The Christian Children's Fund Child Sponsorship Programme: Communication and Awareness Challenges

Thesis
(M.C.D.)
Cho
2004
C.1

Tobias Chomba

Submitted in partial fulfillment of the requirements for the degree of Master of Communication For Development offered by the Department of Mass Communication, The University of Zambia.

UNIVERSITY OF ZAMBIA
LIBRARY

DECLARATION

I declare that Practical Attachment Report has not been submitted for a degree in this or any other University.

Full name: TOBIAS CHOMBA

Signature:.....

Date: 23/09/2004.

Supervisor: Mr. KENNY MAKUNGU

Signature:.....

Date: 27-09-2004

ABSTRACT

This report is based on the student's attachment and work experience with Christian Children's Fund (CCF), Zambia. The student's main area of concern was the child sponsorship program of CCF. The child sponsorship programme emphasizes on building and strengthening partnership between the child and the sponsor, demonstrating achievements through accountability and quality program delivery, promoting child well being and cross-cultural awareness education.

The student sought to find out the communication and awareness challenges so as to propose informed and appropriate interventions in order to improve child sponsorship management and ensure sponsor retention. Sponsor retention is complex and largely depends on quality (content and timeliness) of communications sent to sponsors. Sponsors require that children demonstrate their mental development, and one-way sponsors ascertain this, is through the quality (content) of communication they receive from children; and how much the child is involved in CCF activities. In addition, how much the child demonstrates his or her understanding of the relationship engaged in with sponsors will help in shaping the child's interaction with the sponsor through communications. The student also sought to find out whether CCF in trying to fulfill its objectives, was applying the basic tenets of participatory development communication and interpersonal communication. These theories propose that there should be a lot of involvement of intended beneficiaries in all stages of the development process. It is also on the premise that when intended beneficiaries are not actively involved in the development process, the results will not be long lasting. The report reveals that in case of CCF, the theories are only in practice in some areas. The intended beneficiaries to a large extent are not involved in the development process though CCF structure itself provides for participation. As a result, there are many problems being faced by the children as well as the projects affiliated to CCF. Therefore the student makes recommendations for improvement of operations of CCF and its affiliated projects in running of the child sponsorship programme.

DEDICATION

This report is dedicated with love and passion, to my wife Misozi and daughter Chitalu who stood by me at most times and enthused me through out the MCD Programme. It is also especially dedicated to my late beloved father who I wish was around now to share with me this great attainment.

ACKNOWLEDGEMENTS

I wish to express sincere and special thanks to all the people who helped me during my research period and made it possible for me to come up with this report. My first and sincere gratitude goes to Mr. Kenny Makungu for his diligent supervision and exposure to research report writing skills. I wish also to thank Mr. Fidelis Muzyamba for the support and encouragement not only through the research skills course but also through out my MCD programme. I also extend my gratitude to all my other lecturers, Mr. Billy Nkunika and Dr. Emmanuel Kasongo, from whom I acquired the knowledge and skills, which have contributed to this report. My acknowledgement also goes to the late Dr Joseph Conteh (National Director, CCF), Mr. Victor Koyi (Program Manager, CCF), Mr. Davies Chisunka (Sponsor Relations Coordinator, CCF), Mr. Chola David Chifukushi (Communications Officer, CCF), Mr. Petland Mwansa (PDM, Mutamino), Mr. Kapola Sinyangwe (PDO, Mutamino), Mr. Rodwell Chandipo (PDM, Kapete),

I would also like to thank all the personnel who were involved in the research as data collectors (interviewers) and data entrants as they contributed in a special way. Additionally, my gratitude go to all those who took time off their busy schedule to be interviewed and take part in the in-depth interviews.

TOBIAS CHOMBA.

ABBREVIATIONS AND DEFINITIONS OF TERMS

ARI	Acute Respiratory Infection
CCF	Christian Children's Fund
CIF	Child Information Folder
CPR	Child Progress Report
DFC	Designated Funds for Children
GRZ	Government of the Republic of Zambia
PIJSR	PLAN International Japan Survey Report
KCFHP	Kapete Child and Family Helper Project
LINCS	Linking Children
MCD	Master of Communication for Development
MCS	Mail Control Slip
MFHP	Mutamino Family Helper Project
NOI	National Office Inquiry
PDO	Project Development Officer
PDM	Project Development Manager
PFE	Parent Family Educator
PAB	Parent Advisory Board
RAM	Reassigned Materials
SPM	Sponsor Mail
TYLs	Thank-You Letters
UN	United Nations
UNDP	United Nations Development Programme
UNICEF	United Nations International Children's Fund
UNZA	University of Zambia
ZAMSIF	Zambia Social Investment Fund
ZDHS	Zambia Demographic Health Survey

TABLE OF CONTENTS

Declaration i

Abstract... ii

Dedication..... iii

Acknowledgements..... iv

Abbreviations..... v

Table of Contents..... vi

Tables and Figures..... x

Chapter 1 Background 1

1.0 **Introduction**..... 1

1.1 Zambia: Background of the country..... 4

1.1.1 History..... 6

1.1.2 Demography..... 6

1.1.3 Communication Network..... 6

1.2 **Economy** 7

1.3.0 **Background of the Christian Children's Fund (CCF)**..... 8

1.3.1 CCF Zambia 8

1.3.2 Work of the Christian Children's Fund (CCF)..... 9

1.4.0 Mutamino Family Helper Project (Project Identity # 1503)..... 9

1.4.1 Kapete Family Helper Project (Project Identity # 1006)..... 10

1.5.0 **Essential Statistics**..... 13

1.5.1. Sponsorship enrolment in CCF Affiliated Projects 15

1.5.2 Sponsor Cancellations 15

1.5.3 Objectives..... 18

1.5.4. Rationale of the study 19

1.6 **Conclusion**..... 20

Chapter 2 Methodology..... 21

2.0 **Introduction** 21

2.1 Research Method 21

2.2 Research questions 22

2.1.1 Data Gathering..... 23

2.1.1.a Field encounters and limitations..... 23

2.1.2 Documentary evidence.....24
2.1.3 2.1.3 Data analysis 24
2.1.4 Survey Limitations 24
2.1.3 Conclusion..... 25
Chapter 3 Conceptual Framework 26
3.0 Introduction..... 26
3.1 Participatory Development Communication Theory 26
3.2 Development..... 26
3.2.1 Definition of Development 27
3.2.2 Communication..... 30
3.2.3 Essential Components and Concepts of Communication..... 32
3.2.4 Basics of Communication..... 33
3.2.5 Types of communication.....33
3.2.6 Functions of communication..... 36
3.3 Participation..... 38
3.3.1 Definition of Participation 38
3.3.2 Development Communication/Communication for Development..... 38
3.3.3 Change Agents in Communication for Development.....39
3.3.4 Participatory Development Communication.....40
3.4.0 Interpersonal Communication Theories.....40
3.4.1 Interpersonal Communication Defined.....41
3.4.2 Interpersonal Perspectives.....41
3.4.3 Knowledge- Skills- Motivation.....42
3.4.4 Uncertainty Reduction Theory.....43
3.4.5 Conclusion.....44
Chapter 4 Literature Review.....45
4.0 Introduction..... 45
4.1 PLAN International Japan Customer Satisfaction Survey..... 45
4.2 CCF's literature on children..... 48
4.3 Sponsor Relations 49
4.3.1 Sponsor Relations Practice 50
4.3.2 Child Correspondence/Communications 53
4.3.2.a Guidelines For Child Correspondence 53
4.3.2.b If the communication is a welcome letter.....54

4.3.2.c If the communication is responding to a sponsor letter.....54
4.3.2.d Ideas for communication 55
4.3.2.e Bonding letter 55
4.3.2.f Sponsor mail control.....56
4.3.2.g Designated Funds For Children (DFC).....56
4.3.2.h Thank You Letters (TYLs).....57
4.3.2.i Child Initiated Letter.....57
4.3.2.j Child Progress Report (CPR) 57
4.3.2.k Child Information Folder (CIF) and Child Enrolled Photo 58
4.3.2.l Reassigned Materials (RAM) 59
4.3.2.n National Office Inquiries (NOIs) 60
4.3.2 General Guidelines 60
4.3.3 Sponsor Cancellation Management Strategies.....61
4.4 Mavuso's pioneering study 64
4.4.1 Focus of research.....65
4.4.2 Methodology..... 65
4.4.3 Findings..... 65
4.4.4 Conclusions and recommendations 66
4.4.5 Conclusion 67
Chapter 5 Findings and Interpretations.....68
5.0 Introduction 68
Section 1: Knowledge About CCF 73
Section 2: Knowledge About Sponsors 79
Section 3: Knowledge About CCF Projects 82
Section 4: Knowledge About Communications 85
Section 5: Child Participation 94
Chapter 6 Discussions of Findings and Experiences.....96
6.0 Introduction.....96
6.1 General Information about Children in the CCF program 96
6.2 Knowledge about CCF 97
6.3 Knowledge about Sponsors.....99
6.4 Knowledge about CCF Projects 102
6.5 Knowledge about Child – Sponsor Communication 103
6.6 Knowledge about Child Participation 106

Chapter 7 Conclusions and Recommendations.....108
7.0. Introduction 108
7.1 Conclusions 108
7.2 Summary of Recommendations.....112
7.3 Conclusion..... 113
BIBLIOGRAPHY..... 114
ANNEXES ..... .115
Annex 1: Survey Questionnaire
Annex 2: In-depth Interview questionnaire
Annex 3: Training Schedule for TOT/Plan of action

TABLES AND FIGURES

Figure 1: Map of Zambia and it's location in Africa 5

Figure 4: Map of Chongwe District.....12

Table 1: Population Trend 1921-1990 (in Thousands)..... 13

Table 2: Age distribution 1969, 1980 and 1990 (per cent).....14

Table3: Enrolment in Institutions of Learning 1988 15

Table 4: Enrolment for sponsorship in CCF Affiliated Projects 2003 17

Table 5: Sponsor Cancellations.....18

TABLE 5.1.0: General Statistics On Child Sex, Age, Whether Child In School, enrolment...69

TABLE 5.1.1: Relationship Of Child Sex With Whether Child In School, Child Enrollment Status And Age 70

TABLE 5.1.2: Relationship Of Length Of Child's Affiliation With Sex Enrollment Status...71

TABLE 5.1.3: Ability to identify CCF logo; what is CCF?.....73

TABLE 5.1.4: How respondent first new about CCF; How CCF gets its funding.....74

TABLE 5.1.5: Extent to which respondents know about CCF sponsor countries; Respondents ability to name local staff they frequently interact with; who own CCF?.....75

TABLE 5.1.6: Whom does CCF work with? Respondents ability to explain the procedure by which CCF selects and sponsors children.....76

TABLE 5.1.7: Cross tabulation of what is CCF? vs length of affiliation (to CCF).....77

TABLE 5.1.8: Respondent's ability to name local staff they most frequently interact with vs child status cross tabulation.....78

TABLE 5.1.9: Do you have a sponsor? Knowledge of sponsor's name.....79

TABLE 5.1.10: Knowledge of country of Sponsor; Number of sponsors you have had (since sponsorship); Means of getting information about the new sponsor or sponsor changes; Duration of assignment to the current sponsors; Knowledge of name sponsor and country vs length of affiliation to CCF cross tabulation 80

TABLE 5.1.11: Duration of CCF 's presence/operations in the areas; Do these projects respond to the needs? Did you benefit from CCF projects? Who identifies projects to be implemented? 82

TABLE 5.1.12: Do these projects respond to the needs? Did you benefit from CCF projects vs child sex 83

TABLE 5.1.13: Do these projects respond to the needs? Did you benefit from CCF projects vs child's age cross tabulation.....84
TABLE 5.1.14: Knowledge of welcome, bonding letter, and enrolled child photo.....85
TABLE 5.1.15: Knowledge of TYL, RAM, NOI, and who writes to sponsor? 86
TABLE 5.1.16: Did you receive letters from sponsor, would you like to receive communication from sponsors, have you written any letter to sponsor this year, number of letters written to sponsor.....88
TABLE 5.1.17: Welcome, Bonding letter Vs Child status cross tabulation.....89
TABLE 5.1.18: DFC, CPR Vs Child status cross tabulation 90
TABLE 5.1.19: TYL, RAM Vs Child status cross tabulation 91
TABLE 5.1.20: NOI, who writes to sponsor Vs Child status cross tabulation.....92
TABLE 5.1.21: Who writes to sponsor Vs Is child in school cross tabulation 93
TABLE 5.1.22: Does child participate in CCF activities; who identifies the projects/activities to be implemented; does CCF staff visit child's home.....94
TABLE 5.1.23: Does child participate in CCF activities Vs child 's sex cross tabulation; Child status Vs does CCF staff/PFE visit the child's home cross tabulation.....95

CHAPTER 1

Background

1.0 Introduction

This study is about the operations of Christian Children's Fund (CCF) with special attention focused upon the communication and awareness challenges of the Child Sponsorship Programme. The child sponsorship programme is about linking needy children (from developing countries) to individuals (in developed countries) who are willing to share and assist. CCF plays the role of the mediator in this relationship by facilitating communities in identifying needy children to be enrolled in the programme. Once the children are enrolled, CCF fetches for individuals to sponsor them. The child sponsorship programme emphasizes on building and strengthening partnership between the child and the sponsor, demonstrating achievements through accountability and quality program delivery, promoting child well being and cross-cultural awareness education.

Zambia's poor economic performance has had serious effects on many people in the country, especially the children. In order to alleviate problems that affect people, various organizations both public and private have come up with different interventions. International agencies like the Christian Children's Fund Inc. have been involved in activities aimed at improving the well being of Zambian Children and that of their families.

The study was necessitated by the need to understand CCF's child sponsorship communication and awareness challenges, so as to propose informed and appropriate interventions in order to improve child sponsorship management and ensure sponsor retention. Sponsor retention is complex and largely depends on quality (content and timeliness) of communications sent to sponsors. Sponsors require that children demonstrate their mental development, and one-way sponsors ascertain this, is through the quality (content) of communication they receive from children; and how much the child is involved in CCF activities. In addition, how much the child demonstrates his or her understanding of the relationship engaged in with sponsors will help in shaping the child's interaction with the sponsor through communications.

The objectives of the study includes establishing how much CCF partners, in particular children, families and communities know about CCF; know about the sponsors; know about CCF projects/activities; know about child – sponsor communications. In addition, the study seeks to establish: the extent of current child involvement in CCF activities; and a baseline upon which communication and awareness intervention strategies could be developed.

The focus group of the study includes children as primary, while families and community members and the community leadership (Parent Family Educators (PF E) and Parent Advisory Board (PAB)) is secondary.

The researcher uses Multi–Stage Cluster Sampling method. Chongwe cluster, which comprises seven affiliate projects, is sampled. The representative sample size is one third of the seven-affiliate projects in the Chongwe cluster. The two-affiliate projects sampled are Mutamino and Kapete Family Helper projects whose total number enrolled children is 636 and 531 respectively. The total sample size is 389. The researcher also conducts In-depth interviews with Community Project leaders from both Kapete and Mutamino Projects. Triangulation is important in this study to allow an in-depth understanding of communication and awareness challenges, and enrich the study with shortcomings from the quantitative data.

Despite CCF's pledge of the child sponsorship programme emphasizing on building and strengthening of the partnership between the child and the sponsor, demonstrating achievements through accountability and quality programme delivery, promoting child well being and cross-cultural awareness education, the organization has a lot of communication and awareness challenges. This is due to the non-application of the tenets of participatory development communication and interpersonal communication in its child sponsorship programmes. Participatory development communication is about the involvement of people in development activities or indeed any other endeavor with a view to promote ownership, possessiveness and acquire capacities to significantly control their living standards and improve abilities for decision making. Though CCF may appear to do so in some areas, as will be learnt later, the community is not the dominant participant.

This study being the first of its kind in CCF Zambia, should serve as a baseline upon which communication and awareness intervention strategies could be developed, monitored and evaluated.

1.1 Zambia: Background of the country

Zambia is located in South-Central Africa (figure 1). It is on the Central African plateau between 1,000 and 1,600 meters above sea level, and between latitudes 8 and 18 degrees South of the Equator, and between longitudes 22 and 36 degrees East. It covers a total area of 752,614 square kilometers (GRZ & UN Systems, 1996).

The terrain is mostly high plateau with some hills and mountains. In addition, it is a land locked country surrounded by other countries along its extensive frontier. It shares borders with the Democratic Republic of Congo (DRC) to the North, the United Republic of Tanzania to the North east, Malawi to the East, Mozambique to the South east, Zimbabwe to the South, Botswana and Namibia to the South west, and Angola to the West.

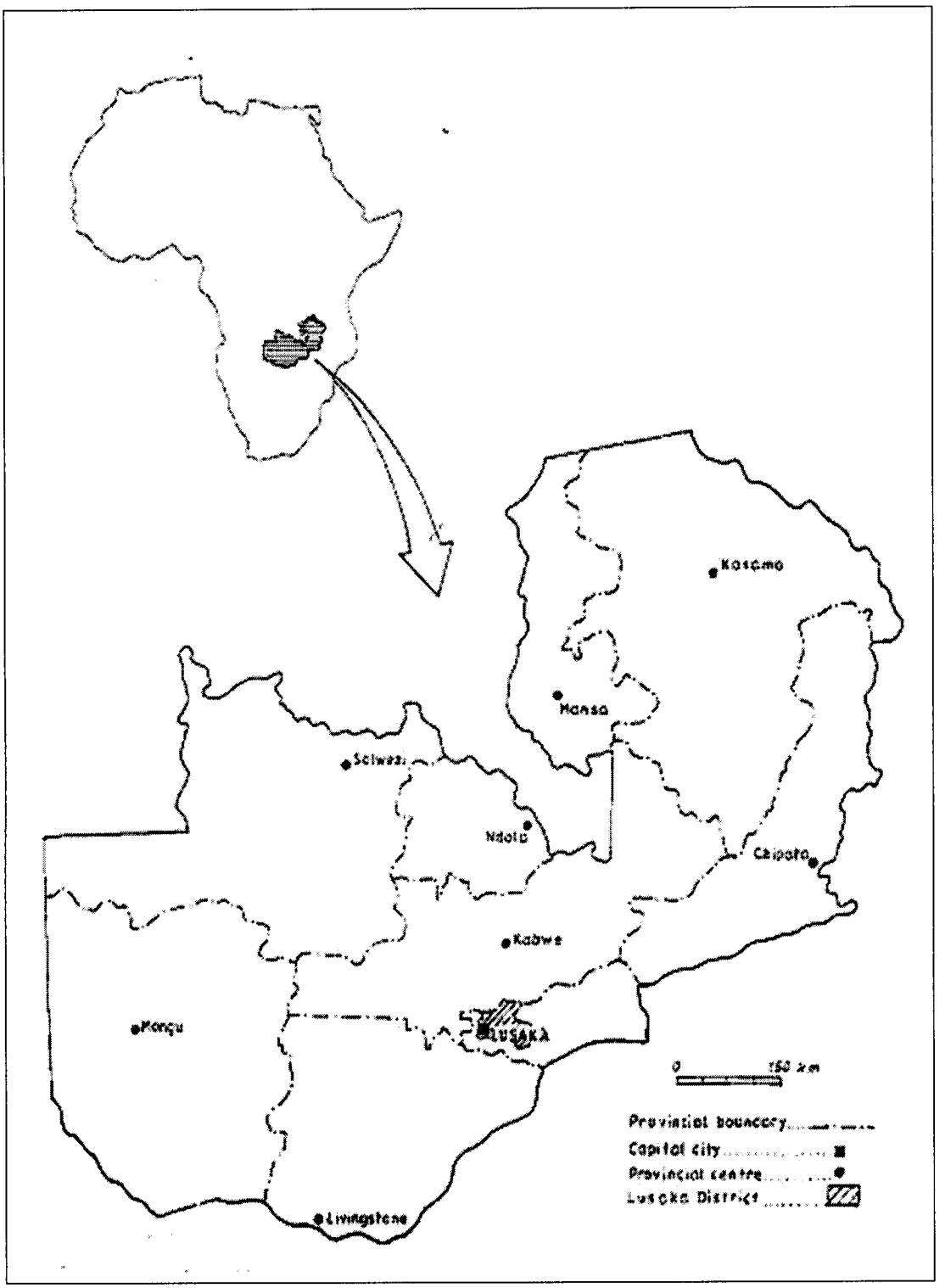
The climate of Zambia is tropical with relatively high altitude moderating the temperatures so they are lower than they would have been. The climate is seldom unpleasantly hot. There are three distinct seasons; a cool and dry season (May to August), a hot and dry season (September to November), and c) a warm and wet season (December to April).

The country's vegetation is mainly Savannah, with areas of tropical grassland and woodland comprising a variety of grass and tree species. Several seasonal flood areas also exist in flat swampy and marshy plains such as the Kafue flats and the Bangweulu and Lukanga Swamps.

The country has considerable natural resources, which include vast arable land. It also has good climate. However, only one fifth of the cultivable land is actually farmed (GRZ & UN Systems, 1996). Furthermore, Zambia has four big rivers namely the Zambezi, Luangwa, Kafue and Luapula. The other three rivers are tributaries of the Zambezi, which forms Zambia's southern border with Zimbabwe and Mozambique before pouring into the Indian Ocean. There are four major lakes namely; Mweru, Bangweulu, Tanganyika, and Kariba, which developed from a hydroelectric dam. Zambia and Zimbabwe share a man made

lake at Kariba, built to generate hydroelectric power. On the border with DRC to the North, lies a long mineral-rich stretch, known as the Copperbelt. It has extensive deposits of copper and cobalt (mined as by-product) as well as emeralds.

Figure 1: Map of Zambia and it's location in Africa



Source: GRZ and UN Systems, 1996

1.1.1 History

Zambia is a former British colony. During the colonial era it was called Northern Rhodesia. Zambia derives its present name from the Zambezi River. The country attained independence on October 24, 1964. Since then, it has undergone several changes in the government system from the First Republic to the Third Republic.

1.1.2 Demography

Zambia's population has more than doubled in size over the past three decades. In 1963 the population was 3.41 million. In 1990, Zambia's population increased to 7,759,162 (Census Report, 1990). The projection of the total population for 1995 was 9.1 million rising to about 9.7 million in 1997 and to 10.3 million by the year 2000. Almost half of Zambia's population consists of youths aged below fifteen years old who constitute 49.1% of the population.

In addition, the number of males has increased from 96 for every 100 females in 1969 to 98 One (1) male to 100 females in 1990. This is based on projections of a higher growth rate of 2.7 per cent per annum for women (UNDP, 1997:7-8). Furthermore, the population density of persons per square kilometer rose from 4.5 in 1963 to 7.5 in 1980 and 10.6 in 1993 (GRZ & UN Systems, 1996). This has also contributed to overcrowding in urban areas.

1.1.3 Communication Network

The country has a road network that runs from all its nine provinces to Lusaka, the capital city. However, most of these roads are in very bad condition and some of them are currently undergoing reconstruction. There are also two major railway lines within the country: one runs from Livingstone to Chililabombwe and the other from Kapiri Mposhi to Nakonde.

Various roads also link Zambia to its neighboring countries such as Botswana, Democratic Republic of Congo (DRC), Malawi, Tanzania and Zimbabwe. In addition, railway transit routes, i.e. one from Kapiri-Mposhi to Dar-es-Salaam in Tanzania; and one from Livingstone to Durban in South Africa, provide access to Dare es Salaam and the South African ports respectively.

1.2 Economy

Zambia is a dual economy consisting of a modern and urban-oriented sector and a rural agricultural sector mainly confined to the line of rail. This also contributed to overpopulation along the line of rail as people migrated to this area in search of jobs. There is currently political will for improving the agriculture sector for economic growth. However, Zambia is still a long way from achieving the desired goals in the field of agriculture.

