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I would like to stress that input from the local community and its leadership is of utmost importance if we are to plan for successful implementation of the envisaged Basic Education Programme. After all, it is only the community that can provide authoritative advice and guidance on what needs to be incorporated into such a programme if it is to be ultimately relevant and successful.

Master of Ceremonies, it is pertinent that this training programme that should be an adequate basis for implementation of the Basic Education for Remote Area Dweller Children's project should be focusing on the TRIPLE A's TRAINING APPROACH. This approach, I have been made to understand, lays particular emphasis on the conception and applications of Assessment, Analysis and Action. Certainly, UNICEF together with the other programme organisers could not have adopted a more appropriate approach to give a clear insight into the peculiarities of planning for effective delivery of the envisaged Remote Area Dweller Children's project. It is important that all stakeholders be empowered to identify, examine and draw appropriate conclusions on all issues that are pertinent to implementation of the Basic Education for Remote Area Dweller Children's project.

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We are aware of most of the underlying factors that contribute to this unacceptable situation regarding access to basic education for the remote area dweller children. For example, amongst the critical factors that impede access to basic education for such children would be aspects such as poverty, distance from school and lack of an enabling environment for these children such that they are provided with instructional programmes and materials that incorporate their cultural values. In light of these concerns I would like to see this training programme sensitising participants to such critical issues as educational needs assessment approaches that are firmly rooted in the aspirations of the remote area dweller children and their parents or communities in general. The needs assessment strategies should pay particular attention to the important requirement for cultural sensitisation in whatever instructional programmes are to be designed for these children if education is to be made meaningful to them and they are to derive maximum benefit from basic education provision like their counterparts in other parts of the country.

Master of Ceremonies, as I draw to the conclusion of my remarks, it is incumbent upon me and on behalf of the Botswana Government to commend UNICEF for their foresight and initiative in conceptualising the Basic Education for Remote Area Dweller Children's project.

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Without your active involvement and participation such projects would not benefit from your grass roots input that is so critical for their successful implementation and long term sustainability.

Master of Ceremonies, Ladies and Gentlemen I feel I have said enough by way of sharing with you my thoughts on how this training programme should lay a firm foundation for the envisaged Basic Education for Remote Area Dweller Children's project. I have no doubt that with the collective goodwill and dedication of all of us this training programme should be a success.

I thank you.

P U L A!!!!

Supporting Our Children's Learning

**APPENDIX C: WORKSHOP OVERVIEW  
AND PROGRAMME**



**The Route to Community-Based Assessment, Analysis, and Action  
for the Welfare of Children  
7th -19th October, 1996  
Motokwe, Khekhenye, and Khekhenye**

**Workshop Objectives:**

At the end of the workshop participants will be able to:

- Understand and apply the Triple A (Assessment- Analysis-Action).
- Understand the determinants of Child Survival, Development, Protection and Participation.
- Understand the inter-sectoral linkages ( Local and central government) and how UNICEF Programme relates to them.
- Understand methodologies for information/data collection, and analysis.
- Understand UNICEF Private Sector Initiative

**Process:**

- ▶ Raise empathy and generate sensitivity on issues that affect the well-being of children, and particularly those of RADs and girls.
- ▶ Build a team comprising of children, extension workers, community (mobilizers, institutions), central & local government officers, and non-governmental organizations.
- ▶ Theoretical training on Triple A and on action research methodologies and principles.
- ▶ Initiate the Triple A process at community level. Applied assessment and action research.
- ▶ Collection of data.

**Participants:**

- Ministries: Ministry of Education, Ministry of Labour and Home Affairs, Ministry of Finance and Development Planning.
- District Council: Kweneng District Council.
- Non-Governmental Organizations: Tirisanyo Catholic Commission, Child to Child Network, Kuru Development Trust.
- Community: Village Development Committee, Village Health Committee, Parents Teachers Association, Village Extension Team, Churches Association, Community Mobilizers, Farmers Committee.

**Workshop Coordinators:**

- ▶ Mr. Mphothwe - Kweneng District Council
- ▶ Ms. Pearl Matome - UNICEF

**Training Team:**

- Dr. Samora Gaborone - University of Botswana
- Dr. Frances Reimer - University of Botswana
- Mr. Lucky Tshireletso - Molepolole College of Education
- Ms. Pearl Matome - UNICEF

## **PROGRAMME**

### **The Route to Community-Based Assessment, Analysis Action for the Welfare of Children**

#### **Triple "A" Training**

**Motokwe, Khekhenye and Tshwaane  
7 - 19 October 1996**

#### **6-10-96 SUNDAY**

14:00 Arrival of Participants and Registration  
17:00 Introductions and Housekeeping  
18:00 - 19:00 Supper

