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1. Purpose

The purpose of this alumni survey was to:

• **Determine** PEP Academy results in alumni lives
• **Enable** PEP Academy to make evidence-based decisions to enhance current and future programming
2. Programme Background

The core purpose of the programme is to support the transition from mother tongue tuition in Grade 3 to English in Grade 4. To do this, the PEP Academy Offers the following:

- **Regular** formalised after-school tuition in a child friendly environment
- Focus on **literacy, maths and life orientation**
- **Delivers** Academy Curriculum for Grade 4 and 5 learners
- **Educators** who are vetted, trained, monitored and supported by Social Innovations and a regional mentor
According to the PEP Evaluation conducted by Khulisa in 2013, the PEP Academy model enriches learners educational and social experience at school by promoting positive learning dispositions.
What are Positive Learning Dispositions?

Providing opportunities to improve learner dispositions enables learners to derive more value from both their afterschool activities as well as their formal tuition.

Characteristics of learners with positive dispositions to learning include: an ability to see sense in the activity and view it as useful; a belief that steady effort pays off; a view of themselves as effective learners and mediators of what they learn. This applies to equally to educators and learners. For younger children specifically, healthy learning dispositions are reinforced through: playfulness; resourcefulness; resilience and reciprocity (i.e. a willingness to engage with others).

Source: PEP Academy Evaluation Report 2013
Positive Learning Dispositions are usually seen as precursors to academic outcomes.
3. Expected Typical Outcomes of Quality After-School Programmes

Research literature indicates that well-run, high quality afterschool programmes typically achieve one or more of the following outcomes:

3.1. Educational Enrichment Outcomes
3.2. Social-emotional Outcomes

3.1 Educational Enrichment Outcomes

Well-run afterschool programmes typically exhibit the following criteria:

- Better attitudes towards school
- Higher educational aspirations
- Less disciplinary action
- Lower drop-out rates
- Better test performance
3.2 Social-Emotional Outcomes

Well-run afterschool programmes typically exhibit the following criteria:

- Improved social skills
- Improved self-esteem and self-awareness
- Initiative and self-motivation
- Leadership skills
- Decreased behavioural problems
- Improved social and communication skills
- Better relationships with peers and teachers
- Increased self-confidence
The following section describes the methodology followed to achieve the survey’s purpose.

The aim was to build on findings from the PEP Academy Evaluation conducted in 2013, rather than duplicating it. Thus, the focus was on finding from Academy alumni how they experienced the programme, what they valued in it and how it benefited them.

To do this, Khulisa used an Appreciative Inquiry (AI) approach. This allows to glean rich data, through an appreciation of strengths, focusing on “what works” and best practices, instead of focusing on weaknesses. It also encourages participants to think of what could be done even better in future.

Khulisa received feedback from 53 PEP Academy alumni.
Limitations

- Lack of alumni contact details due to schools eliminating records after certain time
- Alumni barriers with English language fluency
- Difficulty reaching:
  - alumni for contact verification and KII (A large majority of the numbers are either unavailable, blocked or are not associated with the name(s) on the list provided by PEP Academies)
  - parents for contact verification and consent
- Some alumni struggled to remember PEP Academy experiences from years ago
Data Sources

The findings presented in this report are derived from the following sources:

- PEP Academy 2013 Evaluation Report Findings
- Key Informant Interviews with **16 alumni** via telephone
- Focus Group Discussions with **37 Grade 7 alumni** in two primary schools:
  - Kgato (Bloemfontein): 14
  - Bonamelo (JHB): 23
Key Informant Interviews

Key Informant Interviews (KII) were conducted with 16 PEP Academy alumni to gather insight into their experience with the programme and how the programme had helped them in their schooling and personal life. Alumni were asked specific questions about confidence, independence, their transition into the intermediate phase and their attitudes towards learning. Their feedback is summarised in vignettes in this report.

Parental consent was obtained prior to interviews as most alumni were younger than 18 years old.

During interviews, participants were advised that their responses would be recorded and would be used in this report.

The KII guide is provided in Annex 1 and a full list of interviewees is provided in Annex 3.
Focus Group Discussions

To address the challenges in reaching alumni and conducting KII (listed in the limitations section earlier), Khulisa conducted Focus Group Discussions (FGDs) in two PEP Academy schools: Bonamelo Primary School (Johannesburg) and Kgato Primary School (Bloemfontein).