Copper and cobalt mining are the country's main economic activities. Copper is the country's main export. According to ZDHS (1996), these two commodities accounted for 95 percent of export earnings and contributed 45 percent of government revenues during the decade following the attainment of political independence (i.e., 1965-1975). However, the falling price of copper, a rise in oil prices, the slow pace of industrialization and a heavy dependence on imports, after 1975, put Zambia's economy under serious pressure. According to GRZ and UN Systems quoting UNICEF (1995).

> At Independence Zambia was considered one of the most prosperous countries in sub-Saharan Africa, having inherited generous foreign reserves. Today, the situation has been reversed. With a GNP per capita of only $290 in 1992, Zambia is now one of the poorest countries in the world (GRZ and UN systems, 1996:23).

According to Bank of Zambia, Living Conditions Monitoring Survey Report (1998) and the ZDHS (1996), during the 1990s, after the liberalization of the Zambian economy and privatization of most state owned firms, there was phenomenal growth in the country's non-traditional agricultural and natural resources exports. Key components in unleashing this growth were government policies and reforms to open up the agricultural sector for direct foreign investment, elimination of foreign exchange controls and simplification of tax and tariff policies. Such changes enabled an environment for exports and further privatization.

1.3.0 Background of the Christian Children's Fund (CCF)

The Christian Children's Fund (CCF) was formed in 1938 in response to the needy and homeless children of the Sino-Japanese war. It was first known as the Chinese Children's Fund. From its modest beginnings, CCF has grown in size and scope and today is known as the Christian Children's Fund.

CCF is an international non-profit, non-sectarian agency working for the survival, protection and development of children in 37 countries, including 10 states in the USA. It is the world's oldest child sponsorship organization, promoting child-centered community development as well as global awareness and personal relationships on large scale across social and national boundaries.

The CCF's program's initial aim was to ensure the survival of children in the poorest areas by providing adequate food, basic health care, clothing and shelter. However, when the needs of the child and family become less critical, schools and other community-based projects have been undertaken.

1.3.1 CCF Zambia

The Christian Children's Fund (CCF) started operating in Zambia in January 1983. The Programme provides assistance to disadvantaged children through one-to-one sponsorship Programmes in their own natural family environment. It also assists the children's families to improve their quality of life and enable them to be self-reliant.

Having begun with less than 300 enrolled children in 1983, CCF's Zambia programme has grown to serve more than 18,000 children enrolled in twenty-three (23) affiliated projects in Central and Lusaka provinces. These are community-based organizations through which CCF's assistance is provided to children and families.

1.3.2 Work of the Christian Children's Fund (CCF)

The Christian Children's Fund (CCF) engages in building relationship between sponsored children and sponsors through strengthening partnerships. The organization is a mediator in this relationship through which the sponsor and the beneficiary are linked. Several benefits and services are delivered to children, families and communities through the child sponsorship programme.

The CCF expects both children and sponsors to participate actively in its activities and also engage in meaningful relationship through communication. The relationship between these partners (children and sponsors), involves a lot of exchange of communications. Through these communications it is anticipated that the child will know the sponsor (by name, country e.t.c), write letters, acknowledge sponsor gifts, update the sponsor on his/her progress in school and well being. On the other hand, the sponsor is expected to meet his or her monthly subscriptions to CCF, write to the child and know the child (by name, country e.t.c). This kind of interaction between the child and the sponsor is what results into the relationship built, being more meaningful and personal. CCF as a go-between is expected to facilitate this relationship by ensuring that the linkages are strengthened, achievements are demonstrated through quality program delivery and enhanced cultural awareness education including promotion of child rights.

There are sponsorship standards set by CCF Inc., which, all stakeholders should adhere to. However, one core issue in the concept of sponsorship is the building of the relationship aspect, upon which the success of the child sponsorship program depends. This requires communication, awareness and understanding of one another's cultural context and needs. The primary need the sponsor strives to meet through provision of funds to CCF is the child's well- being as well as access to education and good health.

1.4.0 Mutamino Family Helper Project (Project Identity # 1503)

The Mutamino Family Helper Project (MFHP), as an affiliate project of the Christian Children's Fund Zambia, was first opened on 6th February 1996. It is situated about 40 kilometers north east of Lusaka in Chongwe district. Fifteen (15) villages make up the Mutamino Family Helper Project catchment area. The

project provides services to about Six Hundred and thirty eight (636) and Four hundred and forty four (444) children and families respectively.

The Mutamino Family Helper Project through its sponsor services has committed itself to identifying the needy children within the catchment area thereby providing such children with efficient and effective services in the areas of health, education and ensuring that their families are empowered economically thus helping them to become self supporting.

The project offers educational, medical, social, agricultural and economic services. These services include among others payment of school fees, provision of other school requisites, annual medical check ups, nutritional supplementation for fewer than five children as well as the general health services, recreational and sporting activities.

Most of the people in the community are subsistence farmers that depend mainly on rain fed crops like maize, sweet potatoes, groundnuts and others. To some extent they also grow some irrigated crops.

The project collaborates with other developmental agencies that include among others Programme Against Malnutrition (PAM) and Kasisi Rural Health Centre.

1.4.1 Kapete Family Helper Project (Project Identity # 1006)

The Kapete Child and Family Helper Project (KCFHP), as an affiliate project of the Christian Children's Fund Zambia, started its work in 1985. It is situated approximately 53 kilometers east of Lusaka in Chongwe district. The project's operational area is about six (6) square kilometers.

The project provides services to about Five hundred and fifty three (531) and Three hundred and seventy six (376) children and families respectively.

The Mission of the KCFHP project is to promote the well being of the children and accountability to the donor through effective and efficient project

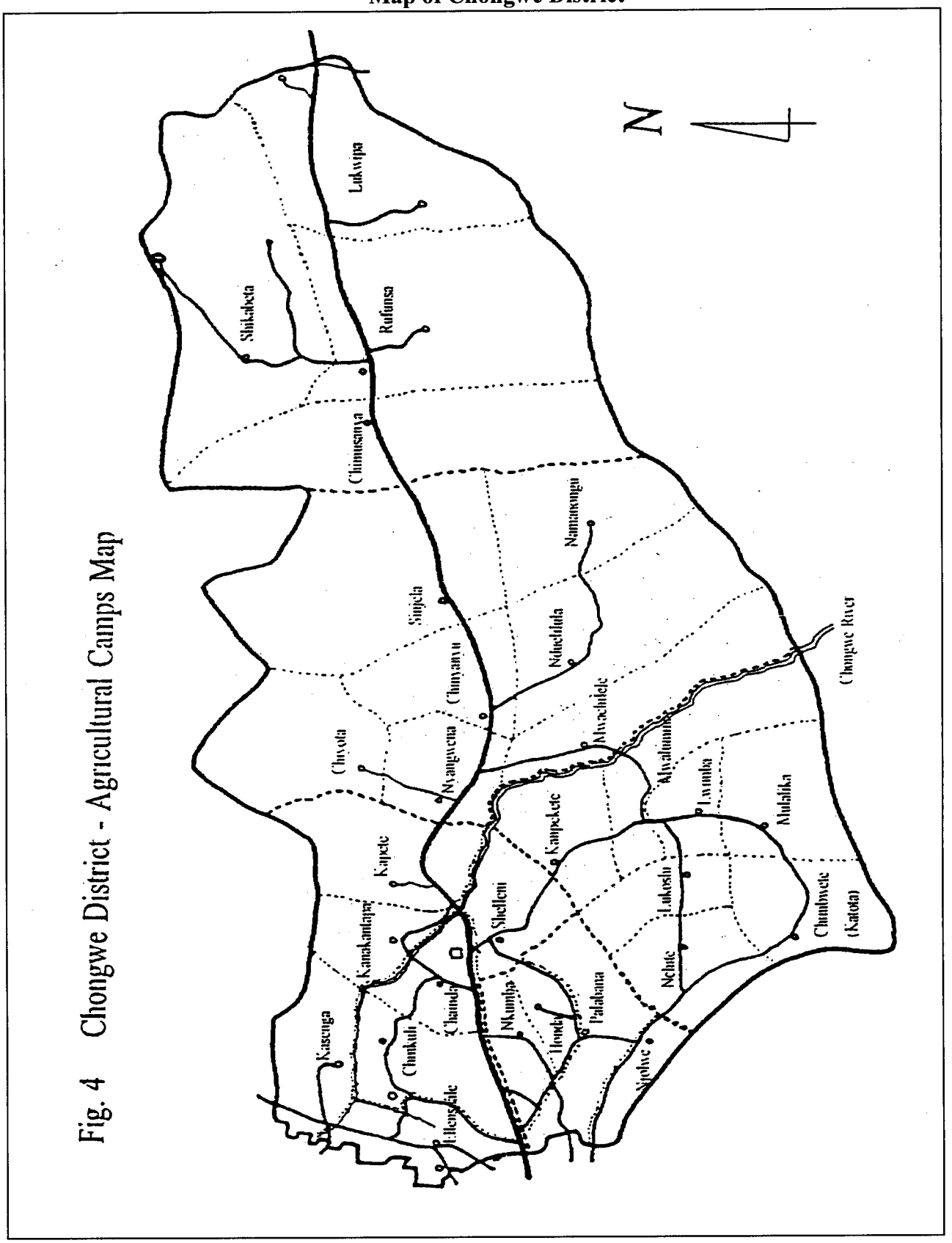
management that measures and improves performance based on minimum practical standards.

The project provides school requisites to enable enrolled children receive quality education. Young enrolled children are put in the Early Childhood Care and Development Programme. Those out of school children are assisted to attain vocational training in the areas chosen by the children themselves.

Working in close collaboration with the Local Health Centre, the project conducts antenatal, maternal child health, family planning under five clinics and Child Immunization. The project also provides health education in the HIV/AIDS prevention, management of diarrhea, Acute Respiratory Infection (ARI) as well as management and control of malaria. In the water and sanitation programme, the project assists enrolled families with building materials to enable them construct improved pit latrines and protected wells. In order to ensure enrolled children grow properly, the project conducts regular growth monitoring activities. Severely malnourished children are given food supplements while their parents undergo cookery demonstrations on locally produced foods.

The project collaborates with other developmental agencies that include among others Cooperative League of USA, Chongwe District Health Management Team, Zambia Social Investment Fund (ZAMSIF) and the Local Schools.

Map of Chongwe District



Source: Ministry of Agriculture, Chongwe District

1.5.0 Essential Statistics

The statistics given in the following tables were adapted from the tables in Women and Men in Zambia (1991) and Census of population and housing (2000), by the Central Statistics Office.

Tables 1 and 2 below give the overall population trend and percent age distribution respectively. The Christian Children Fund (CCF) work involves working with the child, family and community as partners in development as well as intended beneficiaries. CCF programmes promote child well-being and parental empowerment. Hence, the researcher used these country statistics, when analyzing participation levels of the women and men who had their children enrolled with CCF.

Table 1: Population Trend 1921-2000 (in Thousands)

Year	Female	Male	Total
1921	-	-	980
1931	-	-	1,340
1946	-	-	1,680
1956	-	-	2,850
1963	1,720	1,690	3,410
1969	2,070	1,990	4,060
1980	2,890	2,770	5,660
1990	3,980	3,840	7,820
2000	4,939	4,946	9,885

Source: Census of Africans 1963, 1969, 1980, 1990 and 2000 census

Table 2: Age distribution 1969, 1980, 1990 and 2000 (per cent)

Age	1969		1980		1990		2000	
	Female	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**
0 - 14	45	47	49	50	48	50	46	47
15 - 64	52	50	49	47	50	48	52	50
65 +	3	3	2	3	2	2	2	3
Total :%	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
No. '000'	**2,070**	**1,990**	**2,890**	**2,770**	**3,980**	**3,840**	**4,939**	**4,946**

Source: 1969, 1980 and 1990 Census and Population Projections, 2000

The researcher anticipates that, Table 3 below, is very relevant to the study when looking at education of CCF enrolled children in comparison with National enrolment statistics for boys and girls. The CCF programme approach has specific emphasis on education support to enrolled children in the program. Also, child sponsorship is about children personally building relationships with their sponsors through letter writing. This requires children being able to read and write. From table 3, it is clear that girl child enrolment levels in institutions of learning are lower than that of boys.

Table3: Enrolment in Institutions of Learning 1988

INSTITUTION	NUMBER		%WITHIN	
	Girls	Boys	Girls	Boys
Primary	678,500	748,200	48	52
Secondary	60,000	101,200	37	63
Vocational	1,000	3,400	22	78
Teacher Training	2,100	2,600	45	55

Source: Ministry of Education

1.5.1. Sponsorship enrolment in CCF Affiliated Projects

The CCF Zambia sponsorship has a total of more than 18,000 children enrolled, out of which over 12,000 are sponsored (CCF National Office Listings Report, August 2003). About 6,000 children are unsponsored. Table 4 below, provides us with the number total enrolled children, sponsored children by sex and unsponsored children. The total enrolled children represent the total number of children registered in the CCF programme, i.e. sponsored children plus unsponsored children. Sponsored children are those linked to individual sponsors while unsponsored are those without sponsors but are enrolled in the CCF programme.

It is interesting to note that most of the projects have more girls sponsored than boys. In this sense the CCF could be helping to re-deem the imbalance of there being more boys than girls in education institutions.

1.5.2 Sponsor Cancellations

Sponsor Cancellations represent the number of sponsors discontinuing with their support to individual children. The CCF sponsorship requirement is that a programme country running child sponsorship should maintain the cancellation rate at 15% or less. Having 15% or less imply that child sponsorship management meets the corporate expectation and a programme country is complying with basic sponsorship standards and hence good sponsor retention rate and increased

donor funds. While having 15% and above, imply poor sponsorship management by the programme country hence poor sponsor retention rate and ultimately reduced donor funds.

Table 5 below, reveals how CCF Zambia sponsorship programme performed in sponsor cancellation from fiscal year 2000/01 to 2003/04. It is evidently clear that the performance was not as per CCF corporate standard in the beginning, but had to improve overtime to required standards. The researcher being the member of the organization and specifically in-charge of the sponsorship programme during the said period knows that the positive improvement in sponsor cancellation rate is a result of several measures and effort put in place in order to comply with the sponsorship standards.

Some of the measures implemented includes clustering of affiliated projects for cost saving, efficiency and effectiveness of project support; increased and appropriate support to project staff; enhanced new follow up and re-enforcement mechanisms, and localization of the sponsor relations manual which includes other new initiatives meant to re-enforce good customer service delivery to sponsors and enrolled children. Training of relevant project staff in sponsorship management and use of the manual followed up the implementation of the localized manual.

Table 4: Enrolment for sponsorship in CCF Affiliated Projects 2003

Project Name	Total enrolled Children	Sponsored Children		Unsponsored Children	
		Boys	Girls		
CHONGWE DISTRICT					
1) Chainda	569	190	201	178	
2) Chimusanya	670	219	222	229	
3) Chitemalesa	579	189	196	194	
4) Mutamino	636	215	212	209	
5) Rufunsa	628	209	208	211	
6) Mpanshya	639	207	224	208	
7) Kapete	531	184	204	143	
MWEMBESHI					
8) Kabile	695	208	242	234	
9) Kalundu	693	223	253	217	
10) Namayani	626	191	211	224	
11) Mwembeshi	786	252	247	287	
LUSAKA					
12) Katuba	885	287	308	290	
13) Lumuuno	747	251	253	243	
14) Ngombe	667	244	205	218	
15) Tiyanjane	1,074	347	357	370	
16) Mtengo	695	234	226	235	
KAFUE DISTRICT					
17) Kafue Central	1,925	609	742	574	
18) Tithandizane	1,120	346	441	333	
19) Kasaka	696	227	240	229	
LUANGWA					
20) Tigwilizane	1,042	361	356	325	
21) Mandombe	758	244	276	238	
MUMBWA					
22) Shimbizhi	676	218	232	226	
23) Nambala	725	246	238	241	

Source: CCF LINCS System (August, 2003)

N.B:

- Mwembeshi projects – some fall in Kafue district while others in Chibombo district.
- Lusaka Projects - some fall in Lusaka district while others in Chibombo district

Table 5: Sponsor Cancellations

Year	Quarter 1	Quarter 2	Quarter 3	Quarter 4
2000/01	18.42 %	17.06 %	16.45 %	15.59 %
2001/02	16.33 %	16.20 %	15.11 %	14.80 %
2002/03	11.23 %	12.34 %	11.94 %	12.35%

Source: CCF Inc. Quarterly Reports

1.5.3 Objectives

The objectives of the study includes establishing how much CCF partners, in particular children, families and communities;

1) know about CCF.

2) know about the sponsors.

3) know about CCF projects/activities.

4) know about child – sponsor communications.

In addition, the study seeks to establish:

5) the extent of current child involvement in CCF activities.

6) the extent of communication among participants in sponsorship programme.

7) a baseline upon which communication and awareness strategies could be developed.

1.5.4 Rationale of the study

The study is important because it would help CCF, and in particular CCF Zambia, to recommend informed and appropriate interventions in order to improve child sponsorship management and ensure sponsor retention. Sponsor retention is complex and largely depends on quality (content and timeliness) of communications sent to sponsors. Sponsors require that children demonstrate their mental development and one way they ascertain this, is through the quality (content) of communication they receive from children; and how much the child is involved in CCF activities. In addition, how much the child demonstrates his or her understanding of the relationship engaged in with sponsors helps in shaping the child's interaction with the sponsor through communications.

Results of the study would be invariable to CCF Zambia's Communications Unit. The results would be a good source of materials to make appropriate strategies, goals and objectives and thereby come up with interventions to raise awareness among children, families and communities. Appropriate awareness raising would also be extended to sponsors. Interventions in the areas where gaps have been identified would entail educating children, their family members and consequently sponsors thereby improving the understanding of the sponsorship concept. This would, in turn, increase children's awareness about sponsorship and encourage them to ultimately engage in a meaningful and confidence building relationship with sponsors.

The resulting effect would be increased sponsor retention in CCF and continued support to the needy children.

The program department and other support units would also use the results in various ways including knowing how program delivery interventions impact upon children, families and communities CCF support. Research findings would also help the agency to know perceptions of children, families and communities on CCF and its activities.

1.6 Conclusion

On the basis of the above background, one can see that the child sponsorship programme is an integral part of CCF's work in it's quest to promote child well being and parental empowerment. CCF has a great challenge in fostering the quality and good relationship between the sponsors and children. The uniqueness of the child sponsorship concept adds on to making the work even more challenging and difficult. The CCF child sponsorship programme largely strives to build and strengthen partnership between children and sponsors; demonstrate achievements through accountability; and promote education awareness across borders of different cultures.

The building relationship aspect that engages children and sponsors in meaningful dialogue through letters enhances the partnership but at the same time poses a great challenge to children, families and communities of Zambia considering the high illiteracy levels in the country. The poor road network and communication infra structure, inadequate funds for ensuring technological development in most areas of the country also contribute to among many challenges that could otherwise make the child sponsorship programme interesting.

Sponsor retention is cardinal for sustained development programmes to be implemented in CCF communities. Hence, the reason for stakeholders in the Child Sponsorship Programme to strive to achieve directed communication and high awareness levels about CCF; it's project activities, sponsors, two-way communications and participation.

CHAPTER 2

METHODOLOGY

2.0 Introduction

In this chapter, the researcher discusses the research method used, research questions, data gathering, field encounters and limitations (during data gathering), data analysis and survey limitations.

2.1 Research Method

The researcher used Multi–Stage Cluster Sampling method. As a member of the organization, the researcher knows that CCF Zambia manages child sponsorship programmes in all 23 of its Affiliated Projects. Since these affiliated projects are zoned, by geographical lines, into six-clusters spread across six districts of Lusaka and Central Provinces of Zambia, it is more appropriate to apply the multi-stage cluster sampling methodology.

Initially, cluster sampling was done. The Chongwe cluster, which contains seven affiliate projects, was sampled. The researcher, then randomly sampled from the seven affiliate projects to arrive at the appropriate sample of affiliate Projects/units. The appropriate sample size is one third of the seven-affiliate projects in Chongwe cluster. The two-affiliate projects sampled are Mutamino and Kapete Family Helper projects. The total number of children enrolled in Mutamino and Kapete projects were 636 and 531 respectively. Each affiliate project had a complete sampling frame; therefore the researcher applied systematic random sampling within Mutamino and Kapete projects to arrive at the actual sample of one third of each. The sample size for Mutamino is 212 while Kapete is 177. This brings the total sample size to 389.

The researcher also conducted In-depth interviews with Community Project leaders from both Kapete and Mutamino Projects. The Project Leaders who are the Project Advisory Board Members were purposefully chosen in view of their strong involvement in the CCF child sponsorship activities. CCF affiliated Projects are managed by the community through the Project Advisory Board (PAB). The PAB

is composed of elected leaders at zonal level of the community. The secretary to the PAB is the Project Development Manager (PDM) who is also in-charge of project implementation as per the CCF policy. Hence the PDM provides CCF policy direction to the Project and the PAB.

Triangulation is important in this study to allow an in-depth understanding of communication and awareness challenges, and enrich the study with shortcomings from the quantitative data.

2.2 Research questions

The researcher poses several research questions. These questions are to enable the researcher know the level of awareness of CCF partners (children, families and communities) about CCF and it's activities, sponsors, child –sponsor communications, and the extent of child participation in CCF activities.

1) How much do the CCF partners know about the organization and it's role in society?

2) How much do the CCF partners know about the sponsors and their role or expectation?

3) How much do the CCF partners know about the nature of CCF projects/activities?

4) How much do the CCF partners know about s the precise nature of child – sponsor communications in the work of the CCF?

5) What is the extent and nature of children current involvement in the CCF activities?

6) What strategies can be employed to deal with the issue of poor communication and low awareness levels among partners?

2.1.1 Data Gathering

Data collection was conducted using a questionnaire designed with both closed and open-ended questions. The researcher self-administered the questionnaire and the Social Workers in each of sampled project were thoroughly trained to administer the questionnaire.

The researcher and the research assistant first conducted a one-day training of trainers' workshop for administering the data collection questionnaire. The trainees included Project Development Managers (PDMs) from both Projects. The plan of action for data collection was also drawn at the end of the workshop as per attached Annex 3. The PDMs replicated the training in their respective projects where they identified interviewers who included among them PFEs, teachers, UNZA students and Social Workers. Mutamino project identified eleven (11) interviewers for a sample size of 212 while Kapete project had ten (10) for a sample of 177. The data collection exercise for both projects was done in one week and a total number of 389 questionnaires were filled in for both projects. The focus group for the survey was the children as primary, while families and community members were secondary. In cases, where children were unable to be respondents, families and or community leaders (PFEs) and Social Workers became respondents. Two trained data entry clerks entered the data collected in SPSS. The researcher did the data validation.

The In-depth interviews were conducted in one day for both projects by the researcher in one central place (Lusaka) for easy logistics and convenience. The respondents were purposefully chosen from the Parent Advisory Board (PAB). The researcher developed the interview guide and conducted the actual interviews and gathered field notes and comments which used in interpreting the data.

2.1.1.a Field encounters and limitations

Generally speaking, parents/guardians together with their children were very receptive and cooperated well with data collectors. They freely supplied the data and also freely expressed ignorance on all issues that they did not know.

The period of survey being the rain season created a bit of a problem in getting people at home as most if not all of them were busy in their fields. This was especially so because the areas of survey are a rural agricultural area. Nevertheless, wherever word was sent and arrangements made, parents responded positively by temporarily suspending their work /busy schedules and attended to the data collectors. This showed their appreciation of what CCF is to them and what it has done for them. However, there were one or two cases where parents would paint a picture that CCF has not done anything for them but probing them revealed otherwise. It was also interesting to note that in certain instances, men appeared to be more knowledgeable than women. While on the other hand women showed more interest in CCF activities than men. The section on " knowledge about communications" proved to be a bit difficult for most parents as most of them could not really differentiate among the various types of child letters/communications to sponsors.

