**ACTIVIST EDUCATION &
DEVELOPMENT CENTRE**
(Known **as Project Ulwazi**)

2011-2012 Project evaluation report

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TREATMENT ACTION CAMPAIGN

AFRICA CENTRE FOR HIV/AIDS MANAGEMENT
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1. Executive Summary

Project Ulwazi is an activist seeks to support 30 social justice activists living with HIV throughout their higher education journey. By enabling these individuals to attend universities and colleges, Project Ulwazi aims to improve their lives and their communities. The participants study subjects relevant to sustainable development, which will allow them to be employable by the public sector upon their graduation. The project's main objectives are to improve the socioeconomic statuses of the participants, enable them to improve their communities, and enhance the public sector though the students' activities. The project has a clear strategy to meet these objectives. The strategy consists mainly of educational, psychosocial, and financial support, during the participants' academic journeys.

This is the first evaluation of Project Ulwazi. It was performed approximately a year and a half after the project started. The participants had undergone the foundation year and had just finished their first semester at college or university when it was conducted. The evaluation aims to determine if the first objective to provide 30 TAC members with the foundation necessary for tertiary education.

The evaluation consisted mainly of interviews of students and surveys of implementers. These indicate that the project has been successful in its first objective. The project provided the students with support that was necessary for them to learn the basic skills during the foundation year, which took place at the University of Stellenbosch. It is also clear that the students mastered these basic skills that are necessary for admittance to and success at university or college. This evaluation has shed light on potential improvements for the project. Tutors, more computer classes, and increases in financial support will improve this project and contribute to its sustainability. Despite these prospective improvements, the project has thus far been a success and should to be considered for scale up to other provinces in South Africa.

2 Background

South Africa has 5.6 million people living with HIV and 1.5 million who receive antiretroviral treatment in the public sector. This is a department that faces many chronic challenges including a lack of human and financial resources that prevent it from adequately coping with high levels of demand. Unfortunately this situation is likely to deteriorate further because of low educational performance and high rates of unemployment that lead to dependency on the public system.

Many people living with HIV/AIDS are women who come from poor and marginalized communities. Most have limited education and skills to compete in the job market and mainly depend on the state social support system, which is meant to provide temporary relief during a state of inability to work because of HIV/AIDS related illness. It was not long ago that AIDS was considered a death sentence, leaving the millions of infected people without hope. Now treatment makes it possible for people living with HIV to lead healthy and productive lives. However, the conditions of poverty continue to leave many in a state of hopelessness. Many individuals who are able to make their way through the public education system to pass their matric exams are unable to afford university. This perpetuates the inequalities in South African society and adds strain to the public sector.

People living in poverty need the opportunity for higher education and employment, and the public sector needs to employ highly educated people. If impoverished people living with HIV had the opportunity to attend university, they could become employable by the public sector and would no longer be dependent on the public health system. They will relieve the demand on the system, while contributing to it and improving their own situations.

3   Literature review

The education system in South Africa is not adequately preparing a skilled and knowledgeable workforce that can contribute to solving the country's complex problems. The Department of Higher Education and training points out that there is a "shortage of high-level skills" which creates "a hindrance for both innovation and technology absorption in South Africa".[1] Economic growth requires skilled labor and advanced research and development capabilities, which necessitate a highly educated populace. Unfortunately, "the post school system is not meeting the economy and society as a whole".[2] Graduation rates from tertiary education institutions are low and inequitable. Only 54% of low-income students graduate within 6 years.[3] While there are policy changes that are attempting to change this, "gender and racial inequalities are evident in patterns of university enrolment".[4]

Some of these challenges might be overcome with increases in support services. Many students have a difficulty with the transition into higher education and with problems that may arise during the course of their education. These difficulties are often exacerbated in people living with HIV and in adults. However, "many universities do not see support services as part of their core role".[5] While some institutions recognize the need for bridging and other support programs, few provide them. Bridging programs are yearlong courses that prepare students for university coursework. Few if any are free, so in effect

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[1] DHET, 2012. Page 13.

[2] DHET, 2012. Page x.

[3] Page, et al. 2005

[4] DHET, 2012. Page 8.