FGDs were held with 37 Grade 7 learners, who had participated in PEP Academy in Grades 4 and 5.

During FGDs, learners were placed into different groups and asked to draw in two pieces of paper:

1. What they liked the most about the PEP Academy
2. What they liked the least about the PEP Academy

They then had to present their findings to the wider group. This was followed by a discussion on how PEP Academy had helped them.

The FGD guide is provided in Annex 1.
Bonamelo Primary School, Johannesburg – GP
Kgato Primary School, Bloemfontein – FS
Received 128 alumni details from five PEP Academies
22 February 2019

Verified 82 alumni and parent details
March 2019

Conducted KIIs
March-April 2019

Conducted FGDs
23 and 25 April 2019

Obtained parental consent
March 2019

Scheduled KIIs
March-April 2019

Scheduled FGDs
April 2019
5. Key Findings

In line with previous evaluation findings, the following themes emerged from interviews with PEP Academy alumni:

<table>
<thead>
<tr>
<th>Confidence</th>
<th>Independence</th>
<th>Values</th>
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<tbody>
<tr>
<td>Academic Transition into the intermediate phase</td>
<td>Confidence in English Language</td>
<td>Positive attitude to learning</td>
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In the PEP Academy Evaluation 2013, interviews with Academy managers, school staff, etc. highlighted the following educational and social-emotional outcomes for the PEP Academy programme: confidence, school-bonding, improved attendance, improved social skills and self-esteem.

Interviews and Focus Group Discussions with Academy alumni confirm these findings.
Alumni were enthusiastic about the confidence gains on their self esteem from the PEP Academy classes.

Twelve out of 16 alumni interviewed specifically noted that the classes enabled them to do their school work more confidently.

Confidence also emerged as a theme during Focus Group Discussions.

The success stories on the following pages detail these findings.
Similarly, the PEP Academy Evaluation 2013 commonly cited increased confidence among alumni and educators as the primary outcome of the programme.

This contributes to positive learning and teaching dispositions.
Lauren Johnson, 19
– PEP Academy 2009, Tygersig - WC

Lauren noted how she had failed Grade 10 and she remembered the advice given to her by her PEP Class teacher that motivated her to not give up.

“The progress I had for the next grade was very amazing. In Grade 7 the marks were very amazing I didn’t expect it”

“[In terms of positive attitudes] sometimes I felt I wasn’t going to make it and then I just thought about the PEP Class. The teacher taught us to never be negative and to be positive, because negative thoughts lead to negative results. You must tell yourself you will make it and get there”

[The PEP Academy built my confidence] especially in English and Afrikaans when we had orals... it built me so much after that...I also became confident in my singing
Buhle Mathembisa, 14, High School Student – PEP Academy 2014, Ebuhleni - GP

Buhle told us that the PEP Academy helped her discover some things she previously did not know. She found that Grade 5 was very easy for her because of all the subjects she did in Grade 4 during her PEP Academy classes.

In addition, she spoke about how confident and independent she is now as a result of the PEP Academy.

PEP has been beneficial. Now as I speak I am confident, when I used to be shy before PEP Academy. [Now] I can stand and speak in front of people with confidence.

PEP helped me and I am [...] happy if they can continue and help other kids so that they can gain confidence as I [have] now.

I don’t need assistance in some subjects. I am able to work independently. If I ever need some assistance I still have the guidelines from PEP.
Before, my self-esteem was very low. Now it’s big

Yes. Every day I saw an improvement in my English and that made me very happy
Quade Stevens, 19, Employed in Call Centre

– PEP Academy 2009, Tygersig, WC

Quade spoke with excitement about his time at the PEP Academy. He reflected on his time at PEP saying that his peers who were not a part of the PEP Academy thought PEP was just a way to get out of class earlier, but it was actually fun, interactive, and a place where he learned leadership skills. Quade even got the chance to meet Archbishop Desmond Tutu through PEP Academy.