2.1.2 Documentary evidence

Documentary evidence was used to provide relevant information to the study. This included the quarterly reports, sponsorship manual and other CCF documents and publications.

2.1.3 Data analysis

SPSS was used to analyze the data collected. This made it easier to analyze the quantitative data. The analysis method used for the quantitative data was descriptive statistics, which included frequencies, critical cross tabs and charts.

On the other hand, the qualitative data collected through In-depth Interviews was analyzed by hand making reference/ comparison with the documentary evidence.

2.1.3 Survey Limitations

The survey faced a number of limitations at various stages. This, to some extent might affect the results. This, not withstanding, the researcher endeavored to ensure the results of the survey were as representative as possible. Some of the noted limitations were as follows:

a). The period allocated for data collection was short and as such, in certain instances data collectors talked to guardians of children who were readily available rather than the children themselves.

b). Some of the terminologies used in the questionnaires could not easily be translated into certain vernacular languages. This in other words, might have affected the level of understanding of certain questions from area to area.

c). The period (rainy season) made data collection very difficult especially that collectors were not provided with folders or waterproof bags. Sometimes data collectors were soaked and this affected their work.

d). In some instances the caliber of data collected was of questionable quality. This could have been due to the manner in which training was done in the affected projects. This also put in question, the caliber of those put in charge of supervision. The relationship of the respondent to the child was, for instance, key in the survey. For certain questionnaires, however, this issue was either left out or improperly answered. To some extent, this could have affected the results of this survey.

e). In terms of data entry, the clerks were not so conversant with the questionnaire despite the one-day training they received. This affected the manner in which they entered some data. Such a situation also made data *validation very difficulty and tedious.*

2.1.3 Conclusion

From the above applied research methodology and how data collection exercise was done, it is evident that the good and strong community based CCF structure made the researcher's work organization very easy. CCF has very good project structures managed by the community which can form the basis of fostering sustained development programmes through community empowerment, enhanced participation of stakeholders, improved communication among partners and easy diffusion of innovations.

CHAPTER 3

CONCEPTUAL FRAMEWORK

3.0 Introduction

This chapter covers a discussion of the theories and models of participatory development communication. Participatory communication entails the involvement of intended beneficiaries in all the processes of the development communication. The researcher also extensively discusses the theories of interpersonal communications.

3.1 Participatory Development Communication Theory

The theory was chosen because it fits in well with the operations of CCF that are community development based. The CCF Programmes are designed in such a way that the organization work in partnership with the community. All the CCF affiliated programmes are community managed and set up because the organization's policy and development approach is to enhance community participation through parental empowerment. Hence the reason for all the CCF affiliated projects to operate as independent legal entities, which are funded by CCF. CCF plays the role of an intermediary between its affiliate projects and the sponsors. The researcher is therefore, proposing that CCF does not apply participatory development communication theory to a very large extent.

Since CCF does not apply participatory development communication theory to a very large extent, the researcher put forward the theories of participatory development and later discussed whether or not CCF was working according to these theories. However before he probed that, the researcher defined participatory development communication. This provided a better understanding of participatory development communication and how it's applied in CCF.

3.2 Development

Various scholars have defined development differently. The dominant paradigm of development predominantly excluded intended beneficiaries. However, the alternative paradigm of development focuses on the need to involve the intended

beneficiaries. Since the 1960s several scholars have come up with various definitions of development, which has dimensions of economic and sociological perspectives focusing on economic growth and human/people respectively. We now, therefore, look at some definitions of development as presented by various scholars eventually, and what the current trend is.

3.2.1 Definition of Development

The dominant paradigm of development came with focus on economic development, which has not yet been achieved. There was a belief that development did not need to involve the beneficiaries but centrally managed because benefits then accrue to all citizens equally. Development came in as a process of articulating ideas and information from the centers of political and cultural decisions. Exclusion of beneficiaries from development was seen as the only sure way of avoiding risk of stalemate or inability to reach decision priorities. One of the supporters of this thinking is former Prime Minister of Singapore "Lee Kuan Yew".

> According to Lee, "what a country needs to develop is discipline more than participation. The excitement of democracy and participation leads to indiscipline and disorderly conduct which is inimical to development."

The above quotation also means that decisions must be made by a few.

> Another scholar Adrian Leftwich argues that " if the primary objective is to defeat poverty and misery, then participation may also not be what the third world countries need or can sustain in their present condition."

Piere Landell-Mills also contends *" participation will not necessarily lead to economic growth or alleviation of poverty, or protection of the weak or efficient governance."*

Schramm (1967) defined development as a 'movement from a tradition to a modernized pattern of society' (Schramm, 1967:425). He associated these

changes with division of labor, growth of industry, urbanization and incomes. In addition, he proposed that growth takes place in terms of money economies such as gross national product. He represents the modernisation school in which human development is restricted to economic and social aspects. Though this definition was made several decades ago, we still see that in most developmental efforts there is a tendency of moving from the old to the new which in many cases means moving from traditional to modern trends. However, the understanding of traditional may differ from place to place as some traditions included such things as division of labor, which is considered modern in the modernisation school. The division of labor has always been practiced in the traditional African setting. So for such a society development might not include division of labor.

In others words, in the dominant paradigm, development simply increased material output, capital and technology and values of the developed countries.

This clearly shows that development is not a simple process that takes place by a mere accumulation of new ideas or incomes. In addition, it shows that while some scholars were still basing their definitions of development on economic growth others had already developed a deeper understanding of development and linked it to specific roles. In fact most of the earlier definitions were nonlinear in nature. They saw development as a smooth process from one point to another.

Another scholar, Rodney (1976) argued that development is a vicarious circle. He split the development concept into personal and societal. At the personal level, he saw development as a 'many-sided-process.' It implies increased skill and capacity, greater freedom, creativity, self-discipline, responsibility and materials well being. At the societal level, he saw development as economic. It implies shared wealth since members of the society increase jointly heir capacity for dealing with the environment. In Rodney's definition we see an improvement of the modernisation school point of view in the sense that while he refers to economic growth, he also points out the roles of development. Thus, we see that there is an acknowledgement of the multi-faceted nature of development. In addition, we see a scholar who realizes that development is not a simple process

when he refers to development as a 'many-sided-process.' For him, development involves a lot of factors; consequently, one cannot claim to be developed by simply acquiring a skill. What he does with that skill is also important. Hence, other factors such, as discipline, responsibility etc. have to be considered. This leads to the fact that development at individual level also has an impact on society. Rodney's definition alludes to this when he says that at societal level development implies shared wealth as its members gain more control over the environment. It also lays emphasis on development as the ability for human to control the environment.

There are many examples of programs that failed that were a prerogative of the experts excluding the beneficiaries. This therefore led to scholars and practitioners starting to challenge the dominant paradigm.

Development initiatives must be based on the thorough understanding of culture and context of intended beneficiaries. Rogers (1976 b) redefined development as 'a widely participatory process of social change and materials advancement (including greater equality, freedom and other valued qualities) for the majority of the people through their gaining greater control over their environment' (Rogers, 1976b: 345). This definition, lays emphasis on human control over the environment as a major in development. So far this seems to be the main criterion for gauging development. It is also noteworthy that this has been the running theme in the definitions related to development for the past four decades from 1967 to 1994. It goes to show that though different scholars differ on the other factors that constitute development, they all seem to agree that development has to do with the people gaining control over their environment. This would mean that if one has no control over his/her environment, he/she couldn't claim to be developed. However, considering that there are other factors such as material advance, perhaps an individual or society can be said to have attained a certain level of development when they attain these every without assuming control over the environment.

The above perceptions are also reflected in Kasoma's (1994) definition which states that development is the:

> 'improvement of the human life condition at individual and societal levels which is achieved through desirable but fluctuating changes or adjustments in the environment.' He goes on to explain that environment is the "sum total of all that which goes into making the human life situation. It includes physical as well as a psychological vicissitudes of the human condition"Kasoma, 1994:403).

The UNDP stress on the following in it's conceptualization of development;

- Attaining progress
- Enlarging people's choices
- Enlarging functionings and capabilities

In short, human development is about individuals and communities attaining progress. At all levels, development is about people leading long and health lives, being knowledgeable and access to resources for decent standard of living. If the basic capabilities are not achieved, then many choices are simply not available and many opportunities remain beyond reach. Essential areas of choice which are highly valued by people range from political, economic and social opportunities to enjoying self respect, empowerment and sense of belonging to a community.
All in all, dominant paradigm of development focused on economic growth and assumed a top-down approach. The alternative paradigm, however, is people centered, based on their context and culture and assumes bottom-up approach.

3.2.2 Communication

Communication as a social process is not definitive because of its impreciseness. Hence difficult to predict. Communication is so wide-ranging and different people are exposed to the phenomenon in different ways with different interpretations and hence communicate differently. As with development, various scholars have come up with their own definitions of communication.

Some of the various definitions of communication include communication being;

a) The discriminatory response of an organism to a stimulus. This implies response of someone who receives the stimulus or that an organism will respond to changes in the environment.

b) The transmission of information, ideas, emotions and skills e.t.c. by use of symbols, words, pictures, figures, and graphs e.t.c. The emphasis is on transmission of symbols.

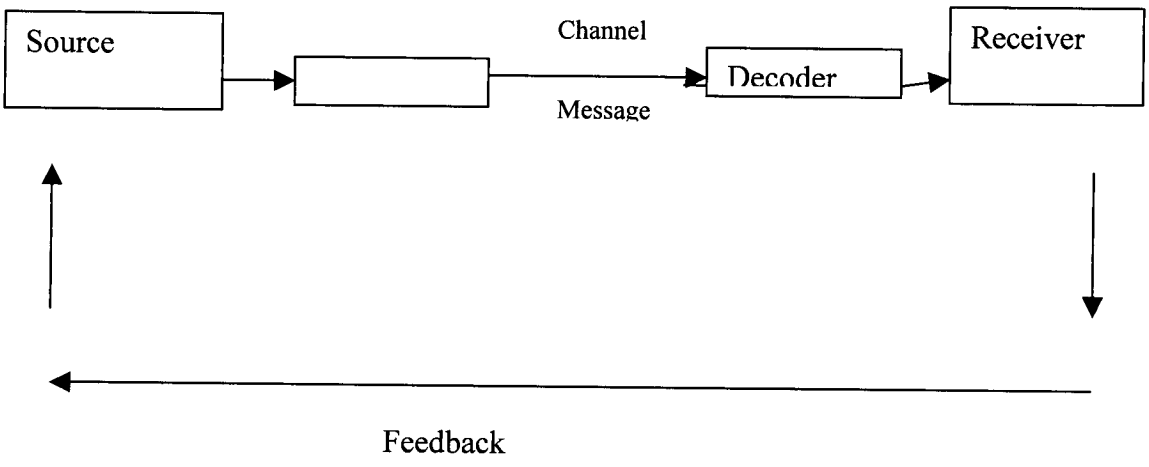
c) An elicit of a response through non verbal symbols.

Basically communication is defined as the exchange of information between two parties i.e. the source and the receiver. Hence, a communicator (source) encodes or packages a message for the receiver who decodes the message. However, scholars have differed more on the process of communication than on its functions. Earlier theorists proposed a uni-linear process, while others advocated a cyclic process. For example the Berlo's SMCR model emphasizes on the dyadic communication, therefore stressing the role of a relationship between the sender and the receiver as an important variable in the communication process. On the other hand the Shannon-Weaver model (1947) proposes that a communication must include six elements:

- Source
- An encoder
- A message
- A channel
- Decoder
- A receiver

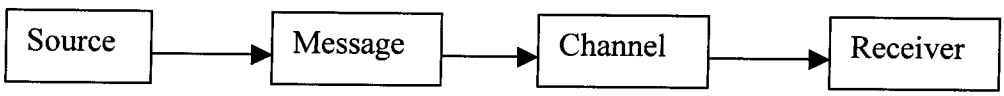
The emphasis is so much on the transmission and reception of the information. The obvious drawback from the point of view of the models is the obvious linearity. It looks at communications as a one-way process. However, it is remedied by the addition of the feedback loop in the developed model.

The process of Communication



Shannon-Weaver model (1947)

Berlo's S-M-C-R Model



3.2.3 Essential Components and Concepts of Communication

There are seven major components of communication. However, as will be seen below, two of these components are interchangeable depending on the situation. Thus, the basic components are:

a) Source: Signifies the originator of a message; sometimes the source is referred to as the sender; nonetheless, the sender may not always be the originator;

b) Message: A stimulus which the source or sender actually transmits to receiver. This stimulus could be verbal, non-verbal or both;

c) Channel: The means/medium by which a message is conveyed from the source to the receiver; channel may be letters, gestures, expressions, airwaves, laser beams, or microwaves;

d) Receiver is the destination of a given stimulus; he/she decodes and interprets the message which is sent;

e) Noise: This refers to any stimulus which inhibits the accurate transmission or reception of a given message; and,

f) Feedback: The reaction from the audience from the communicator's communication. This may be verbal, non-verbal or both; it can be positive or negative; complete lack of response could also be interpreted as negative feedback, since the source would have no cues by which to gauge the effects of the message produced.

3.2.4 Basics of Communication

As defined earlier communication is a response of an organism to the changes in the environment. Communication has the following characteristics:

a) Is a social process; Is intentional; people are always communicating for a purpose;

b) Involves co-orientation; mutual awareness in the interaction; non verbal communication

c) Involves individual interpretation; different people will receive the information differently and interpret it differently.

d) Involves shared meaning; emphasis that people from the same culture and language are able to communicate due to similar background and experience.

e) Should be contextual i.e. it should be understood within its context.

3.2.5. Types of communication

The six major different types of communication types are:

a) Intra-personal communication:

This entails sharing of the human experience/environment within oneself; it includes thinking and dreaming; this type of communication affects all the other types; for instance, if one's mental ability or level of thinking is high, then he/she will interact with others at a high level;

b). Inter-personal communication:

This is an interactional process between two or more people (dyad), either face-to-face or through mediated forms;

c). Mass Communication:

Is one carried out through use of the media. Mass communication is the sharing of the human experience/environment between a mass medium organization and a scattered and an undefined audience. There are several types of mass media. These include electronic (e.g. radio, television) and print (e.g. newspapers, magazines e.tc.). The media is the channel of information dissemination. Not all people have access to all the types of mass media. In Africa, for example, some types of mass media are more common in some places such as in the urban areas than in the rural areas. The mass media and mass communication have many roles to play. The roles include surveillance, entertainment, correlation, cultural dissemination and mobilization. Agenda-Setting Theory, describes the powerful influence of the media, it has the ability tell us what issues are important.

d) Organizational communication:

This is the sharing of the human experience/environment within an organization such as the labor movement or NGO. It is also communication within or between organizations. This is also intra and inter organizational communication. According to Infante et. al. (1997:349), information in organizations flows in patterns called networks. These consist of members and links (communication ties) between members. In addition, they refer to the network in which messages are transmitted. Between groups in an organization as the macro network. This is also said to be the organization's overall communication structure.

Moreover, Infante et.al. (1997:349) state that links (communication ties) have five characteristics: symmetry, strength, reciprocity, context, and mode or channel. They refer to symmetry as the degree to which the link is initiated or

used equally by bother members. If both give and take equally i.e. seek and provide information, then there is symmetry. However, if one person usually sends and the other receives, the link is asymmetrical. Strength refers to the use of a link. According to Infante et. al. (1997), 'a strong link is one that is frequently used, while a weak link is used only occasionally'. Similarly, reciprocity refers to the frequency by which both members report using the link. If one-person reports frequently by which both members report using he link. If one person reports frequently using the link and the other says that no communication took place, the link is considered unreciprocated. This shows that one-sided communication is not considered as communication. As earlier defined, communication entails the sharing of ideas between persons. Hence, when it is one-way then the communication process may be complete but not balanced. Infante et. al. (1997) go on to explain that content of communication passing along the network might be work-related or social. They also refer to mode or channel of the means by which communication cakes place i.e. by telephone, in person, through group meetings, by e-mail, or in writing. The mode depends on a number of factors such as distance, availability of communication resources, etc. It may also depend on the urgency and situation for the communication process.

e) Group communication:

The sharing of the human experience/environment within group such as youths, men, women, lawyers etc. According to Infante et. al (1997), there are four major types of groups in group communication determined by their purpose of communication. These are task-oriented, therapy, consciousness-raising, and learning groups.

Task-oriented groups, as the name suggests, are described as those that have a job to do. They are common in crisis and planning situations. These groups can be further divided into three, namely problem solving, decision-making, and idea-generating groups. Infante et. al. (1997-293) say that the problem-solving group attempts to discover a solution to a problem by analyzing it thoroughly. This is usually done through group discussions such as focus group discussion.

Decision-making groups are also said to be concerned with solving problems but have an added function of deciding which solution to implement. They are also responsible for the monitoring and evaluation of the programme involving the solutions.

The third group, idea-generation group that is also known as the 'brainstorming' group, is responsible for the discovery of a variety of solutions, approaches, perspectives, consequences, etc. for a topic

The therapy group helps the individual to solve personal problems. Therefore, this group mainly comprises professionals such as clinical psychologists and counselors.

Consciousness-raising groups, on the other hand, are responsible for raising awareness among members about issues of shared interests or concerns. Consciousness-raising groups could also be change agents.

The fourth, the learning group, as the name suggests, is education-oriented. Thus, the purpose is for individuals and the group to acquire more information and understanding of a topic.

f) Inter-cultural communication:
Communication between people belonging to different cultures. These people can communicate through dances, songs, drama and other artistic performances and exhibitions.

3.2.6 Functions of communication

There are various functions of communication. As regards functions of interpersonal communication, Allyn & Bacon (1999) outlines the following:

a) Creates co-operation i.e. working/coming together;

b) Helps in acquisition of information; gaining Information :One reason we engage in interpersonal communication is so that we can gain knowledge about another individual. Social Penetration Theory says that we attempt

to gain information about others so that we can interact with them more effectively. We can better predict how they will think, feel, and act if we know whom they are. We gain this information passively, by observing them; actively, by having others engage them; or interactively, by engaging them ourselves. Self-disclosure is often used to get information from another person

c) Building a Context of Understanding We also engage in interpersonal communication to help us better understand what someone says in a given context. The words we say can mean very different things depending on how they are said or in what context. Content Messages refer to the surface level meaning of a message. Relationship Messages refer to how a message is said. The two are sent simultaneously, but each affects the meaning assigned to the communication. Interpersonal communication helps us understand each other better.

d) Establishing Identity: Another reason we engage in interpersonal communication is to establish an identity. The roles we play in our relationships help us establish identity. So too does the face, the public self-image we present to others. Both roles and face are constructed based on how we interact with others.

e) Interpersonal needs: Finally, we engage in interpersonal communication because we need to express and receive interpersonal needs.

Additionally, Harold Lasswell (1948/1960) outlines the following functions of mass communication:

a) Surveillance of the environment: This refers to the information provided by media regarding important facts about the world. The media provide people with important information they need in order to live and to work, and also warn them about some difficulties such as weather or traffic problems

b) Correlation: The correlation of the parts of society in responding to the environment. Correlation function refers to the selection and interpretation of the environment

c) Transmission of culture: The transmission of the social heritage from one generation to the next. The function to perpetuate values and cultures of the society.

d) Entertainment (Wright): The function to provide good time, to diminish people stress. Dysfunction to represent escapism sometimes.

3.3 Participation

Different scholars have defined participation in several ways. At the heart of ambiguity in participation are issues of power and ownership. What seems important is assessing participation in development is not participation per se, but who decides the content of development, the scale, the level and terms of development as well as who controls the framework of development within which it takes place.

3.3.1 Definition of Participation

Participation is the involvement of people in development activities or indeed any other endeavor with a view to promote ownership, possessiveness and acquire capacities to significantly control their living standards and improve abilities for decision making.

White (1994): 16) recognizes that there are a number of definitions of participation. She also states that participation is a complex and dynamic phenomenon, seen from the *'eye of the beholder'*, and shaped by the *'hand of the power holder.'* This means that participation meaning depends on the people in the seat of power. Therefore, in different places and contexts, participation is defined differently.

There are various theories that support participatory approach. These theories include empowerment, small is beautiful, "2 + 2 = 5" effect (convergence and synergy), social learning perspective, and humanist perspective

3.3.2 Development Communication/Communication for Development

Bella Mody defines communication for development as a social process in which communities with common interest or problems jointly design messages aimed at improving the social existential conditions.

Communication for Development implies:

- The use of a communication process, techniques and media to raise people's awareness of their own situation and options at their disposal for activities involving change.
- Helping to resolve social conflict and working together to reach a consensus.

3.3.3 Change Agents in Communication for Development

Change agents influence the attitudes, beliefs, values and practices of people into being engaged in developmental initiatives. The change agents have to do a lot of communication through the following ways:

a) Intrapersonal Communication: the change agents decide on their own how they are going to persuade the target adopters; thus, they conceive strategies in their minds about how they are going to influence the people's attitudes;

b) Interpersonal communication: this also involves a deliberate policy and planning towards development; the change agents, however, should listen to the people's views and only fill in what they do not know; they should explain things to the people, for instance, the importance of the people's participation in a developmental process; this can be done through focus group discussions, brainstorming etc; and

c) Mass Communication: the change agents can use mass media such as radio and television to try ad persuade the people t adopt developmental initiatives

Thus, the change agents act as mediators in trying to help the target adopters learn and understand developmental issues. This way, it is more likely that the people would participate fully in the developmental effort. It is common knowledge that when people are informed, they are easier to persuade than when they are not. This follows the idea that participatory development hinges on communication.

3.3.4 Participatory Development Communication

Participatory development communication brings together all the above concepts. This is seen in the fact that communication is a social process that produces change in knowledge, attitudes and perceptions. Above all, it produces changes in behavior of individuals and groups through factual and technical information, motivational or persuasive messages through facilitating and learning process and an enabling environment.

It is in this regard that communication has been looked at variously as a means of development (positive change) or the means for giving a voice to the voiceless. With regard to development communication, communication enhances people's masterly of life skills, ability to deal with others and ability to achieve.

3.4.0 Interpersonal Communication Theories

The researcher has chosen interpersonal communication theories because child sponsorship concept is built on the principle of building relationship between a child and a sponsor. Child sponsorship involves correspondence between the child and the sponsor and this kind of communication is a two – way communication, where both are expected to know one another personally mostly through communications and sometimes physically whenever the sponsor can visit. The relationship involves cross cultural education awareness, exchange of information through letters, cards or any other form possible. The sponsor donates money to CCF Inc. for child, family and community support in areas of health and education and generally for the child well-being. The well being of the child is the sponsor's and CCF's main concern. Hence the child through CCF has the obligation of fulfilling the expectations of the sponsor like child mental development through access to good education and health facilities. Also, both CCF and the sponsor expect that the child will actively participate in planning of activities from initiation through to the end. This also includes being involved decision making. This way the child is empowered and supported in realizing his/her full potential.

The child, family and community understanding of the CCF and its activities; sponsorship concept and compliance to sponsorship standards, which includes meeting sponsor expectation, is key to sponsor retention. The researcher knows that

lack of child involvement in CCF activities, non compliance to sponsorship requirements, non demonstration of achievements through quality program delivery, poor and untimely child communication de-motivates sponsors who consequently discontinue their sponsorship support to the child.

For that reason, the researcher will propound the theories of interpersonal communication and later discuss whether or not the children and CCF is working according to these theories. However before exploring that, the researcher will define interpersonal communication.

3.4.1 Interpersonal Communication Defined

An interactional process between two people (a dyad), either face-to-face or through mediated forms. Interpersonal communications is a special form that occurs when we interact simultaneously with another person and mutually influence each other. Simultaneous interaction means that the communication partners are both acting upon the same information at the same time. Mutual Influence means the both partners are affected by the interaction (thoughts, feelings, interpretation); simultaneous interaction or mutual influence may or may not involve words: catch some one's eye, a knowing glance, a smile, along intimate conversation; interpersonal communication is a tool to forge and maintain relationships; it's a necessity to well being in the many roles we play: friend, sister/brother, mother/father, employee, student, coworker, boss; it plays a key part in shaping our personal identity- when effective it helps solve problems and enhances self worth. The unit of analysis for interpersonal communication is the dyad or the relationship itself.