[5] DHET, 2012. Page 11.

these programs increase the expenses the student must incur, while simultaneously prolonging the date when they will be able to earn a salary. Many students highlight the role of programs like these, especially if they include life orientation studies, which enable students to succeed not only at university, but also in society. The South African Union of Students believes that both bridging and life orientation studies are important as is adequate funding for them.[6]

Adult education has great potential to improve the education system and the country as a whole. Adults have knowledge and experience that when coupled with the right skills and training can have a significant impact on the development of South Africa.[7] Providing adults with education not only enables them to become employed, but it also relieves the strain of unemployment on the public sector. Because adults tend to have deep roots in their communities, they are likely to use their education to contribute to their communities. No one knows the issues faced by poor and marginalized communities better than the people from these communities. Provision of training and education can create sustainable development from within these communities. Adults have a great potential to improve their communities with the right education and skills.

There are many barriers to adult education that could be easily removed with proper support services. For instance, adults may have a wealth of knowledge and experience, but after only a few years away from school, they will need to re-learn study habits. They might require technological training as their secondary schooling was done without computers. Many are in complex financial situations and need financial planning advice.[8] Bridging and life orientation programs can enable adults to succeed in university settings.

4   Project

Mission: To support people living with HIV/AIDS and social justice activists to further their tertiary education

Vision: To improve the quality of life and socio-economic status of people living with HIV and those affected by it thereby improving their health and promoting sustainable development.

Project Ulwazi supports HIV positive social justice advocates. The participants are Treatment Action Campaign activists who have not only learned complex scientific material, but they also have valuable experience from advocating for their health and their communities. They are able to negotiate in health clinics and with the state for the right of access to health care. They also have experience with community mobilization and using knowledge to promote positive living. These individuals have incredible experience that can turn into positive and productive changes in society with education and training.

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[6] Higher Education SA Briefing, 2011.
[7] Buchler, et al. 2007
[8] Buchler, et al. 2007

The education provided in Project Ulwazi is centered on enhancing development for the individual, their community, and South Africa as a whole. Education is crucial for the individual's growth and community development because of its empowering potential that can improve socioeconomic status. The participants will take courses that will enable them to gain the skills and knowledge greatly needed in the public sector. These skills, coupled with their previous experience, will not only make them employable, improving their individual circumstances, but it will also enable them to make positive changes in the public sector. Project Ulwazi ultimately intends to improve the public sector by providing it with educated, knowledgeable, and experienced individuals who will be employable by the public sector rather than dependent on it. In doing this Project Ulwazi will also enable these individuals to lead healthier and happier lives. While there are a variety of educational programs in South Africa, none meet the unique need that Project Ulwazi fills.

There are bridging programs, which are rarely free and mostly for youth who are just finishing secondary school and who require additional courses before entering university. The Temaletu Trust and SHARE are programs that provide literacy and adult basic education and training programs that are similar to the foundation year in Project Ulwazi.[9][10] Though neither provides assistance with higher education attainment or financial support. University support programs provide some of the support that Project Ulwazi provides; however, they are not as comprehensive and are not focused towards the specific needs of adults.

While these programs share similarities with the foundational year, Project Ulwazi is unique in its focus on providing people with skills to work in the public sector through the attainment of tertiary education. Project Ulwazi is also alone in its focus on HIV positive social justice advocates; it aims to help these individuals move beyond the stigma of their disease status to a place where they can focus on their productive life vision by improving their socioeconomic situation and their communities. Project Ulwazi not only provides life orientation and bridging programs, but it provides them free to disadvantaged individuals who require a different kind of support than the traditional university student. Project Ulwazi aims to provide a significant amount of support. Beyond the stipend that it provides to all participants, it aims to provide psychosocial support. This includes counseling, physical wellness, and tutors. Project Ulwazi will also pay the university fees that prevented many of its participants from attending university.

4.1 Participants

The participants are TAC members and social justice activists. They applied to Project Ulwazi and were informed of the living stipend only after being accepted. The group is 60% female. The participants live in Khayelitsha and come from homes with little to no

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[9] http://www.tembaletu.co.za/

[10] http://www.abeshare.org/

income. Students are expected to fulfill their commitments as TAC volunteers while spending roughly eighty percent of their time on their studies. Many participants are the breadwinners for their families; most support their parents, siblings, spouses, and/or children. The stipend is the only source of income for many of these families. The participants were chosen based on merit, matric results, and a history of HIV activism. During the foundation year, all participants attended basic education courses at Stellenbosch University. At the end of this year, they applied to different universities and colleges across Cape Town. Project Ulwazi assisted in the application process, but did not guarantee acceptance into university. Now that the foundational year is over, there are five students at Stellenbosch University, eleven at Cape College, six at UNISA, and two at University of the Western Cape.

