

Better Life for Girls through GCED: Unheard Stories of Our Girls 2

Girls' Education: Brighter Future for All





Asia-Pacific Centre of Education for International Understanding (APCEIU)

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The 'Better Life for Girls through GCED' series is the outcome of the GCED Project (Book-making), a segment of UNESCO/KOICA Joint Fellowship Programme 2016. 25 educators from Africa and the Asia have shared their ideas, reflections, hopes and aspirations through the stories of their girls by writing and drawing under the theme of 'Unheard Stories of Our Girls.'

Better Life for Girls through GCED: Unheard Stories of Our Girls 2
Girls' Education: Brighter Future for All

Coordinated and Edited by
Office of Education and Training, APCEIU

Writings and Illustrations by
Participants of UNESCO/KOICA Joint Fellowship Programme 2016

Designed by
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Asia-Pacific Centre of Education for International Understanding (APCEIU)

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The ideas and opinions expressed in this series are those of the programme participants and do not necessarily represent the views of the Asia-Pacific Centre of Education for International Understanding (APCEIU).

Better Life for Girls through GCED:
Unheard Stories of Our Girls 2

Girls' Education: Brighter Future for All

Md. Akhteruzzaman (Bangladesh)

Fekade Desalegn Fetene (Ethiopia)

Ndaraw Gueye (Senegal)

Houkabe Gakne (Chad)

Govinda Prasad Sharma (Nepal)

Kencho Lhamo (Bhutan)

Kabahweza Lilian (Uganda)

Rakentai Momoe Teumauma (Kiribati)

Aristarque Nijimbere (Burundi)

Albert John Saka (Malawi)

Pascalina Chiliboyi (Zambia)

Malehlohonolo Rosalia Mashapha (Lesotho)



Better Life for Girls through GCED:
**Unheard Stories of
Our Girls 2**

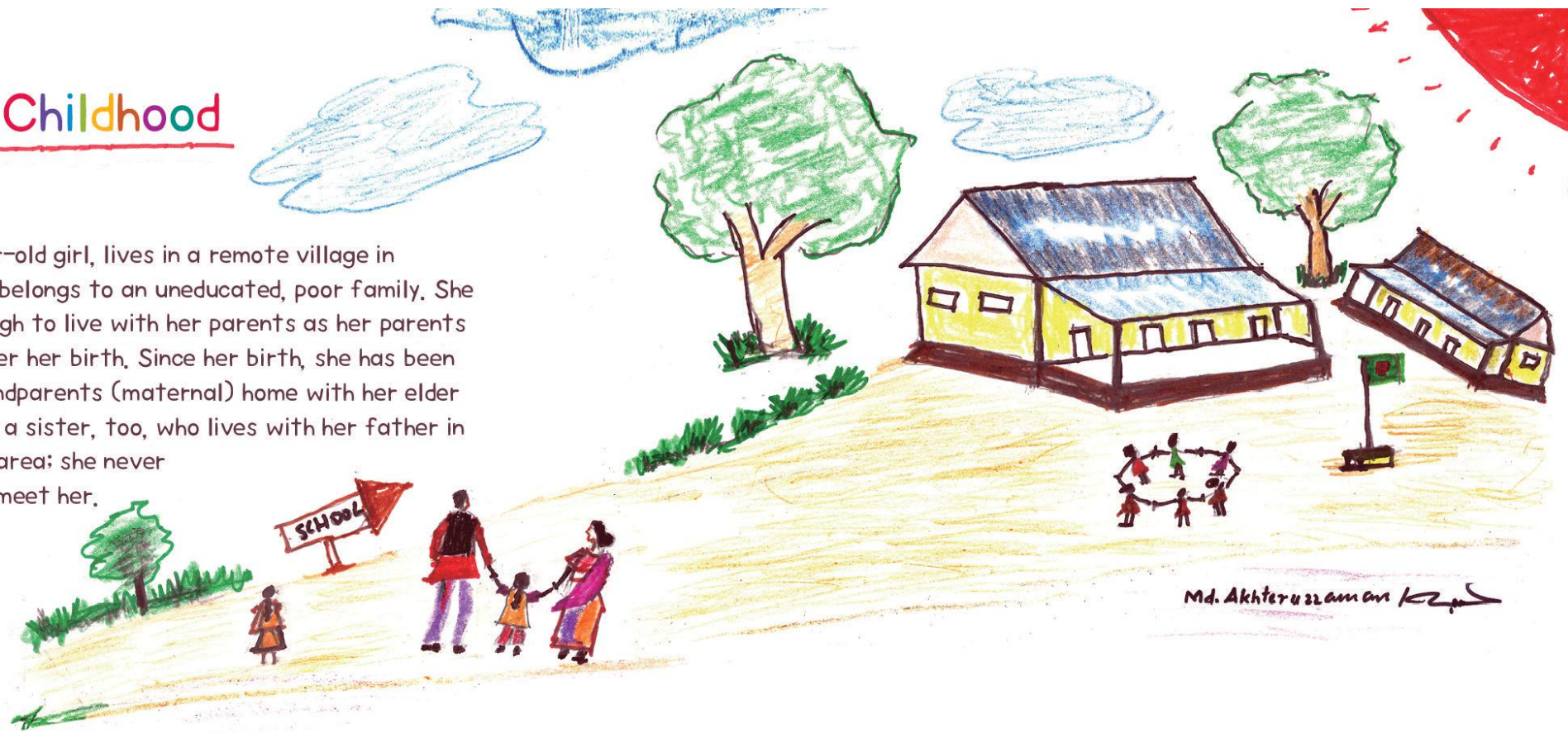


The “Better Life for Girls through GCED: Unheard Stories of Our Girls” series depict stories of girls from different parts of the world. Coming from Africa and Asia, 25 educators have written stories about their girls in neighbor to share with readers all over the world. As the title implies, this is a book about real people living on the fringes of society. The 25 educators have collected the stories from their girls in neighbor especially who are having challenges on their way to access quality education. Their journeys have been often

filled with challenges and hardships caused by poverty, cultural and religious backgrounds or other factors. Through the stories touch upon the hard realities of our girls’ lives, the educators are taking a positive step forward by using their experiences or the experiences of the girls to send a message of hope and resilience. Let’s take a journey and open our ears. The unheard voices of our girls create a tapestry of life that weaves together hope, courage and aspiration for a better future.

Missing Childhood

Ahana, an 8-year-old girl, lives in a remote village in Bangladesh. She belongs to an uneducated, poor family. She is not lucky enough to live with her parents as her parents got divorced after her birth. Since her birth, she has been living at her grandparents (maternal) home with her elder brother. She has a sister, too, who lives with her father in another distant area; she never got a chance to meet her.



Ahana's mother works as house keeper in the capital city, Dhaka, to earn money to support their food and education. But Ahana never misses her mother, because she was separated from her parents at birth before she felt their love. Ahana has no idea about her mother's struggle. Her mother occasionally comes to visit them, but it is not her mother's presence rather the gift she gets from her mother that makes her happy. Ahana is now reading in grade three. She has got new text books free of cost at the very beginning of her class. She likes to play with her friends in school rather than studying. She also enjoys the meals provided by the school.