3.4.2 Interpersonal Perspectives

There are four specific perspectives from which to study interpersonal communication:

Relational (Qualitative): Communication in which the roles of sender and receiver are shared
by two people simultaneously in order to create meaning.

growth of their relationship. Child involvement in CCF activities and his/her good quality communication with a sponsor are key expectations that can only be meaningfully achieved when children acquire knowledge, skill and are motivated.

3.4.4 Uncertainty Reduction Theory

The theory seeks to explain and predict the interpersonal communication during the beginning of an interaction. The assumption is that when strangers meet; their primary concern is to *reduce uncertainty* about the other person and their relationship. As verbal output, nonverbal warmth, self-disclosure, similarity, and shared communication networks increase, uncertainty goes down, and vice versa. Information seeking and reciprocity are positively correlated with uncertainty. (Griffin, pg. 477)

The researcher felt this theory applies in child sponsorship programme since when a child is assigned to the sponsor they both strive to reduce uncertainty through welcome letters and other correspondence. The communication exchange between the sponsor and the child seeks to achieve building and strengthening partnerships by ensuring linkages, demonstrate achievements as part of accountability, education awareness across cultures and promotion of child rights. All these aspects contribute to uncertainty reduction. Uncertainty is the degree to which a number of alternatives are perceived with respect to the occurrence of an event and the relative probability of these alternatives. Uncertainty implies lack of predictability of structure and information. Infact, information is the means of reducing uncertainty. Therefore, the researcher felt that increased exchange of information would build confidence in the both the child and sponsor as uncertainty would be reduced and will ultimately engage in more meaningful and mutually beneficial relationship. The uncertainty reduction theory thus constitutes part of the theoretical underpinning, which guided the researcher and assisted him in the interpretation of communication problems and prospects in the study.

Situational (Contextual): Communication that occurs between two people in a specific context.

Quantitative: Dyadic interactions, including impersonal communication.

Functional (Strategic): Communication for the purpose of achieving interpersonal goals

The interpersonal communication theories form the basis of child sponsorship programme. This is explicitly explained in the preceding information and chapters. The researcher would for now focus on the following interpersonal theories because of their relevance to study.

3.4.3 Knowledge- Skills- Motivation

Explanation of Theory: Communication competence is the ability to choose a communication behavior that is both appropriate and effective for a given situation. Interpersonal competency allows one to achieve their communication goals without causing the other party to lose face. The model most often used to describe competence is the component model (Spitzberg & Cupach, 1984) which includes three components: 1) knowledge, 2) skill, and 3) motivation. Knowledge simply means knowing what behavior is best suited for a given situation. Skill is having the ability to apply that behavior in the given context. Motivation is having the desire to communicate in a competent manner.

This implies that the component model's three parts requires that a communicator be able to;

1) recognize what communication practice is appropriate (knowledge),
2) have the ability to perform that practice (skill), and
3) want to communicate in an effective and appropriate manner (motivation).

The researcher felt this theory applies or should be applied in child sponsorship since this is what CCF and its affiliate project strive to achieve- enabling the children with access to good education so they can realize their full potential. Additionally, the sponsors expect child cognitive development as it facilitates

3.4.5 Conclusion

The theories and models of participatory development communication are core in the CCF work.

The child sponsorship programme emphasizes on building and strengthening partnership between the child and the sponsor, demonstrating achievements through accountability and quality program delivery, promoting child well being and cross-cultural awareness education. All these aspects no doubt require good quality and directed communications, high participation, and empowerment of stakeholders/intended beneficiaries. The interpersonal communication is a tool to forge and maintain relationships. Therefore, the child sponsorship programme is also guided by theories of inter personal communication especially with its emphasis on building and strengthening partnership between the child and the sponsor. This programme has two vital contributions to CCF work, and these include two-way communication between partners (child and sponsor) and ensuring benefit delivery to intended beneficiaries benefit. Hence proper application of these propounded participatory development and interpersonal communication theories would positively result into sustainable development.

CHAPTER 4

LITERATURE REVIEW

4.0 Introduction

The researcher discussed findings from the previous researches done in child sponsorship area in the World, Africa and within Zambia. On Zambia, the researcher particularly looked at, CCF Zambia, PLAN Zambia and World Vision International Zambia since these are the major and only existing sponsorship organizations in Zambia. The Internet was used to check for previous studies in the area across Africa and other continents world over.

4.1 PLAN International Japan Customer Satisfaction Survey

At global level, PLAN International Japan, in 1998 conducted a Customer Satisfaction Survey whose purpose was to find out the direction of their sponsors'/donors' interest from many aspects. The results were to be used as a basis for Japan National Office's further improvement of sponsor/donor services as well as marketing approach including new product development. The sampling frame was 1,500 sponsors and stratified random sampling method was used to arrive at a sample size of 603 (PLAN International Japan Survey Report, 1998).

The Customer satisfaction survey looked at the evaluation of the following: PLAN International Advertisements; information from the spot (concerned country); international consolidated accounts; sponsor demands for financial reports; systems and policy assistance; communication with a child; 'cancellation' of the child; and consciousness of sponsors. (JIPSR, 1998).

The following are highlights of the findings (JIPSR, 1998):

- Sponsors very often see more than 90% of PLAN international advertisements. About 88% of the whole are in contact with newspaper advertisements. Two thirds of the respondents find advertisements as 'easy to understand' and roughly 'good'. On the other hand, "use of funds" aspect is low evaluated with less 40% indicating 'easy to understand'. As regards

"accordance between impression by pictures and content of activities," 53 of sponsors indicated favorably.

- Interest in the various information on the spot is very high with slightly more than 80% interested in "child and his/her family, and the information about daily life" with slightly more than 60% very interested.
- The reports on local offices satisfy slightly more than two thirds of sponsors including those who answered, "rather satisfied". About 10% are very satisfied.

- International consolidated accounts includes "amount contributed by each country," "details of local program cost and domestic costs,'' and "income history." 60% of the sponsors are interested in all the three items. Sponsors with less than 5 years of experience are more interested in "details of local program cost and domestic costs" than those having longer experience.

- The policy assistance of the "Japan Foster Plan Association " was evaluated as " very good" by more than half of the persons (51%) and supported by more than 90% of the persons, including those who answered "rather good." Almost all of the policies of assistance were widely understood by more than 80%of the persons.

- The research revealed that slightly less than 70 % of sponsors sometimes send letters or cards to the children during the year. Sponsors who correspond with the child only by letter are slightly more among those persons having more than three years of experience as sponsors. Female sponsors communicate with the child more actively than male sponsors. About 40% of male sponsors have never sent letters or cards to the child. (This figure is 22% for female sponsors).

- About 70% of the sponsors have the opinion that communication with the child by letters or cards is important. Most sponsors are "fairly satisfied" with the actual communication with the child. Concretely, most sponsors demand further promotion of communication i.e "want to communicate

more deeply," " want a letter in child's own handwriting," and complain, "it takes too much time to communicate by letter."

- The system of "cancellation" of the child from program is understood by nearly 90% of sponsors.

- The research revealed that the motivation for becoming sponsors is " that assistance can even by done by me" (80%), followed by " want to help underprivileged people" (52%). The minority of persons expressed that "want to have exchange with specific child and his/her family, " and "want to have a foster child (8%, 7% respectively)

The above highlights of the findings of the PLAN International Japan Survey Report (PIJSR) (1998), actually point to the communication and awareness challenges of the child sponsorship programme, and hence the need to conduct this study from the program country perspective. As revealed by the Japan Customer Satisfaction Survey (1998), sponsors have certain expectations in the sponsorship programme which sponsorship organizations (CCF, PLAN and World Vision International etc.) in collaboration with programme communities should strive to meet. The researcher feels this study would be the basis for understanding the awareness levels of the needy children, their families and communities about sponsorship concept and the activities of the Christian Children's Fund. The study results would be used, as a basis for CCF Zambia's further improvement of sponsor/donor services as well as compliment marketing approach including new product development.

4.2 CCF's literature on children

The State of the Children (2000) opens with the CCF Vision:

> Too many of the world's children suffer the debilitating effects of poverty and violence. Children have the right to experience life with as much joy and hope as humanly possible
>
> Christian Children's Fund creates an environment of hope and respect for needy children of all cultures and beliefs in which they have opportunities to achieve their full potentials, and provides practical tools for positive change – to children, families and communities."

Michelle J. Poulton (CCF Vice –President, International Programs also reiterate that among the international commitments of 1990s, the Children's World Summit Declaration and Plan of Action together with the United Nations Conventions on the Rights of the Child have had impact on the lives of millions of children all over the world. Following these historic events, CCF moved ahead, silently but determinedly, to reorient its program worldwide and increasingly focused interventions on impacting those critical indicators that can pave way for children's healthy growth and development and for improved quality of life in the communities. Efforts were particularly directed towards strengthening families and communities to create an environment supportive to this goal.

The above extract explicitly shows that the Rights of the Child, child healthy growth and development are important for improved quality of life in the communities. As earlier stated, CCF's program approach is concerned with the well-being of the child through parental empowerment. This is attested to in the above quotation from the CCF Vice-President where she says "efforts were particularly directed towards strengthening families and communities to create an environment to support this goal." This is where there is the link between program delivery and sponsorship. For quality of life to be improved, parental and community empowerment is important thereby needing resources, and these resources come from individual sponsors (about (90%) and corporate donors (10%). This also then calls for CCF to employ or put in place measures to increase

sponsor retention thereby contributing to the overall goal of improvement of quality of life of children and the community.

PLAN International as a child focused development organization has a vision of "a world in which all children realize their full potential in societies which respect people's rights and dignities". PLAN promotes child rights by implementing programs on child survival, protection and development of their physical and mental potential, making children's voices heard highlighting issues that are important for children and putting them on the agenda at local, national and international levels. (PLAN Zambia Child rights booklet, 2003:2)

4.3 Sponsor Relations

The Sponsor Relations Operational Manual (2002) resulted from a review of the past practices and takes into account CCF Zambia's strategic plan, vision mission and goals (Dr Joseph Conteh, 2002). It was hoped that as an Orientation Package and in view of its broad based input, the manual should be able to address the current needs and expectations of the agency and its future challenges.

The child-sponsor relationship and communication in the child sponsorship programme is governed by certain corporate sponsorship standards that must be adhered to all the times in order to efficiently and effectively manage sponsorship and meet the needs of all stakeholders. (Children, CCF and sponsors). The following are some important aspects in sponsorship that the researcher wishes to highlight since some of them may contradict with some interpersonal theories and participatory development communication theories that are being discussed.

Policy

- CCF Policy states that there shall be no direct communication between sponsors and their sponsored children. All parents should be informed of this strictly enforced policy when having their children enrolled in a CCF project (Sponsor Relations Operational Manual, P.7, 2002)

- CCF establishes and maintains a one to one relationship between a child receiving benefits through the project and a sponsor who contributes the

support, which makes projects' services possible. The relationship between child and sponsor is to be both caring and respectful. (Ibid)

- The sponsor is under no obligation to continue the relationship if not interested or able. (Ibid)

- Projects are to help children view the sponsor as someone with a personal interest in their well -being, their future and their family as well as their community. The sponsor and the child are to know each other by name and be encouraged to correspond. (Ibid)

- Children are obligated to reply to correspondence and acknowledge designated funds sent by the sponsor. (Ibid)

- CCF pledges to guard and respect the privacy of the sponsor and the sponsored child by not disclosing addresses and impertinent personal circumstances. (Ibid)

- Letters from sponsors to their children and from children to their sponsors are to be opened and reviewed by CCF National Office for appropriateness. (Ibid)

- If the children or parents choose to violate this policy, then the children may be removed from the project. If the sponsors choose to violate this policy then their sponsorships may be cancelled. Whenever a project and National Office become aware of any violations of the policy, they should inform Richmond Sponsor Services immediately. (Ibid)

4.3.1 SPONSOR RELATIONS PRACTICE

- The means through which CCF gives financial support to children is the project. Individual or group contributors, called the "sponsor" are given information provided by the National Office and project about specific individual children. (Sponsor Relations Operational Manual, p.7, 2002)

- The project will provide CCF a photograph and specified information about each child enrolled in the project. (Ibid)

- Every child enrolled in the project is eligible for assignment to a sponsor. (Sponsor Relations Operational Manual, p.8, 2002)

  Children who leave the enrollment of a project will be promptly reported to National Office. In ordinary circumstances, another eligible child should be enrolled in place of each child-leaving enrollment. (Ibid)

- Sponsors may, if they wish, send letters, printed materials, and periodicals to their sponsored children through the National Office and project. Children are expected to reply to letters from their sponsors through the project, and the project is to forward those letters to the Processing Center. (Ibid)

- Sponsors are requested not to send gifts in packages to children out side the United States. The reason is to avoid time and expense involved in clearing packages through customs. When sponsors overlook or ignore this request and send packages, National Office is expected to refuse delivery and instruct the Post Office to return the packages to the sender. (Ibid)

- In keeping sponsors informed about child's circumstances, the child himself/herself might inform the sponsor about his/her leaving the project. Doing so may minimize the disappointment sponsors and children sometimes feel about ending the relationship without prior notice. Care must be taken by the project when the child actually is subsequently removed from enrollment; the National Office must be promptly notified. (Ibid)

- When sponsors wish to continue communication with a former child no longer enrolled in the project, the National Office through the project will determine if the child's where about is known. If it is, the former child and/or his family will be asked for permission for the National Office to give their address to the former sponsor. If permission is given, the National Office will supply the address to the sponsor with a statement indicating that CCF will

assume no further responsibility for letters to and from the child, for any other transactions or for importunities, which may arise. (Ibid)

- When a child previously enrolled in a project wishes to communicate with a former sponsor, the project and National Office may decide whether to approve or not. Consideration may be given to the risks of impropriety and importunity and the fact that the National Office cannot assist in receiving, sending or translating letters. If the National Office approves, it should notify the International Office. The ex-sponsor will, if possible, be contacted to find out whether he/she is agreeable to the disclosure of their address to their former child. If the sponsor agrees, the National Office will be informed and will, in turn, supply the address to the child. (Ibid)

- Each sponsored child is expected to write a minimum of FOUR letters a year to his/her sponsor. Letters may be in response to letters or gifts from the sponsor, or may be initiated by the child himself/herself. (Ibid)

- Projects will prepare an annual report (Newsletter) describing activities of the project to be mailed by the National Office to the various sponsors of children in the project. (p.9)

- Each project will prepare an annual report about each sponsored child (Child Progress Report), which will also be mailed to sponsors by the National Office. (Ibid)

- Projects will endeavor to supply information requested by sponsors about the sponsored child and his/her family beyond that given on the "Child Information Form" (CIF) if requested and if appropriate. (Ibid)

- Sponsors may, if they wish, visit their sponsored children through arrangements made by the project and National Office. The Office and project are responsible for protecting the rights of the child during such visits. (Ibid)

- Even though, the child and his/her family are the direct recipient of assistance, the sponsor is expected to respect the dignity, worth and the cultural, familiar and religious heritage and values of the child and his/her family. (Ibid)

4.3.2 CHILD CORRESPONDENCE/COMMUNICATIONS

Communication between a sponsored child and a sponsor starts with a welcome letter. A warm welcome from the child helps build the sponsor's trust and commitment in CCF. When a child is assigned to a sponsor the project will receive a request for a welcome letter. Since this is the first correspondence from the child, the timeliness and quality of this letter cannot be more highly stressed. It is the moment where the relationship between the sponsor and the child really begins and the letter should foster that development. (Sponsor Relations Operational Manual, p49, 2002)

Sponsored children may send letters and other items such as photos, drawing, crafts etc. these communications may be simple, but each should show the child's personal touch. (Ibid)

A sponsored child is required to send a communication to the sponsor at least twice per year. They are also expected to reply to each letter received from sponsors, being careful to answer the sponsor's questions and to say "thank you" for any gifts. (Ibid)

One child response letter can be a reply to more than one sponsor communication.

As the relationship grows, a child correspondence is a chance to share wonders, ask questions, and connect across borders. (Ibid)

4.3.2.a Guidelines For Child Correspondence

a. Child correspondence does not need to be formal. A drawing, photo, or simple handcraft can speak directly to the sponsor's heart without translation. Whatever form they take, communications share a part of the sponsored child's world. (Ibid)

UNIVERSITY OF ZAMBIA LIBRARY

b. Communications should be authentic. Sponsors treat each one with exception. If the sponsored child is too young to draw or write, a parent may send a communication for her. (Ibid)

c. The words "simple", "fun," and "personal" describe the best-sponsored child communications. (Ibid)

d. Hold a contest for the best communication. Can the children in your area think of more ways to say "hello" to a sponsor? (Ibid)

4.3.2.b If the communication is a welcome letter

- The welcome is the first time the child communicates with the sponsor by name. Let children know they are doing something important. At the start, give each child a special pen, pencil, or notebook. (Ibid)
- Give welcome greetings when you deliver a message of child assignment. Allow new families to start participating in CCF soon after assignment. (Ibid)
- Encourage curiosity. What does the child want to know about the sponsor's family, home or country? (Ibid)
- Although the welcome does not need to be a letter, a few words about a craft or drawing from the sponsored will add a personal touch. (Ibid)
- If culturally appropriate, greet the sponsor by name. (Ibid)

- At the start of the letter, use ***"Dear Mrs. Smith"***, Instead of *"Dear Sponsor"* For a tag attached to a craft, use ***"To: Mrs. Smith,"*** Instead of ***"To: My sponsor"*** (Ibid)

4.3.2.c If the communication is responding to a sponsor letter

- A sponsored child is expected to respond to every letter from the sponsor (up to five in one year). The response can be a letter or another form of communication. However, the communication must include answers to specific questions asked by the sponsor. (Sponsor Relations Operational Manual, p50, 2002)
- If the sponsored child cannot answer all of the sponsor questions, add a note from the parent, a CCF worker, or volunteer. Always make it clear who is writing. (Ibid)

- Sponsor gifts require a written response. A short note on a post card is fine, as long as it includes a "thank you" and answers any questions. (Ibid)

4.3.2.d Ideas for communication

- Make sending communications easy and fun for sponsored children. Supply special stationery that features bright colors, or a shape the child can color. (Ibid)
- For children who can write, print a few questions or topics to start them off. A description for hand made items must accompany the item for the sponsor to understand. (Ibid)
- Send a special photo of the child with a short greeting written on it. The photo could show the child with his best friend, at his school or doing chores. (Ibid)
- Have sponsored children mark their homes, school and other landmarks on a ready-made map. Ask them to draw their house or their family in one corner, or have them draw their own maps. (Ibid)
- Send the sponsor something that the child has made such as bracelet of foil or cloth, folded paper figures or grass weavings (check postal and customs rules first!) Again, the item must be explained. (Ibid)
- Ask children to make posters on a Community theme such as saving trees or staying in school.
- Let the children write messages on postcards from the area (Ibid)
- Send audio cassettes with spoken messages, songs or poems. (Ibid)
- Ask children to show sponsors what CCF is doing. They might write about going to a clinic or draw a picture of gathering water. Or they could send a photo of their class at school. (Ibid)
- If the parent is illiterate, a community volunteer can help compose the letter (Ibid)

4.3.2.e Bonding letter

- The bonding letter will help strengthen the development of a relationship between child and sponsor. It should contain a small, flat and light item or drawing done by the child and/or a photo of the child, perhaps with family members or in front of the family home (the photo should reaffirm the need of the child). (Sponsor Relations Operational Manual, p55, 2002)

The bonding letter should be sent regardless of any other communication received from the sponsor during the period. (Ibid)

4.3.2.f Sponsor mail control

The receipt of a letter from the sponsor requires a timely reply from the child. The Project will receive sponsor letters from the National office with a mail control slip. (Sponsor Relations Operational Manual, p57, 2002)

Besides being timely, the reply should also answer any specific questions the sponsor asks, as well as address general subjects in which the sponsor may have an interest. The project should be active in interpreting the sponsor's letter to the child and family and in the preparation of an adequate reply. (Ibid)

4.3.2.g Designated Funds For Children (DFC)

"The best gifts come in small packages". This common proverb has special meaning for sponsors who want to give their child a direct gift. People in all cultures give gifts as token of friendship, respect, welcome or thanks. (Sponsor Relations Operational Manual, p60, 2002)

Around the world, the very act of giving is more important than the gift itself. CCF encourages and accommodates the generous impulses of sponsors with the DFC policy. However, CCF knows improvement in the lives of children and lasting friendships both develop from steady effort, not big gestures. Gifts become too much of a good thing when they provoke temptation and jealousy or create excessive costs and administrative burdens. (Ibid)

CCF limits the value of gifts that sponsors may send. A gift should be at least US$10 and not more than US$100. However, as a special request by the sponsor, the gift may exceed the US$100 limit depending on the specific child/family and or project needs that are identified. (Ibid)

While all societies value gift giving, some types of gifts may not be welcome everywhere. Other kinds of gifts may violate shipping and customs rules. CCF Office (International /Affiliate) and National Office staff work together to help

sponsors understand the cultural and practical reasons for the limits on gifts to children. (Ibid)

4.3.2.h Thank You Letters (TYLs)

Every DFC sent to a child needs to be acknowledged with a Thank You Letter (TYL) to the sponsor. The remittance of these letters is controlled by the computerized Designated Fund Certificate (DFC) register, supplied by the National Office, on a monthly basis. The registers for each month should be kept together in a separate file. (Sponsor Relations Operational Manual, p61, 2002)

4.3.2.i Child Initiated Letter

It is required that each sponsored child write a child initiated letter to the sponsor at least once every six months, if no other correspondence has been sent during that time. (Sponsor Relations Operational Manual, p65, 2002)

The Correspondence Chart is used for the purpose of determining which children should write a child-initiated letter. The chart should be checked at the beginning of each month by looking at each sponsored child and verifying if the child has written a welcome letter, bonding letter, response to sponsor letters, or TYL in the last six months from the current month. (Ibid)

If a child has not written in the last six months, the project should request a child initiated letter and submit it to the National Office within 30 days (by the end of the month in question since the need for child initiated letter should be checked at the beginning of each month). To compliment this, an MCS request for the child-initiated letter will be received from the National Office on a monthly basis or every other month (during peak months). (Ibid)

4.3.2.j Child Progress Report (CPR)

To sponsors the CPR is like a chapter in a book. Each year, the progress report tells the story of the sponsored child, his family and his community. (Sponsor Relations Operational Manual, p67, 2002)

The CPR is a record of growth and change – so it should be fresh and new every time it is written. Tell both sides of the story – the good and the bad. Show how the family faces its difficulties and know CCF helps. Use quotations and photos to help tell the story simply and honestly. (Ibid)

Look back at the past CPRs. How is the family doing compared to last year? What are the family's hopes for this year? Sponsors want assurance that through CCF, they are making a difference in the life of their sponsored child. (Ibid)

Remember that every CPR has one eager reader, the sponsor. A satisfied sponsor will want to stay on, to find out what will happen next year. (Ibid)

4.3.2.k Child Information Folder (CIF) and Child Enrolled Photo

The child information folder (CIF) gives the case history of the child. There are two types of inquiries for child information and photos. The first one is concerning the child who is not enrolled in the program, while the other is for a child who is enrolled, sponsored or unsponsored. When a CIF is required for a child who is not enrolled in the project, it must be handled like a new enrolment in which case the project does not indicate any numbers. (Sponsor Relations Operational Manual, p23, 2002)

However, if a CIF is required for a child who is already in the program, details of case numbers and sponsorship numbers must be accurately shown on the CIF. If the CIF is submitted without child details, it is then considered as a new enrolment resulting in duplicate even triplicate enrolments. (Ibid)

Correspondingly, sponsors request to sponsor specific children from the project. Such requests are called special assignment requests and they are either a replacement of a former child or request to sponsor an additional child. Projects process CIFs and photos for these children in fulfillment of the requests. (Ibid)

All No. 2 Forms must a statement to consent/ accommodate use of children's photos on the CCF website, advertising media etc. The statement reads in part:

" I also give permission for photographs of my child to be sent to the sponsor and to be used in Christian Children's Fund in advertising media, including television, mail and the internet."