4.2 Objectives

<u>OBJECTIVE 1:</u> To provide a foundational year to prepare 30 people living with HIV/AIDS or those affected by HIV/AIDS with basic skills needed for tertiary education. This will be done through provision of accredited basic courses and support.

Courses:
a. Maths literacy
b. Basic English
c. English for academic purposes
d. Life orientation and career guidance
e. Critical reading and writing
f. Basic research literacy

Support for learners:
g. University application process
h. Psycho-social support (living allowance, counseling, physical wellness)

This foundation phase is meant to prepare students for their formal academic journey. Even if students drop out they will receive accredited certificates for the courses completed. Only learners who have been chosen will be informed about the learner support benefits to ensure that people are in the project because of their ambitions and not because they want to receive the stipend.
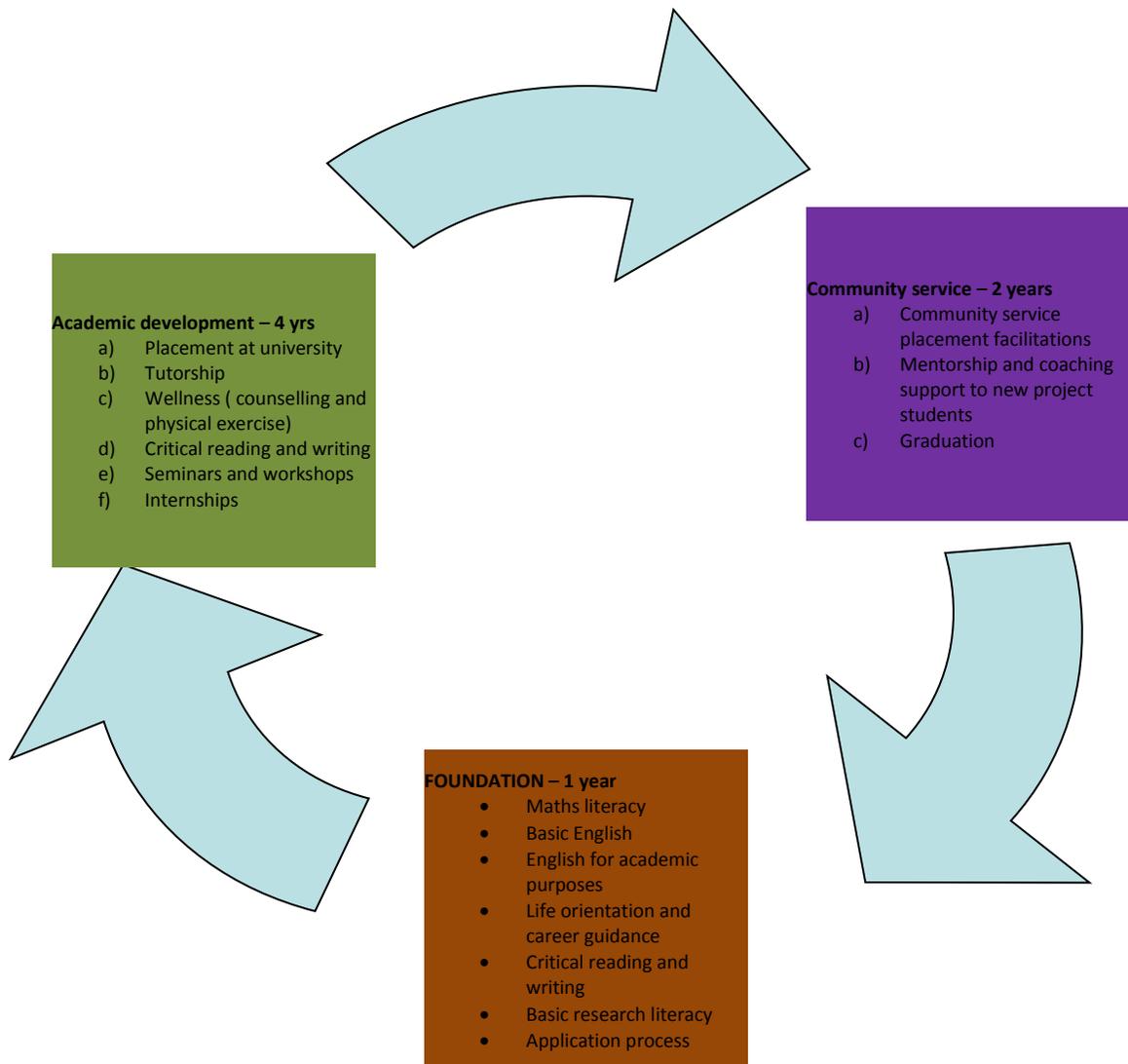
OBJECTIVE 2: To support the learners who have completed the foundation phase with their academic development for a maximum of four years. We will do this through:
- Placement at university, seek scholarships and bursaries
- Tutor support for each learner and progress monitoring
- Critical reading and writing
- Seminars and workshops for all learners
- Internship placement for each learner
- Psycho-social support (living allowance, counseling, physical wellness)

