Respondents, who chose to participate in the research, contacted me directly with interest to give me their testimony and personal experiences. I promptly sent them specific information.

6. 1. 4. Administration of interview

The interviews were conducted within the months of August to November 2015. I completed a total of 10 interviews in the timeframe of 20 - 60 minutes. The majority of interviews were conducted through internet communication, primarily because respondents came from different parts of the country. Three respondents chose a personal meeting. At the beginning, I gave them a short outline of how the interview is conducted and assured them that their data is processed anonymously. I then proceeded to ask the pre-prepared questions and gradually expanded based on their answers. During the interview I wrote down their answers. I rewrote my notes into a final, readable version.

Table 20: Participants of research

Participant	Sex	Age	Job	Country of child sponsorship	Group/alone	The beginning of year of child sponsorship	The number of adopted children	The sex of child
A	F	36	working	Kenya	Group (family)	2014	1	M
B	F	28	working	Kenya	Group (family), alone	2012	3	F, M, M
C	F	47	working	Kenya	Group (family)	2010	1	M
D	F	26	working	Kenya	Alone	2013	1	M
E	F	44	working	Kenya	Group (family)	2006	1	F
F	F	60	working	Kenya	Alone	2015	1	F
G	F	32	working	Kenya	Alone	2010	1	M
H	F	29	working	Kenya	Group (family)	2011	1	M
I	M	73	retire	Kenya	Alone	2011	1	F
J	F	30	working	Kenya	Alone	2011	2	F, M

The age of participants is between 26 and 73. The average age is 40,5 years. The country of child sponsorship is Kenya due to that Centrum Narovinu provide help only in this country. All participants except for one are female. Four participants adopted a child in a group, 5 participants alone and participant B adopted both group and alone due to higher number of adopted children. 9 participants are working and 1 respondent is retired. The number of adopted children is between 1 and 3. The average number is 1.3 children. The distribution of the sex of adopted children is 38% female and 62% male.

6. 2. Results of research

6. 2. 1. Information

Almost all the participants, the internet played a crucial role in becoming aware about the programs of child sponsorship at the Centrum Narovinu. They were also able to find out information about other organisations over the internet. One participant found out about the Centrum Narovinu from a presentation at his workplace. Participants G and J primarily came to know about program that the Centrum Narovinu was looking for volunteer workers at the local clinic Rusinga Island. Paticipant J said *"We first worked there, and then I found out about the program. It is mediated by the College of St. Elizabeth and the Centrum Narovinu could not find any volunteers, so I*

approached this network." Participant H answered the questions about child sponsorship as follows: *"I came to know about child sponsorship in high school in Olomouc via respondent G and J. Then I took part in a few courses, met with Dana Feminová and travelled to Kenya for three months as a volunteer."*

6. 2. 2. Motivation

The clear and deepest reason for the involvement of participants in the program is the desire to help and the interest in developing countries, but secondary reasons vary. Participants J and G stated the reason to stay in touch with the children who they personally know during their stay in Kenya. Participant H began *"I joined into the program after my return from Kenya, mainly due to the fact that I saw with my own eyes and experienced how a child support organisation operates"*. Participant I has the desire to help all children, but unfortunately he knows that's not possible. Participant A and D have been interested in the problems of developing countries for a longer period of time. Participant F feels that education is important and can help in a better future. Participant C answered: *"Because we have only one child, and I never wanted to have an only child, but that is the way life goes, I was wondering that at least in this form, we could have more children."* Participant D said *"I contributed to various endowments, but then I decided for child sponsorship, because I help one specific person, so I can support his way. "Child sponsorship was a gift for my three sons, because I found that they had a lot of things, and so to they were compelled to think that some is worse off."*

6. 2. 3. Method of choosing a child

The choosing of a child was challenging for all respondents. Participant J, H and G chose a child on the basis of personal contact during their stay in Kenya. Participant H replied: *"For the duration of staying on Rusinga Island, I met and became friends with the children from the orphanage. Then I found out that a talented boy just lost a sponsor and the centrum was looking for a new one. At the time, he was one of those who spent a lot of time with me and kept me company in the moments when I was there alone; I decided that if I adopt someone, it will be him. And even though there were more children I could not adopt more because of my financial capabilities."* Several

participant set up the gender of the child and subsequently, based on emotions, intuition and photos they chose a child. Participant A and F chose a child by age (older). Precipitant A said: *"I must say that we chose a child by age, that at first we tried to financially manage adoption. That's why we have a child who is 25 years old and he will finish his school early. I would never want to commit that I have to finish adoption before the child finished his studies."* Participant D chose a younger child due to lower financial cost then older children. Participant C replied *"It was horrible, they had over 5,000 children in the registry, it really was terrible, but first we made clear that we want a boy. Then we searched across boys and absolutely we did not know. But we came across a boy, who was sad, ugly, skinny, named Muhamed Ali and he was just one."*

The age of the adopted children has a large range from 5 years to 25 years. The participants also agreed that the age of the child is sometimes difficult to determine, because the children themselves have no idea how old they are.