The Number 2 form also includes a family card, which is always filled in when a CIF is being generated. The use of the family card is necessary because:

- The family card helps provide more information for the writing of the narratives
- It is also a tool for ensuring that data collectors (PFEs, Social Workers etc) visit the family whenever a CIF is being generated. (Ibid)

4.3.2.1 Reassigned Materials (RAM)

Before the materials of a child expire, a request for an updated material (Family Card and child photo) will be received. This is called Proactive Reassignment Material or RAM request. The materials of children whose age is up to 5 years are valid for 18 months while the materials of children over 5 years are valid for 24 months. The updated material of a child who is sponsored is not requested. However, if the materials of a child expired at the time of cancellation of the sponsor, a RAM request will be generated. (Sponsor Relations Operational Manual, p39, 2002)

A child for whom a RAM request was generated is still available for sponsorship prior to the expiration of the materials. But once child's materials have expired, child becomes unavailable for sponsorship until the request is fulfilled. (Ibid)

When a RAM request is received, this occasion should be used for a more official evaluation of whether a child should remain enrolled for CCF sponsorship or not. If, for example, it is known that a family will be moving from the project area in the next six months, and a RAM request is received for that child, a decision might be reached to remove the child immediately instead of fulfilling the RAM request. Or, in another example, the project may be gradually moving out of a certain village and RAM requests for children there should not be fulfilled. (Ibid)

The rationale for this is that by fulfilling a RAM request, the child (currently unavailable for sponsorship) becomes available for sponsorship. But since the child will soon be leaving the CCF program, of CCF is leaving an area, it would not be advisable to permit a new sponsorship of the child to begin since the duration would be limited. In other words, when a RAM request is received, PLEASE be sure to submit each case to an evaluation according to the project eligibility criteria to see if the child still meets the requirements. (Ibid)

The decision to remove a child behind a RAM request should be discussed with the child/family, along with any plans for he child to continue participating in the project programs. (Ibid)

4.3.2.n National Office Inquiries (NOIs)

National office inquiries – NOIs – help concerned sponsors find the answers that will put their fears to rest. Sponsors make inquiries for all sorts of reasons: an anticipated letter never arrives. Has something happened; an annual update on a child's well being is long over due. Is there a serious problem ... or just a delay? disaster in the child's part of the world raises fears. Is the child safe? Or something mentioned in a child's last letter raises concerns: why did the child have to move? Why is the child no longer in school? How serious is the parent's illness? (Sponsor Relations Operational Manual, p87, 2002)

National Office inquiries reflect serious sponsor concerns. The NOs/IA/Richmond depend on Project Office to provide full, accurate and prompt answers to these inquiries. Not only does that provide relief for an anxious sponsor, but it also creates a powerful impression of CCF as a responsive, well-managed organization. (Ibid)

4.3.3 General Guidelines

According to the Sponsor Relations Operational Manual (2002), the following guidelines must be adhered to when considering a child for enrolment into the program.

The child should be needy and 6 years of age or below at the time of registration. The child can remain in the program till he or she is adequately equipped to support

him/herself and if under 20 years of age or alternatively until he/she completes his or her secondary or vocational training. However, the age of 23 is thus the cut off age after which the child is expected to be departed regardless of status (whether in school or not) (p.9)

The project eligibility criteria should always be followed (Ibid)

Children of project staff are not eligible for sponsorship even if the parent is a lowly paid employee (Ibid)

All correspondence between the child and the sponsor should be channeled through the National office (Ibid)

Sponsor's address should not be given to the children or parents (Ibid)

The project should maintain individual files for each child (Ibid)

4.3.3 Sponsor Cancellation Management Strategies

As earlier highlighted on sponsor cancellations, they are critical to the success of the child sponsorship programme. This is in fact one of the reason that the researcher who is a member of the organization chose to undertake this research so that strategies and interventions can be drawn on how best CCF can serve its customers (children and sponsors). By improving child-sponsor relationship, ultimately sponsor retention will increase and hence more funds for continued support to the needy child.

CCF Zambia's cancellation rate for the 99/00 fiscal year was 10.44, which is within the required corporate standards of below 15 percent .In that year Zambia was the fourth lowest in cancellation rate. (Sponsor Relations quarterly report, June 2000). The quarter July to September 2000 however, saw an increase in cancellation rate to 18.42 bringing CCF Zambia position from fourth to 22nd in the CCF world. The Year 2000/2001 saw CCF Zambia with a year-end cancellation rate of 15.59%.

Based on the report showing decline in performance, CCF Zambia requested projects with a cancellation rate beyond 15% to submit reports on issues that led to a high cancellation rate and how they planned to address them(Sponsor Relations Operational Manual , 2002),

Based on the submissions, common issues that led to high cancellation rate were identified and the following were the issues and suggested recommendations (Ibid)

Issues 1: High Migration Out Rate

A high number of children leave project areas. Departures as a result of migration contributed to the high cancellation rate. There is trend that, those children that are newly assigned; their departure often results in sponsor cancellation. On the other hand departures of children that have long been in sponsorship often attracts sibling replacements. This entail that extra care must be taken when departing newly assigned children and/or both.

Options

- Review the enrolment eligibility criteria so that only families that have continuously stayed in the catchment area for at least six months are enrolled. This will enable us ascertain the stability and permanence of the family in the area.
- Implement regular home visits by front liners in an effort to timely capture and regulate imminent migrations.

  Educate families on the importance of sponsorship with regards to the need for them to inform the projects of their intended migrations.
- Educate families on the importance of sponsorship with regards to the need or them to inform the projects of their intended migrations.
- Projects should then assess whether the departure is avoidable e.g. family moves to an area where CCF operates.
- Always reflect on the question why children and their families leave and see if there are any particular interventions that can be implemented.

Issue 2: Overage Children

Most projects remove children from the program due to age, which mostly result into sponsor cancellation if the child is sponsored. Sponsors do not easily accept to sponsor children who take the place of their previously sponsored children. This is because sponsors are not warned about the child changes resulting in the disruption of what they may have perceived as a long-standing relationship. This results in a lot of dissatisfaction, which is manifested, in sponsor's refusal to accept to support the new child.

Options

- Sponsors must be informed well in advance that their child will be coming off the program due to age (General guidelines will be provided).
- Sponsors would then be prepared about the up coming departure due to over age and for those over age children that a departure is not applicable, sponsors can make a choice on whether to continue sponsorship or not.
- Conduct regular reviews of overage children and apply the rules outlined in the over age policy write up (Overage policy, 2001)

Issue 3: First Year Sponsor's

During the period July 1999 to June 2000, CCF received a good number of new sponsorship and a lot of these have cancelled. New sponsors are at a high risk of canceling if not properly serviced/expectations not met. Thus CCF must ensure a lot of effort is expended on maintaining new sponsors.

Options

- Ensure that child welcome and bonding letters are sent for every newly assigned child.
- Provide sponsors with as much information as possible through correspondence.
- Ensure regular, timely and good quality correspondence is sent in the first year of sponsorship (refer to service schedule for first year sponsors)
- Monitor first year sponsors through the first year sponsors visual chart at all levels (sectional, zonal, project etc)

Issue 4: High Level of RAM (Lack of pro-activity and slow rate of processing)

CCF recorded very high levels of children on RAM hence high number of unavailable children. The consequence of this is they had fewer children to market for sponsorship and loss of sponsor means there is no possible corresponding gain because most of the children are unavailable.

Options

- Ensure pro-activity in processing RAM
- Monitor and track RAM
- Aim for zero number of RAM at any given time

ISSUE 5: Correspondence (Content/Quality – Frequency, Delinquency)

Most letters to sponsors from children say the same thing, the kind that won't interest the sponsor. (Sponsor Relations Strategic planning review, 2001). This is also contrary to the Functional (Strategic) theory: Communication for the purpose of achieving interpersonal goals.

Options

- Ensure that letters are informative and contain interesting information.
- Implement the child development activities as outlined in the concept paper.
- Effectively/correctly use the correspondence visual chart. Also ensure the v/chart is updated.

It is very clear from the above issues that a lot more have to be done in line with the researcher's objectives and research questions proposed for this study. Most of the issues revolve around correspondence and meeting the expections of the sponsors, including child involvement in CCF activities.

4.4 Mavuso's pioneering study

As earlier indicated, the researcher also had the opportunity to look at the research done by a Thokozile V.N. Mavuso, a Masters of Communication for Development (MCD) student at University of Zambia in 2000; who conducted a research at CCF

on Participatory Development Communication in the CCF Education programme: The case of Ngombe Child and Family Helper, and Tiyanjane Development Projects (2000). It is important to note that at the time Mavuso conducted her research, this researcher was not yet a member of staff for CCF (2000). We later on, in this chapter, discuss Mavuso's research on Participatory Development Communication in the CCF Education programme: The case of Ngombe Child and Family Helper, and Tiyanjane Development Projects (2000).

4.4.1 Focus of research

Mavuso's study was conducted in two of CCF's 23 affiliated projects as indicated above. The researcher was attached to CCF from 24th February to June 24 2000 (p.15). The researcher was interested in finding out how CCF identified children from poor families and sponsored them for education. Hence, particular focus was on knowing the criteria used in identifying poor children and how these children were enrolled in school, how their school fees were paid, how CCF monitored progress in school and ensured that they did not drop out of school (Ibid). She was also interested in finding out how CCF sourced funds and sponsors of children, how funds were distributed to children and whether or not the needs of the children were met. Thus the main aim was to find out how CCF communicated with children about their needs and catered for these needs. The researcher was further interested in finding out the views of the children and their parents concerning their education and whether they appreciate the sponsorship (Ibid).

4.4.2 Methodology

The qualitative approach was used and involved use of in-depth interviews, focus group discussions and participant observation (p.17)

4.4.3 Findings

The findings were addressed in light of Participatory Development Communication in the CCF Education programme (p.109) The researcher examined the organizational structure of CCF and its affiliated projects for conformity with tenets of Participatory Development Communication (PDC) (p.100). Also communication between CCF and enrolled children, and its education programme (p.108)

The researcher found that some sectors of CCF are well organized and have strong communication links (p.113). Clear evidence of Participatory Development Communication was also seen in some sectors (Ibid).

4.4.4 Conclusions and recommendations

The researcher pointed out the areas that were lacking and those that needed strengthening in regards Participatory Development Communication. Thereafter, recommendations were made for the improvement of the programme.

The conclusions include the following (p.114 -116):

- CCF Education programme is non-participatory
- Poor education monitoring mechanisms
- Poor co-ordination of education programme
- Poorly trained teachers are used in most schools run by CCF.
- Lack co-ordination between CCF and the Ministry of Education
- Poor funding of schools
- Poor school infrastructure due to poor funding and negligence
- Parental apathy due to illiteracy

Recommendations included (p.117 – 118):

- Involve children in the whole developmental process
- Improve education-monitoring mechanism
- Redesign education programme
- Engage in inspection of schools
- Set standard/criteria for CCF schools

CONCLUSION

This researcher observes that some recommendations and concerns in the previous researcher's work tally with what he intendeds to undertake. For example, the issue of child involvement in CCF activities, which is also, further going to be explored in this study. How well children communicate with their sponsors is an issue with this study and if you look at the previous research, the same issue came out through

the issues of poorly trained teachers in CCF run schools/communities, is non-participatory nature of CCF Education programme and Poor education monitoring mechanisms. In general this researcher feels most of the recommendations and conclusions in the previous research are causes of the issues being probed in this study.

Finally the time constraint, for now, has contributed to restrictiveness inn the literature review. However, it is hoped that the researcher will continue beefing up the proposal.

4.4.5 Conclusion

The researcher generally had limitations in finding relevant data to the study. The reasons being that not many organizations are involved in child sponsorship programme and even those who are involved are still wrestling with various challenges. For example in Zambia, only a PLAN Zambia, World Vision Zambia and CCF deal in child sponsorship. In as far as documentation of specific challenges of child sponsorship programme very little has been done. This is one reason why this researcher, having worked in management of child sponsorship programmes for over 8 years, decided to explore the communication and awareness challenges.

World Vision Zambia has very strict and sort of "closed door policy" in as far as information sharing is concerned. The researcher, on several occasions made attempts to visit World Vision Offices along Great East Road but found it difficult to access the premises and information altogether due to various bureaucracy. To this effect, none of the information from World Vision was reviewed. However, PLAN Zambia and CCF had their doors open and the researcher mostly used their data. With a lot more researches and documentation of child sponsorship programmes done knowledge growth in this area will be attained and better ways of sponsorship management may be discovered.

CHAPTER 5

FINDINGS AND INTEPRETATIONS

5.0 Introduction

This chapter summarizes critical findings of the study. The chapter also looks at the extent to which certain factors such as length of affiliation to CCF, sex, and school enrolment status influence knowledge of various aspects of CCF and the organization's activities.

The first part of the chapter looks at statistics pertaining to child sex, age, the school status of the children (whether child is in school or not), enrolment status and the length of affiliation to CCF. The later parts of the chapter looks at the knowledge levels of respondents as it relates to what CCF is, sponsors and their countries of origin, the various types of child – sponsor communications that is involved in the sponsorship program and the extent to which children participate in the program activities.

Also, various relations to the aforementioned factors and sections were done.

The researcher also conducted In-depth interviews with Community Project leaders from both Kapete and Mutamino Projects. The Project Leaders who are the Project Advisory Board Members were purposefully chosen in view of their strong involvement in the CCF child sponsorship activities. CCF affiliated Projects are managed by the community through the Project Advisory Board (PAB). The PAB is composed of elected leaders at zonal level of the community. The secretary to the PAB is the Project Development Manager (PDM) who is also in-charge of project implementation as per the CCF policy. Hence the PDM provides CCF policy direction to the Project and the PAB.

The PAB members were purposefully chosen as interviewees and these included the PDMs for both projects, and two Board Members (preferably Board Chairperson and an ordinary Board member) from each project. The PAB are expected to be acquainted with, particularly, the child sponsorship requirements and, in general, CCF activities as they are charged with the responsibility of managing the project. The total number of interviewees per project were three (3) and these included Mr. Rodwell Chandipo (Kapete, PDM), Mr. John Mumba (Vice Chairperson, Kapete PAB), Mr. Fredrick Kabaso (Kapete, PAB Member), Mr. Kapola Sinyangwe (Acting

DM, Mutamino), Mr Alberto Njobvu, Chairperson, Mutamino PAB), and Mrs. Jacqueline embo Mapulanga (PAB Member, Mutamino)

riangulation was important in this study to allow an in-depth understanding of communication nd awareness challenges, and enrich the study with shortcomings from the quantitative data.

he statistics and interpretations are summarized in the below:

ABLE 5.1.0: General Statistics On Child Sex, Age, Whether Child In School, Enrolment Status, nd Affiliation Period

CHILD SEX		
SEX	**No. of Respondents**	**PERCENT**
Male	186	47.8%
Female	203	52.2%
TOTAL	**389**	**100%**
CHILD AGE		
AGE CATEGORY	**No. of Respondents**	**PERCENT**
Below 6 years	25	6.4%
6 to 13 Years	249	64.0%
Above 13 Years	112	28.8%
Missing Entries	3	0.8%
TOTAL	**389**	**100%**
IS CHILD IN SCHOOL		
SCHOOL STATUS	**No. of Respondents**	**PERCENT**
Children IN school	341	87.7%
Children NOT in school	47	12.1%
Status NOT Indicated	1	0.3%
TOTAL	**389**	**100%**
CHILD ENROLMENT STATUS		
ENROLLMENT STATUS	**No. of Respondents**	**PERCENTAGE**
Enrolled (but not sponsored)	80	20.6%
Sponsored	309	79.4%
TOTAL	**389**	**100%**
LENGTH OF CHILD'S AFFILIATION TO CCF		
AFFILIATION PERIOD	**NUMBER**	**PERCENTAGE**
1 Year and below	23	5.9%
2 to 5 Years	163	41.9%
Above 5 Years	130	33.4%
Not Known	73	18.8%
TOTAL	**2,309**	**100%**

The percentage of male enrolled in the CCF program is 47.8% while that of the female is 52.2%. This represents almost a gender-balanced status in enrollment in the CCF programs.

Sixty four percent of the children in the program are between the ages of 6 to 13 years, while 28.8% represent those who are above 13 years. Six point four percent (6.4%) are below 6 years

and 0.8% did not indicate their age range. This implies that most of the children (70.4%) are below 13 years which is the school going age.

Eighty Seven point seven percent (87.7%) of the children in the program were reported to be in school and 12.1% were not. Point three percent (0.3%) could not indicate whether they were in school or not. The percentage of the children in school represents a very high school enrollment rate of the children in the CCF program.

Seventy Nine point four percent (79.4%) of the CCF children are sponsored while 20.6% do not have sponsors. The sponsorship rate meets the corporate sponsorship minimum standard of having at least 75% of enrolled children sponsored.

Forty one point nine percent (41.9%) of the children in CCF program have been affiliated to CCF for the period of 2 to 5 years, while 33.4% for over 5 years with 5.9% having been in the program for 1 year and below. However, 18.8% do not know for how long they have been in the CCF program. This also means that 47.8% have been in the CCF program for a period not exceeding 5 years.

TABLE 5.1.1: Relationship Of Child Sex With Whether Child In School, Child Enrollment Status And Age

CHILDREN	MALE		FEMALE		Total	
	No.	%	No.	%	No.	%
IN school (% within Is child in school)	159	46.6%	182	53.4%	341	100%
NOT in school (% within Is child in school)	26	55.3%	21	44.7%	47	100%
School Status NOT Indicated (% within Is child in school)	1	100%	-	-	1	100%
TOTAL	**186**		**203**		**389**	
Enrolled (but not sponsored) (% within child status)	40	50.0%	40	50.0%	80	100%
Sponsored % within child status)	146	47.2%	163	52.8%	309	100%
TOTAL	**186**		**203**		**389**	
Aged below 6 years (% within child age)	10	40.0%	15	60.0%	25	100%
Aged 6 to 13 Years (% within child age)	120	48.2%	129	51.8%	249	100%
Aged Above 13 Years (% within child age)	54	48.2%	58	51.8%	112	100%
Missing entries	2	66.7%	1	33.3%	3	100%
TOTAL	**186**		**203**		**389**	

Forty-Six point six percent (46.6%) of the children in school are male and 53.4% are female while 55.3% are male not in school and 44.7% are female. The percentage of female children in school is more than that of male while percentage of male children not school is more than that of female children.

Fifty percent (50%) of the enrolled children male and 50% are female while 47.2% of the sponsored are male and 52.8 % are female. The percentage of enrolled female and male children is the same while the percentage of male children sponsored is less than that of female sponsored children.

Forty percent of the children aged below 6 years are male while 60% are female. Forty Eight point two percent (48.2%) of the children aged between 6 to 13 years are male and 51.8% are female. 48.2% of the children aged above 13 years are male and 51.8% are female. Sixty Six point seven percent (66.7%) of children could not indicate their ages are male while 33.3% are female. There are more female children in all age ranges (below 6 years, 6 to 13 years and above 13 years) than male children. 69.8% of the male children in the program are of age not exceeding 13 years while 70.9% of the female in the program are 13 years and below.

TABLE 5.1.2: Relationship Of Length Of Child's Affiliation With Sex Enrollment Status

CHILDREN	LENGTH OF CHILD'S AFFILIATION TO CCF								Total	
	1 Year and below		2 to 5 Years		Above 5 Years		Affiliation period not Known			
	No.	%	No.	%	No.	%	No.	%	No.	%
Male (% within child sex)	**11**	**5.9%**	**76**	**40.9%**	**63**	**33.9%**	**36**	**19.4%**	**186**	**100%**
Female (% within child sex)	**12**	**5.9%**	**87**	**42.9%**	**67**	**33.0%**	**37**	**18.2%**	**203**	**100%**
TOTAL	23		163		130		73		389	100%
Enrolled (but not sponsored) (% within child status)	**4**	**5.0%**	**52**	**65.0%**	**10**	**12.5%**	**14**	**17.5%**	**80**	**100%**
Sponsored (% within child status)	**19**	**6.1%**	**111**	**35.9%**	**120**	**38.8%**	**59**	**19.1%**	**309**	**100%**
TOTAL	23		163		130		73		389	100%

Five point nine percent (5.9%) of the male children in the program have been affiliated to CCF for 1 year and below, 40.9% for 2 to 5 years, 33.9% above 5 years and 19.4% do not know the period of affiliation to CCF. Forty Seven point eight percent (47.8%) of the children affiliated to CCF for 1 year and below are male, 46.6% of 2 to 5 years are male, and 48.5% of those above 5 years are male.

Five point nine percent of the female children in the program have been affiliated to CCF for 1 year and below, 42.9% for 2 to 5 years, 33% above 5 years and 18.2% do not know the period of affiliation to CCF.

Fifty Two point two percent (52.2 %) of the children affiliated to CCF for 1 year and below are female, 53.4% of the children affiliated to CCF for 2 to 5 years are female and 51.5% of the children affiliated to CCF for above 5 years are female.

SECTION 1: KNOWLEDGE ABOUT CCF

This section provides us with statistics on the knowledge about CCF as expressed by various respondents (children, family members and community). In this part of the study, it was important to establish the levels of knowledge of the various stakeholders as regards the different aspects of the operations of CCF. The assumption was that as major stakeholders, children, were supposed to have a high level of knowledge about CCF, including its operations, the source of funding, the origins of sponsors and what is involved in the child sponsorship programme.

The following tables give summaries of the respondents' knowledge on issues related to various aspects of CCF in general, the interaction between children on one hand and the project staff on the other as well as the various stakeholders CCF works with.

TABLE 5.1.3:

ABILITY TO IDENTIFY CCF LOGO		
	No. of Respondents	**Percent**
Yes (Able to)	170	43.7%
No (Unable to)	219	56.3%
Total	**389**	**100%**
WHAT IS CCF?		
TYPE OF RESPONSE	**Number of Respondents**	**Percent**
Child focused organization	208	53.5%
Development organization	21	5.4%
Communication organization	2	0.5%
Child health organization	5	1.3%
Poverty organization	31	8.0%
Child education organization	22	5.7%
Income generating organization	1	0.3%
Agriculture organization	2	0.5%
Community organization	26	6.7%
Don't Know	7	1.8%
Other specified	64	16.5%
Total	**389**	**100%**

Fifty Six point three percent (56.3 %) of the respondents were unable to identify the CCF logo while only 43.7% could. 53.5% indicated that CCF is a child-focused organization, 16.5% gave other definitions of what CCF is other than those given on the options. The percent distribution of the definition of what is CCF may as well indicate the weight of CCF activities.

TABLE 5.1.4:

HOW RESPONDENTS FIRST KNEW ABOUT CCF		
	No of Respondents	**Percent**
Through Mass media (i.e. TV, radio, newspaper e.t.c)	9	2.3%
Through CCF Project Staff	150	38.6%
Through PFEs/Board members	68	17.5%
Through community Leaders (political, church, school, health)	70	18.0%
Other specified	90	23.1%
Family member/ relative	2	0.5%
Total	**389**	**100%**
HOW CCF GETS ITS FUNDING		
	No. of Respondents	**Percent**
Good people	17	4.4%
Sponsors	216	55.5%
Donors	65	16.7%
Government	15	3.9%
CCF Richmond	12	3.1%
Don't know	56	14.4%
Other specified	8	2.1%
Total	**389**	**100%**

Thirty Eight point six percent (38.6 %) of children/families in the CCF program first knew about CCF through CCF Project staff and, 36% through family members and community leaders.