Her mother rebukes her badly when she gets low marks on her examinations. Often her mother tries to make her understand that her life will be miserable same as her mother's if she is not more attentive and hard working in learning her lessons. Ahana couldn't understand what's her mother wants to say. But she feels sorrow when her mother starts crying. When Ahana was asked about her dream, she became surprised, because no one has asked her about it ever before. No one has asked her about her feelings. Her only dream is to eat chocolate and ice cream. There are thousands of girls like Ahana in Bangladesh who are missing their childhood and living without a dream, as there is no one to guide them.

Struggle for Survival

Tigist was born in 2000 at a small village known as Berek which is far from the capital city by 50km in the north east of Addis Ababa. Her parents lived in the countryside and engaged in mixed farming. They had no surplus products.

Tigist attended primary education up to grade 7 at Jimma Senbete near Sendefa. She travelled 10kms everyday on foot from Berek to Sendefa. Tigist had faced challenges in her life during her childhood. She couldn't complete primary education and dropped out of school in grade seven.

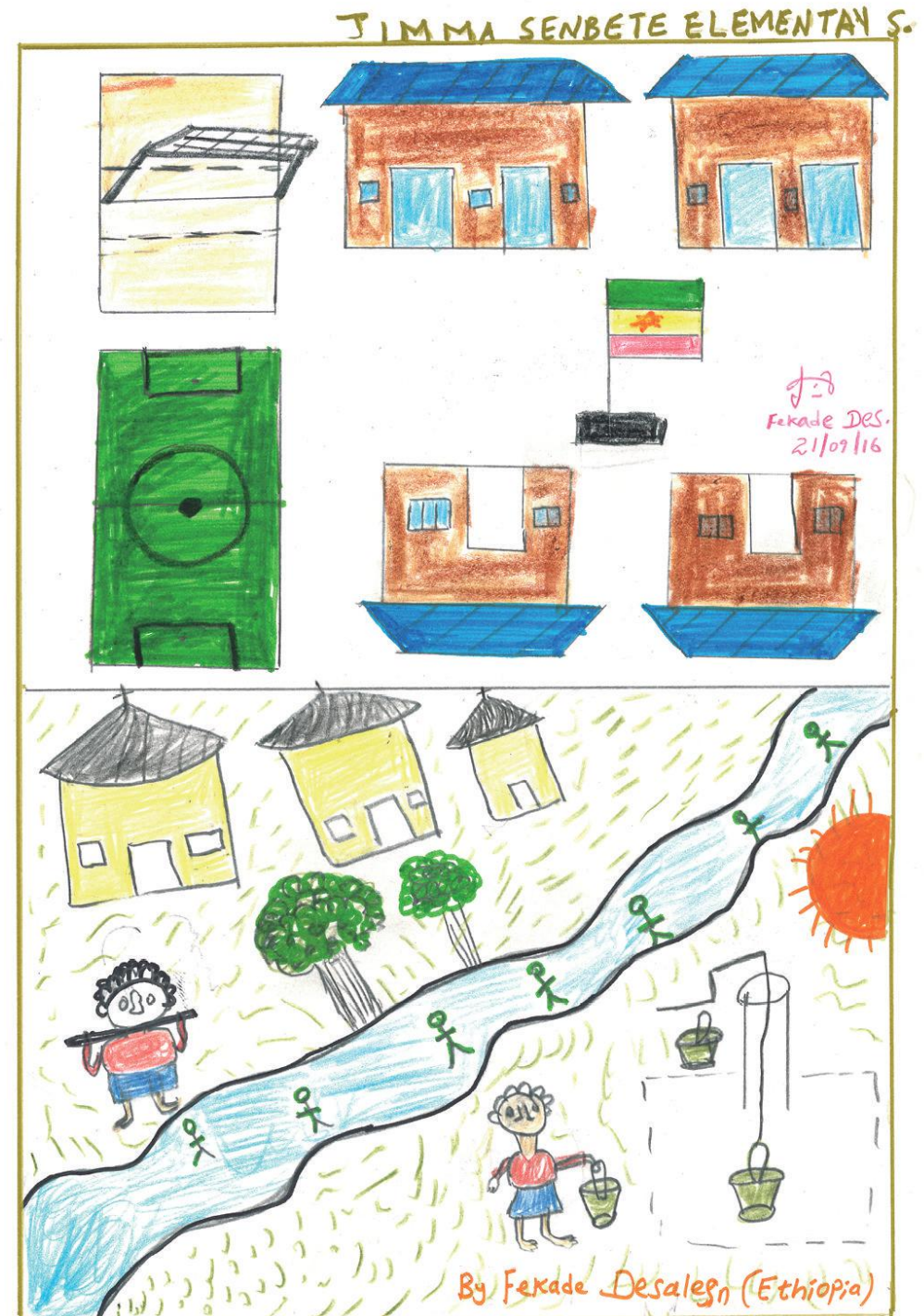
In 2015, Tigist went to Addis Ababa hoping that to earn money and continue her education, while working as a house maid. After five months, she returned home because her mother was sick. She went to Addis Ababa for the second time to work as a house maid in order to achieve her goal of learning, but her employers evaluated that she had no skills in housekeeping and cooking. As a result, they hired her to care for the baby as a baby sitter. The employers thought that she may learn the skills of housekeeping and cooking through time. In addition, the employers promised that she will continue her education in the evening programme.

Tigist is waiting expectantly for the 2016/2017 academic year. Her stay in Addis taught her many things. She saw parents sending all their children to school. She also saw that children's duty is only learning in urban areas on the other hand children duties in rural areas are helping parents in the farm yard at home.

Tigist has set the following goals in her life. She will continue her education from grade seven in the coming academic year. After completion of high school, she will continue higher education in Addis Ababa University in the College of Business and Economics.

Tigist is now very hopeful about materializing her dream. She is determined to change her life for the better after completing school. After that, she hopes to become a role model in changing the lives of girls in her locality.