OBJECTIVE 3: To support learners who have successfully completed their academic studies by providing community service for two years. We will do this through:

- Community service placement facilitations
- Mentorship and coaching support to new project students
- Graduation

4.3 Strategy

Academic development – 4 yrs
   a) Placement at university
   b) Tutorship
   c) Wellness (counselling and physical exercise)
   d) Critical reading and writing
   e) Seminars and workshops
   f) Internships

Community service – 2 years
   a) Community service placement facilitations
   b) Mentorship and coaching support to new project students
   c) Graduation

FOUNDATION – 1 year
- Maths literacy
- Basic English
- English for academic purposes
- Life orientation and career guidance
- Critical reading and writing
- Basic research literacy
- Application process

4.4 Measurable Outcomes

This is a formative evaluation that occurred shortly after the end of the foundation year, it is therefore measuring short-term outcomes. The measurable outcomes of the first objective are:

   a) If the participants learned the basic skills taught during the foundation year.

b) If the skills acquired were adequate to prepare the participants for university.

c) If the support provided during the foundational year enabled participants to succeed in their basic courses.

The first objective can be measured with the students' performance in their basic skills. Beyond their performance, placement at university, demonstrated use of the skills, and ability to cope at university can measure this outcome. The second outcome can be measured with student preparedness at university, level or degree of student difficulty in related courses at university, and university performance. The third outcome can be measured through the students' struggles, their performance during the foundational year, and their opinion about the support. Longer-term outcomes that can be measured later during the evaluation are: marks at university, quality of life improvements, projects done at university, internship placements and projects, community service placements and performance, graduation, successful mentorship of new students in the project, socio-economic status improvements, and successful job placement in the public sector.

4.6 Constraints and limitations
This project and the evaluation of it face many constraints. The project has no staff and therefore limited capacity to provide support. All of the financial resources of the project go directly to the students. It is therefore difficult to find adequate tutors and other support. The evaluation of this project faces similar constraints. Without a budget it is difficult to acquire all the information necessary for a valuable analysis. However, this evaluation was able to gather enough information for an accurate portrayal of project performance and short-term outcomes.

5 Evaluation methodology
This evaluation was done primarily through interviews and surveys. Information was gathered from participants and project implementers. Because of time and budgetary constraints, not all students or implementers were interviewed. The students were interviewed at the Khayelitsha TAC office during the break after their first semester at university. The interviews were conducted in English, which demonstrates that the students were successful in the foundation English classes. The implementers were interviewed via an online survey. Please refer to the appendix for the questions asked of the students and implementers.

5 .1 Findings/ Results
The findings from the student interviews were overwhelmingly positive. The students described how Project Ulwazi has transformed their lives and given them an unimaginable opportunity. This is an evaluation of the first objective of Project Ulwazi, which is to provide foundation for one year to prepare 30 people living with HIV/AIDS or those affected by HIV/AIDS with basic skills needed for tertiary education. In order to assess whether this objective was met, this evaluation seeks determine if the participants learned the basic skills in the foundation year, if these skills were adequate for university, and if the support provided enabled the participants to succeed in their

courses. The results of this survey in which 21 of the students were able to participate, and the survey of three project implementers, indicate that the pilot program has met the three desired outcomes of the first objective.