Seventy Six point six percent (76.6%) reported that CCF gets it's funding from sponsors (donors/good people), 3.9 % indicated government, 3.1 % indicated CCF Richmond and 14.4% do not know.

TABLE 5.1.5:

EXTENT TO WHICH RESPONDENT'S KNOW CCF SPONSOR COUNTRIES		
	No. of Respondents	**Percent**
None (Those who could name any)	148	38.0%
1 to 3 (Those who named 1 to 3 countries)	215	55.3%
4 to 6 (Those who named 4 to 6 countries)	22	5.7%
7 to 10 (Those who named 7 to 10 countries)	3	0.8%
More than 10 (Those who named 10 countries)	1	0.3%
Total	**389**	**100%**
RESPONDENT'S ABILITY TO NAME LOCAL STAFF THEY MOST FREQUENTLY INTERACT WITH		
	No. of respondents	**Percent**
Able to name staff	336	86.4%
Unable to name any staff	53	13.6%
Total	**389**	**100%**
WHO OWNS CCF?		
	No. of Respondents	**Percent**
Sponsors for children	46	11.8%
Children	75	19.3%
Government/local authority	19	4.9%
Children, families and their communities	109	28.0%
Project Boards	3	0.8%
CCF Staff	124	31.9%
Don't known	13	3.3%
Total	**389**	**100%**

Fifty Five point three percent (55.3%) of the children in the program knew 1 to 3 sponsor countries while 38% did not know any sponsor country.

Eighty Six point four percent (86.4%) were able to name staff that they most frequently interact with while 13.6% could not. This represents very high level of interaction between children in program and CCF project staff.

Thirty One point nine percent (31.9%) reported that CCF staff owns CCF, 28% indicated children, families and communities own CCF, 19.3% reported that Children own CCF, 11.8% indicated Sponsors for children own CCF, 4.9% reported that Government/local authority owns CCF and 3.3% do not know who owns CCF.

TABLE 5.1.6:

WHOM DOES CCF WORK WITH?		
	No. of Respondents	**Percent**
Only with Children	79	20.3%
Only with families	55	14.1%
Only with Government/local authority	20	5.1%
With children, families and their communities	127	32.6%
With children, families and their communities and government	5	1.3%
Don't know	103	26.5%
Total	**389**	**100%**
RESPONDENT' S ABILITY TO EXPLAIN THE PROCEDURES BY WHICH CCF SELECTS AND SPONSORS CHILDREN		
	No. of Respondents	**Percent**
Able to detail the procedure	183	47.0%
Unable to detail the procedure	206	53.0%
Total	**389**	**100%**

Thirty two point six percent (32.6%) reported that CCF work with children, families and their communities, 26.5% do not know whom CCF work with, 20.3% reported that CCF only work with children, and 14.1% indicated that CCF work with only families.

Fifty Three percent (53%) were unable to detail the procedure by which CCF selects and sponsors children while only 47% could detail the procedure. This implies over half of the children in the program cannot explain the selection and sponsorship procedure.

TABLE 5.1.7:

CROSSTABULATION OF WHAT IS CCF? Vs LENGTH OF AFFILIATION (TO CCF)

		Length of Affiliation to CCF				Total
		1 Year and below	2 to 5 years	Above 5 years	Not Known	
Child focused organization	No. of Respondents	7	96	77	28	208
	Percent	3.4%	46.2%	37.0%	13.5%	100.0%
Development organization	No. of Respondents	3	8	7	3	21
	Percent	14.3%	38.1%	33.3%	14.3%	100.0%
Communication organization	No. of Respondents	-	1	-	1	2
	Percent	-	50.0%	-	50.0%	100.0%
Child health organization	No. of Respondents	1	1	2	1	5
	Percent	20.0%	20.0%	40.0%	20.0%	100.0%
Poverty organization	No. of Respondents	-	16	12	3	31
	Percent	-	51.6%	38.7%	9.7%	100.0%
	Percent		42.9%	35.7%	21.4%	100.0%
Child education organization	No. of Respondents	3	5	13	1	22
	Percent	13.6%	22.7%	59.1%	4.5%	100.0%
Agriculture organization	No. of Respondents	-	1	1	-	2
	Percent		50.0%	50.0%		100.0%
Community organization	No. of Respondents	2	11	6	7	26
	Percent	7.7%	42.3%	23.1%	26.9%	100.0%
Don't Know	No. of Respondents	1	4	1	1	7
	Percent	14.3%	57.1%	14.3%	14.3%	100.0%
other specified	No. of Respondents	6	20	11	27	64
	Percent	9.4%	31.3%	17.2%	42.2%	100.0%
Total	**No. of Respondents**	**23**	**163**	**130**	**73**	**389**
	Percent	**5.9%**	**41.9%**	**33.4%**	**18.8%**	**100.0%**

TABLE 5.1.8:

RESPONDENT'S ABILITY TO NAME LOCAL STAFF THEY MOST FREQUENTLY INTERACT WITH Vs CHILD STATUS CROSSTABULATION					
			Child Status		**Total**
			Sponsored	**Enrolled**	
Name the local staff with whom you most frequently interact	Able to name staff	No. Respondents	269	67	336
		Percent	80.1%	19.9%	100.0%
	Unable to name any staff	No. Respondents	40	13	53
		Percent	75.5%	24.5%	100.0%
Total		**No. Respondents**	**309**	**80**	**389**
		Percent	**79.4%**	**20.6%**	**100.0%**

SECTION 2: KNOWLEDGE ABOUT SPONSORS

This section provides us with statistics on the knowledge about sponsors as expressed by various respondents (children, family members and community). The study tried to establish basic knowledge about sponsors and the extent to which CCF's key stakeholders, i.e. children and their families knew about the various issues pertaining to the sponsorship programme. This section looked at ascertaining, among other things, whether children and their families knew their sponsors well enough in terms of their names, countries of origin as well as the duration of their relationship. The assumption was that since the whole sponsorship programme is based on a one on one relationship the children and their families were supposed to know such basic information about their other friends (sponsors). The need to establish the prime sources of information for the children (as major stakeholders) is critical in the sponsorship programme as it helps in understanding and designing effective communication strategies in order to realize the desired outcomes. In addition to the above, the section looked the extent to which the duration of one's affiliation to CCF influenced the knowledge levels of the above-mentioned issues. The study findings are tabulated in the tables below.

TABLE 5.1.9:

DO YOU HAVE A SPONSOR?			
		No. of Respondents	**Percent**
	Yes	309	79.4%
	No	80	20.6%
	Total	**389**	**100%**
KNOWLEDGE OF SPONSOR'S NAME			
		No. of Respondents	**Percent**
	Knows (able to name sponsor correctly)	152	39.1. %
	Don't know (unable to name sponsor)	157	40.4%
	Total	**309**	**79.4%**
	N/A (The enrolled -this section was not applicable to this category)	80	20.6%
Total		**389**	**100%**

TABLE 5.1.10:

NUMBER OF SPONSORS YOU HAVE HAD (SINCE SPONSORSHIP)			
	Only one	240	61.7%
	More than one	69	17.7%
	Total	**309**	**79.4%**
	N/A (The enrolled - this section was not applicable to this category)	80	20.6%
Total		**389**	**100%**

MEANS OF GETTING INFORMATION ABOUT THE NEW SPONSOR OR SPONSOR CHANGES			
		No. of Respondents	**Percent**
	Through the projects staff /PFEs	265	68.170%
	When a communication was due	5	1.3%
	Through National Office Inquiry	1	0.3%
	Other specified	38	9.8%
	Total	**309**	**79.4%**
	N/A (The enrolled - this section was not applicable to this category)	80	20.6%
Total		**389**	**100%**

DURATION OF ASSIGNMENT TO THE CURRENT SPONSORS			
		No. of Respondents	**Percent**
	0 to 2 years	124	31.9%
	3 to 4 years	56	14.4%
	More than 6 years	24	6.2%
	Above 6 years	40	10.3%
	Don't Know	65	16.7%
	Total	**309**	**79.4%**
		80	20.6%
Total		**389**	**100%**

KNOWLEDGE OF COUNTRY OF SPONSOR		
	No. of Respondents	**Percent**
Knows (able to name country of sponsor)	106	27.2%
Don't know (unable to name country of sponsor)	203	52.2%
Total	**309**	**79.4%**
N/A (The enrolled -this section was not applicable to this category)	80	20.6%
Total	**389**	**100%**

KNOWLEDGE OF NAME SPONSOR AND COUNTRY vs LENGTH OF AFFILIATION TO CCF CROSSTABULATION

			Length of Affiliation to CCF				**Total**
			1 Year and below	**2 to 5 years**	**Above 5 years**	**Not Known**	
Name of your SPONSOR And COUNTRY	Knows (able to name SPONSOR correctly)	No. Respondents	8	58	63	23	152
		Percent	5.3%	38.2%	41.4%	15.1%	100.0%
	Knows (able to name COUNTRY correctly)	No. Respondents	4	41	45	16	106
		Percent	3.8%	38.7%	42.5%	15.1%	100.0%
	Don't know (unable to name SPONSOR	No. Respondents	11	53	57	36	157
		Percent	7.0%	33.8%	36.3%	22.9%	100.0%
	Don't know (unable to name COUNTRY correctly)	No. Respondents	15	70	75	43	203
		Percent	7.4%	34.5%	36.9%	21.2%	100.0%
Total	% within name of yo SPONSOR)	No. Respondents	19	111	120	59	309
		Percent	6.1%	35.9%	38.8%	19.1%	100.0%
	% within name of your COUNTRY	No. Respondents	19	111	1202	59	309
		Percent	6.1%	35.9%	38.8%	19.1%	100.0%

SECTION 3: KNOWLEDGE ABOUT CCF PROJECTS

This section provides us with statistics on the knowledge about CCF Projects as expressed by various respondents (children, family members and community). The primary need the sponsor strives to meet through provision of funds to CCF is the child's well- being as well as access to education and good health.

TABLE 5.1.11:

DURATION OF CCF'S PRESENCE/OPERATION IN THE AREAS		
	No. of Respondents	**Percent**
0 to 3 years	8	2.1%
4 to 6 years	28	7.2%
More than 6 years	184	47.3%
Don't know	169	43.4%
Total	**389**	**100%**
DO THESE PROJECTS RESPOND TO YOUR NEEDS?		
	No. of Respondents	**Percent**
Yes	331	85.1%
No	58	14.9%
Total	**389**	**100%**
DID YOU BENEFIT FROM CCF PROJECTS?		
	No. of Respondents	**Percent**
Yes	349	89.7%
No	40	10.3%
Total	**389**	**100%**
WHO IDENTIFIES THE PROJECTS TO BE IMPLEMENTED?		
	No. of Respondents	**Percent**
CCF	191	49.1%
Community	73	18.8%
Family	20	5.1%
Political Leaders	4	1.0%
Government/Local authority	5	1.3%
Don't Know	65	16.7%
Other Specified	31	8.0%
Total	**389**	**100%**

TABLE 5.1.12:

Do these projects respond to the needs, did you benefit from CCF projects Vs Child's Sex					
			Male	**Female**	**Total**
Do these projects respond to your needs and did you benefit from CCF projects	Yes	No. Of respondents	157	174	331
		% within Do these projects respond to your needs	47.4%	52.6%	100.0%
		No. Of respondents	160	189	349
		% within Did you benefit from CCF projects	45.8%	54.2%	100.0%
	No	No. Of respondents	29	29	58
		% within Do these projects respond to your needs	50.0%	50.0%	100.0%
		No. Of respondents	26	14	40
		% within Did you benefit from CCF projects	65.0%	35.0%	100.0%
Total		**No. Of respondents**	**186**	**203**	**389**
		% within Do these projects respond to your needs	**47.8%**	**52.2%**	**100.0%**
		No. Of respondents	**186**	**203**	**389**
		% within Did you benefit from CCF projects	**47.8%**	**52.2%**	**100.0%**

Forty Seven point three percent (47.3%) of the respondents indicated CCF has been in the areas of operation for more than 6 years while 52.7 did not know. Eighty Five point one percent (85.1 %) reported that the projects implemented by CCF respond to their needs while 89.7% do actually benefit from the CCF project. This means CCF projects are responsive to the needs of people and people actually benefit from the projects implemented.

Forty Nine point one percent (49.1%) reported that CCF identifies projects implemented and 18.8% said the community identifies while 16.7% do not know.

There are more female (52.6%) who indicated that the CCF projects respond to their needs than male (47.4%). In the same vain, more female (54.2%) reported benefiting from CCF projects than male (45.8%)

TABLE 5.1.13:

DO THESE PROJECTS RESPOND TO YOUR NEEDS, DID YOU BENEFIT FROM CCF PROJECTS VS CHILD'S AGE CROSSTABULATION						
			Child's Age			Total
			Below 6 years	6 to 13 years	Above 13 years	
Do these projects respond to your needs and Did you benefit from CCF projects	Yes	No. Of respondents	18	215	95	328
		% within Do these projects respond to your needs	5.5%	65.5%	29.0%	100.0%
		No. Of respondents	21	224	102	347
		% within Did you benefit from CCF projects	6.1%	64.6%	29.4%	100.0%
	No	No. Of respondents	7	34	17	58
		% within Do these projects respond to your needs	12.1%	58.6%	29.3%	100.0%
		No. Of respondents	4	25	10	39
		% within Did you benefit from CCF projects	10.3%	64.1%	25.6%	100.0%
Total		**No. Of respondents**	**25**	**249**	**112**	**386**
		% within Do these projects respond to your needs	**6.5%**	**64.5%**	**29.0%**	**100 %**
		No. Of respondents	**25**	**249**	**112**	**386**
		% within Did you benefit from CCF projects	**6.5%**	**64.5%**	**29.0%**	**100 %**

Sixty Five point five percent (65.5%) aged between 6 to 13 years reported that their needs are meet by CCF projects while 64.6% of the same age category also indicated they benefit from CCF projects. Essentially, children aged between 6 to 13 years have their needs met and accrue benefits while those below 6 years and above 13 years have low coverage rate in terms of needs and benefiting from the projects.

SECTION 4: KNOWLEDGE ABOUT COMMUNICATIONS

This section provides us with statistics on the knowledge about communications as expressed by various respondents (children, family members and community). As earlier alluded to, child sponsorship concept is built on the principle of building relationship between a child and a sponsor. Child sponsorship involves correspondence between the child and the sponsor and this kind of communication is a two –way communication. The child, family and community understanding of the CCF sponsorship communication is vital to the success of child sponsorship programme

TABLE 5.1.14:

KNOWLEDGE OF CHILD WELCOME LETTER		
	No. of Respondents	**Percent**
Knowledgeable	90	23.1%
Fairly Knowledgeable	49	12.6%
Don't know	250	64.3%
Total	**389**	**100%**
KNOWLEDGE OF BONDING LETTER		
	No. of Respondents	**Percent**
Knowledgeable	47	12.1%
Fairly Knowledgeable	39	10.0%
Don't know	303	77.9%
Total	**389**	**100%**
KNOWLEDGE OF ENROLLED CHILD PHOTO		
	No. of Respondents	**Percent**
Knowledgeable	66	17.0%
Fairly Knowledgeable	65	16.7%
Don't know	258	66.3%
Total	**389**	**100%**

TABLE 5.1.15:

KNOWLEDGE OF SPONSOR MAIL		
	No. of Respondents	**Percent**
Knowledgeable	77	19.8%
Fairly Knowledgeable	48	12.3%
Don't know	264	67.9%
Total	**389**	**100%**

KNOWLEDGE OF DESIGNATED FUNDS FOR CHILDREN (DFC)		
	No. of Respondents	**Percent**
Knowledgeable	154	39.6%
Fairly Knowledgeable	26	6.7%
Don't know	209	53.7%
Total	**389**	**100%**

KNOWLEDGE OF CHILD INFORMATION FOLDER (CIF)		
	No. of Respondents	**Percent**
Knowledgeable	26	6.7%
Fairly Knowledgeable	48	12.3%
Don't know	315	81.0%
Total	**389**	**100%**

KNOWLEDGE OF CHILD INITIATED LETTER (CIL)		
	No. of Respondents	**Percent**
Knowledgeable	61	15.7%
Fairly Knowledgeable	37	9.5%
Don't know	291	74.8%
Total	**389**	**100%**

KNOWLEDGE OF CHILD PROGRESS REPORT (CPR)		
	No. of Respondents	**Percent**
Knowledgeable	58	14.9%
Fairly Knowledgeable	45	11.6%
Don't know	286	73.5%
Total	**389**	**100%**

KNOWLEDGE OF THANK YOU LETTER (TYL)		
	No. of Respondents	**Percent**
Knowledgeable	144	37.0%
Fairly Knowledgeable	46	11.8%
Don't know	199	51.2%
Total	**389**	**100%**

KNOWLEDGE OF REASSIGNED MATERIALS (RAM)		
	No. of Respondents	**Percent**
Knowledgeable	26	6.7%
Fairly Knowledgeable	41	10.5%
Don't know	322	82.8%
Total	**389**	**100%**

KNOWLEDGE OF NATIONAL OFFICE INQUIRY (NOI)		
	No. of Respondents	**Percent**
Knowledgeable	15	3.9%
Fairly Knowledgeable	20	5.1%
Don't know	354	91.0%
Total	**389**	**100%**

Who writes to sponsor ?		
	No. of Respondents	**Percent**
Sponsored Child	65	16.7%
Mother	44	11.3%
Father	51	13.1%
Brother	12	3.1%
Sister	11	2.8%
Step - Sister	1	0.3%
Step-brother	-	-
Step-father	-	-
Aunt	12	3.1%
Uncle	20	5.1%
Grand-Mother	2	0.5%
Grand-father	4	1.0%
Parent Family Educator	65	16.7%
Social Worker	6	1.5%
Project development Officer	1	0.3%
N/A	80	20.6%
Other Specified	15	3.9%
Total	**389**	**100%**

TABLE 5.1.16:

DO YOU RECEIVE ANY LETTERS FROM THE SPONSOR		
	No. of Respondents	**Percent**
Yes	172	44.2%
No	136	35.0%
N/A	81	20.8%
Total	**389**	**100%**
WOULD YOU LIKE TO RECEIVE COMMUNICATIONS FROM THE SPONSOR		
	No. of Respondents	**Percent**
Yes	338	86.9%
No	48	12.3%
N/A	3	0.8%
Total	**389**	**100%**
HAVE YOU WRITTEN ANY LETTER TO THE SPONSOR THIS YEAR		
	No. of Respondents	**Percent**
Yes	98	25.2%
No	207	53.2%
N/A	84	21.6%
Total	**389**	**100%**
NUMBER OF LETTERS WRITTEN (TO THE SPONSORS)		
	No. of Respondents	**Percent**
One	69	17.7%
Two	17	4.4%
Three	6	1.5%
Four	2	0.5%
Over Four	2	0.5%
N/A	80	20.6%
Total	**176**	**45.2%**
Those who did not indicate any of the above answers	213	54.8%
Total	**389**	**100%**

TABLE 5.1.17:

Child Welcome Letter Vs Child Status Cross tabulation					
			Child Status		Total
			Sponsored	Enrolled	
Child Welcome Letter	Knowledgeable	No. of Respondents	76	14	90
		% within Child Welcome Letter	84.4%	15.6%	100.0%
	Fairly Knowledgeable	No. of Respondents	38	11	49
		% within Child Welcome Letter	77.6%	22.4%	100.0%
	Don't know	No. of Respondents	195	55	250
		% within Child Welcome Letter	78.0%	22.0%	100.0%
Total		**No. of Respondents**	**309**	**80**	**389**
		% within Child Welcome Letter	**79.4%**	**20.6%**	**100 %**

Bonding Letter Vs Child Status Cross tabulation					
			Child Status		Total
			Sponsored	Enrolled	
Bonding Letter	Knowledgeable	No. of Respondents	38	9	47
		% within Bonding Letter	80.9%	19.1%	100.0%
	Fairly Knowledgeable	No. of Respondents	33	6	39
		% within Bonding Letter	84.6%	15.4%	100.0%
	Don't know	No. of Respondents	238	65	303
		% within Bonding Letter	78.5%	21.5%	100.0%
Total		**No. of Respondents**	**309**	**80**	**389**
		% within Bonding Letter	**79.4%**	**20.6%**	**100 %**

TABLE 5.1.18:

Designated Funds for Children (DFC) Vs Child Status Cross tabulation					
			Child Status		Total
			Sponsored	Enrolled	
Designated Funds for Children (DFC)	Knowledgeable	No. of Respondents	131	23	154
		% within Designated Funds for Children (DFC)	85.1%	14.9%	100.0%
	Fairly Knowledgeable	No. of Respondents	21	5	26
		% within Designated Funds for Children (DFC)	80.8%	19.2%	100.0%
	Don't know	No. of Respondents	157	52	209
		% within Designated Funds for Children (DFC)	75.1%	24.9%	100.0%
Total		No. of Respondents	**309**	**80**	**389**
		% within Designated Funds for Children (DFC)	**79.4%**	**20.6%**	**100 %**

Child Progress Report (CPR) Vs Child Status Cross tabulation					
			Child Status		Total
			Sponsored	Enrolled	
Child Progress Report (CPR)	Knowledgeable	No. of Respondents	45	13	58
		% within Child Progress Report (CPR)	77.6%	22.4%	100.0%
	Fairly Knowledgeable	No. of Respondents	41	4	45
		% within Child Progress Report (CPR)	91.1%	8.9%	100.0%
	Don't know	No. of Respondents	223	63	286
		% within Child Progress Report (CPR)	78.0%	22.0%	100.0%
Total		**No. of Respondents**	**309**	**80**	**389**
		% within Child Progress Report (CPR)	**79.4%**	**20.6%**	**100 %**

TABLE 5.1.19:

Thank -You Letter (TYL) Vs Child Status Cross tabulation					
			Child Status		Total
			Sponsored	Enrolled	
Thank -You Letter (TYL)	Knowledgeable	No. of Respondents	123	21	144
		% within Thank -You Letter (TYL)	85.4%	14.6%	100.0%
	Fairly Knowledgeable	No. of Respondents	39	7	46
		% within Thank -You Letter (TYL)	84.8%	15.2%	100.0%
	Don't know	No. of Respondents	147	52	199
		% within Thank -You Letter (TYL)	73.9%	26.1%	100.0%
Total		**No. of Respondents**	**309**	**80**	**389**
		% within Thank -You Letter (TYL)	**79.4%**	**20.6%**	**100 %**

Reassigned Materials (RAM) * Child Status Cross tabulation					
			Child Status		Total
			Sponsored	Enrolled	
Reassigned Materials (RAM)	Knowledgeable	No. of Respondents	19	7	26
		% within Reassigned Materials (RAM)	73.1%	26.9%	100.0%
	Fairly Knowledgeable	No. of Respondents	33	8	41
		% within Reassigned Materials (RAM)	80.5%	19.5%	100.0%
	Don't know	No. of Respondents	257	33	322
		% within Reassigned Materials (RAM)	79.8%	20.2%	100.0%
Total		**No. of Respondents**	**309**	**80**	**389**
		% within Reassigned Materials (RAM)	**79.4%**	**20.6%**	**100 %**

TABLE 5.1.20:

National Office Inquiry (NOI) Vs Child Status Cross tabulation					
			Child Status		Total
			Sponsored	Enrolled	
National Office Inquiry (NOI)	Knowledgeable	No. of Respondents	11	4	15
		% within National Office Inquiry (NOI)	73.3%	26.7%	100.0%
	Fairly Knowledgeable	No. of Respondents	17	3	20
		% within National Office Inquiry (NOI)	85.0%	15.0%	100.0%
	Don't know	No. of Respondents	281	73	354
		% within National Office Inquiry (NOI)	79.4%	20.6%	100.0%
Total		**No. of Respondents**	**309**	**80**	**389**
		% within National Office Inquiry (NOI)	**79.4%**	**20.6%**	**100 %**

Who writes to the sponsor Vs Child's Age Cross tabulation						
			Child's Age			Total
			Below 6 years	6 to 13 years	Above 13 years	
Who writes to the sponsor	Sponsored Child	No. of Respondents	-	9	56	65
		% within Who writes to the sponsor	-	13.8%	86.2%	100.0%
	Mother	No. of Respondents	3	32	7	42
		% within Who writes to the sponsor	7.1%	76.2%	16.7%	100.0%
	Father	No. of Respondents	3	38	10	51
		% within Who writes to the sponsor	5.9%	74.5%	19.6%	100.0%
	Uncle	No. of Respondents	-	13	6	19
		% within Who writes to the sponsor	-	68.4%	31.6%	100.0%
	Parent Family Educator	No. of Respondents	4	48	13	65
		% within Who writes to the sponsor	6.2%	73.8%	20.0%	100.0%

TABLE 5.1.21:

Who writes to the sponsor Vs Is Child in School Cross tabulation					
			Is Child in School		Total
			Yes	No	
Who writes to the sponsor	Sponsored Child	No. of Respondents	60	5	65
		% within Who writes to the sponsor	92.3%	7.7%	100.0%
	Mother	No. of Respondents	40	4	44
		% within Who writes to the sponsor	90.9%	9.1%	100.0%
	Father	No. of Respondents	49	2	51
		% within Who writes to the sponsor	96.1%	3.9%	100.0%
	Uncle	No. of Respondents	19	1	20
		% within Who writes to the sponsor	95.0%	5.0%	100.0%
	Parent Family Educator	% within Who writes to the sponsor	50	14	64
		No. of Respondents	78.1%	21.9%	100.0%

SECTION 5: CHILD PARTICIPATION

This section provides us with statistics on the knowledge about CCF Projects as expressed by various respondents (children, family members and community) Both CCF and the sponsor expect that the child will actively participate in planning of activities from initiation through to the end. This also includes being involved decision making. This way the child is empowered and supported in realizing his/her full potential.

