

TSOGOLO LA ANA ORGANIZATION (TAO)

Introduction

TAO was formed on 1st October 2005. It has been registered with the Malawi Registrar General and currently we are using a letter from the Registrar General waiting for our certificate. TAO has seven board members with a diversity of profession as follows:

No	Profession	Organization	Position
1	Masters in Education	Polytechnic College	Lecturer
2	Degree in Agriculture	Old Mutual	Administrator
3	Degree in Administration	Malawi gaming Board	Chief Executive
4	Diploma in Agriculture and pursuing Masters in Strategic management	CARE Malawi	Education program Manager
5	Diploma in Agriculture and pursuing Masters in Strategic management	GTZ Malawi	Technical Advisor
6	Diploma in Orthopedic Clinician	Queen Elizabeth Central Hospital	Orthopedic Clinic Officer
7	Diploma in HIV and AIDS	MACRO	VCT Supervisor

It also has a management team who are professionals in the following:

No	Profession	Position	Time spent
1	Diploma in Education and Certificate in NGO Management	Executive Director	Full time
2	Diploma in Education	Programs Manager	Full time
3	Education Coordinator	Diploma in Education	Full time
4	Social Worker	Malawi School Certificate of Education	Full time
5	Social Worker	Malawi School Certificate of Education	Full time
6	Social Worker	Malawi School Certificate of Education	Full time
7	Social Worker	Malawi School Certificate of Education	Full time
8	Accounts and Administration manager	Degree in Business Administration	Full time
9	Secretary	Certificate in secretarial course	Full time
10	Office Assistance	Junior Certificate	Full time
11	Guard	Primary School Leaving certificate	Full time
12	Guard	Primary School Leaving certificate	Full time

Background

Malawi is one of the poorest countries in the world ranking 163 out of 174 countries with estimated GNP per capita of \$210 (2002 UNDP HDR). The social – economic indicators for Malawi are both appalling and deteriorating almost daily. It also has one of the most unequal income distribution where the richest 20% of the population consumes 46.3% of goods and services compared to the poorest 20% that consumes only 6.3% of them. 60% of the population is estimated to live under poverty line and 49% is stunted because of long term mal-nourishment (WFP 2002).

HIV and AIDS pandemic which is claiming lots of lives in Malawi has worsened the situation. There are about 2,000,000 orphans (UNICEF report). Either the aged, female-headed families, child headed families, and step – parents look after most of them. These do not afford to support their families due to meager resources, which they have. Some children who have both parents also become vulnerable due to abject poverty. These children face a lot of challenges when it comes to education making it difficult for them to have an access to the right to education which is under **Article 28** in the **Convention of the children's rights**. A lot of children drop out from school when they reach secondary school and college/university because of lack of scholastic support in terms of school fees, school uniform and writing materials. This is contributing to the failure to the achievement of **EDUCATION FOR ALL (EFA) goals by 2015**, which the governments of the world signed and adopted declaring Education as the right to all the children, without discrimination because of their race, religion, color, sex, disability, language or ethnic group. This global campaign for education for all under went three phases as follows: JOMTIEM EFA process which took place in 1990, AMMAN MID-DECADE review which took place in 1996 and the Dakar EFA framework for action which took place between 26th to 28th April 2000 in Dakar. Malawi is still failing to achieve these goals due to poverty and HIV and AIDS.

Base line survey

TAO conducted a base line survey in the following districts: Thyolo , Blantyre rural and Chiradzulu. The aim of the survey was to find out about the impact of HIV and AIDS and the needs and constraints of the OVC. During this survey the following were met:

- Government officials: District Commissioner for Blantyre Rural district and his staff, Director of planning for Thyolo district assembly, the District Commissioner for Chiradzulu district assembly and his staff.
- Community Based Organization: Bvumbwe Community Care Organization (BVUCCO) in T/A Bvumbwe in Thyolo district, Namitambo Aids Support Organization (NAMASO) in T/A Kadewere in Chiradzulu district.
- Bvumbwe community in Thyolo district.
- Blantyre rural Area Executive Committee.

The Director of planning for Thyolo district reported that there is 23% of HIV and AIDS prevalence rate in the district. He also said that there are about 50,000 OVC in the district. The District commissioner for Chiradzulu district reported that there is 30% of HIV and AIDS prevalence rate in the district. He also said that there are about 15,000 orphans in the district. Most of these children are school going children. The District commissioner for Blantyre rural said that, “ almost each and every household is affected by the pandemic”. This has created problems especially to the education of these orphans. He continued to say that some children become vulnerable because of

abject poverty though they have both parents. He said that, “ I receives a lot of letters from both secondary school and college students requesting for bursaries but my office can not afford to provide bursaries to all of them due to lack of money.” All the government officials reported that there is no specific budget allocation for the education support of the OVC as such a lot of them drop out from school due to lack of education support. They also said that there are no specific NGO’S in their districts whose missions are to promote the plight of the OVC especially in education. They said that some NGO’S just support not more than ten children per district, which leaves a lot of children outside of this support.

However, it was the government officials’ wish that NGO’S should intervene in promoting the education of the OVC though provision of scholastic support. They welcomed TAO to work in their districts as the pilot areas before going to other districts.

CBO’S and the community highlighted the same needs and constraints. This gave TAO a clear picture of the needs and constraints of the OVC in relation to their education. Therefore TAO agreed to request funding from development partners to support the education of these OVC. Currently, it has submitted proposals to UNICEF, Rottary Club and European Union but no one has responded yet.

Mission statement

“ Achieving measurable change in working with orphans and vulnerable children (OVC) by promoting their rights and improving the livelihood of their families”.

Objectives

- To bring about long term change in the lives of children by developing them physically, psychologically, morally, spiritually and materially.
- To help the children access their rights and understand their responsibilities.
- To improve the families of OVC through economic empowerment in order for them to escape dependency.

Programs

TAO has the following programs:

- Education
- Income generating activities
- Agriculture and food security

Cross cutting issues

- HIV and AIDS
- Gender
- Environmental degradation

Education Program

1. Early childhood education
 2. Primary education
 3. Secondary education: Offering bursaries to OVC by
 - Providing school uniforms.
 - Providing writing materials.
 - Paying school fees.
- University/ college education: Offering bursaries to OVC by
- Paying school fees.
 - Providing writing materials.

- Providing work suits.

Methodology

- Identifying OVC through Social welfare office, Community based Organizations, Community/ Traditional leaders.
- Family assessment of the OVC family to justify if there is indeed need for support.

Criteria

- a. Child headed families.
 - b. Female headed families.
 - c. Children from families who are struck by abject poverty.
- Signing of an agreement form between a parent/ guardian, child and TAO highlighting each party's responsibilities.
 - Providing scholastic support to the OVC who are in primary and secondary school.
 - Conduct monitoring visits to their schools to check their performance, behavior and attendance.
 - Provide guidance and counseling when need be in relation to their education.
 - Collecting their progress reports at the end of each term to check their performance.
 - Give rewards to the children who have performed well at the end of third term to motivate them.
 - Conduct workshops with them during holidays on life skills to help them cope up with everyday challenges.

Impact

- The scholastic support will reduce the drop out rate of children in both secondary and college/university, as such a lot of people will be well educated. These will contribute to the development of Malawi as a nation.