Fekade Desalegn / Ethiopia / 21 Sept 2016



Education and Gender

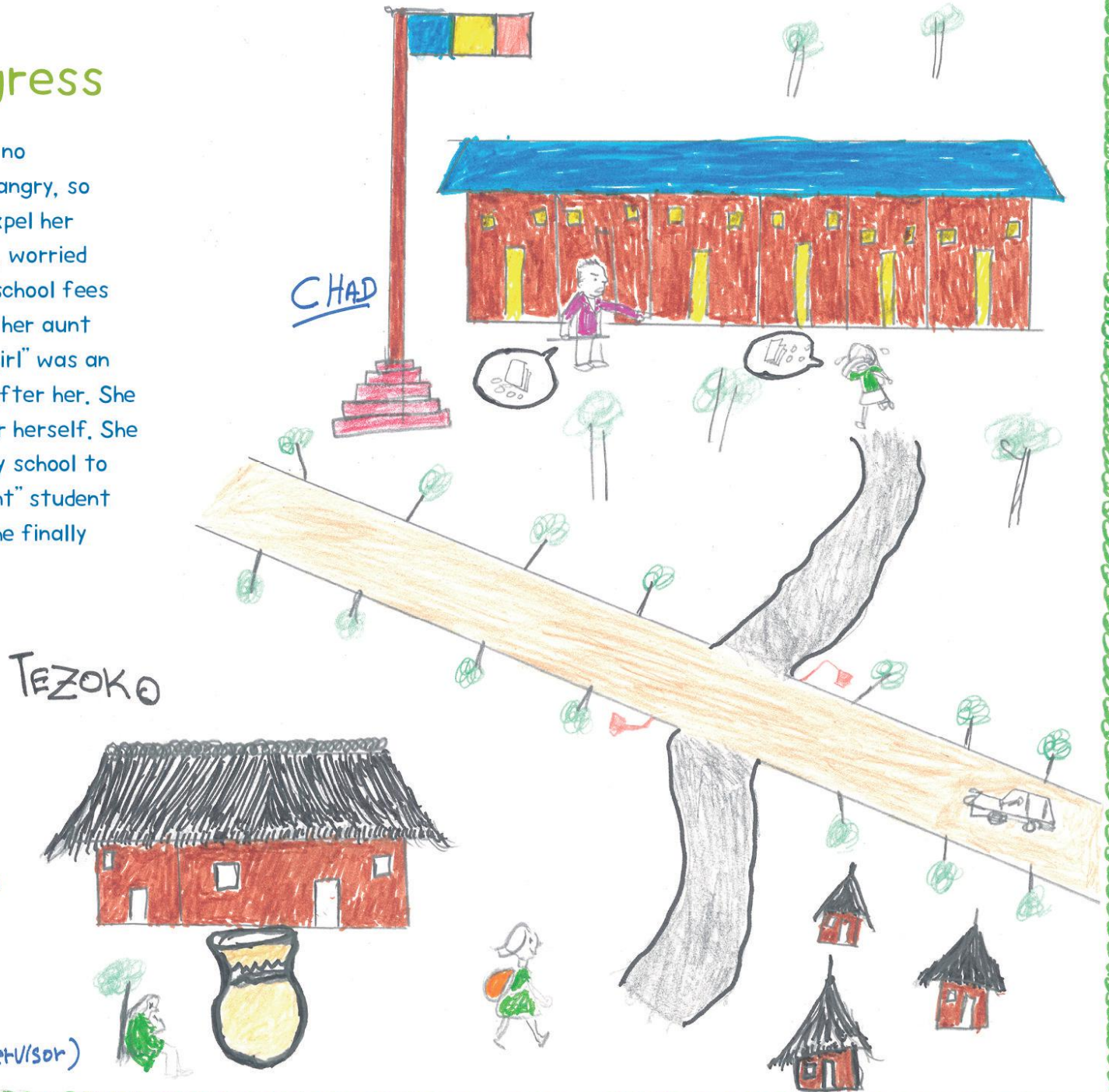
I am telling you the story of a young Senegalese, Fatou Ndiaye, a girl from the village of Sindia, which is 10km away from Dakou. She stopped her school because her parents are poor, her mother died and her father is unemployed. It is a sad story, because every morning, she prepared the meals, washed the dishes and helped the children get ready before going to school. In this difficult situation, she was forced to drop out of school. Thousands of girls around the world who are in a similar situation need help and assistance. Governments and international institutions must help girls around the world and bring universal education for girls.

Ndaraw GUEYE
From Senegal
KOREA - SEOUL 2016
APCEIU



Unite-Travail-Progress

This girl wanted to go to school, but she had no financial support and then, the teacher was angry, so the administrators allowed the teacher to expel her from the classroom and she went back home, worried and sorrowful. Her aunt refused to pay the school fees for her, because she rejected the man whom her aunt proposed for her as a future husband. The "girl" was an orphan, without her aunt, no one could look after her. She was 14 years old and too young to watch over herself. She was courageous and intelligent, from primary school to the end of middle school, she was an "excellent" student every year. But without financial support, she finally abandoned school and decided to get married. The painful reality: In my country, there are courageous girls who want to study but it is difficult for them (support, money). On the contrary, some others have powerful support, but refuse to study by themselves and say: school is made for poor people who are looking for bread. Suggestion: economic operators and governments should create special education for girls who face the same difficulties like DJFDJA had.



HOUKABE GARNE (instructor, supervisor)

Education for All

Kajal Jaiswal is a thirteen year old girl, 8 years ago, she came to Kathmandu from Rautahat with her parents. Rautahat was one of the most rural areas of Nepal. Both of her parents are illiterate. Her father is 35 years old and he paints houses, whereas her 32 year old mother sells vegetable on street which are the only sources of income of her family. She has two brothers and three sisters. Despite the struggles they are facing, each of the family members has high devotion towards their family and helps each other in every task including household chores. During mid-April in 2010, the school's parents' and teachers' association (PTA) members including some students from Krishna Mandir Primary School came to her house. The members and her parents did know that education is one of the greatest things in life. But her parents refused to send her to school because of the poverty her family was facing. Considering her family's economic conditions, the School decided to provide her with full scholarship. However, PTA kept the condition that she must be present to school regularly. Finally, her parents agreed to send her daughter, Kajal, to school.

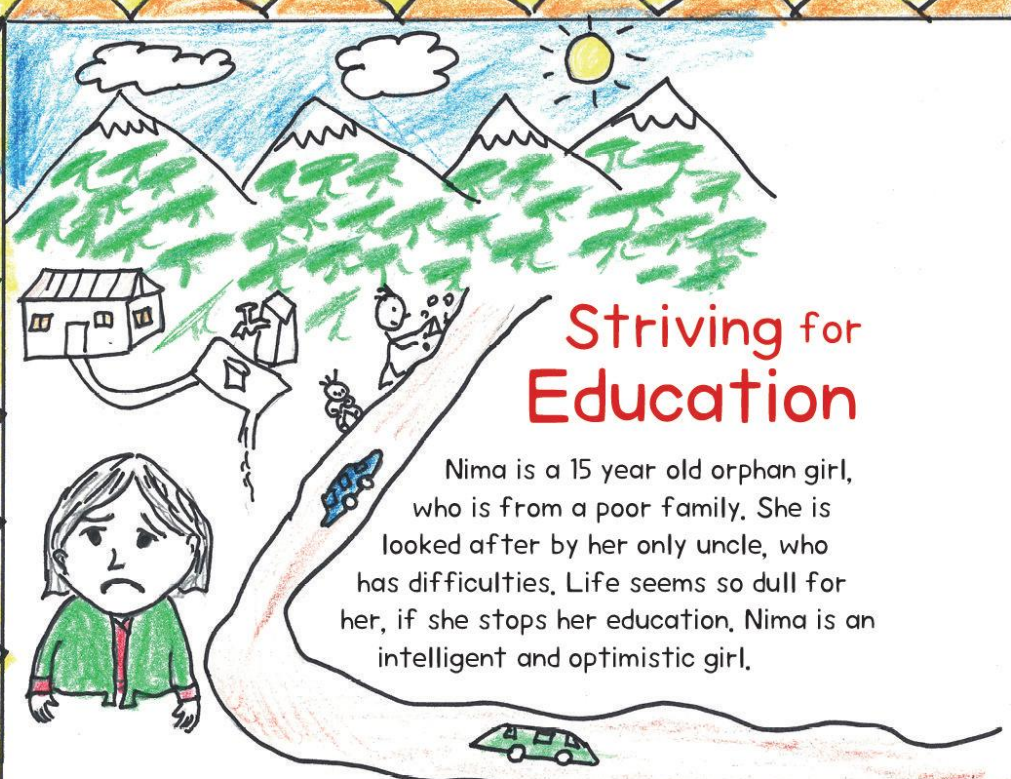
Gradually, she started reading and giving more dedication towards her studies. She completed her primary school. However, since the school does not provide lower secondary level of education nowadays, she is studying in grade 6 to Shree Kanya Mandir Higher Secondary School. She is doing really well in her studies. However, her family cannot even afford to buy food. So she is not able to go to school regularly anymore. On the other hand, she has a cultural background where early marriage is very common. Therefore her parents are forcing her to get married, but she does not want it.