6. 2. 4. Relation to the adopted child

Most participant have a friendly relationship with adopted children. Participant A and F cannot tell what kind of relationship they will have with their adoptive children because their period of adoption is too short. Participant A said *"In view of the fact that we haven't adopted for a long time, I cannot say what the relationship will be between us. I personally would like to have a friendly relationship."* Participant C feels more sponsorship relation and answer in the following way *"To tell the truth we have a more sponsorship relation, the letters come three times a year. Rather, he writes things about the weather, politics, and when I asked a question he did not answer. But never mind, we did not decide for this reason and I did not expect a warm and friendly relation. I wanted to help the boy, and it's happening so I'm happy."* Participant G, H and J have a different relationship between them due to personal acquaintance. But Participants J and G agree that the relationship with the adoptive child changed after they adopted them. Participants G said *"I adopted him during the holidays in December, when adopted child went to their grandparents. David was a very big joker and show off. But as soon as I told him that he will be adopted after the holidays he stopped showing off and*

stopped talking to me. I did not know what was happening. Children envied him because his sponsor is here physically, and he did not know how come and stand it. The silence broke after a doctor arrived. The children were really enthusiastic about him, because working positions on the Rusinga Island are dominated by women and there was no male role model. The children spent their time spend with him. Last night we sat with the children in the evening before our arrival. David asked why we must leave, and he said, "Why don't you ask her", and so we began to communicate again." Participant D answered *"During my stay in Kenya the relationship was friendly, but in terms of correspondence, I feel that it is very impersonal for him, and he cannot really express himself in English, so often I come to know about general things of life on the island."*

Communication is done via letters. Most participants agree that children write three times a year, always when the school report comes in. Participants also enclose some little things with the letter, but only as big as allowed so it does not count as a package. Participant G replied that the children mostly write with the regular contact, they do not have money to send a letter to Europe, she replied *"We write letters and communicate regularly. But it's hard to keep a conversation through letters. It takes some time before the letters arrive. But I would also like to invite him to the Czech Republic."* Participants agree that they can send a package 2-3 times a year. Participant E answered *"I'm sending her letters and once I sent pictures of our family, where I described everything and wrote down the names of who is who. And when she wrote letters back she greets everyone by name"*. Another answer regarding the response of the adopted child is from Precipitant J *"I have contact with the child and contact with reality. Yesterday he wrote that people have to keep on their crops due to rain and birds which always fly in and eat their crops, so he sits on the field. I like to read the letters"* Most participants want to meet with their adopted child. Participant D replied *"So far we have not seen him, but it is another item on the list that I would like complete if I could, because I know that the Centrum Narovinu allows for this form of contact. But nevertheless we write that we would like to meet."*

6. 2. 5. Perception of child sponsorship

The participants perceive this aid as a meritorious act which may allow the child to get a better future. Participants are aware that education plays a vital role. Participant F said *"At First, it is a good feeling to me that I can help and get back amazing results."* Participant C replied *"The positives are obvious. A boy growing up in a slum with a guardian who has about six other children and two of them are in this program, and through these two adopted children the whole family can eat and they receive aids and clothing. In additional he gets some food, so he can be healthy. The boy has a greater chance to find employment when he goes to school, he will have primary education or now study secondary. I think it is good that he has a longer childhood and can have at least some childhood."*

Participants agreed that long responses in letters and infrequent and non-fluent communication belong to the negative sides of child. Participant A stated *"Infrequent communication, I understand that this is good, but I want to know more about child and also more frequently."* Participant D replied *"At the beginning people may wonder if their money is going where they should."* Participant H looks at this problem in following way: *"Someone from the developed countries gives something free and it supports their thinking about the rich Europeans, who can afford everything, because money grows on trees, but payment for the school is the only case where I'm willing to pay."* Respondent F and J see no negatives.

Participant also agreed that they will recommend child sponsorship to their friends. Participant C said *"Definitely, and I recommend it, but I'm not enough persuasive, because I hadn't convinced anybody of to start of child sponsorship, and I'm surprised that people who have more money than us, so it is not cannot think going into it and still say I know where the money will end. They are very suspicious and sceptical towards this form of help."* The same way, Participant I answered *"We tried to persuade a women in work, but the paradox is that those who have more money do not want to give it away. In June Centrum Narovinu celebrated its 20th anniversary. The Centrum had a stand in Prague, where people could buy food and some gifts. I've told my colleague about this action, but they didn't spend money. They have a salary of around 30 000 to 40 000 CZK. And then I invited my pedicurist and she came. She*

bought a gift and a meal and spent 500 CZK." Respondent D replied *"Some see a point in paying of education, but I understand that some also am meaning contributing to a cancer insitution. It is an individual choice."*

6. 2. 6. Evaluation of the Centrum Narovinu

On this question all respondents answered very positively. All respondents agreed that the Centrum Narovinu works well; communication is very professional and quick feedback is given. Participant C answered *"I cannot complain. Whenever I needed help or had a query I immediately got a response. Communication with them is no problem. I do not have any objection, after all these years, there were no problems."* Respondent J replied *"I think they have organised it well, sometimes I am surprised that letters and certificates arrive after seeing how it works at the local level, how it is looking for the letters. During the time of writing letters so coordinators goes and said "write it, bring it" and when the children are small the letters are written by their parents. Then it is assembled. They have an obligation to write a letter when they receive a gift, it is funny. "Here's a gift and write" My friends sent the child a gift from mine. Child don´t unpacked a gift and immediately she get a piece of paper. Child had to write letter of thanks because otherwise the child would not write a letter back"*