Quade further details how PEP Academy has been good for him:

PEP Academy was so exciting! It always motivated me to learn, be open minded and meet new people because we came from different schools

PEP Academy has been beneficial to me on a personality level. Giving me that boost of energy and confidence that I always need. I am not so shy or boxed when being interviewed for a job. I don’t doubt myself at all. [In terms of] positive attitudes, we were already taught that this is how we treat our fellow alumni. [I am also] comfortable speaking to people in a certain way
Overall, alumni were grateful for the independence the PEP Academy instilled in them.

Twelve out of 16 alumni interviewed specifically mentioned now being able to learn on their own.

A number of alumni highlighted that they used the knowledge gained through the PEP Academy to teach their peers who were not a part of it.
Lona Buso, 15, High School Student – PEP Academy 2014, Zimasa - WC

Lona found that the PEP Academy helped her to be more outspoken. Lona used to be shy and PEP Academy helped her break out of her shell. She now serves as a Head Girl and feels more confident when speaking in public, especially in front of the Principal and teachers.

When there is a problem I can confidently speak to the Principal and I feel that the problem is resolved.

Lona also found that PEP Academy helped her in her social life. She used to be scared of talking to people now she is more confident.

PEP Academy encouraged me to talk to people and not be scared, and to have confidence. Before PEP Academy, I was scared to talk to people. Teachers would ask me why I am so shy. I can now independently do my work, I don’t need people to help me. Instead, now I am helping others and they are benefiting.
Thando Buthelezi, 19, Studying 1st Year Mechanical Engineering at South West College
– PEP Academy 2009, Ebuhleni - GP

Thando mentioned that she can now independently solve mathematical problems.

PEP Academy taught me that maths is not a difficult subject. I now find maths easy

Thando also said that PEP helped build her self-esteem when it comes to learning and mastering a subject.

It has built my self esteem. They used to motivate us before we started learning.
Appreciate yourself as you are
Zikhona Xhelitole, 15, Grade 10
– PEP Academy 2014, Zimasa - WC

PEP Academy helped Zikhona know how to help her peers, and talk to her peers. In particular, it helped Zikhona to be more confident when doing oral presentations. Zikhona learned to not be shy when socialising. Overall, the PEP Academy helped Zikhona to build confidence and independence when solving complex problems.

I improved my marks. I was helping others in Maths and in English in PEP class and school classes ...

...I loved that it kept me busy
Values

Five out of 16 alumni interviewed recounted how they continue to apply the values instilled in them during the PEP Academy in their lives. They mentioned that the PEP Academy assisted them with:

• Helping their peers who were not a part of the PEP Academy to read English books or calculate Maths sums
• Building friendships formed at the PEP Academy
• Creating values such as honesty, respect and helping others

Alumni during Focus Group Discussions also reported being respectful and honest as a result of their time at the PEP Academy.
Candy Mazibuko, 17, Grade 11 – PEP Academy 2012, Ebuhleni - GP

Candy Mazibuko found that PEP Academy helped and was very useful in her schooling and personal life. Candy notes that she learned to share and to give to one another. In particular, if someone is struggling you must help them.

In terms of values, PEP Academy enabled Candy to feel more confident about herself and to be honest. She highlights that when she was doing Grade 4 she had a few friends. Some friends didn't like Candy and lied to her. However, PEP Academy taught Candy not to mind other people's comments.

I learned to share and to give to one another. Like, if someone is struggling with one another you must help them.

[PEP Class] helped me feel more confident and to be honest
Alumni were excited about the help that PEP Academy gave them in transitioning from mother tongue tuition in Grade 3 to English language tuition in Grade 4.

Thirteen out of 16 alumni interviewed said the PEP Academy helped them in Grades 4 and 5.
When I got to Grade 4 I didn’t know anything, but PEP Academy helped me with Maths, Life Orientation and English. [During] first term I failed maths in Grade 4...[then in] second term I went to PEP and it helped me a lot and I passed terms 2, 3 and 4.

PEP Academy helped us to know things that we didn’t know because we came from grade 3 and it helped us to know what we need in Grade 4. Sometimes it did the things we were about to do in class, so when we got to do them in class we were prepared.
Ntokozo Mahlangu, 16, Grade 11
– PEP Academy 2012, Ebuhleni

Ntokozo found that PEP Academy helped her in Grade 5, because many of the things Ntokozo learned at PEP were introduced in Grade 5 at school. Learning became very easy for Ntokozo. She feels she is now fluent in English and can now study independently, while helping other kids that are struggling.