In spite of these struggles, she has a goal to become a good doctor and serve the world. She wants to help her neighbors who are not able to go to hospital because of poverty. She has kept faith in herself to become a good doctor and help the needy ones. However, sometimes she wonders what would happen if she won't be able to go to school anymore because of starvation. She is afraid that she may not go for the further studies. She fears if the government and other scholarship provider agencies would not provide her with enough scholarships and incentives. Kajal wants to thank a lot for the scholarship program and the PTA members who convinced her parents.

I think Kajal's story might help to find solutions for this issue, and finally to achieve the constitutional provision that guarantees free and compulsory basic education to all of the needy ones in very effective and efficient way.

GOVINDA PRASAD SHARMA
NEPAL





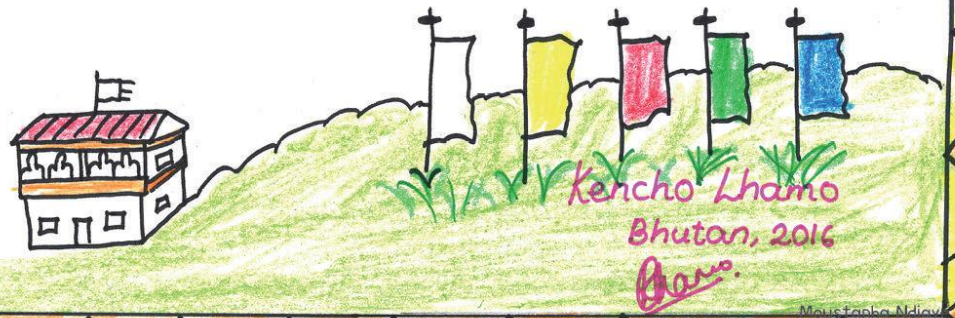
Striving for Education

Nima is a 15 year old orphan girl, who is from a poor family. She is looked after by her only uncle, who has difficulties. Life seems so dull for her, if she stops her education, Nima is an intelligent and optimistic girl.

In spite of her critical life scenario, she works hard to continue her education. Unlike other youths, Nima works in the city during holidays as a sweeper to earn money, which she spends for her education. She is very happy to earn for her education.



Nima studies very hard in the school and she even gets to the top in some of the subjects. She has a big dream of becoming a doctor in the future. For that, Nima really puts her efforts towards pursuing her dream. She is going to do the job of cleaning and sweeping during holidays till she completes her graduation and gets a good job as a doctor. So, "Where there is a will, there is a way."



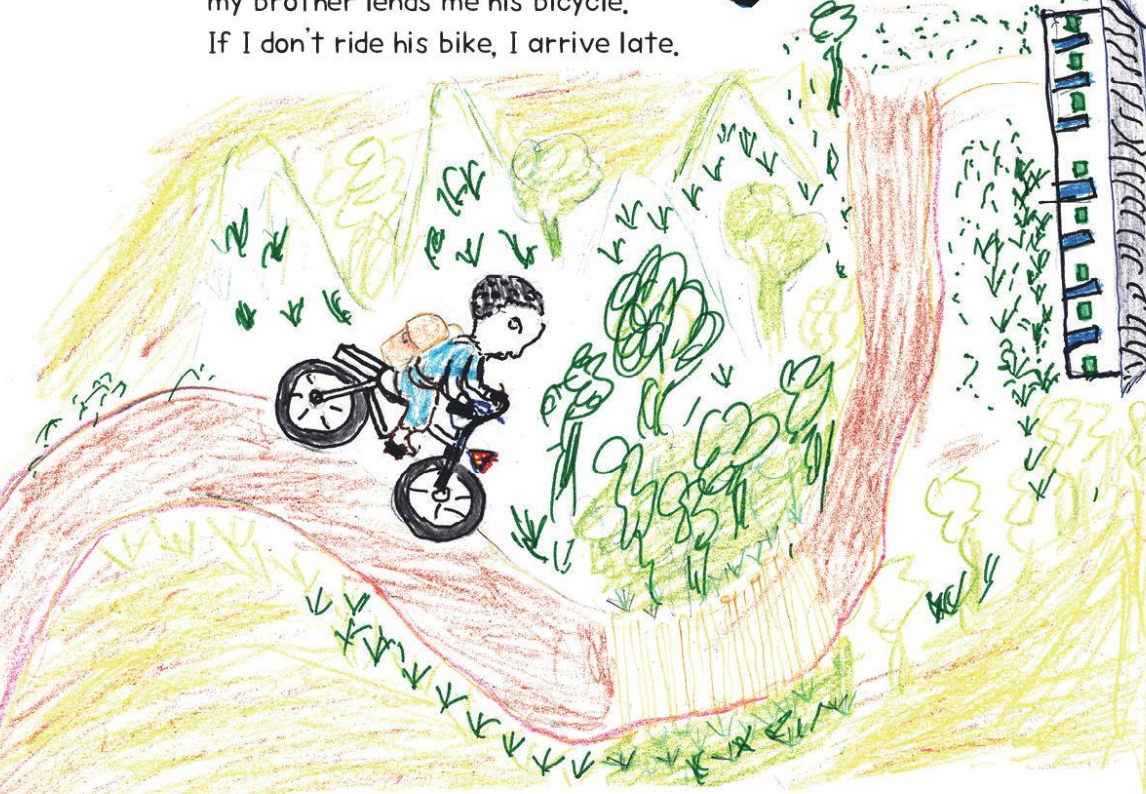
Kencho Lhamo
Bhutan, 2016
Kencho

Education is My Key to a Bright Future

My name is Nalwewuuloo, I come from Rwampanga Village in Naxasougola district in Uganda. I am 14 years old. I was born in a polygamous family. My father has three wives and fifteen children. My mother was the first wife, who had eight children. I am the second born in the family.

