

## EDUCATION OF CHILD SPONSORSHIP AND IMPACTS ON RECEIVING AND DONOR PARTY

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**Abstract:** *The article will elaborate child sponsorship and how the organizations are affecting children in developing countries and also the donors, also known as "adoptive parents" in the Czech Republic who are helping children - Bwindi Orphans and Adopce na dálku®. They are both working in Uganda and their work is very appreciating. The aim of the article is therefore to grasp the anthropological perspective programs through distance adoption of two groups of participants involved - themselves "adoptive parents" and implementers of the program. The partial aim of the research is through semi-structured interviews to map the motives of participants for participation in the program based on their socio-cultural back-grounds. Based on the themes will be searched reason that people choose this way to "learn" and financially support unknown children living many hundreds or thousands of kilometers away, or that they do this kind of development co-worker involved in the position of intermediary organizations. Secondary is to convey insight into the meanings that respondents attach to programs and explain to them by their involvement in the program expect. Specifically, the intention will determine how "adoptive parents" perceive sponsorship of children, and the answer to the question whether their participation in an expression of solidarity and effort to help, or whether this is perceived only as financial help to someone who needs it, or their actions attributed to others (hidden) meanings. The ultimate aim of the research is to explore ideas sponsors and implementers of the world in which children live sup-ported, because it can be given to the position of both groups involved in the program assume that their ideas are in some way different.*

**Keywords:** *education; poverty; child sponsorship; health care; Uganda; Bwindi Orphans*

### 1. INTRODUCTION

In modern times, the social and economic development of various countries and regions depends on how they are or are not able to participate in the globalization process. In connection with the notion of a linear development, through which all the world's coun-tries and regions towards an imaginary peak consisting in modern industrial society were developing countries since the days of colonialism gradually drawn into the processes of modernization, through which they reach the level of developed countries already.

One of the means to help the poor areas in the path of the level of industrialized countries, ware and still are considered to education, which is to this day regarded as a means of achieving development. In this context, since the post-war years created distance adoption programs that are trying to change this situation. Currently, there is no doubt that long-distance adoption is a phenomenon in the field of charitable programs, which annually attracts more potential "adoptive

parents", whether by individuals, institutions or collectives who have for involvement in any motives and attach it certain meanings. Uganda is a presidential republic and stretches on an area of 237.000 km<sup>2</sup>. Its located in Eastern Africa, bordering with Kenya in the east, to the north by South Sudan, the Democratic Republic of Congo in the west, Rwanda in the southwest and Tanzania in the south. The population is around 38 million inhabitants, many of which half are under 14 years of age. Population growth rate is 3.37%; life expectancy 58.7 years; infant mortality rate is 6.6%. The official languages are English and Swahili, the most widely used language is Luganda. Illiteracy in Uganda reaches 30.1% (39.6% women, 20.5% men).

### 2. THEORETICAL APPROACH TO EDUCATION

Education is essential for the development of individuals and communities everywhere. Most developing countries, does not have the necessary

funds or experts to build a quality education. Most developed countries of the world, on the contrary multiply their wealth mainly because they invest in education and building a knowledge-based economy (knowledge economy). Education is now often characterized as a so-called common-pool resource. The basic assumption of this contention, however, is the opportunity to apply their education in an appropriate job. If that option is not available, the surplus of educated people without regard to may cause trouble. Educated person without a job corresponding to their qualifications may be socially stigmatized. Must in fact give up expectations that it awoke school and accept a menial job.

Developing countries still limits the lack of educated people, plus their development threatens the "brain drain" to the rich countries. Education is directly related to the ability to innovate. Educated people are more likely to come up with innovations that are driving development. Degree of innovation, measured must login patents and inventions, it is one of the basic indicators of development of society and is directly related to economic growth.

### 3. EDUCATION IN AFRICAN UNION

Today, there are over Africa elementary and secondary schools. All children, however, cannot yet go to school and is typically in schools, are more boys than girls. Education in developing countries suffers from two problems: limited access to public education and low quality. Curricula are often copies of European or American curricula are outdated, too academically challenging and inadequate age and practical needs of children in the country. The world is needed by UNESCO 35 million qualified teachers.