#### **7-10-96 MONDAY**

07:00 - 08:00 Breakfast  
08:00 - 09:00 Workshop briefing  
09:00 - 09:30 Tea Break  
09:30 - 10:45 Assemble at Kgotla  
10:50 - Arrival of Hon. Minister for Education Dr. G.K.T. Chiepe  
10:50 - 10:55 MMINO  
10:55 - 11:00 Prayer  
11:00 - 11:05 Introduction of guests and participants  
11:05 - 11:20 Welcome remarks - Kgosi Puleng  
11:20 - 11:25 Statement by UNICEF Representative Dr. S. Simon  
11:25 - 11:30 Statement by NORAD Representative Mr. Munkeby  
11:30 - 11:50 Official Launch - The Hon. Minister for Education  
Dr. G.K.T. Chiepe  
11:50 - 12:00 MMINO  
12:00 - 12:15 Vote of Thanks - The Hon. Council Chairman -Kweneng  
District Mr V Kgosidintsi

12:15 - 14:00	Lunch Break
12:15 -12:45	<i>Conducted Tour for Guests of Honour and Dignitaries</i>
12:45 - 14:00	<i>Hon. Minister and Guests - Lunch</i>
14:00 - 14:30	<i>Visit to Khekhenye - Hon Minister, Guests, and Officials</i>
14:30 .	<i>Minister and Dignitaries depart</i>
14:00 - 14:10	Housekeeping and Late Registration - Mr Mphothwe
14:10 - 15:00	Expectations and Objectives - P Matome UNICEF
15:00 -17:00	Ground Rules and Context - Consultants
18:00 - 19:00	Supper

### **8-10-96 TUESDAY**

08:30 - 09:00	Review of 07-10-96
09:00 - 10:00	Cross-Cultural Explorations - Consultants
10:00 - 10:30	Tea Break
10:30 - 12:30	Cross Cultural Explorations
12:30 - 14:00	Lunch Break
14:00- 16:30	Partnerships for Integrated Planning - MFDP, Letlhakeng Sub District, Education (MOE, Council and UNICEF), Village Organizations, Health, Youth and Women - UNICEF's Private Sector Initiative
18:00 - 19:00	Supper

### **9-10-96 WEDNESDAY**

09:00 - 09:30	Review of 8-10-96
09:30 - 10:30	Determinants of Child Survival, Development, Protection and Participation - P. Matome UNICEF
10:30 - 11:00	Tea Break
11:00 - 12:30	Group Work - Tasks/Roles in promoting child welfare (from premise of institutional perspective)

12:30 - 14:00 Lunch Break  
14:00 - 17:00 Group Presentations  
18:00 - 19:00 Supper

**10-10-96 THURSDAY**

08:30 -09:00 Review  
09:00 -10:30 Triple "A" Training - P. Matome UNICEF  
10:30 - 11:00 TEA  
11:00 -12:30 Research/Survey/Assessment Methodologies - Consultants  
12:30 -14:00 Lunch  
14:00 -15:00 Organising Research

**11-10-96 FRIDAY**

08:30 - 09:30 Processing of information  
09:30 -12:30 Research  
12:30 -14:00 Lunch  
15:00 - 17:00 Processing of days' work

**SATURDAY AND SUNDAY -- FREE**

**14/17-10-96 MONDAY - THURSDAY**

08:30 -09:30 Organising Research  
12:30-14:00 Lunch  
15:00- 16:00 Processing of Days' work

**18-10-96 FRIDAY**

08:30 -09:30 Organising Research  
12:30-14:00 Lunch  
14:00 - 15:00 EVALUATION

**19-10-96 SATURDAY**

08:00-09:00 Official Closing : Hon. MP and Assistant Minister of Local Government,  
Lands and Housing - Mr B Mokgothu

09:00-09:15 Vote of Thanks: Kgosi Puleng

**APPENDIX D: WORKSHOP JOURNAL EXCERPTS**

**Personal Feelings 16/10/96**

I feel happy to be amongst these different people.

I realize that although Basarwa and Bakgalagadi stay in the same area, there is still some racial differences among them.

Walking on sand is enjoyable and refreshing.

When interviewing people at Khekhenye, I felt sympathy about their whole life situation.

I regret the hot sun on a windy day.

NGO representative

Motowke

## Focus Motokwe

To focus on somebody was the first time I do you have to know how to approach people. People can think good of you. I have learned that people are different but they can come to the same solution. Some people want to be praised and some just want to talk without ideas. Some are fully informed. Some people are sensitive.

Community member

Motokwe



## Journal Entry 16/10/96

Generally the survey is going smoothly. It has come to our observation that people do not have much information on traditional education. The problem might be that most parents send their children to formal education.

The other significant difference between Motokwe and Khekhenye is that:

- a) Khekhenye village is planned in straight streets (this restricts residents to rear some animals).
- b) all homesteads in Khekhenye do not have toilets
- c) there is no school in Khekhenye
- d) there is no clinic in Khekhenye
- e) acute shortage of water is realized at Khekhenye because at times water bowser take weeks without bringing to Khekhenye. This causes problems because people take longer time without having a bath. The nearest standpipe is at Motokwe village which is 10 km. away.
- f) Khekhenye society has its own traditional herbs to prevent childhood illness. But surprisingly they seem to hate traditional doctors because they demand payments in the form of money, goat, beast. Most of Khekhenye society prefer clinics where treatment is free.