6. 2. 7. Awareness of child sponsorship

On the question of whether child sponsorship has helped them penetrate more a problem of the developing countries, the answers of participants differed. The participants feel that this is a topic more interesting to them but that certainly does not help them to understand the deeper context. Respondent B said "*They usually do not write very personal things, it is usually based on how you are in school, what's new at home. But it never goes into depth. But he wrote that a brother of a little boy is dead, so sometimes the stories are very sad."* Respondent G, H and J have broader horizons through personal experience. Respondent F replied *"Yes, it helped me to penetrate more into development problems because I am more interested in book and articles related to this topic. But I don't have enough time; a human wants to read a lot, but no enough time."* Participant C following replied *"Well I'm sure that the concern is different in*

every case. It is not so anonymous, touches me when there were fights, so I keep wondering exactly where they are, if it does not affect the guy." Respondent H looks at the situation in a different way: *"Child sponsorship is nice and helpful thing, but I think that won't help to penetrate the problems of developing countries. Adopted children on paper write only about general things, but not enough personal things".*

6. 3. Summary of case study

What is motivation to start with child sponsorship?

The main motivation of participation is the desire to help. For participants, who had done voluntary programs, the motivation is also to keep in touch with the children they know personally. The secondary motivation is dependent on each person.

What is the relation of the sponsor to the child?

Respondents mostly agreed that relations are friendly to the child but we can also find respondents who are inclined rather to sponsor relationships. Respondents are trying to have warm and friendly relations, but the children write about rather general things. At the same time a lot of respondents would prefer more frequent communication to find out more about the sponsored child.

What is the perception of the function and relation of Centrum Narovinu?

Centrum Narovinu works very well. Communication is very professional with quick feedback. Every participant has very positive experience. Participants don't have any objection related to function of Centrum Narovinu.

Does it raise awareness of the problem of developing world?

In general, it is possible to say that there is increased interest in the events in developing countries. Respondents seek information from various books and articles to better understand the problems faced by their adoptive child every day. At the same time, respondents agree that children write to them about more general things, so that more fundamental problems and development issues cannot be discussed through letters. Three respondents have increased their subconscious mind staying where they

worked as volunteers, but otherwise child sponsorship does not allow deeper penetration into Third World countries.

7. Conclusion

The aim of the bachelor thesis was to analyse the functioning of child sponsorship. In the theoretical part, I focus on important facts related to the topic. Information was gain primarily from the websites of both world´s and Czech organizations. This topic is a lack of publications on Czech and foreign markets. Child sponsorship mainly developing personality of the child and the adopted child gets a chance at a better life. Child sponsorship extend to thirties of the nineteenth century, also went through a long process and these days gives emphasis not only on the education and health of the adopted child, but also the development of local communities. Part of the contributions from sponsors allow to support and develop local projects that have a positive impact on the development of culture in the region. Through child sponsorship is allowed to study the roughly 3.5 million children in the world. On Czech territory, child sponsorship is operates by over 20 organizations, which operates in 22 country in the world.

The functioning of child sponsorship, I focused on a case study. In this chapter, I tried penetrate more into this topic using the interview with adopted parents. Based on the data obtained I tried to answer on five major research questions, which are as follows:

- What is the motivation to start with child sponsorship?
- What is relation of sponsor to child?
- What is the relation to sponsorship organization?
- What is the perception of functioning of Centrum Narovinu?
- Does it raise awareness of problems of developing world?

The main motivation of participation is the desire to help. Participant Respondents mostly agreed that relations are friendly to the child but we can also find respondents who are inclined rather to sponsor relationships. Respondents are trying to have warm and friendly relations, but the children write about rather general things. Centrum Narovinu works very well. Communication is very professional with quick feedback. Every participant has very positive experience. In general, it is possible to say that there is increased interest in the events in developing countries. At the same time,

respondents agree that children write to them about more general things, so that more fundamental problems and development issues cannot be discussed through letters. This issue is very extensive, and I tried to cover at least the basic framework in the introduction of these topic. This topic is very broad and extensive, and it would be worth it to pay more attention to this topic.

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List of figures, table and graph

Appendix 1 - Interview questions

1. Where did you get to become aware of child sponsorship of Centrum Narovinu?

2. Why did you decide to participate in the program of child sponsorship?

3. How did you chose a particular child?

4. How long you adopt and how old is your adopted child?

5. What is your relationship with the child (sponsorship or friendly)?

6. How is communication between you and the child. Alternative, would you like to meet in person with the child?

7. What do you see as the positives and negatives of child adoption?

8. Are you satisfied with the approach of the Centre Narovinu?

9. Would you like to recommend child sponsorship to your friends?

10. Do you adopt alone or in a group?

11. Do you help to penetrate more into developing problem by attendance of child sponsorship?