5.2 Preparation
The students were first asked how prepared they felt for their university experience. Many said they felt very prepared and they attributed an average of seventy-eight percent of their preparedness to the foundation year of Project Ulwazi. This year at the University of Stellenbosch not only prepared them for their classes, but also for the diversity and pace of university life. The transition to university was difficult for most students, and many said they were not prepared for communication issues with lecturers, high standards, and the norms of university life. Despite these difficulties, every participant said that Project Ulwazi made the transition better. University courses were rated from very difficult to easy. Those who said their courses where hard said it was because they had to juggle adult and student responsibilities or because their courses were taught in Afrikaans. Those who said their courses were easy said it was because they work hard and turn in their assignments on time.

The implementers were also asked about student preparation. On a one to ten scale, they rated the effectiveness of the foundation year in preparing the students for university. Two-thirds rated it a six while the other third rated it a seven. One implementer discussed how the foundation courses varied in difficulty because some participants were completely unfamiliar with the subjects. Despite these difficulties, the participants managed to acquire the skills taught. All implementers said that the students learned what was taught during the foundation year. Two thirds also thought that the skills taught were sufficient for university.

5.3 Foundation Year
The students acquired a variety of skills during the foundation year. Here is a graph portraying the different skills learned and how many students mentioned each skill:

Foundation Learning
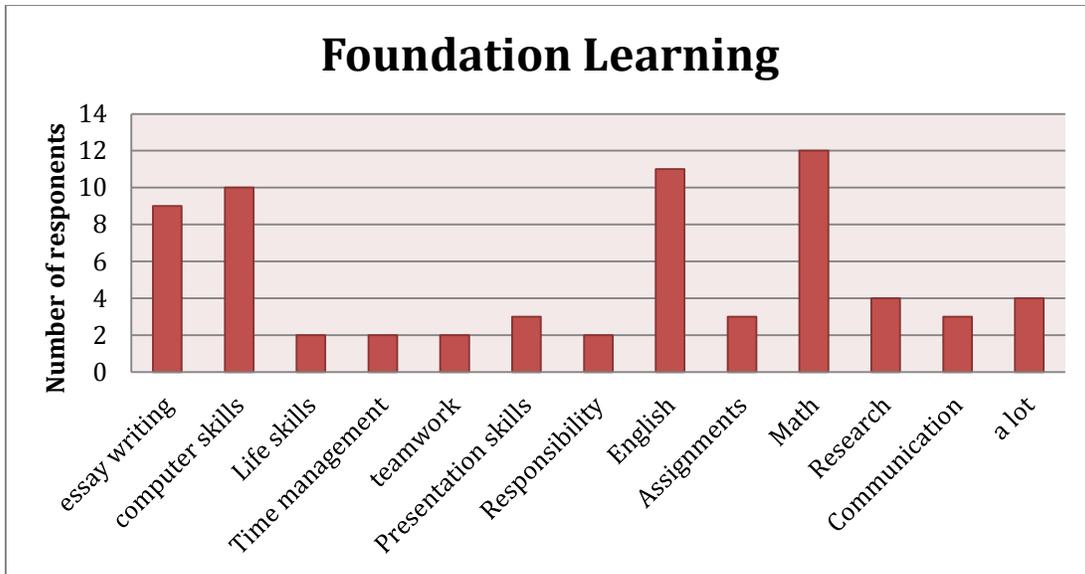
The core classes of the foundation year were then rated on a scale from one to ten. The students rated the classes based on how much they learned, how effective the class was, and how useful the material is in their university classes. The math class average was a 7.789 despite the fact that many students said they do not use math in their university classes. Many students said they liked the math class because they learned something that was so difficult in school. Many students also said it was an effective class with a professor who would ensure everyone grasped the material before moving on.

The English classes were the most important and successful classes of the foundational year. These classes were Basic English, English for academic purposes, critical reading and writing, and basic research literacy. The students rated these classes with an average of 9.05. The majority of students said their English had improved and that they would not be able to attend university without these foundation classes. They learned how to do assignments, how to write essays, the importance of citing sources, academic language/ vocabulary, and even English basics. Not only were the interviews performed in English, but the interviewer also had a foreign accent. The participants' ability to respond to the survey is a testament to how much they learned during their foundation year English classes. The computer classes were also crucial for the university preparation. All of the universities and colleges that the students currently attend use email as the main form of communication. It is imperative that the students understand how to receive these correspondences and how to respond. They also have to do research with the Internet and their assignments must be typed. Computer literacy is very important for any university student.