Both Motokwe and Khekhenye have large families and most people in the two villages are not employed. It has also come to our realization that most of the men once worked in South African mines.

We noticed that parents at Khekhenye are against the idea of sending their young kids to the hostels. It came to our realization that most of the school going age children were roaming the streets. One might probably attribute that to parents attitudes towards hostels. A nursery school and standard 1 through 4 school might be necessary in the village as they have expressed this wish.

There was very good working relationship between information gatherers and interviewees. Finally officers seem to be the backbone of the entire information gathering as they can read and write.

Government representative

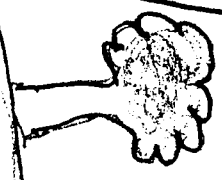
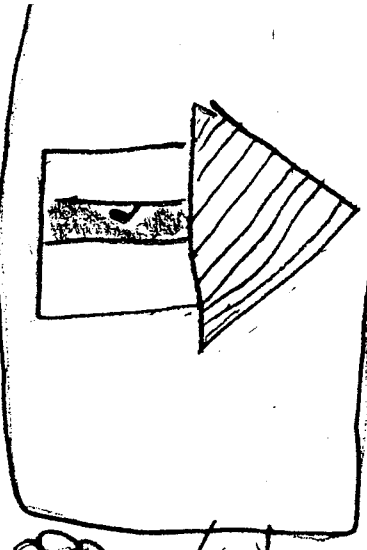
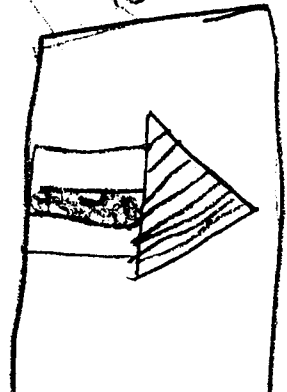
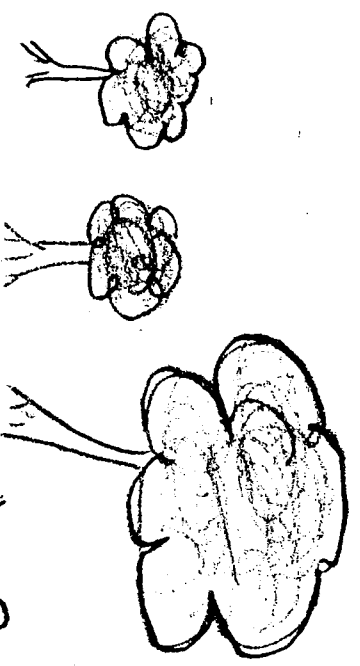
Motokwe

GABADIKÉ - LHOJANE

KHEKHENYE

moise wa Tshwane

moise wa Mofokwe



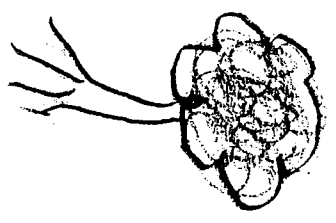
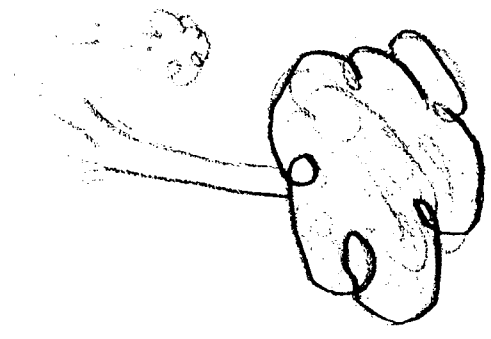
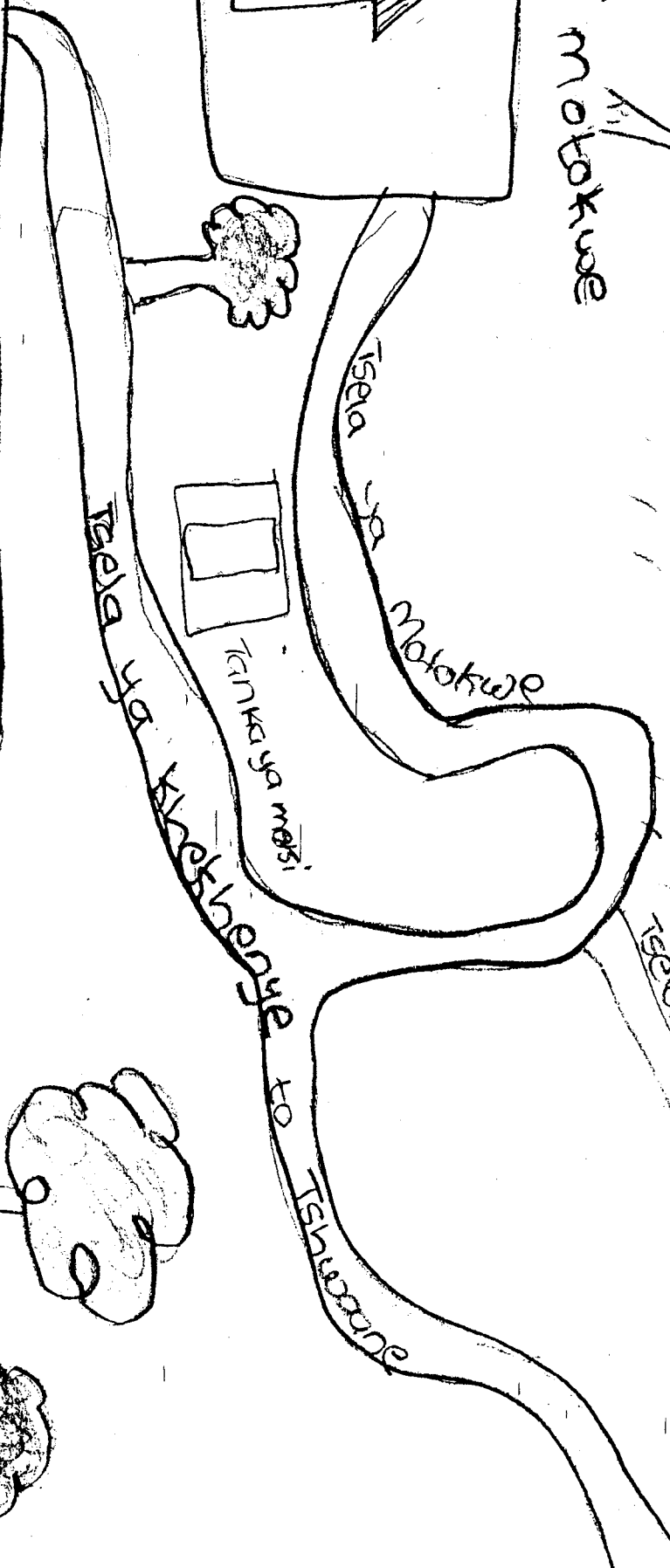
Tinkanya masi