TABLE 5.1.22:

DOES THE CHILD PARTICIPATE IN CCF ACTIVITIES?		
	No. of Respondents	**Percent**
Yes	56	14.4%
No	333	85.6%
Total	**389**	**100%**

WHO IDENTIFIES THE PROJECTS / ACTIVITIES THE CHILD PARTICIPATES IN ?		
	No. of Respondents	**Percent**
CCF	58	14.9%
Child himself/herself	21	5.4%
Community	11	2.8%
Parents/Guardian and families	19	4.9%
Government/Local Authority	3	0.8%
Don't know	197	50.6%
Other specified	80	20.6%
Total	**389**	**100%**

DOES CCF STAFF VISIT THE CHILDS HOME?		
	No. of Respondents	**Percent**
Yes	314	80.7%
No	75	19.3%
Total	**389**	**100%**

Eighty Five point six percent (85.6%) of the children in the program do not participate in CCF activities while only 14.4% indicated their participation.

Most of the children (50.6%) do not know who identifies the projects or activities they participate in while 14.9% indicated CCF does so, 5.4 % indicate the child himself/herself does identify, 7.7% indicated the community. Eighty point seven percent (80.7%) respondent indicated the CCF staffs do visit the child's home while 19.3% are not visited.

TABLE 5.1.23:

Does the child participate in CCF activities Vs Child's sex Cross tabulation						
			Child's sex			Total
			Male	Female	Sex not indicated	
Does the child participate in CCF activities	Yes	No. of Respondents	250			
		% within Does the child participatein CCF activities	49.7%	50.2%	.1%	100.0%
	No	No. of Respondents	491	518		1009
		% within Does the child participatein CCF activities	48.7%	51.3%		100.0%
Total		**No. of Respondents**	**1137**	**1171**	**1**	**2309**
		% within Does the child participatein CCF activities	**49.2%**	**50.7%**	**.0%**	**100.0%**

Child Status Vs Does CCF staff/PFE visit the child's home Cross tabulation					
			Does CCF staff/PFE visit the child's home		Total
			Yes	No	
Child Status	Sponsored	No. of Respondents	250	59	309
		% within Child Status	80.9%	19.1%	100.0%
	Enrolled	No. of Respondents	64	16	80
		% within Child Status	80.0%	20.0%	100.0%
Total		**No. of Respondents**	**314**	**75**	**2,309**
		% within Child Status	**79.4%**	**100%**	**100.0%**

More female (50.2%) participate in CCF activities than male (49.7%) while at the same time 51.3% female do not and 48.7% male also do not participate. There are high rates of female participation and high rates of female non-participation of those who participate in CCF activities. More sponsored child participate than enrolled children.

CHAPTER 6

DISCUSSIONS OF FINDINGS AND EXPERIENCES

6.0 Introduction

This chapter focuses on the researcher's findings and experiences as a member of staff of the Christian Children's Fund (CCF). It addresses these findings in regards to Participatory Development Communication and interpersonal communication as discussed in the conceptual framework, chapter three. The discussions are segmented into six sections to cover the aforesaid major objectives of this study. These sections includes general information about children in CCF program, knowledge about CCF, sponsors, CCF Projects, Communications and Child Participation.

6.1 General Information about Children in the CCF program

The general information about children in the CCF program included child's sex, age, whether child in school or not, enrollment status and their length of affiliation to CCF. According to the national population trend 1921-1990 (Census of Africa, 1963 –1990), the female population is more than that of male. CCF enrollment criteria does not emphasize on sex/gender but need. This means that children are enrolled in the program out of need regardless of their sex. Documentary evidence obtained from CCF LINCS system and also revealed in table 4 of chapter 1, also indicate that CCF program has more female than male. The findings of this study as regards children in CCF by sex also revealed that there were more female children (52.2%)in the program than male (47.8%).

The study also revealed that CCF program is comprised of mainly children between 0 to 13 years, which represents 70.4% while 28.8% were those above 13 years. 87.3% of the children in the program were in school while 12.1% were not with 0.3% unable to indicate whether in school or not. Sponsored children in program were 79.4% compared to 20.6% who were just enrolled. As regards length of affiliation to CCF, less than half of the children (41.9%) had been in the CCF program for a period not exceeding 5 years while 33.4% and 18.8% were above 5 years and did not know their period of affiliation to CCF respectively.

As can be seen from aforesaid statistics, CCF program generally has an almost gender balanced kind of enrolment, with most children being of school going age. There is also a

high school enrolment rate (also almost gender balanced) and most children (41.9%) are fairly new (not exceeding 5 years) in the CCF program.

From table 3 of chapter 1, it is clear that nationally, female children enrolment levels in institutions of learning are lower than that of male, while in case of CCF program and its school enrolment, the study established that there were more female in the CCF program and school than male. In this sense, the CCF could be helping to re-deem the imbalance of there being more male than female in education institutions. This is a good step in promoting girl child education, which is a critical at national level.

6.2 Knowledge about CCF

CCF is an international non-profit, non-sectarian agency working for the survival, protection and development of children in 37 countries, including 10 states in the USA. It is the world's oldest child sponsorship organization, promoting child-centered community development as well as global awareness and personal relationships on large scale across social and national boundaries.

The study revealed that 53.5% of the CCF partners (children/family/community) understand CCF as a child focused organization, 8% as poverty organization, 6.7% as a community organization, 5.7% as an education organization, 5.4% as a development organization while 16.5% gave other definitions of what CCF is other than those given on the options. Additionally, only 43.7% are able to identify CCF logo while 56.3% are not able to. This percent distribution of the definition of what CCF is may as well indicate the focus or emphasis of CCF activities. Further, the statistics actually reflect that there is low awareness on what CCF is. The lack of high visibility is also demonstrated by low identity of the logo by the community. The various statistics also indicate that CCF is not understood in its totality but rather identified with the type of services it renders. This, in some way, reveals weaknesses in either level of awareness created or the type and the way information about CCF and its activities is shared. Generally, this scenario indicates that people know very little about CCF and hence this may make it difficult to work collaboratively with the intended beneficiaries to bring about desired sustained development. According to the UNDP conceptualization of development; development is about attaining progress; enlarging people's choices; and enlarging functioning and

capabilities. In order to increase the knowledge levels about CCF, there is need to come up with effective communication strategies.

Thirty Eight point six percent (38.6%) of the total respondents indicated that they first knew about CCF through CCF staff, while 36% through family members and community leaders. Both these percentages represent low interaction rates among CCF staff, community leaders and the CCF children on matters of CCF activities. However, the respondents showed very high knowledge of the local staff they most frequently interact with. 86.4% were able to name local staff they most frequently interact with while 13.6% were unable to. It is anticipated that, at entry point into the community, CCF creates buy-in to community leadership who then help in disseminating of information to other community members. However, statistics indicated that CCF is the major source (38.6%) of information that is diffused into the community. It is also revealed that community involvement in diffusion of information is low (36%). Information seems to be flowing in one direction from CCF staff and or family members and community leaders to the community and not vice versa.

The communication link between CCF and the community is asymmetrical and weak as according to Infante et.al. (1997), if one person usually sends and the other receives, the link is asymmetrical. Further, Infante et.al states that 'a strong link is one that is frequently used, while a weak link is used only occasionally'.

This shows that one-sided communication is not considered as communication. As earlier defined, communication entails the sharing of ideas between persons. Hence, when it is one-way then the communication process may be complete but not balanced. This points to the fact that CCF needs to have a communication link that ensures flow of information both ways by involving and using the community structures and networks.

On the other hand, 31.9% reported that CCF staff owns CCF, 47.3% indicated children, families and communities own CCF, 11.8% indicated Sponsors for children own CCF, 4.9% reported that Government/local authority owns CCF and 3.3% did not know who owns CCF.

Thirty Two point six percent (32.6%) reported that CCF work with children, families and their communities, 26.5% do not know whom CCF work with, 20.3% reported that CCF

only work with children, and 14.1% indicated that CCF work with only families. This essentially means that 60.9% did not know whom CCF work with while only 33.9% of the respondents correctly stated whom CCF work with.

Fifty Three percent (53%) were unable to detail the procedure by which CCF selects and sponsors children while only 47% could detail the procedure. This implies over half of the children in the program were unable to explain the selection and sponsorship procedure.

Though most people (47.3%) perceive ownership of CCF projects as lying in the hands of children, families and communities own, a good number (31.9%) also reported that CCF staff owns CCF. Additionally, 60.9% did not know whom CCF work with and that 53% were unable to detail the procedure by which CCF selects and sponsors children. This situation point to the fact that CCF does not apply participatory communication development approach in reality and to a large extent. At the heart of ambiguity in participation are issues of power and ownership. What seems important in assessing participation in development is not participation per se, but who decides the content of development, the scale, the level and terms of development as well as who controls the framework of development within which it takes place. Participation is the involvement of people in development activities or indeed any other endeavor with a view to promote ownership, possessiveness and acquire capacities to significantly control their living standards and improve abilities for decision making. Indeed, the section on the knowledge about CCF revealed that CCF does involve the community in its activities to a some extent.

In view of the aforementioned statistics, the question that comes to the fore is about the nature of interaction that exist among community, CCF project staff and the children in the program considering that the knowledge of what CCF is and it's identity information is low as revealed by this study.

6.3 Knowledge about Sponsors

CCF expects both children and sponsors to participate actively in its activities and also engage in meaningful relationships through communication. The relationship between these partners (children and sponsors), involves a lot of exchange of communications. Through these communications, it is anticipated that the child will know the sponsor (by name,

country e.t.c), write letters, acknowledge sponsor gifts, and update the sponsor on his/her progress in school and well-being. On the other hand, the sponsor is expected to meet his or her monthly subscriptions to CCF, write to the child and know the child (by name, country e.t.c). This kind of interaction between the child and the sponsor is what results into the relationship built being more meaningful and personal. CCF, as a go-between, is expected to facilitate this relationship by ensuring that the linkages are strengthened, achievements are demonstrated through quality program delivery and cultural awareness education including promotion of child rights are enhanced.

This section of the study revealed that 49.2% of the sponsored children in the program knew their sponsors and were able to correctly name them while 50.8% did not and were unable to correctly name their sponsors. 34.3% of the sponsored children in the program knew their sponsors countries and were able to correctly name the sponsor countries while 65.7% did not and were unable correctly name their sponsor countries. These figures represent low knowledge levels about sponsors' name and country among the sponsored children.

This situation certainly has a telling effect on the expectations of the building relationship aspect and interpersonal communication between the two major stakeholders (child and sponsor). Name and country of sponsor whom you desire to build a relationship with is the basic information the sponsored child should have and know. Without this knowledge, communication between the child and sponsor becomes impersonal and very often leads to sponsor cancellation as sponsor's expectation is not met due to high uncertainty about the existence of the child. This also raises doubts about the sponsors' expectation of the child's physical and cognitive development. The uncertainty reduction theory, which is one of the cornerstones of the building relationship in the CCF child sponsorship programme, does not hold in view of such basic knowledge deficiency. The theory seeks to explain and predict the interpersonal communication during the beginning of an interaction. The assumption is that when strangers meet; their primary concern is to ***reduce uncertainty*** about the other person and their relationship. As verbal output, nonverbal warmth, self-disclosure, similarity, and shared communication networks increase, uncertainty goes down, and vice versa. With most children failure to know their sponsors by name and country, building of the relationship and meaningful interpersonal communication is difficult to attain. In this case, the CCF should develop effective awareness strategies and appropriate diffusion

channels to ensure every child and the community know the basic information relating to their sponsors and countries.

On the other hand, 77.7% of the sponsored children had only one sponsor since their affiliation to CCF while only 22.3% indicated having had more than one sponsor. This fact points to a high sponsor retention rate. This means that most of the sponsored children in program held on to their sponsors. As revealed by the study, most of the children in the program had been affiliated to CCF for 2 to 5 years, followed by those who had stayed for over 5 years. The ones affiliated to CCF for 1 year and below were not many. This is also attested by the study, which revealed that 58.3% of the sponsored children had been assigned to their current sponsors for a period not exceeding 6 years while 41.7% had been with their current sponsors for over 6 years.

The study also revealed that 85.8%of the sponsored children got the news about their sponsorship through CCF Project staff/PFEs, an indication that communication flows as per sponsorship requirement. As per CCF policy, the sponsorship management standards demand that when a child is assigned to a sponsor, the CCF project staff through the PFE should inform the child and family about the development and also raise awareness on the expectations of the sponsor in the new relationship the child /family is entering into. From the statistics about how families get information on their new sponsor, it is evident that the requirement is met, meaning that children/families/communities are given the information. But looking at the knowledge levels about basic information on sponsor name and country, there is an aspect that needs to be established in as far as what kind and how the information is given to children/families/communities when they get a new sponsor. Also, whether the children/families/communities are committed with complying. This also puts in question whether the Knowledge- Skills- Motivation theory of interpersonal communication is applied.

The theory is explained as follows:

> Communication competence is the ability to choose a communication behavior that is both appropriate and effective for a given situation. Interpersonal competency allows one to achieve their communication goals without causing the other party to lose face. The model most often used to describe competence is the component model (Spitzberg & Cupach, 1984) which includes three

> components: 1) knowledge, 2) skill, and 3) motivation. Knowledge simply means knowing what behaviour is best suited for a given situation. Skill is having the ability to apply that behaviour in the given context. Motivation is having the desire to communicate in a competent manner.

This implies that the component model's three parts requires that a communicator, in this case CCF project staff/PFE, be able to:

I. recognize what communication practice is appropriate (knowledge),
II. have the ability to perform that practice (skill), and
III. want to communicate in an effective and appropriate manner (motivation).

The researchers felt this theory should be applied in the child sponsorship programme because it addresses the communication gaps or inadequacies. Good quality communication with a sponsor by the children/families/communities is a key expectation that can only be meaningfully achieved when children/families/communities acquire knowledge, skill and is motivated.

6.4 Knowledge about CCF Projects

The Christian Children's Fund (CCF) started operating in Zambia in January 1983. The Programme p rovides a ssistance to disadvantaged children through one-to-one sponsorship Programmes in their own natural family environment. It also assists the children's families to improve their quality of life and enable them to be self-reliant. The organization is a mediator in the relationship through which the sponsor and the beneficiary are linked. Several benefits and services are delivered to children, families and communities through the child sponsorship programme. The primary need that the sponsor strives to meet through provision of funds to CCF is the child's well- being as well as access to education and good health

47.3% of the respondents indicated CCF had been in the areas of operation for more than 6 years while 52.7% did not know for how long CCF had been in its areas of operation. This is a low level of knowledge on CCF duration of operation in its areas. Documentary evidence reveals that CCF has been in the areas of operation for more than 6 years. These statistics however indicated moderate knowledge levels about the duration of CCF in its areas of operation.

On the other hand, projects implemented by CCF overwhelmingly responded to the needs of intended beneficiaries who also indicated that they highly benefited from these projects. However, 49.1% reported that CCF identified projects to be implemented, 18.8% indicated the community while 16.7% did not know. This means that even though the intended beneficiary participation level is low in identifying projects, they benefit and their needs are met. And considering that CCF participation is the highest, the CCF development approach is the dominant paradigm of development. The dominant paradigm of development predominantly excluded intended beneficiaries. There was a belief that development did not need to involve the beneficiaries but centrally managed because benefits accrued to all citizens equally.

The CCF Programmes or development approach is designed in such a way that the organization work in partnership with the community. All the CCF affiliated projects are community managed and set up because the organization's policy and development approach is to enhance community participation through parental empowerment. CCF plays the role of an intermediary between its affiliate projects and the sponsors.

However the aforesaid findings indicated that CCF does not play the role of an intermediary when they (CCF) take the lead in identification of projects to be implemented. As a result, one would still say that CCF does not apply participatory development communication theory to a very large extent. Participatory development communication demands that the voiceless are given a voice, intended beneficiaries choices are enlarged, capabilities and functioning of people are enlarged and the ability to achieve is enhanced.

It is clear from the findings that community involvement at the identification level is low and certainly ownership of projects is reduced and sustainable development cannot be achieved even though the community's needs are met and benefits accrue to intended beneficiaries. The dominant paradigm of development predominantly excluded intended beneficiaries. However, the alternative paradigm of development focuses on the need to involve the intended beneficiaries.

6.5 Knowledge about Child – Sponsor Communication

The study revealed that knowledge levels about child-sponsor communication items is very low with National Office Inquiry (NOI) and Reassigned Material (RAM) recording 91% and

82.8% of respondents who did not know these communications respectively. On the other hand, about half of the respondents had no knowledge about DFC (53.7%) and TYL (51.2%). Generally, most children in the program do not have the knowledge of the child – sponsor communications. The situation presents a problem in sponsorship program management.

Documentary evidence in Chapter 4 under literature review shows that National Office Inquiries (NOIs) represent positive or negative concerns raised by sponsors about the well being of their child and or information about the child and family. These are of high importance and require urgent attention and timely response so that the sponsors' doubts or concerns are clarified. NOIs also signify that inadequate or conflicting information is sent or shared with the sponsor. Failure to respond in a comprehensive and timely manner to the NOIs attract loss of confidence in the CCF work, doubts about the child's existence and related information and ultimately contributes to sponsor cancellation, which could otherwise be avoided.

Hence, the 91% NOI rate of those who did not know about them calls for serious review of the way CCF Projects staff /PFEs communicate and the type of information communicated to the child / families/community during their interaction.

Reassigned Materials (RAM) is important in child sponsorship management programme as they signify the number of children available for sponsorship marketing. When you have more RAM, it means that you have more children unavailable for marketing. Hence sponsorship growth is limited. Having 82.8% of respondents not knowing what RAM is implies that most children or families in the programme do not understand the idea of updating child information for children who are not sponsored. In spite of the fact that children /families/communities do RAM, the high number of people who did not know about RAM, may point to the fact that RAM is done as an academic exercise rather than a tool for managing sponsorship in terms of growth in sponsorships, and evaluating child's continued affiliation to CCF (depending on whether the child meets the enrolment eligibility criteria.)

64.3% of the respondents indicated not having any knowledge of the welcome letter and 77.9% had no knowledge of the bonding letter.

As indicated in chapter 4 under literature review, the welcome letter is the first communication between the child and the sponsor. This sets the mood or pace for building the relationship between the child and the sponsor. The child is expected to acknowledge and appreciate the sponsor for deciding to take on him/her for support, share general and specific information about himself/herself and family in addition to the prior family profile sent to the sponsor.

On the other hand, the bonding letter is sent by the child to the sponsor in order to cement the relationship entered into. It carries more intimate information about the child and what s/he would like to know about the sponsor.

With the findings indicating that a good number of respondents had no knowledge of the welcome and bonding letters, it raises concerns on the quality of interpersonal communications, as also earlier revealed on the knowledge about sponsors' name and their countries under section 6.3 of this chapter. In this sense, the uncertainty reduction theory could not apply. Additionally, the non-application of the Knowledge – skill – motivation theory also meant that the resulting relationship could not be meaningful. The lack of knowledge about the welcome and bonding letter could therefore be a source of problems in sponsorship management, sponsor retention, building relationship and subsequent support from the sponsor.

As earlier alluded to, the study revealed that almost half of the respondents had no knowledge about DFC and TYL. This represents a relatively high level of knowledge of the DFC and TYL compared to other sponsorship communications. This may as well explain the strength that lies in the DFCs as a direct child/family benefit. In this sense, the DFCs motivate children/families participation in the sponsorship communication as revealed by the high knowledge level in TYL. Also common sense may have it that those who receive DFCs are more likely to be active participants in sponsorship communication because of the perceived direct benefit.

Sixteen point seven percent (16.7%) of the respondents reported that sponsored children themselves write letters to the sponsor while 83.3% reported sponsor letters were written by family members, community representative and CCF project staff. Further, the study revealed that, of those who write to sponsors on their own, 92.3% were in school; and of

those whose letters to sponsors were written by family members, community representatives and CCF project staff, over 85% were in school. (Table 5.1.21. chapter 5).

The fact that only a few children (16.7%) write letters to sponsors on their own while the majority (83.3%) are written for by family members, community representative and CCF project staff, implies that the participation of children in sponsorship communications is very low. The child sponsorship programme requires that children, themselves, write letters to their sponsors. Hence the aforesaid outcome contradicts with the tenets of child sponsorship programme. The sponsor's expectation of the child sponsorship programme is that children must themselves write the letters to sponsors as way of demonstrating children 's growth and cognitive development. Only if the child is very young, can the family members /community representative and or CCF project staff write on behalf. The fact that most children whose letters were written for were in school, confirmed that either the children are not motivated to participate or the quality of education services offered are questionable. There is need to integrate child sponsorship and education program in order to realize the desired abilities in children for their growth, cognitive development and participation in sponsorship communications.

6.7 Knowledge about Child Participation

As discussed earlier in the conceptual framework under chapter 3, at the heart of ambiguity in participation are issues of power and ownership. What seems important in assessing participation in development is not participation per se, but who decides the content of development, the scale, the level and terms of development as well as who controls the framework of development within which it takes place. Further section 3.4.3 of chapter 3 defines participation as the involvement of people in development activities or indeed any other endeavor with a view to promoting ownership, possessiveness and acquire capacities to significantly control their living standards and improve abilities for decision-making. There are various theories that support participatory approach. These include empowerment, small is beautiful, "2 + 2 = 5" effect (convergence and synergy), social learning perspective, and humanist perspective.

Through the sponsorship programme, CCF engages in building relationships between sponsored children and sponsors thereby strengthening partnerships. The organization is a mediator in this relationship through which the sponsor and the beneficiary are linked.

Several benefits and services are delivered to children, families and communities through the child sponsorship programme. CCF expects both children and sponsors to participate actively in its activities and also engage in meaningful relationships through communication. CCF, as a go-between, is expected to facilitate this relationship by ensuring that the linkages are strengthened, achievements are demonstrated through quality program delivery and cultural awareness education including promotion of child rights are enhanced.