Many of Project Ulwazi participants have not attended school in many years and were unfamiliar with computers. Many had never touched a computer before the foundation year. The computer class was therefore crucial for the participants. It was rated with an

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average 8.66 with many participants saying they needed more classes and or more practice with computers during the foundation year in order to be prepared for university. In fact, when later asked about how Project Ulwazi could be improved, participants said more computer training during the foundational year would improve the project.

Thirteen students are now attending universities and eleven others are at Cape College. Their acceptance to institutions of higher education is proof that they learned the necessary tools during the foundation year. Further proof is found in their passing marks after their first semester of study. These students are studying social work or early childhood development because these are subjects that can contribute to the sustainable development of their communities. The students are enthusiastic about their future contribution to their communities; they are happy with their course selection, and look forward to their community service projects.
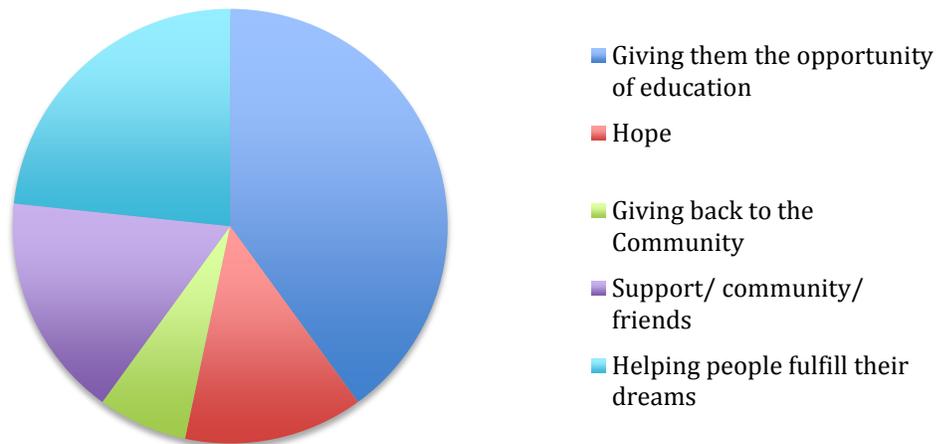
5.4 Support
A main pillar of Project Ulwazi is the support provided to the participants. Paying university fees is not enough support for these adult students to succeed in tertiary education. They need foundation support, tutors, and financial support. The various methods of support are meant to create the conditions that allow the students to attend and succeed.

During the interview the students were asked if they were provided with adequate support and if that support enabled them to learn during the foundational year and during their first semester. They all said yes to both questions, except for one student who said there was not enough mentor support during the difficult transition to university life. Many said the support is great, but they need more. Transportation costs are increasing, and many students are trying to use the stipend to support their families. Most participants also mentioned how tutors would help them immensely, especially when they do not understand their courses.

When the implementers were interviewed, they all said that there is not enough support. They said the students need more resources and tutors. Thus far in the project, all of the funds go towards the students' stipends. Because of their difficult living situations, this will continue even with more funding. This is therefore a difficult hurdle for the project implementers.

The students were then asked about the project. First they were asked about the best aspects. This graph describes the most commonly cited aspects:

Best aspects of Project Ulwazi

Legend:
- Giving them the opportunity of education
- Hope
- Giving back to the Community
- Support/ community/ friends
- Helping people fulfill their dreams

The majority of participants said that the best aspect was taking people from nothing and giving them to opportunity to improve their lives and the community. This is something that they have wanted for many years, and they are grateful for the chance to go to university. Others had great things to say about how it is positively affecting their families, their self-esteem, and their confidence. The responses of the implementers were similar to those of the students. They said the best aspects were skills support, the opportunity provided to the students, improving the lives of unemployed people, and giving the participants hope.

The students were then asked how the project could be improved. There were many suggestions, but the most common was the need for tutors or mentors. There are often times when the students have questions and have no one to help them. The transition into university life is very difficult, especially for those who have been out of school for a long time. Mentors and tutors can help with these problems while ensuring that the students excel in their courses. As previously stated, many participants wanted more computer classes or more access to computers in order to practice more. Other suggested improvements were: to provide books and transportation, a project staff and office, more project funding, and larger stipends.

The implementers also had a variety of suggested improvements. Some were structural improvements like smaller groups, or a project website that will bring the students together and provide support. Other improvements were similar to the suggestions of the students with more tutor support and more project funding. Study groups (with transportation funding) were also suggested as a way to increase support. The participants were asked how the Project has affected their lives.