Tsela ya Mofokwe

Tsela ya Tshwane

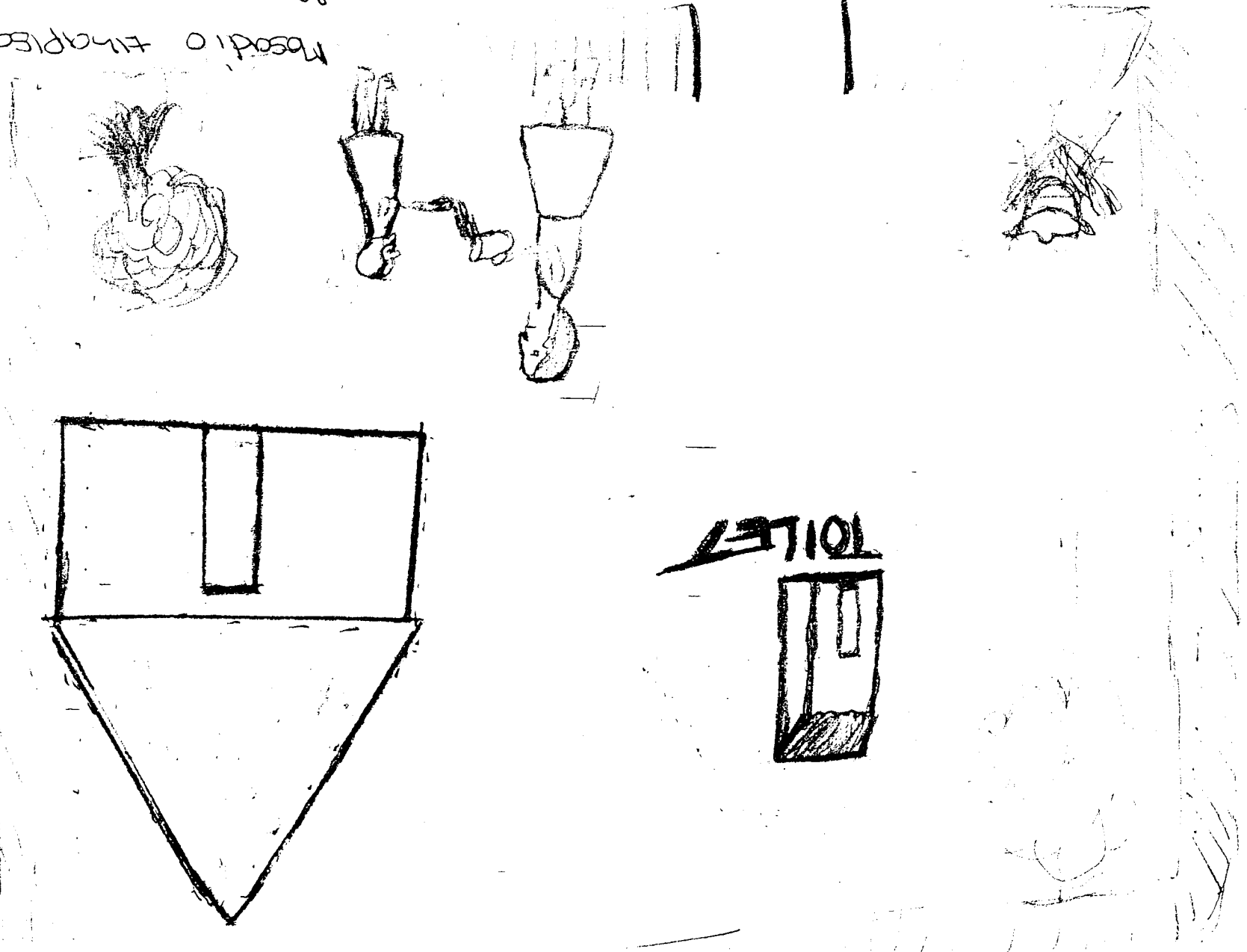
Tshwane

Tsela ya Khekhanye



Moise wa Tshwane

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10/14



Khe Khebye

Mantshi

**APPENDIX E: HOUSEHOLD SURVEY INSTRUMENT**



3

House to house survey

House to House survey

Settlement/village: MOTOWNE

interviewer: LEGG

household identification: JULIET BOGANE  
Ga - Morih

date: 11 - 10 - 96

A. BACKGROUND INFORMATION ON HOUSEHOLD

1. Household head: male  female \_\_\_\_\_
2. Age: father unknown mother 1988
3. Education level: father \_\_\_\_\_ mother primer 1
4. Current employment: father \_\_\_\_\_  
mother \_\_\_\_\_
5. Any previous employment. If yes, what?:  
father \_\_\_\_\_  
mother \_\_\_\_\_
6. Total number of children:
 

girls <u>3</u>	boys <u>2</u>
ages <u>21, 18, 5 years</u>	ages <u>14, 11 years</u>
attending school: yes <input checked="" type="checkbox"/> no _____	attending school: yes <input checked="" type="checkbox"/> no _____
Level <u>1, Form one</u>	Level <u>5, 3</u>
not attending school <u>one</u>	not attending school _____
ages <u>5 year</u>	ages _____

B. HISTORICAL INFORMATION ON HOUSEHOLD

1. Family has previously resided at Tsebeing
2. Length of stay at present residence 1960
3. Are all family members residing here? yes  no \_\_\_\_\_  
If no, where else are they? \_\_\_\_\_

Why? \_\_\_\_\_

4. Description of family roles by gender:

father looking after cattle and going to the forest for gathering

mother looking after her children

male children looking after cattles, goats

female children cleaning the surrounding and cooking

5. Who makes the most crucial decisions in the family?

father

mother

both

Give examples of such decisions looking after cattles and and gathering woods for selling

6. Any decisions reserved for mother and father?

yes

no

Explain what they are if any to tell my children's how to cooperate.



C. EDUCATION

1. How do people traditionally educate children? tell them  
about their grandmother and grand  
father how they were doing  
in the past.