I am in p6 at Rwampanga clu primary school. I want to study hard and pass PLE in 2017. My dreams are to graduate from Kyambogo University, get a well-paying job or become a speaker of parliament like Hon, Reloecca Kadaaga. My mother has a great hope in me against our father's negative attitude towards our education. My teachers always say,

"Yes Agnes, you can make it!"
My challenges are becoming greater and greater. I walk a long distance to school. Sometimes my brother lends me his bicycle. If I don't ride his bike, I arrive late.



There is a lot of domestic violence at my house. I hardly concentrate on my books. My mother is really struggling to provide me with my needs. I thank the school who is paying for my school fees. I have started experiencing sexual harassment from the men on the way to school and around my village. I have reported them to the senior women and my mother. I know God will sail me through and I will achieve my dreams. I want to support my siblings as well.

By Kabahweza Lilian
Lilian

Tiri and her grandmother

Tiri grew up with her parents and her grandparents from her father's side. Her grandfather worked as a kitchen man in the main hospital on the capital island, Tarawa, and he supported his small family. Tiri's father died in a motorcycle accident when she was only four months old.

Tiri grew up happily, because she was supported and loved by her mother and grandparents. She started her school at Tabontemwaneaba primary school when she was six year old.

Her grandfather died when she was nine years old. Her mother got married again and left Tiri with her paralysed grandmother.

Tiri started to face lots of problems with her grandmother. Tiri looked after her grandmother. Before she went to school, she fetched water and bathed her grandmother, and cooked her food and fed her.

Her grandmother got really sick, so Tiri took her to the hospital. Tiri missed four weeks of school.

When Tiri's grandmother got well, she decided to go to her home island. Tiri was very happy because there were many relatives who could help her look after her grandmother so she could go back to school.

However, her dream didn't come true. She was forced to look after her grandmother alone. Most of the time, she cried because she really wanted to go school, but no one would support her.

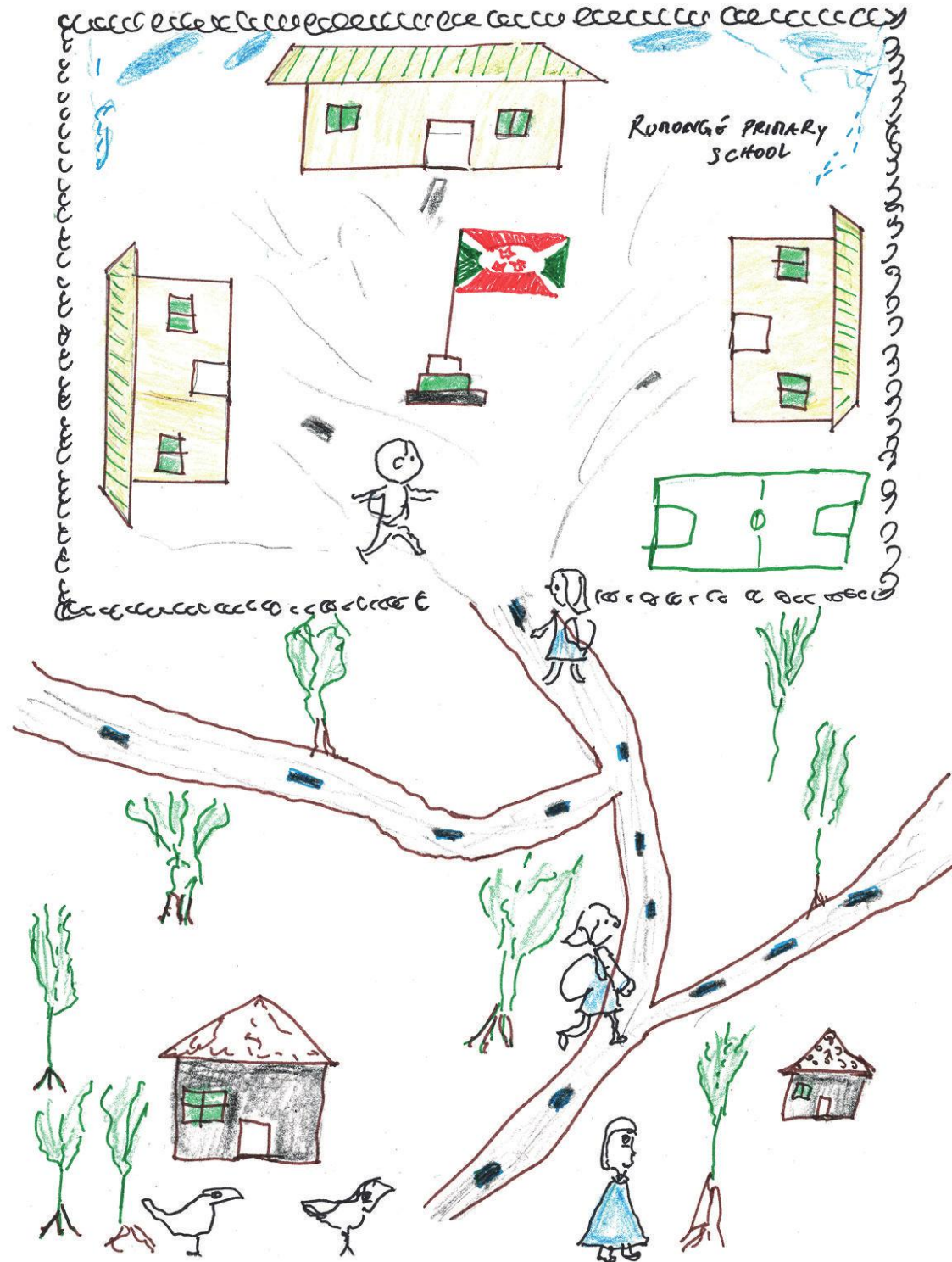
Her grandmother died when Tiri was fifteen years old. Tiri could not read and write. "Life is not fair," she said.



Education and Commitment

Rebecca was born in a small village of Burundi, specifically in the Ruronge Region. Her father was a mason and her mother was a housewife. When she was going to join her secondary school, the war broke out in her region which separated her from her parents. Going through the moment, her life became very hard because she was adopted by another family which was unable to satisfy her needs. So, she looked for a job that would give her more money. Her job was to fetch water while masons built houses. The money she earned was not only for her to buy better clothes but also to pay for school expenses especially at secondary school. Rebecca was intelligent and committed to her education. She finished her secondary school with good results and joined the military to protect her community.

By Aristarque
NIJIMBERU from Burundi
Pedagogical advisor.





Towards Fulfilling Her Dream

Rebecca was born in a family of four children, two girls and two boys. She is the second born daughter and is 19 years old. She lives with her only parent, her mother. Her father died in 2008. Life has not been easy since the death of her father. Together with the other children, they lack food, clothes, good shelter and school fees. She is usually kicked out of school because she cannot pay school fees on time.