PEP Academy helped me to understand things which I did not understand in class.

... I wish [PEP Academy] could continue so that they can help other generations of kids to have a better understanding of learning.
How did the PEP Academy Help you?

- It helped me to grow my education. It helped me to do division because I didn’t know method of division. In English it helped me to communicate with others and speak English correctly and spelling.

- In PEP I learned so many things. PEP gives you an opportunity to improve your marks. It improved my marks, like Mathematics. There were some things that I could not understand in mathematics. Then when I was practicing maths at home I could see that I am improving.

- PEP Academy helped me to understand maths and learn more about maths. To learn difficult stuff and to understand them. Even if you didn’t understand you were going to understand because they were going to teach it to you. PEP Academy is all about having fun, but in the same time learning.

- PEP Academy helped us to understand maths and learn more about maths. To learn difficult stuff and to understand them. Even if you didn’t understand you were going to understand because they were going to teach it to you. PEP Academy is all about having fun, but in the same time learning.

- PEP Academy helped me to be educated. And it helped me to build shapes that we did not understand how to build them. It also helped us with mathematics and with methods we didn’t understand.

- PEP Academy helped us to understand maths and learn more about maths. To learn difficult stuff and to understand them. Even if you didn’t understand you were going to understand because they were going to teach it to you. PEP Academy is all about having fun, but in the same time learning.

- PEP Academy helped me a lot because it encouraged me not to miss a single class.
Somila Hilana, 15, Grade 10 – PEP Academy 2014, Ikhusi - WC

PEP Academy assisted Somila to transition into Grade 5 by helping her to understand the content in the classes that she never understood before.

I struggled in Grade 4, but [PEP class] helped me to be better in school.

PEP Academy embedded skills in Somila such as acting skills. She continues to practice drama in High School.

Now I am respectful [and] independent. [I] can learn by myself. PEP Academy taught me acting/drama skills.
Half of the 16 alumni interviewed specifically mentioned feeling more confident in learning and communicating in English after participating in the PEP Academy.

This was also reported during the Focus Group Discussions.

Stories about how PEP Academy helped build confidence in speaking in English are documented below.
Before, I was shy to speak in front of others as other alumni would laugh at me. **Now I am, confident to speak to others in English**.

Now since attending the PEP Academy I can read more stuff. Some words were a bit difficult before, but now, I think I can read almost everything I see. **I improved my reading skills**.

During PEP Academy we had a lot of outside people come and talk to us in English and I felt like I knew how to speak English.

Before PEP Academy English was very difficult. But now, some children can now know which [words to use].

Now the [English] words will just flow in my mouth. Even reading, my English is so fluent...there are no mistakes.
It helped with English in Grade 4, 5 up until now.

In English it helped me to communicate with others and speak English correctly and spelling.

The thing we liked about PEP was the PEP Academy helped us a lot and we love it. On my class I could see my improvement on other subjects like English and Maths. Sometimes I could not spell hard words and now I can spell them.
Positive attitude to learning

Twelve out of 16 alumni interviewed mentioned how the PEP Academy had changed their attitude towards learning.

In interviews and focus groups, alumni:

• portrayed positive attitudes towards learning
• noted that they were having a great time using their problem-solving skills
• gained a newfound love for subjects they used to struggle with such as Maths
• viewed learning as a culture – not as a chore or part of school
Nontsikelelo Nonkeleha, 19  
– PEP Academy 2009, Ebuhleni - GP

Nontsikelelo found that PEP Academy helped her with her vocabulary and writing skills. The transition into Grade 5 was easy, because PEP Academy helped her understand the importance of learning. Nontsikelelo’s attitude towards learning is now positive. PEP class helped Nontsikelelo to present in class and that improved Nontsikelelo’s public speaking and presenting to people.

Nontsikelelo speaks on independence:

...I did gain in school, because I knew very well that I don’t have to depend on others to study. I have to depend on myself to do my work. Outside of school, PEP Academy helped me to be my own person. I am now in university and have a much better self understanding.

[PEP Academy] helped me to be better at school...I liked attending [it] because it made me get used to studying in groups, because it helps me understand much better.