2. Do you have any cultural ways of educating/socializing the young?

yes

no

If yes, give an outline of these practices I tell them to  
know about boquera and bojale

3. Do you send your child to school?

yes

no

Why? because I want  
them know about better  
future life.

4. Do you think the school is doing well in preparing the young for their future life?

yes

no

Explain: so that when their grown they  
should know their rites.

5. If you have children who could not complete school, at what level did they drop out?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ NO

What were the main reasons for their dropping out? \_\_\_\_\_

6. What did you think/do about their leaving school? \_\_\_\_\_

7. Do you have children living at the hostel?

yes

no

If yes, what do you think about the hostel? \_\_\_\_\_

8. If no, would you accept your child attending school while living at the hostel?

yes

no

Explain your response: \_\_\_\_\_

9. For what age are hostels appropriate? upto 9 years

10. How do you think hostels can be improved to make them more acceptable? Explain:

rooms and care matron who  
visits after them.

11. What would you like your children to do when they complete school? looking

for jobs for their likes.

12. What are the major rites of passage in your culture by gender. Indicate age/stage.  
for males for females

13. Provide a description of each ceremony. How is it done and where?

NO

D. LANGUAGE

1. What is your San/Sarwa dialect? \_\_\_\_\_

2. What language do you use in the household? Seshaga (motsagalagadi)

3. Do you ever use Setswana in your household?

yes \_\_\_\_\_  
no ✓

E. ECONOMICS

1. Indicate your source of income: nothing

2. Have you had any formal employment?

yes \_\_\_\_\_  
no ✓

If yes, state with whom: \_\_\_\_\_

Doing what? \_\_\_\_\_

3. Number of goats: 8  
cattle 15  
chicken 6

Indicate how many were bought by yourself and how many were donated by the government:

Goats:	Self	<u>8</u>	government	<u>-</u>
Cattle	Self	<u>15</u>	government	<u>-</u>
Chickens	Self	<u>6</u>	government	<u>-</u>
Donkeys	Self	<u>4</u>	government	<u>-</u>