Many of her friends dropped out of school and got married. Rebecca wanted to finish school and become a nurse. At school, she works hard and at home, she helps her mother run a nursery school. On her way to school, she is usually distracted by sugar daddies and other boys but she resists and focuses on her education. She is now in her final year of her secondary education and very focused.

Albert John Saka
MALAWI

Determination, Focus & Hard work

My name is Patricia and I am the second born in a family of three. Currently, I am pursuing my studies at a university and I am in my second year.

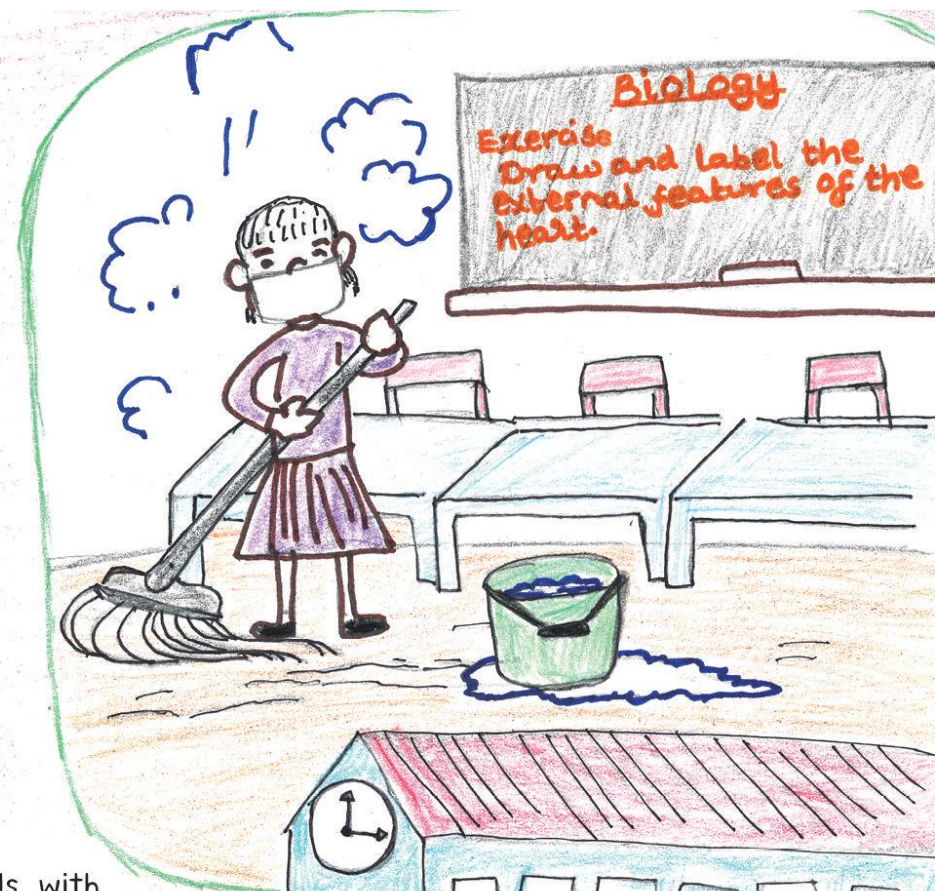
My parents divorced when I was only six years old and my father took all the three children with him. We have never seen our mother since then. My father died more than ten years ago.

I have been studying with my auntie who is a widow and currently unemployed. The family has a lot of financial challenges. To earn my school fees, I used to clean the classrooms while my fellow classmates were studying in order to prepare for their examinations. Currently, I have been awarded a 100% bursary by the government because

I performed very well in my final school exams, despite the challenges I faced.



Girls, with determination, focus and hard work, you can make it!



Pascalina Chiliboyi
Zambia

The Unleashed Dog

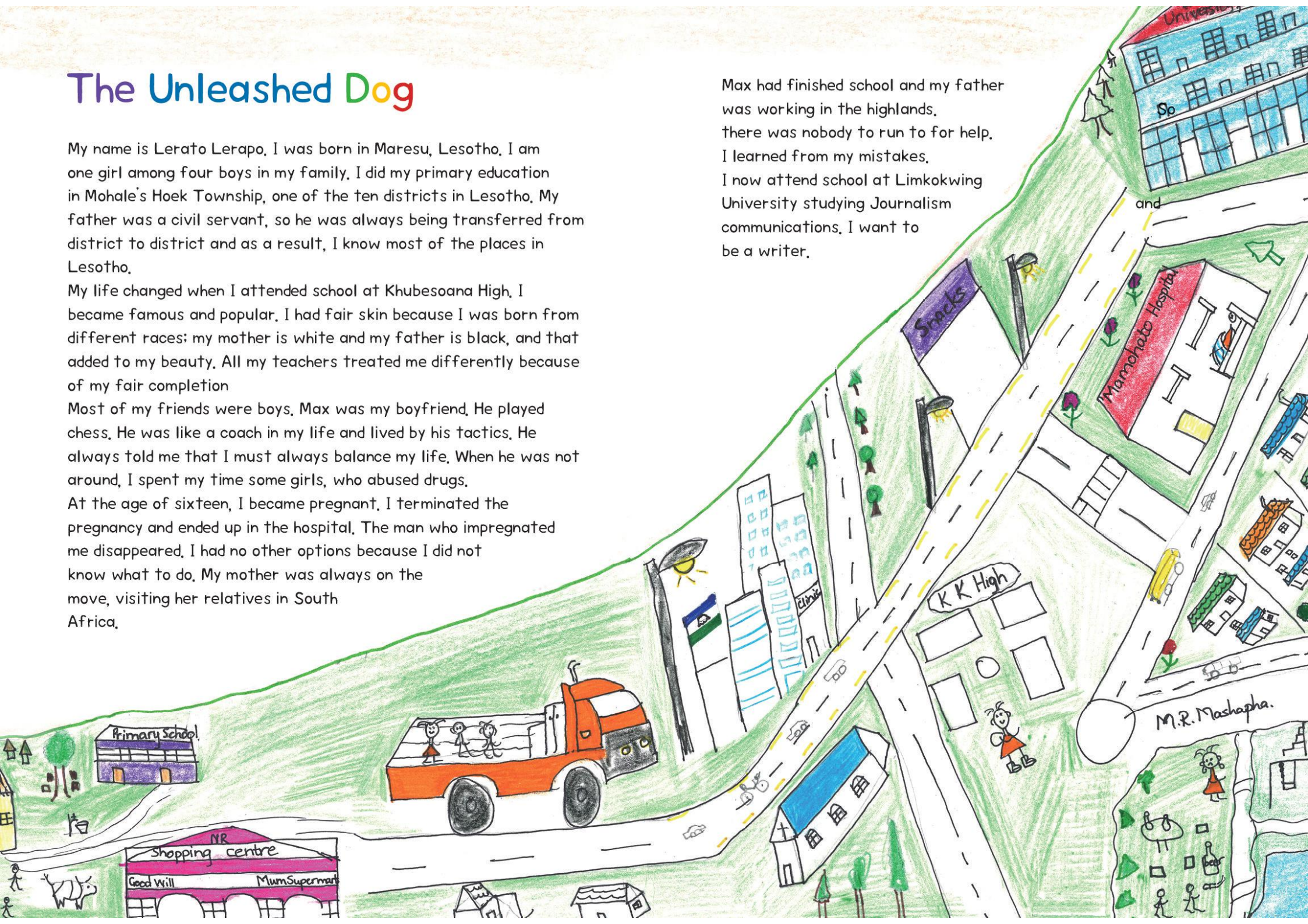
My name is Lerato Lerapo. I was born in Maresu, Lesotho. I am one girl among four boys in my family. I did my primary education in Mohale's Hoek Township, one of the ten districts in Lesotho. My father was a civil servant, so he was always being transferred from district to district and as a result, I know most of the places in Lesotho.