The majority of students said that the project has changed their lives and has given them hope. Some said it increased their self-esteem and confidence. Many participants and their family members are proud. A majority of students said that the stipend is allowing

them to support their families, and has given them hope for a better future. One participant said she was now able to provide for her children and give them the future they deserve. Another participant said she feels like a better person now that she can help her children with their homework. After a year, the project is having positive effects on the participants and their families.

The implementers were also asked about unintended benefits and consequences. There has been a spillover effect; the participants have had a positive influence on other TAC activists who now want to join the program, and other provinces also want this opportunity. One implementer says she has had the privilege of watching the students' confidence grow and is proud of their achievements. For the most part, they agree that the project is going according to plan, and that it already has positive effects on the participants and their communities. An important lesson learned is the need to pay tutors in order for them to truly commit to the project. Implementers were also asked long-term questions about the project and its objectives.

They said education is empowering especially in people living with HIV because it enables them to regain dignity that might have been lost due to their disease status. Two-thirds said that the project is going according to plan and that it is adequately preparing students for the job market and careers in community development. The other third said the students need more skills and support. One implementer suggested project expansion to include short-term skills like job interview preparation, self-presentation, and technical skills. All implementers believe the project should be scaled-up to include new participants and other provinces in South Africa.

5.5 Quality of Life

A series of questions was asked in an attempt to gather a base quality of life for future comparison. The participants were asked to rate their average levels of joy, stress, sadness, anger, nutrition, health, security, and future outlook. The group average for each aspect is represented in the table below.

| Joy	Stress	Sadness	Anger	Nutrition	Health	Security	Future
8.9	5.86	1.9	1.81	7.75	8.7	6.86	9.43

A composite index was created for quality of life. It is the positive qualities (joy, nutrition, health, security, and future outlook) added together with the negative qualities (stress, sadness, anger) subtracted. The average is 32.28 and the following graph displays the distribution of the quality of life index:

The purpose of this index is for future evaluations and comparisons to this level of quality of life. This rating is extremely positive, and many participants indicated that many of these aspects have improved since they started the project. Some implementers also noted the positive impact of the project on the participants' lives.

5.6 Stipend

The last question in the interview was how the participants use their monthly stipend. The different uses are represented in the graph below:
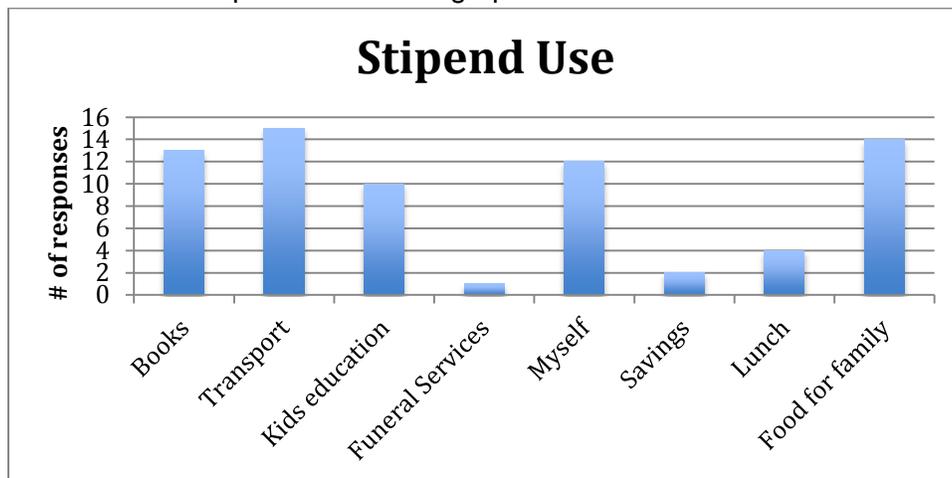
The books column indicates books for classes and notebooks or other school supplies. The myself column consists primarily of clothing. Many participants said the cost of transportation is difficult to deal with and that the taxi fees are increasing.

Please refer to the Ulwazi Analysis Report for an in-depth analysis of each question asked of the participants.

Conclusions

This formative evaluation is considering three measurable outcomes:
   a) If the participants learned the basic skills taught during the foundation year.

b) If the skills acquired were adequate to prepare the participants for university.

c) If the support provided during the foundational year enabled participants to succeed in their basic courses.