The study however, revealed that only 14.4 % of children participated in CCF activities while 85.6% did not participate. This represents very low child participation at all levels of CCF activities. This means that children lowly participate in planning, implementation, monitoring and evaluation of CCF activities. This is further evidenced by the fact that, 49.1% reported that CCF identified projects to be implemented, 18.8% indicated the community (families, political leaders, government/local authority) while 16.7% did not know. Additionally, 14.9% of the respondents reported that CCF actually identified projects or activities children participated in, 13.9% reported that community (families, political leaders, government/local authority), 20.6% indicated others other than those specified, while 50.6% did not know who identified the activities that children participated in . These statistics clearly indicate that CCF takes dominant role in its activities compared to the community who are actually supposed to be pioneers. This aspect was also confirmed in section 6.4 on knowledge about CCF projects of this chapter. Under section 6.4, it was established that even though the intended beneficiary participation level was low in identifying projects, they benefited and their needs were met. Further as established in section 6.4, CCF participation was the highest as is the case in this section too. Therefore, the finding that CCF development approach is the dominant paradigm of development holds even in this case. Hence the conclusion in section 6.4 on Knowledge about CCF projects of chapter 5 still holds for this section too.

On the other hand, the study indicated that 80.7% of the respondents reported CCF project staff visited children' homes while only 19.3% staff did not visit. This is an indication of high interaction level between CCF frontline staff and the community as was established in the preceding chapters. But again, the major question still remains of what is discussed or shared during the visitations or interactions with the community.

CHAPTER 7

CONCLUSIONS AND RECOMMENDATIONS

7.0. Introduction

This study was about the operations of Christian Children's Fund (CCF) with special attention focused upon the communication and awareness challenges of the Child Sponsorship Programme. The objectives of the study included establishing how much CCF partners, in particular children, families and communities know about CCF; know about the sponsors; know about CCF projects/activities; know about child – sponsor communications. In addition, the study sought to establish: the extent of current child involvement in CCF activities; a baseline upon which communication and awareness strategies could be developed; the extent of CCF application of participatory development theories; and the extent of CCF application of interpersonal communication theories in its (CCF) operations.

7.1 Conclusions

The following are the conclusions drawn from the preceding chapters as regards the objectives and research questions:

In terms of general information about children in the CCF program, the study established that CCF program has more female than male children even though CCF enrollment criteria does not emphasize on sex/gender but need. The study also established that CCF program is comprised of mainly children between the ages of 0 to 13 years most of whom were sponsored and in school. As regards length of affiliation to CCF, the highest number was recorded for those children who had been in the CCF program for a period not exceeding 5 years, followed those who had been in the CCF program for over 5 years. This therefore leads to a conclusion that the CCF program generally is gender balanced, with most children being of school going age and fairly new (not exceeding 5 years) in the program.

On knowledge about CCF, the study established that most CCF partners (children/family/community) understood CCF as a child focused organization, while a few others understood CCF as a development organization, a poverty organization, an education organization, and a community organization. Additionally, the community's ability to identify the CCF logo was low. Further, it was established that there was low interaction rates among CCF staff, community leaders and the CCF children on matters of CCF activities. However, the respondents showed very high knowledge of the local staff they most frequently interacted with. The study also established that community involvement in diffusion of information is low but most people perceived ownership of CCF projects as lying in the hands of the community (children, families, community) and that over half of the children in the program were able to explain the selection and sponsorship procedure. Going by these established facts, CCF is not understood in its totality but rather identified with the type of services it renders. This, in some way, revealed low level of awareness about CCF, the type and the way information about CCF and its activities is shared. CCF needs to have a communication link that ensures flow of information both ways by involving and using the community structures and networks. The issue about the nature of interaction that exist among community, CCF project staff and the children in the program needs to be further explored in order enhance knowledge about what CCF is.

On knowledge about sponsors, the study established that over half of the sponsored children in the program knew their sponsors and were able to correctly name them while about 30% did not know and were unable to correctly name their sponsors. It was also established that about half of the sponsored children in the program knew their sponsors ' countries and were able to correctly name them while the other half did not know and were unable to. On the other hand, most of the sponsored children had only one sponsor since their affiliation to CCF while only a few had more than one sponsor. Further, the study also established that most of the sponsored children got the news about their sponsorship through CCF Project staff/PFEs.

This situation represent moderate knowledge levels about sponsors' name and country among the sponsored children. There is, however, a high sponsor retention rate. Also, children/families/communities are given the information on their new sponsors even though the knowledge levels about basic information on sponsor' name and country is moderate. In

this sense, the Knowledge- Skills- Motivation theory of interpersonal communication is not applied this calls for the need to establish the kind of information and how it is given to children/families/communities in order to achieve the desired awareness levels about sponsors. With moderate knowledge levels about sponsors' name and country, building of the relationship and meaningful interpersonal communication is difficult to attain. In this case, the CCF should develop effective awareness strategies and appropriate diffusion channels to ensure every child and the community know the basic information relating to their sponsors and countries.

On knowledge about CCF Projects, the study established that over half of the respondents knew about the duration of CCF in its areas of operation. Also, it was established that projects implemented by CCF overwhelmingly responded to the needs of intended beneficiaries who also indicated that they highly benefited from these projects. However, the intended beneficiary participation level was low. Since CCF participation is the highest, the CCF development approach is the dominant paradigm of development. This implies that CCF does not play the role of an intermediary when they (CCF) take the lead in identification of projects to be implemented. As a result, CCF in this sense does not apply participatory development communication approach to a very large extent. Participatory development communication demands that the voiceless are given a voice, intended beneficiaries choices are enlarged, capabilities and functioning of people are enlarged and the ability to achieve is enhanced. It is clear from the findings that community involvement at the identification level is low and certainly ownership of projects is reduced and sustainable development cannot be achieved even though the community's needs are met and benefits accrue to intended beneficiaries.

On knowledge about child – sponsor communication, the study established that knowledge levels about child-sponsor communications was low with National Office Inquiry (NOI) and Reassigned Material (RAM) being the least known while the DFC and TYL being the most. Generally, most children in the program did not know the child – sponsor communications. With this situation, where a good number of respondents had no knowledge of the sponsorship communications, it raises concerns on the quality of interpersonal communications, as also earlier revealed in the preceding chapters. In this sense, application of uncertainty reduction theory and the Knowledge –skill –motivation theory could help in building relationships that are more personal and meaningful. Further, there is need for CCF

Projects staff /PFEs to seriously review they way communicate, and the type of information communicated to the children / families/community during their interaction. As earlier alluded to, the high knowledge level of DFC and TYL, explains the strength that lies in the DFCs as a direct child/family benefit. In this sense, the DFCs motivate children/families participation in the sponsorship communication.

On the other hand, the study established that very few sponsored children (mostly in school and a few out of school) wrote letters to their sponsors on their own. However, most of the sponsored children (mostly in school and a few out of school) had their letters to sponsors written by family members, community representative and CCF project staff. This actually, implies that the participation of children in sponsorship communications is very low and contradicts with the tenets of child sponsorship programme. The fact that most children whose letters were written for were in school, confirmed that either the children are not motivated to participate or the quality of education services offered are questionable. There is need to integrate child sponsorship and education program in order to realize the desired abilities in children for their growth, cognitive development and participation in sponsorship communications.

On knowledge about child participation, the study established that there was low child participation at all levels of CCF activities. Further, CCF takes a dominant role in its activities compared to the community who are actually supposed to be pioneers. This aspect was also confirmed in section 6.4 on knowledge about CCF projects of chapter 6. Therefore, the finding that CCF development approach is the dominant paradigm of development holds even in this case. Hence the conclusion in section 6.4 on Knowledge about CCF projects of chapter 6 still holds in this case too.

On the other hand, the study established that CCF project staff visited most of the children's homes. This is an indication of high interaction level between CCF frontline staff and the community as was established in the preceding chapters. But again, the major question still remains of what is discussed or shared during the visitations or interactions with the community.

7.2 Summary of Recommendations

Based on the findings and conclusions, the following is a summary of recommendations:

1) CCF needs to have a communication link that ensures flow of information both ways by involving and using the community structures and networks.

2) There is need to further explore the nature of interaction that exist among community, CCF project staff and the children in the program. This is in order to enhance knowledge about CCF and it activities.

3) CCF needs to develop effective awareness strategies and appropriate diffusion channels to ensure every child and the community know basic information relating to their sponsors and countries.

4) CCF needs to play the role of an intermediary and apply the participatory development communication approach to ensure the voiceless are given a voice, choices of intended beneficiaries are enlarged, capabilities and functioning of people are enlarged and the ability to achieve is enhanced.

5) There is need for CCF Projects' staff /PFEs to seriously review the way they communicate, and the type of information communicated to the children/families/community during their interaction. This would help in building relationships that are more personal and meaningful.

6) There is need to maintain the DFCs as they help motivate children/families/communities' participation in the sponsorship communication.

7) CCF needs to integrate child sponsorship with the education program in order to realize the desired abilities in children for their growth, cognitive development and participation in sponsorship communications.

8) There is need to increase participation of children/families/communities in the CCF activities and programs in terms of planning, implementation, monitoring and

evaluation. The children/families/communities should in fact be pioneers of their own development.

7.3 Conclusion

Despite its pledge of the child sponsorship programme emphasizing on building and strengthening of the partnership between the child and the sponsor, demonstrating achievements through accountability and quality programme delivery, promoting child well being and cross-cultural awareness education, CCF has a lot of communication and awareness challenges. This is due to the non-application of the tenets of participatory development communication and interpersonal communication in its child sponsorship programs. Though CCF may appear to do so in some areas, as aforementioned, the community is not the dominant participant. The real focus group in CCF is the children. However, the children are left out in the essential areas of the child sponsorship and generally in the development process. The fact that children and the community are left out in essential areas of the child sponsorship and the development process, could explain some of the communication and awareness challenges being faced by the organization and its affiliated projects. With this study, CCF Zambia is now better positioned to improve the child sponsorship management programmes as they now understand/ know where the gaps are. However, the researchers observed that there is general lack of information (other than that in the sponsorship manual) about real sponsors' expectations since no such kind study is done and shared from Affiliate offices/International Office as is the case with PLAN International. To this effect, the researchers would like to appeal to CCF International Office and Affiliate Offices to emulate PLAN International Japan who conduct Customer Satisfaction Surveys, whose purpose is to find out the direction of their sponsors'/donors' interest from many aspects. The Japan National Office uses the results obtained from the Customer Satisfaction Surveys, as a basis for it's further improvement of sponsor/donor services as well as marketing approach including new product development. The results are also shared with other PLAN International program countries.

This study being the first of its kind in CCF Zambia, it should serve as a baseline upon which communication and awareness intervention strategies could be developed, monitored and evaluated.

BIBLIOGRAPHY:

1) Arnst R. (1997): "Participation Approaches to the Research Process". *In Participatory Communication for Change.* SAGE. New Delhi, India.
2) CCF, (2000): CCF Sponsor Relations Operations Manual
3) CCF, (2000): State of CCF's Children. Richmond, USA
4) CCF, (2000 – 2003): *Sponsor Relations Quarterly Reports.* Richmond, USA
5) Central Statistics Office, (1991): *Women and Men in Zambia.* CSO. Lusaka, Zambia.
6) Central Statistics Office and UNZA (1991): *Zambia Demographic Health Survey.* CSO. Lusaka, Zambia
7) GRZ (nd): *The National Programme of Action for Children in Zambia.* GRZ, Zambia
8) GRZ and UN Systems, (1996): *Prospects for Sustainable Human development in Zambia; More choices of our people.* Lusaka, Zambia.
9) Infante Dominic A., and Womack D. F. (1997): *Building Communications theory.* Waveland press. Illinois, USA.
10) Kasoma Francis P., (1992): *Communication Policies in Botswana, Lesotho, and Swaziland.* Julkaisuja Publications. Tampere, Finland.
11) Kasoma Francis P., (1994): "Participatory Rural Newspaper as agents of development: A Reciprocal Agenda-Setting Model." *In Participatory Communication..* SAGE. New Delhi, India.
12) PLAN, (1999): *PLAN International Worldwide Annual report for 1999*
13) Rodney, (1976): Cited in lecture notes.
14) Rogers, (1976 b): Quoted in *Communication for Development: A New Pan-Disciplinary Perspective.* State University of New York Press. Albany, USA.
15) Schramm, (1967): Quoted in Kasoma, 1994.
16) UNDP, (1997): *Human Development Report.* Oxford University Press. New York, USA.
17) UNICEF, (1995): *Quoted in Prospects for Sustainable Human Development in Zambia; More choices for our people.* GRZ and UN Systems. Lusaka, Zambia.
18) UNICEF, (1999): *UNICEF Annual Report.*
19) White Shirley A. (1994):" The Concept of Participation: Transforming Rhetoric to Reality." *In Participatory Communication.* SAGE. New Delhi, India.
20) World Bank, (1992): *Prospectus For Sustainable and Equitable Growth.* World Bank, USA.

ANNEXES

Annex 1: Survey Questionnaire

Annex 2: In-depth Interview questionnaire

Annex 3: Training Schedule for TOT/Plan of action

ANNEX 1

Interview No. Questionnaire No:

CHRISTIAN CHILDREN'S FUND INC.

AWARENESS SURVEY QUESTIONNAIRE

(Please tick where appropriate)

Child's Sex:
1. Male ( )
2. Female ( )

Child's Age :
1. Below 6 yrs ( )
2. 6 - 13 yrs ( )
3. Above ( )

Is child in school?
1. Yes ( )
2. No ( )

Child status :
1. Sponsored ( )
2. Enrolled ( )

Length of affiliation to CCF?
1. 1 year and below ( )
2. 2 – 5 years ( )
3. Above 5 years ( )
4. Not known ( )

SECTION 1: KNOWLEDGE ABOUT CCF

(Please tick only one answer)

A. Could you choose which is CCF logo?
1. Yes ( )
2. No ( )

(Please show logo of three (3) different NGOs and tick the answer)

B. What is CCF?
(Please tick only one answer)
1. Child focused organization ( )
2. A development organization ( )
3. A communication organization ( )
4. A Child health organization ( )
5. Poverty organization ( )
6. Housing construction organization ( )

7. Child education organization ( )
8. Income generating organization ( )
9. Agriculture organization ( )
10. Community organization ( )
11. Savings Clubs organization ( )
12. A Child health organization ( )
13. Don't know ( )

C. How did you first come to know about CCF?
(Please tick only one answer)

1. Through mass media (i.e. TV, Radio, Newspapers) ( )
2. Through CCF Project staff ( )
3. Through PFEs / Board members ( )
4. Through Community Leaders (Political , Church ,School , Health) ( )
5. Others, Specifiy .....

D. How does CCF get its funding?
(Please tick only one answer)

1. Good people ( )
2. Sponsors ( )
3. Donors ( )
4. Government ( )
5. CCF Richmond ( )
6. Don't know ( )
7. Other , Please specify .....

E. Name the sponsors countries you know
(Please tick only one answer).

1. None ( )
2. 1 – 3 ( )
3. 4 - 6 ( )
4. 7 - 10 ( )
5. More than 10 ( )

F. Name the local CCF staff with whom you most frequently interact

1. Able to name staff ( )
2. Unable to name any staff ( )

G. Who owns CCF?
(Please tick only one answer).

1. Sponsors for Children ( )
2. Children ( )
3. Government/Local authority ( )
4. Children, families and their communities ( )
5. Project Boards ( )
6. CCF Staff ( )

6. Don't know ( )
7. Other , Please specify .....

H. Whom does CCF work with?
(Please tick only one answer
1. Only with Children ( )
2. Only with families ( )
3. Only with Government/Local authority ( )
4. With children, families and their communities ( )
5. With children, families and their communities and Government ( )
6. Don't know ( )

G. Explain the procedures by which CCF selects and sponsors children
1. Able to detail the procedure ( )
2. Unable to detail the procedure ( )

SECTION 2: KNOWLEDGE ABOUT SPONSORS

A. Do you have a sponsor?
1. Yes ( )
2. No ( )

If answer to A) above is "Yes", then answer the following questions. Otherwise, if answer to A) above is "No", Go to SECTION 3.

B. Name of your sponsor .....
1. Knows (able to name sponsor correctly) ( )
2. Don't know (Unable to name sponsor) ( )

C. Country of Sponsor .....
1. Knows (able to name country of sponsor) ( )
2. Don't know (Unable to name country of sponsor) ( )

D. How many sponsors have you had?
1. One only ( )
2. More than one ( )

E. How were you informed about the new sponsor or changes in sponsors?
1. Through the Project staff/PFEs ( )
2. When a communication was due ( )
2. Through National Office Inquiry ( )
3. Other, please specify.....

F. For how long have you been assigned to this current sponsor?
(Please tick only one answer)

1. 0 – 2 years ( )
2. 3 – 4 years ( )
3. 5 – 6 years ( )
4. Don't know ( )

SECTION 3: KNOWLEDGE ABOUT CCF PROJECTS

A. How many years has CCF been working in your area?
(Please tick only one answer)

1. 0 – 3 years ( )
2. 4 – 6 years ( )
3. More than 6 years ( )

B. What has CCF done in your area, which benefited children, your family and your community?
(Please note that many answers can be ticked)

1. Nothing ( )
2. Portable water/clean water access ( )
3. Sanitation ( )
4. School construction/teachers houses/classroom ( )
5. IGAs ( )
6. School fees ( )
7. Gardens ( )
8. School Furniture ( )
9. School books ( )
10. Housing ( )
11. Clinic Construction ( )
12. Agriculture supplies/equipment ( )
13. Don't know ( )
14. Other, please specify .....

C. Do these projects respond to your needs ?

1. Yes ( )
2. No ( )

If no, explain .....

.....

D. Did you benefit from CCF projects? ?

1. Yes ( )
2. No ( )

E. Who identifies the projects to be implemented?
(Please note that many answers can be ticked)

1. CCF ( )
2. Community ( )
3. Family ( )
4. Political leaders ( )
5. Government /Local Authority ( )
6. Don't know ( )
7. Other, please specify .....

SECTION 4: KNOWLEDGE ABOUT COMMUNICATIONS

A. Can you explain the following communication items?
(Please use the following rating: 1. Knowledgeable
2. Fairly Knowledgeable
3. Don't know

1. Child Welcome letter ( )
2. Bonding letter ( )
3. Enrolled Child Photo ( )
4. Sponsor Mail ( )
5. Designated Funds for Children [DFC] ( )
6. Child Information Folder ( )
7. Child Initiated Letter ( )
8. Child Progress Report ( )
9. Thank –You Letter ( )
10. Reassigned Material [RAM] ( )
11. National Office Inquiry ( )

B. Who writes to the Sponsor
(Please tick only one answer)

1. Sponsored Child ( )
2. Mother ( )
3. Father ( )
4. Brother ( )
5. Sister ( )
6. Step - sister ( )
7. Step – brother ( )
8. Step - mother ( )
9. Step - father ( )
10. Aunt ( )

11. Uncle ( )
12. Grand –mother ( )
13. Grand –father ( )
14. Parent Family Educator ( )
15. Social Worker ( )
16. Project Development Officer ( )
17. Other, please specify .....

C. Do you receive any letters from your Sponsor?
1. Yes ( )
2. No ( )

D. Would you like to receive communications from your Sponsor?
1. Yes ( )
2. No ( )

E. Have you written a letter to your sponsor during this year?
1. Yes ( )
2. No ( )

F. If the answer to E) above is "yes", How many letters have you written?
(Please tick only one answer)
1. One ( )
2. Two ( )
3. Three ( )
4. Four ( )
5. Over Four ( )

SECTION 5: CHILD PARTICIPATION IN CCF ACTIVITIES

A. Does the child participate in CCF activities?

1. Yes ( )
2. No ( )

If yes to 1) above, name the activities _____

B. Is the child a member of any of the following groups?
(Please note that many answers may be ticked)
1. Sponsor Relations Sub-Committee ( )
2. Art
3. Recreation
4. Sports ( )
5. Writing Club ( )
6. Attends Project ECD center ( )

7. CHW ( )
8. CBD ( )
9. Audit Committee ( )
10. Drama /theatre Club ( )
11. Dancing group ( )
12. Project Library ( )
13. Planning committee ( )
14. Other, please specify .....

C. Who identifies the projects/activities the child participates in?
(Please note that many answers may be ticked)

1. CCF ( )
2. Child himself/herself; ( )
3. Community ( )
4. Parents/Guardian and Families ( )
5. Political leaders ( )
6. Government /Local Authority ( )
7. Don't know ( )
8. Other, please specify.....

D. What is child's level of participation in CCF/community activities?
(Please note that many answers may be ticked)

1. Planning ( )
2. Implementation ( )
3. Monitoring ( )
4. Evaluation ( )
5. Other, Please specify .....

E. Does CCF staff / PFE visit the child's home ?

1. Yes ( )
2. No ( )

SECTION 6: OTHER

1. Comment (s) by interviewer

2. Other comments by respondent

Date:

ANNEX 2

IN – DEPTH INTERVIEW QUESTIONS

The In- depth interview respondents were purposefully chosen to include PDMs and PAB leaders.

Below are the in-depth interview questions and the schedule for conducting interviews:

1. What is the nature of CCF – Child communications in the work of CCF ?

2. What is the nature of CCF-Sponsor communications in the work of CCF ?

3. What is the nature and extent of communication among participants in the child sponsorship programme?

4. What strategies can be employed to deal with the issue of low awareness and poor communication among partners?

SCHEDULE FOR IN-DEPTH INTERVIEWS

DAY	INTERVIEWEE	PROJECT NAME	POSITION IN PAB
27/04/2004	Kapola Sinyangwe	Mutamino	Secretary/PDM
27/04/2004	Alberto Njobvu	Mutamino	Chairperson
27/04/2004	Jacqueline Tembo Mapulanga	Mutamino	Board Member
27/04/2004	Fredrick Kabaso	Kapete	Board Member
27/04/2004	John Mumba	Kapete	Vice Chairperson
27/04/2004	Rodwell Chandipo	Kapete	Secretary/PDM

ANNEX 3

TRAINING SCHEDULE FOR TRAINING OF TRAINERS (TOT)/ PLAN OF ACTION

The training of trainers workshop was conducted on 10th February 2004 at CCF National Office in Lusaka. The training had two participants from Kapete and Mutamino family helper projects. These were Mr. Rodwell Chandipo (PDM, Kapete) and Mr. Petland Mwansa (PDM, Mutamino). The trainers were Tobias Chomba and Mr. Chola Chifukushi (Communication Officer, CCF) as Research Assistant.

DAY	ACTIVITY	TIME
10th February 2004	1. Administration of the Questionnaire	09:00 – 12: 30 Hrs
	LUNCH BREAK	**12:30 – 14:00 Hrs**
	2. Logistics of Data Collection	14:00 – 15:00 Hrs
	3. Plan of Action	15:00 – 16:00 Hrs
	END OF TOT WORKSHOP	**16:00 Hours**

The training workshop took a day and the PLAN OF ACTION for replication of the training to data collectors was drawn as follows:

SURVEY WORK PLAN

PERIOD	DATES	ACTIVITY	RESPONSIBLE
Week One	10 – 13/02/2004	Planning/Logistics	Kapete, Mutamino Projects
Week Two	16 – 17/02/2004	Training of data Collectors in the field.	PDMs for Kapete and Mutamino Projects
Week Three	18 – 27/02/2004	Data Collection	Data Collectors
Week Four	1 – 5/03/2004	Installation of SPSS Projects Submit completed questionnaires	Researcher PDMs for Kapete and Mutamino
Week Five	08 – 12/03/2004	Training of Data entrants	Researcher
Week Six	15 –19/03/2004	Data Entry into SPSS	Data Entry Clerks (Entrants)
Week Seven	22 – 26/03/2004	Data Validation	Researcher
April/May	2004	Analysis and Report Writing	Researcher
June	2004	Report Ready	Researcher