...I now can speak English better than before. I now use Maths and English skills in university. I am now studying operations management at university.
Siyakha Mahola, 16, Grade 10 – PEP Academy 2014, Ikhusi - WC

Siyakha particularly enjoyed the reading aspect of the PEP Academy. Siyakha’s favourite memory was when she received an award for presenting a story about animals to her class. She independently wrote and presented the story.

Siyakha noted that PEP Academy helped her to understand English. Although she would get home late and had to do homework after PEP class and didn’t have time to socialise, PEP Academy helped her with public speaking.

Siyakha said she continues to take extra classes after high school and that the PEP Academy embedded a culture of learning.

[PEP Academy] should continue, because we learned something great. PEP Academy is more like an intervention. Other kids could benefit from it too.
Njabulo Nzuza, 15, Grade 9 – PEP Academy 2014, Ebuheni - GP

Njabulo highlights that the PEP Academy helped alumni boost their marks and gave them a love for learning. To this day, PEP Academy has enabled Njabulo to love extra classes, because he has seen the result during his days at PEP Academy.

I enjoyed the after school classes [...] it boosted my education in all the subjects

[The PEP Academy] changed my attitude. After school I was interested in learning, I knew each and every afternoon I was going to do something that would keep me busy, as opposed to playing with friends
Zizo Mevana, 15, Grade 9 – PEP Academy 2014, Ikhusi – WC

Zizo developed a positive attitude towards learning, as well as independence.

Before I did not know how to study, but now I have gained interest and know how to study alone.

Zizo believes that PEP Academy should continue

So that they can teach other kids what they have taught [our cohort]
Lisakhaya Dlabathi, 15, Grade 9 – PEP Academy 2014, Zimasa - WC

PEP Academy had a beneficial impact on Lisakhaya’s appetite for learning. PEP Academy taught Lisakhaya how to study independently. Lisakhaya is now glued to her books, as she enjoys reading.

Lisakhaya prefers reading now, as opposed to playing with friends. She happily teaches her younger brother maths skills that she learned from the PEP Academy.

Lisakhaya notes the following embedded rounded-skills PEP Academy taught her:

- Reading
- Calculating maths
- Acting/drama
- Reading poems
- Singing
Nomfundo Sibiya, 16, Grade 9 – PEP Academy 2014, Ebuhleni - GP

Nomfundo Sibiya feels privileged due to attending the PEP Academy, because many other kids didn’t get the same opportunity. PEP Academy has had a lasting impact on Nomfundo, because it taught her to focus on her books and that is what she is doing now.

[PEP Academy] brought me happiness. I was very interested in learning

I like [PEP Academy] because it showed me love and taught me the importance of learning... [it has] shown me that school is important. [PEP Academy] should continue so other kids should also get this opportunity in the future.
Prudence Masango, 15, High School Student – PEP Academy 2013, Ebuheni - GP

Prudence enthusiastically shared how the PEP Academy changed her attitude towards learning and socialising. Prudence raves about how PEP taught her how to love and understand other people. Prudence now enjoys learning and attends Saturday classes and extra lessons at school because of the learning culture instilled by PEP.

It helped a lot, because we were doing a lot of activities. By being at PEP Academy it helped me to achieve a lot. When I went into Grade 5 a lot of the things we learned in PEP Academy were there.

PEP should continue, because it helps a lot of people. And, PEP teaches people about many social issues such as alcohol, and pregnancies at early ages.
Satisfaction with PEP Academy
Alumni love the PEP Academy!

All 53 alumni interviewed would recommend the PEP Academy to a friend.
What alumni liked the most about PEP Academy

- The way the teacher taught us new things everyday and explained the subject if we didn’t understand
- When we were empowered to do the best we can in PEP
- Reading as a class and when the teacher asks questions and we participate
- When our teachers played interesting games with us
- That the teachers gave us respect
- Maths was so fun! Even English and LO
- That we got food at the end of the day
- The way we did Maths and English
- Developed our interest about learning and made sure what we want to be when we grow up
- That we didn’t get interrupted during activities in the classroom

Source: FGDs in Bonamelo and Kgato Primary Schools
Alumni referred to PEP vouchers received and how much they helped them and their families

Source: KII’s and FGDs in Bonamelo and Kgato Primary Schools
Yes they were giving us vouchers so that we can buy things, it made me happy.

PEP vouchers we received to buy our school uniforms, socks, trousers, stationary, bags. PEP did a lot by providing a lot of things for us.