**3.1 Child sponsorship.** Sponsoring the education of children is a form of development aid. It is aimed at children who live in conditions of absolute poverty. The aim of all such projects worldwide implemented dozens of organizations is to provide access to education and information for children whose parents or guardian's can't afford to pay for costs associated with school attendance and who in many cases do not appreciate the importance of education. In developing countries are routinely collected for school fees and it is necessary to have school uniforms, textbooks, exercise books and other school supplies. Expenditures for all of these items are for parents intolerable. Through intermediaries it is paid donors all necessary expenses, primarily just tuition, teaching

aids, the mandatory uniform. Some organizations pay the sponsorship amount also health insurance or a regular health checks and food.

Child sponsorship allows an individual, typically in a developed country, to sponsor, or fund a child in a developing country until the child becomes self-sufficient. This could mean financially supporting the education, health or security of the sponsored child or in some cases all of these. This could also mean contributing more widely to the child's community developing without directly helping an individual child. One estimate is that over 9 million sponsors provide over US \$5 billion to child sponsorship programs. Other sources state the amount of child sponsorship funding is closer to US \$3 billion per year.

**3.2 The situation of education in developing countries.** Sub-Saharan Africa is the most affected area with over 32 million children of primary school age remaining uneducated. Essentially this concerns Sub-Saharan Africa where more than half of children receive an education for less than 4 years. In certain countries, such as Somalia and Burkina Faso, more than 50% of children receive an education for a period less than 2 years.

The lack of schooling and poor education, have negative effects on the population and country. The children leave school without having acquired the basics, which greatly impedes the social and economic development of these countries.

### 4. BWINDI ORPHANS PROJECT

**4.1. Child sponsorship in the Czech Republic.** The Czech Republic has a project sponsorship children experience both in the position of the recipient and the donor role. Organization Plan International states that in 1947 launched projects to help children who have been affected by war, Czechoslovakia and Poland. Its operations in communist countries but had to quit in 1949 because of the suspicion from the authorities.

In 1993 it was in our first project started sponsoring children Caritas. The popularity of the project has since increased, which shows not only increase the number of children supported by Caritas Prague, but also a growing number of organizations, which initiate the implementation of similar projects. There are currently at least nineteen of those organizations, which include: ADRA Zlín, Humanistické centrum Narovinu, Humanitas Afrika, pro-Contact o.s., Diecézní charita Plzeň, Nadační fond Inka, Sdružení Česká

katolická charita, Diecézní charita České Budějovice, Nadační fond Nehemia, etc.

**4.2 The selection process for inclusion in the project.** Self-help groups in Uganda elected village committee where social workers cooperate with our partner organizations. Selection often takes place in several rounds and deciding vote. The basic criterion is poverty and the fact that a child without the help of the project can't go to school for financial reasons, or would have the following reasons schooling quit. To select the children in the project is contractually inadmissible discrimination on grounds of religion, caste or gender.

From child after payment amounts - in about three to four months - will receive a letter. The child then writes twice a year and once a year adoptive parent receives an annual report with the school results, a letter from the director of the center. Grading system in individual countries and regions differ and coincide with the Czech system. Most children manage to write letters separately, one assist social workers. When a child finishes school and no longer needs financial assistance, adoptive parent gets called "Leasing form" (proof of termination of adoptions). Furthermore, the positive effects of a thank-you letter from the child. Adoptive child may, however, over the center continue to send letters advised not to send any donations. On the African situation is that literacy is quite high - 73.8%. In Uganda, compulsory schooling, poor Ugandans that prevents access to education

**4.3 Bwindi district.** Bwindi National Park is located in southwestern Uganda in lowland and mountain forests. Its area is 320 km<sup>2</sup>. Soroti district is the main municipal, commercial, and administrative centre of Soroti District in the Eastern Region of Uganda. Bwindi - Buhoma Community Primary School completed the year 2009 thanks to the care of sponsors in Buhoma Community Primary School 63 children.

**4.4 Analysis.** Bwindi orphans officially began in 2006, but as a guide to the founder Katerina Andrllová came to Uganda earlier (approx. 2004).