My life changed when I attended school at Khubesoana High. I became famous and popular. I had fair skin because I was born from different races: my mother is white and my father is black, and that added to my beauty. All my teachers treated me differently because of my fair complexion.

Most of my friends were boys. Max was my boyfriend. He played chess. He was like a coach in my life and lived by his tactics. He always told me that I must always balance my life. When he was not around, I spent my time with some girls, who abused drugs.

At the age of sixteen, I became pregnant. I terminated the pregnancy and ended up in the hospital. The man who impregnated me disappeared. I had no other options because I did not know what to do. My mother was always on the move, visiting her relatives in South Africa.

Max had finished school and my father was working in the highlands, there was nobody to run to for help. I learned from my mistakes. I now attend school at Limkokwing University studying Journalism communications. I want to be a writer.

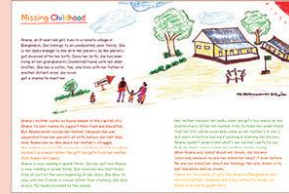




We can't let anybody live a goalless or aimless life because our efforts for the betterment of all our lives and to live in peace together may fail.

It is our social obligation to guide people together if we are in a position to do so.

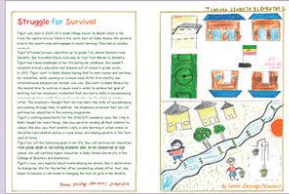
Md. Akhternzzaman (Bangladesh)



All over the world, there isn't one country which hasn't faced challenges. But they looked for solutions. We can overcome the contemporary challenges by organizing ourselves, through groups or as individuals. Because alone, one can't find an efficient and a durable solution, as we know that two is better than one. Exchanging ideas and solidarity can help us to get over challenges. Don't be discouraged

whenever it's difficult to overcome some difficulties. Because when you feel discouraged you will fail and you will lose everything forever. So as we know that God said "help yourself and the sky will help you later", we should try our best to overcome challenges before other things can intervene into our lives. We should not be jealous of the fortunes of other people. The powerful can help the weak and vice-versa.

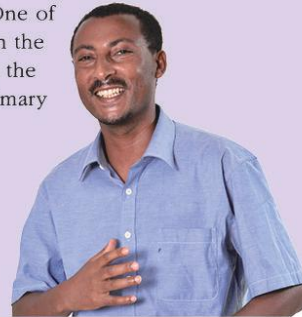
Houkabe Gakne (Chad)



"Let's Avoid Barriers for Girls' Education" In developing countries in general and Ethiopia in particular, there are many challenges regarding girls' education. One of the challenges I presented in the history telling book is about the drop out issue of girls in primary schools. To resolve these

problems the government, parents, and international community have to be responsible and work together. Parents, especially, must take the greater responsibility to assist and send their children/girls to school.

Fekdade Desalegn (Ethiopia)



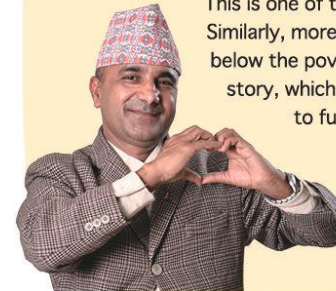
In our country, still more than 8% of 6 to 13 year old children are out school. Who are they?

Where are they? How can we bring them into the main stream?

This is one of the challenging issues for us. Similarly, more than 30% of total population is below the poverty line. That's why I chose her story, which may help find a better solution to fulfil or achieve the constitution

target "free and compulsory Basic Education (up to grade 8)". But I am still not sure whether this law can be applied all over the country or not.

Govidan Prasad Sharma (Nepal)



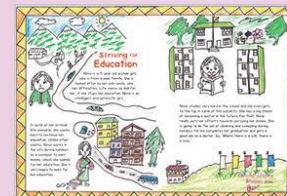
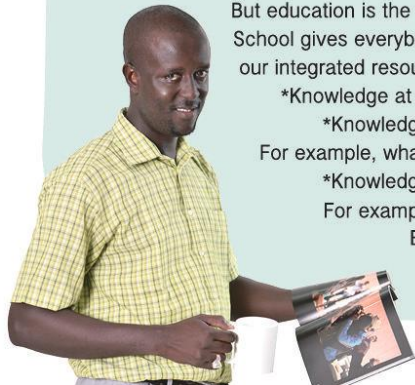
Dear Readers
Nowadays education has a lot of problems in our society. The problems are linked to poor situations, not more assistance for students and repetitive strikes for teachers in schools.

But education is the future of humanity. School gives everybody knowledge which is our integrated resources

- *Knowledge at school
 - *Knowledge in your life
- For example, what do I do?
- *Knowledge in himself

For example, individual responsibility: Punctuality
Education is for our future that's the voice of our neighbors.

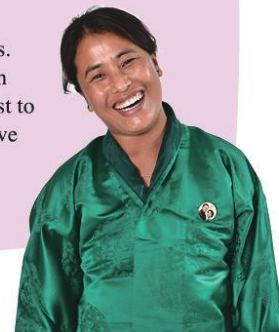
Ndaraw Gueye (Senegal)



"Education is the only solution" I quote Malala Yousafzai. As a teacher, I always wanted to write stories which could be used as learning materials for the students. So this story telling book under the theme of "Learning to Live Together: Unheard Stories from Our Girls." has given me a platform to showcase my ability of writing stories with illustrations.

I felt overwhelmed with joy because I can share the story of a girl who is struggling for her education and doing her best to educate herself for her brighter future. I hope my story can have some positive impacts on other youths.

Kencho Lhamo (Bhutan)





My story is about a girl who was born in a polygamous family whereby her mother is the only person caring for her education. She walks a long distance to school and experiences other challenges like sexual harassments and domestic violence at home. Despite all these, she is determined to complete primary level education and proceed up to university and afterwards get a well-paying job. She wants to

support her parents and siblings too.

The story is to equip young girls with knowledge and skills of realizing their potential and overcoming the obstacles that may be hindering their bright future through education. Using Hon. Rebecca Kadaaga will motivate girls and enlighten their vision towards the value of education. Hon. Rebecca is a significant woman in Uganda and world-wide.