R150 voucher we got every month for uniform, stationary, etc.

I didn’t like to be absent at PEP because it also helped my mother with my school uniform.
What have you learned during PEP Academy that you are still using now?

<table>
<thead>
<tr>
<th>Clue board</th>
<th>Column method</th>
<th>Speech writing</th>
<th>Punctuation</th>
<th>Life skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching other people to read</td>
<td>Writing a dialogue</td>
<td>Performing a narrative story</td>
<td>5 W's: when, where, who, why and what</td>
<td>Dividing</td>
</tr>
<tr>
<td>Dramatization</td>
<td></td>
<td></td>
<td>Write summarization</td>
<td>How to act</td>
</tr>
<tr>
<td>Making songs out of stories</td>
<td></td>
<td></td>
<td></td>
<td>Writing stories</td>
</tr>
</tbody>
</table>

Source: FGD Bonamelo Primary School
Why would you recommend the PEP Academy to others?

[The PEP Academy] improves counting, self-esteem, literacy and writing

[The PEP Academy] helps you be free and not be shy

[The PEP Academy] teaches about self-esteem and self-respect

[The PEP Academy] helps kids be free about themselves

[Through the PEP Academy] a lot more alumni will know a lot more

Here there are many people who are unemployed, so PEP Academy is helping children have a brighter future

Source: KII
What alumni liked the least

During Focus groups, alumni were asked what they liked the least about the PEP Academy. They consistently reported the following:

Food received – too little or did not like what was provided. E.g. unhappy with peanut butter sandwiches or certain juice flavours.

Getting out of PEP Academy late, as it meant less time to play and do homework.

Source: FGDs in Bonamelo and Kgato Primary Schools
I would like to thank them about their vouchers and how they taught us. I really appreciate it.

PEP Alumni Thoughts:

- PEP Academy helps you in learning better and understanding some subjects more clearly...in the normal school, sometimes we can’t hear what is being taught, but in PEP class we could hear.

- [The PEP Academy] should continue teaching other alumni. It taught us a lot of things. Things that our teachers didn’t teach us. Somethings like doing art, drama and all those things. They once gave us topics and told us to create a story as a drama, like acting. They taught us how to behave in front of audiences.

- PEP is good! It should continue as it helps kids with food and education.

- Whenever I see PEP brands it reminds me of the days that I was doing the PEP Academy. I shop at PEP to this day.

Source: KII
6. Findings Summary
PEP Academy alumni reported:

• Being more confident and independent
• Benefiting socio-emotionally from dedicated educators
• Enjoying peer-to-peer learning that fosters collegiality
• Feeling pride and a sense of ownership around the PEP brand
• Desiring for the PEP Academy to continue for others and into their High School years
“We thank PEP for everything that it has done for us. In all of our schooling we have seen changes because of PEP Academy. Thank you PEP Academy.”

Grade 7 Kgato Focus Group
7. Recommendations

The following recommendations emerged from alumni:

- Have longer contact time in class, through having longer classes or hold them on Weekends
- Extend duration of PEP classes - to cover higher grades in primary and high school
- Make less changes to the educators at PEP Academy
- Increase the amount received in vouchers (R150 was not enough)
Recommendations (cont.)

Tracking former PEP Academy alumni was a massive challenge for the Khulisa team. Certain schools do not keep records after 3 years and PEP Academies do not maintain contact with their alumni.

We recommend that the PEP Academy:

• Creates systems for keeping records of alumni who attended PEP Academy in a centralised place
• Have more structured alumni engagement to foster feeling of belonging and allow for future alumni follow up

"[I would recommend that PEP] keeps up with the times. Tech is a huge thing in our lives. Making everyone aware of social media and what is happening. Teaching grade 4s and grade 5s real life experiences that keep people engaged. Real life, technical, personal events”

– PEP alumni
8. Conclusions

From the KII and FGDs, it appears that the PEP Academy has had a lasting impact on the lives of alumni.

PEP Academy Alumni reported:

• Valuing what they learned in Academy classes
• Wishing they could go back to PEP Academy and would recommend it to others
• Feeling a sense of pride when they see the PEP brand on television or in stores
9. Annexes

1. KII & FGD Guides
2. Informed Consent Form
3. List of interviewees
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