4. What do you think could be done to assist you out of your situation of poverty? \_\_\_\_\_

by my own knowledge to improve my life

**F. NUTRITION**

1. What is your staple diet? ~~Green~~ SORGHUM

2. Where do you generally get your food? By Ploughing

3. How much money do you spend of food each month? P 50.00

4. Do you have adequate food for the household?

yes \_\_\_\_\_  
no ✓

How do you supplement the shortage, if any? Going to my friends  
or next door and look for help

5. How many meals do you have in a day? 2

6. Where do you eat? Home Who eats together? children, ~~hus~~  
and husband.

**G. HEALTH**

1. Do you have access to a health center?

yes ✓  
no \_\_\_\_\_

2. What are the most common health problems you experience in the household?

1. I.B
2. Throat
3. Cough
4. \_\_\_\_\_

House to house survey

3. Where do you usually consult first for a household health problem?  
clinic/health center   
traditional healer

4. How much does each consultation cost on average? P 2.00

5. Are you satisfied with the service?  
yes   
no

Explain: I really got feel better or feel well

6. How many times do you visit the clinic each month? once

7. Have there been any childhood deaths (ages 1 - 5 yrs.) in the family?  
yes   
no

If yes, what was the cause/s? \_\_\_\_\_

8. How do you usually try to prevent or combat childhood illnesses? If he/she is coughing I boiled water to drink

9. Any maternal deaths in the family?  
yes   
no

If yes, why? \_\_\_\_\_

10. How do you try to combat the risk of maternal deaths?  pills

11. How many times in a month are you visited by a health worker? no

For what reasons? \_\_\_\_\_

House to house survey

12. Are you satisfied with the visit?

yes \_\_\_\_\_  
no \_\_\_\_\_

\*Explain: They never visit the home

13. What was the purpose of the last visit? NILL

14. Have you attended any health education seminars?

yes \_\_\_\_\_  
no ✓

If yes, what was the subject? NILL

Was it helpful? NILL

Why or why not? NILL

If not, why not? \_\_\_\_\_

15. Have you been made aware of HIV/AIDS?

yes ✓  
no \_\_\_\_\_

If yes, from whom? at kgutle

If yes, do you understand it and how to avoid it? Stick to one partner

H. SANITATION

1. Where do you get water? Stand pipe

House to house survey

2. If not from a standpipe, where do you get it? \_\_\_\_\_

3. How far do you walk? (time or distance) 300 m

4. Do you have enough water to allow for bathing?

yes \_\_\_\_\_  
no ✓

5. After how long do you usually take a bath? 2

6. Do you have a latrine?

yes \_\_\_\_\_  
no ✓

What kind? \_\_\_\_\_

7. Did you get any assistance from the council in building your latrine?

yes ✓  
no \_\_\_\_\_

If yes, what was the assistance? Explain: -She <sup>have</sup> get nothing  
to do for herself

8. Who uses the latrine? \_\_\_\_\_

9. Do you like using the latrine?

yes ✓  
no \_\_\_\_\_

If no, why not? \_\_\_\_\_

10. What do you use if you do not have a latrine? Bushes

11. Do you wash your hands after using the latrine?

yes ✓  
no \_\_\_\_\_

Why or why not? To avoid germs

12. Do teachers teach children about hygiene?

yes       
no     

If yes, are you comfortable with what they teach?

yes       
no     

Explain: To know about cleanliness and to  
know <sup>how to</sup> do for themselves

DO YOU HAVE ANYTHING ELSE YOU WOULD LIKE TO ADD OR QUESTIONS YOU WOULD LIKE TO ASK?

- 1, After ~~asking~~ questioning us do you have more goods to help us. ~~How long~~
  - 2 How long time are you going to have and back to tell us.
- Thank you very much.