Kabahweza Lilian (Uganda)



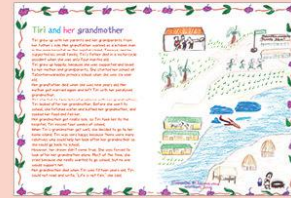
I have always wanted to inspire young people to work extra hard in education in order to have a brighter future, I have also always been inspired by my late mother who did not go to school but was always encouraging me to work hard in school so that I achieve what she failed to achieve. Over the years, I have witnessed the importance of having dreams in life because they eventually become reality. They say life gives you what you ask for.

This story therefore is dedicated to promoting and encouraging the girl child to always have a dream and work hard in education in order to realize her dream. Dreams need to be supported with hard work, dedication, and commitment.

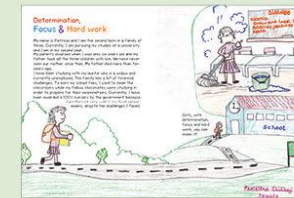
Albert John Saka (Malawi)



My story tries to portray how cultural and social impacts affect girls' education in Kiribati. The main character, Tiri, now a mother of four, revealed how she could not read and write and how life was not fair to her when she was a girl.



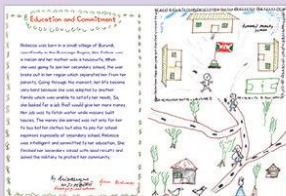
Raketai M Teumauma (Kiribati)



My story is about a girl by the name of Patricia who was a victim of divorce, poverty, and became an orphan. Her parents divorced when she was very young and since then, she has never seen her mother. Her father, who was looking after her died when she was about 10 years old. Since her father's death, Patricia passed through a number of challenges in her life including a lack of financial support. Despite all this, Patricia never gave up on education as she believed that it was the only way to a successful life.

To that effect, Patricia was determined, focused, and hard working at school. To curb the challenge of lack of school fees, Patricia used to clean her school and the money she raised was channeled into payment of school fees. This left her with no pocket money and she used to cover long distances to and from school on foot and without any food. Patricia's dream was to complete school with good grades and to go to the University thereafter. Patricia achieved her dream and she is currently studying at the University of Zambia. Due to her hard work, the government of the Republic of Zambia through the Ministry of General Education awarded her a 100% bursary as she performed very well in her final school examinations. For sure, determination, focus, and hard work pay off!!!

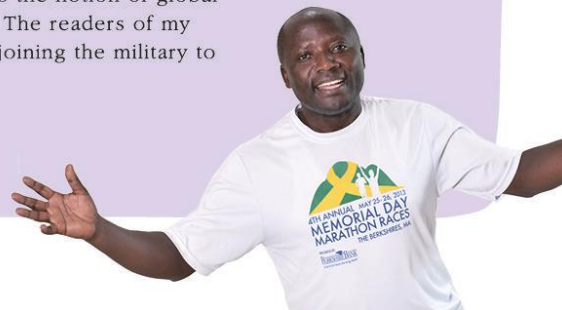
Pascalina Chilibozy (Zambia)



When writing my story titled "Education and Commitment", I wanted to tell to the future generation to have regards to education and to be committed even if conditions of living are not good. We must also show, through our words and actions, the virtues of social cohesion and develop in the mind of our students the notion of global citizenship. The readers of my

story will notice that Rebecca finished by joining the military to protect her community.

Nijimbere Aristarque (Burundi)



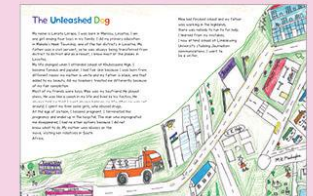
The Unleashed Dog

The title of my story, "They Unleashed Dog" is about a girl whose name is Lerato. Her mother and her father were always busy and as result did not have time for their beautiful daughter. Lerato ends up with very bad friends with whom she abused drugs, dated different boys, and terminated her pregnancy illegally which landed her in the hospital.

I give this title basing myself on how dogs behave when they are not controlled and fed well. They eat from dustbins and end up eating poisonous substance which may lead to death.

Lerato is now studying Communication and Broadcasting at the Limkokwing University of Creative Technology in Lesotho.

Malehlonolo Rosalioi Mashapha (Lesotho)



About the Project

“Better Life for Girls through GCED: Unheard Stories of Our Girls”

The book-making project under the title of “Better Life for Girls through GCED: Unheard Stories of Our Girls” is an integral part of the UNESCO/KOICA Joint Fellowship Programme 2016, a two-month training programme for educators from Africa and the Asia region. As part of the GCED (Global Citizenship Education) and Girls’ Education segments of the Programme, the Project was designed to provide a platform for the participants to introduce various girls in different corners of the world by sharing their voices with stories about diverse and real-life situations.

Before joining the Programme, the participants have met and interviewed their girls in neighbor whose voices are often unheard in their schools, villages and communities. These silent voices are from minorities, the poor and other vulnerable girls in their society. Through the interviews, the history of their lives, challenges, dreams, hopes and aspirations were vividly shared. At the 2-day workshop at APCEIU, participants retold the stories they collected and reflected on their experiences. After rich discussions, the stories were written in order to be published in drawing books.

The stories in the books portray the life stories of girls in their everyday lives, revealing the realities of different parts of the globe that may or may not be familiar to us. This will, in turn, broaden our perspective, helping us empathize with the diverse people on this planet.



UNESCO/KOICA Joint Fellowship Programme 2016

The UNESCO/KOICA Joint Fellowship Programme 2016 is a two-month training programme for educators of Africa and the Asia-Pacific. As one of APCEIU’s core annual teacher training programmes, the Programme invites key educators in the regions to the Republic of Korea for two months to enhance their capacities as educators and to reorient their perspectives on education development.

In 2016, 25 educators from 12 African and 5 Asian Countries have participated in the Programme from 1 September to 31 October under the themes of basic education, teacher training, Global Citizenship Education (GCED) and Girls Education.



“It all starts with a good teacher”

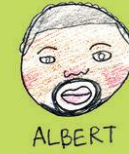
Alia and Awatif go to school because of global citizenship education.



YANGSOOK



JAY



ALBERT



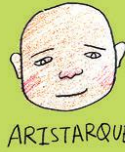
AKHTERUZZAMAN



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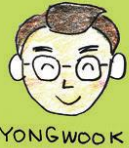
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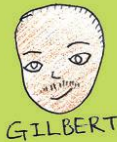
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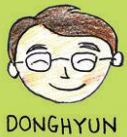
VONGSOME



GILBERT



DIARRA



DONGHYUN



FATIMÉ



YESEL



RENÉ



MOUHAMATH



RAPHAEL



AKASSI



MARIE-ANGE



MIFTAH



GUEYE



GOVINDA



CHRISTOPHER



SUSHIL

Md. Akhteruzzaman

Fekade Desalegn

Ndaraw Gueye

Houkabe Gakne

Govinda Prasad Sharma

Kencho Lhamo

Kabahweza Lilian

Rakentai Momoe Teumauma

Aristarque Nijimbere

Albert John Saka

Pascalina Chiliboyi

Malehlohonolo Rosalia Mashapha