Main tasks are: financing schooling and basic needs of children who are either complete or partial orphans or come from extremely poor families; the payment of school fees, uniforms and school supplies; raising the level of schools that supported children attend; payment and providing regular medical care supported children; search for products sales, which make older children or their families; organizing package tours to the area associated with staying within villages. The whole process of getting new kids in Bwindi and new

sponsors has been started by founder. Then also added Soroti region and today has Bwindi Orphans the program, over 200 children. Education in Soroti Primary School, Angola, completed in 2009 a total of 70 children.

The success of the project is also the continuation of children studying at college or high school. Over the period of work in the areas of college launched a study on 10 children between 2013 and 2014, while the total number of the two girls. 5 attended high school children in 2008, 8 children in 2009, 6 children in 2011 and 25 dětí in 2014. The study in high school and college were implemented in Bwindi region. It also should be noted, however, that the project was completed some children, in 2008, ended one child, and in 2011 completed the four children in the region of Bwindi and 1 child in Soroti region.

Sponsors can visit adoptive children once a year, which is impossible with other organizations. The Bwindi Orphans has only two areas in which the schools are located. Thus they can sponsor their child to visit, get to know or to check whether the child has everything. In each area one or two local assistants who communicate with founder and inform about changes etc. also give attention to children slept on mattresses which they bought sponsors whether they receive to eat and whether you regularly go to school.

Sponsors who are going to look at their child is completely engages in the cell cycle. Each of them goes with one suitcase with her things and others with things for children. Some of the things you unfortunately have to buy on site, and personally, because it is impossible to send things by cargo. Most things on the way lost, damaged or wanted were large fees. Implementation of projects is of course dependent on donations, the funds received are used to finance tuition fees and necessary teaching aids.

**4.5 Education changes of Bwindi Orphans.** Since 2006, Uganda educated children free of charge but the child must have school uniforms and school supplies, which is for children from poor families a really insoluble problem. There are in Uganda three types of schools: public and private schools, community (exist in the village, mostly in a number of people who have influence, collected money for college from the people in the village), the next thing is that teachers in schools do not receive any State money so because of that it pays "tuition fees". In elementary school tuition is 5800 crowns. This amount includes school supplies, food (2x daily), and health care and school uniforms. Items that are taught in

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

The problem occurs even when the child who has his donors do not attend school. In this case you need to know for what reason do not go to that school. It may be that it has a lot of work at home (which is very often the reason), or is afraid to go to school. The child gets to school learns at least basic English and has higher visibility, gain confidence. Children receive two meals per day (maize porridge) and an important health care when a child has malaria dare not go to the doctor, children could walk to the doctor when they are unwell. In Bwindi is an American clinic, but over time there are working locals with medical university. In Soroti is a small clinic, but only for drug delivery or infusion etc. In more severe cases, the patient has to be carried to the hospital.

## 5. ADOPCE NA DÁLKU®. CONCLUSIONS

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

Currently, the projects development Centre and its donors help more than 16,000 children in India, Uganda, Congo, Zambia, Thailand, Belarus, Lithuania and Kazakhstan. These are children from the poorest families who for financial reasons, previously unable to attend school or the school for the same reasons had to leave prematurely. The annual amount of money is 4.900/6.000 CZK (India), 7.000 CZK (Uganda and Congo), 5.000/8.000 CZK (Zambia), 5.500 CZK (Thailand), 6.900 CZK (Lithuania and Belarus) and 6.500 CZK (Kazakhstan). For this amount of money the child will get school supplies, uniforms, basic health care and also it will pay for the school tuition. Also the 20% of the amount will support small and larger project, support the community in which child lives in, renovation of school etc. Also parents or guardians will get Literacy courses. The child is chosen by local committees, that means

priests and social workers, representatives of the local community. The criterion is the need of the child and the motivation of the whole family to participate in the project. Age, gender or religion does not play a role in the selection.

The largest part of the money is used to secure school supplies, compulsory school uniforms, basic health care and at least one meal a day. The Fund gifts, which represents 3% of the total, are children according to options bought and distributed fairly practical gifts according to the selection committee (eg. Mosquito nets, sleeping mattresses, etc.).

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

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