**APPENDIX F: LIST OF WORKSHOP PARTICIPANTS**

**APPENDIX F: LIST OF WORKSHOP PARTICIPANTS**

M.G.K. Mooka	MFPD Rural Development
W. Makatane	Matsha College
K.K. Sebele	Tribal Administration, Molepolole
K.M. Orufheng	Women's Affairs Division
L.P. Masolotale	Child to Child Network
Lydia Swartz	Veld Product Research
Tshikhin Masimega	Ministry of Education
K.P. Pheresi	Dept. of Women's Affairs
Shadrack B. Moruisi	Mahupu CJSS, Takatokwane
Pelontle Seloko	Information and Broadcasting, Takatokwane
Mohei K. Kalehika	Department of Culture
Koketso Oabile	Kang Police Commander
Richard Rakgati	Local Police, Motokwe Commander
Sefulla Kablay	TSP, Motokwe
Seosemeng Gaofose	Chairman, VDC, Motokwe
Kaelo Puleng	Vice-Chair, VDC, Motokwe
Kenewang Mosapatselo	VHC, Khekhenye
Gabadire Thojane	VHC, Khekhenye
Maledi Mochanang	Tshwaane
Babolelwang Mogorosapuka	Khekhenye
Thajane Kalengole	Action Committee, Khekhenye
Kelwaleng Matshwane	Khekhenye
Gabaratshwane Letlatkwa	Vice Chair, VHC, Khekhenye
Balatlhelwang Kgope	Action Committee, Khekhenye
Midani Johane	TSP, Motokwe
B.A. Maripe	Teacher, Motokwe
O. Mothlhamelo	Teacher, Motokwe
Oneboy Makwati	Headman, Motokwe
Mpatisay Malongwa	Motokwe
Gaolatlhe E. Thupe	Kuru Development Trust
Qgoma Qumaxae	Kuru Development Trust
Thepa Mokoduane	Chairman, VDC, Tshwaane
O.O. Moumakwa	Motokwe Land Board
D.M. Ratsatsi	Curriculum Development and Evaluation
O.G. Busang	Mahalapye Education Centre
B.A. Bauwe	Mahalapye Education Centre
Phodiso Tube	Senior Curator of Education, Gaborone
Nonofu Mankhi	Education Officer, Broadcasting, Gaborone
Gakebaleke Moilatshima	Community Member, Motokwe
Photsana Gasennelwe	TSP, Motokwe
Kebaetse Tshetlaa	Community Member, Motokwe
Mokwadi Balotlegi	Headteacher, Motokwe
Ludo Mongwa	District Officer, Molepsi
Ketumile Ramotadima	C.D.O. Motowke
Catherine Kooitse	Care-taker, Motokwe
Mmamanyane Ramongwe	VDC member, Motokwe

Supporting Our Children's Learning

Mmutla Maipelo	Kuru Development Trust
Xhwaa Gubi	Kuru Development Trust
Ope Gakebatshabe	Action Committee, Khekhenye
Moeng Boster Katlholo	Tshwaane Community Member
Gakeitse Monnatshway	Khekhenye Community Member
Kgope Kgope	Khekhenye Community Member
Seabi Bodikgwa	Tshwaane Community Member
Meme Monnatshwang	Assistant Chairman, Khekhenye
Kgogo Kgonkane	Assistant Chairman, Khekhenye
Mogogobi Balengole	Khekhenye Community Member
Gakeonyatse Kachai	VHC Chair, Khekhenye
Dailly Sengawane	VHC Secretary, Tshwaane
Keotlametse Mogomsapula	Action Committee, Khekhenye
Mothusiutsile Kgosietsile	Motokwe
F.L. Melamu	Information Officer, UNICEF
P.A. Matome	Assistant Project Officer, UNICEF
M.E.K. Masisi	Assistant Project Officer, UNICEF
M. Rathedi	MOE Teacher
Morulajanyi Kelaotsue	TSP Tsetseng
Gaolese Ncaagae	Non-Formal, Molepolole
Fred Mokgatle	Non-Formal, Ramotswa
Sonny Julius Madiabase	Assistant Principal, Serowe TTC
Gakeoagise Molematsei	Headman, Motokwe
Kebapaleng Bakatlheng	Land Board Member, Tshwaane
G. Moilatshimo	VHC Vice Chair, Motokwe
K. Maphale	Motokwe
Bernard Kaisara	Tirisanyo Catholic Commission
O. Sengawane	Chief, Tshwaane
Phakwe Tshaila	VDC, Motokwe
Kobelo Schuliario	Headman, Motokwe
Badisa Mantswemabe	Headman, Motokwe
Sise Phiritshwane	Headman, Motokwe
Kengelogile Motsatse	Health Committee Chair, Motokwe
Caroline Bacletsi	Motokwe
Lobelelang Merule	VDC Secretary, Tsetseng
Kebabaletswe Katholo	VDC Member, Tsetseng
Gaopelwe Kalate	Health Committee, Motokwe
Mophakisi Bogale	Health Committee, Motokwe
K. Gajase	VDC, Tshwaane
B. Bogadi	Headman, Tswaane
S. Gaborone	Consultant, UB
D. Molematsela	VDC Member, Motokwe
G. Moreki	Post Office, Motokwe
M. Kgosietsile	Motokwe
G. Gaofose	VHC, Motokwe
G. Maphale	Motokwe
D. Tamaki	Local Police, Motokwe
Armstrong Dube	TSP, Tsetseng

K. Modisawatshwene	Driver, Letlhakeng
A.K. Baibai	Lorry Attendant, Letlhakeng
Nagayabangwe Baeletsi	Headman, Motokwe
Gaotshwarege Mosuboki	Motokwe
Rakotokwe Moeng	Motokwe
Boitihoko Kelefetswe	Motokwe
Keolebile Tshaila	Community Member, Motokwe
General Tlhankwe	Community Member, Motokwe
Buduetsang Moreti	Crime Prevention Member, Motowke
GabaganeDiwe Mosoboli	Community Member, Motowke
Photsana Kakhwala	Motokwe
Gakelibale Puling	Motokwe
Gracious Sephiri	Post Master, Motowke
Gasrewe Metsatse	S & CD Member, Motowke
M. Kgosietsile	Councillor, Motokwe
Lemogang Mantswemabe	Community Member, Motowke
M. Tsalaeile	Driver, Letlhakeng
Prisallah Katlholo	Community Member, Motokwe
Florence Kalate	Secretary Tshomarelo, Motowke
Gaseteko Diane	Community Member, Motokwe
Kagisanyo Tlhankwe	Community Member, Motokwe
Keotshabelemay Tatlhyo	Community Member, Motokwe
Letlho Sengawane	Community Member, Motokwe
Kelesemotse Maswa	Community Member, Motowke
Oralenna Gakeolope	Community Member, Motokwe
Mmadipeba Maseka	Community Member, Motokwe
Kakanyo Moseka	Community Member, Motokwe
Batumelo Thaasile	Community Member, Motokwe
Peggie Modise	Community Member, Motokwe
Aaron Ephraim Motlogelwa	Freelance Artist, Sekoma
Matthew Bosigo	Animal Health, Motokwe
Gabogolelwe Balatlheyo	Community Member, Tshwaane
Kobamelo Badikgwa	Community Member, Tshwaane
Gakeopelo Kgotleng	Community Member, Tshwaane
Jones Lesiapelo	Wildlife, Dutlwe
Seliube Kaslioka	Community Member, Motokwe
R.J. Mphothwe	S. RADO Kweneng
Khumo Matshwane	Community Member, Khekhenye
Moumokwa Lokgobero	Headman, Motokwe
Sonka Seophologo	Headman, Motokwe
Merule Merule	Chair, PTA, Motokwe
Sekelere Kgupe	Headman, Khekhenye
T.H. Gaisegelwe	Teacher, Dutlwe
M. Mohwatshane	Senior Education Secretary, Molepolole
Mariam Chaiuwe	VDC Secretary, Motokwe
J. Kelebeng	VHC Secretary, Motokwe
Tommie Batolomi	Non-formal Education, Tsetseng, TSP
Motshuletsi M. Ramultludi	Local Police, Tsetseng

St. Bonadette K. Mosekunida	Tirisanyo Catholic Commission
Iabulani Notice	Tirisanyo Catholic Commission
Gakelale Bueletsu	Community Member, Motokwe
Takebatlhophe Kgosietsile	Community Member, Motokwe
Gagoiteletwe Kgalaeng	Community Member, Motokwe
Dinonofo Rileo	Community Member, Motokwe
Segwaba Sengawane	VDC Member, Tshwaane
Gakenne Mokhubu	Community Member, Khekhenye
Takebesenye Monubu	Community Member, Khekhenye
Gasewane Mokate	Community Member, Khekhenye
Takebaemele Matshwane	Community Member, Khekhenye
Maeko Kepese	Community Member, Khekhenye
Bakele Kelefetswe	Community Member, Khekhenye
Gabanaposo Gabanakoyo	Community Member, Khekhenye
Karabo Phalatsa	Community Member, Kaudwane
Takeitumele Sithupe	Community Member, Kaudwane
Bompoetse Kelatlamang	Community Member, Kaudwane
Gonewamay Mbmeme	Community Member, Kaudwane
Sesapo Kepese	Community Member, Kaudwane
Bayanetse Kefeletswe	Community Member, Kaudwane
Ntumisaye Keipatelswe	Community Member, Kaudwane
Tshamanelo Segobhwa	LGL, Kaudwane
Pekenene Ramosetsane	Community Member, Kaudwane
Poutsho Gaotlhobagwe	Community Member, Kaudwane
Thwele Mabadu	Community Member, Kaudwane
Motolwe Monday	Community Member, Kaudwane
Galerewe Gaotlaobgwe	Community Member, Kaudwane
Opaletswe Khee	Community Member, Maseru
Gabakale Lepodise	Community Member, Khekhenye
Tiny Ntshimogang	Pre-school Education Officer, Primary Dept.
Beauty Bogale	VHC and VDC Vice Secretary, Motokwe
Rattholo Rapnuyana	TSP, Motokwe
Joseph Mojadifhe	Non-formal, Motokwe
Lilian Kasuka	Clinic, Motokwe
Bonie Gape	TSP, Motokwe
Oagile Balatlheng	Community Member, Tshwaane
Lesedi Phuitshwane	Youth Member, Motokwe
Keitlhabanetse Matimela	Motokwe
Venda N. Kgalaeng	Community Member, Motokwe
Kyogwe Kyonkane	Community Member, Khekhenye
Richard Banda	RADO Molepolole
Peter Mototeg	Driver, RADP
Baliki Masaseng	Youth Member, Motokwe
Kgomotso Tshenyeyo	S & CD, Letlhakeng
Ketumile Rumotadima	S & CD, Letlhakeng
John B. Moloi	Clinic, Motokwe
Nayang Kaboyamodime	Clinic, Motokwe
F. Riemer	Consultant, U.B.

L. Tshireltsa

Consultant, Molepolole College of Education