The student's performance and experience shows that the first two outcomes were achieved. Not only did the students learn a substantial amount during the foundational year, but also what they learned was adequate to prepare them for university. Despite the statements of the implementers and some students indicating that there is not enough support, the support provided did enable the students to succeed. While it is clear that support services need to be increased for further success, it is also clear that the students could not have successfully completed the foundation year, applied to university, and succeeded in their first semester without the support provided.

Thus far, the pilot program for Project Ulwazi appears to be a success. The participants have gained a great deal of skills and knowledge that are enabling them to pass classes at university. Project Ulwazi has met its first objective and should be considered for scale-up. However, there are some aspects that ought to be considered and potentially changed such as the addition of tutors and supplemental computer classes that could greatly improve the project. Project Ulwazi is a project that has great potential to improve the lives of its participants, their communities, and South Africa as a whole. The pilot program has succeeded in its first objective. With continued success, Project Ulwazi could have substantial impacts in South Africa.

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Appendix A- Student Interview Questions

Individual

1. How prepared do you feel for your university courses?
    a. What percentage of preparedness is because of Project Ulwazi?
2. Did project Ulwazi adequately prepare you for university?
    a. If yes, how?
    b. If no, what else could it have done to improve your academic success?
3. How difficult has the transition to university been?
    a. Very   b. Somewhat   c. Neither difficult nor easy   d. Somewhat easy   e. easy
    b. Explanation:
4. Did project Ulwazi make it better?
5. How difficult do you find your university courses?
    a. Very   b. Somewhat   c. Neither difficult nor easy   d. Somewhat easy   e. easy
    b. Explanation:
6. What knowledge did you gain in the foundation courses?
    a. What has been the most useful at University?
    b. Is there any knowledge that you did not receive that could have helped you?
7. What skills did you learn in the foundation courses?
    a. Which skills have been the most useful at university?
    b. Are there skills that you did not learn that could have helped you?
8. On a scale of 1-10 (1 being the worst and 10 being the best), please rate how the maths course of the foundational year prepared you for your courses at university.

    Why?
9. On a scale of 1-10 (1 being the worst and 10 being the best), please rate how the English courses (both the Basic English and academic English) prepared you for your courses at university, Why?
10. On a scale of 1-10 (1 being the worst and 10 being the best), please rate how the computer course of the foundational year prepared you for your courses at university, why?
11. Do you feel like project Ulwazi has provided you with adequate support so far in your academic journey?
12. Did the support you received help you gain knowledge and skills during the foundational year?
13. What courses are you taking?
    a. Do you like them?
    b. How do you feel about the course choices?

Project

14. What is the best aspect of project Ulwazi?
15. What aspect(s) of project Ulwazi could be improved?
16. What do you think is the best way to deliver this project?
17. Should this project be expanded?

Family
18. How has project Ulwazi affected your life and the lives of your family/those around you?
19. On a scale of 1-10 (1 being low and 10 being high) please rate your **average** level of: (average meaning not daily and not right now on the day being interviewed but overall)
    a. Joy/happiness
    b. Stress
    c. Sadness
    d. Anger
    e. Nutrition
    f. Health
    g. Security
    h. Future outlook (1= worst, 10=best)
20. How do you use your stipend/ allowance?
    a. For school books
    b. For my child's or children's education
    c. To buy food for my family
    d. For myself
21. Anything else you would like to tell us?

Appendix B- Project implementer survey

Student
1. On a scale from 1-10, please rate how effective the foundational year was in preparing the students for university.
2. Do you think the students acquired the skills taught during the foundational year?
3. Do you think these skills are sufficient for success at university?
    a. If not, what else do they need?
4. How many students are at university?
5. How are their fees paid?
6. How many received scholarships or bursaries?
7. What are their marks?
8. Are students studying subjects that will contribute to the development of their communities and the country?
9. Do you think the support provided is enough to ensure academic success?

Individual/ Personal
10. What is your role in Project Ulwazi?

       a. Has it changed since the students transitioned to university?
11. How much time did you spend on:
       a. Project implementation
       b. Support services during the foundational year
       c. Support services during the first semester
12. How much money was spent on:
       a. Project implementation
       b. Foundation year stipend
       c. 1st semester stipend
       d. Other support foundation
       e. Other support 1st semester
13. Are there any issues that arose during project delivery?
14. What are the best aspects of Project Ulwazi?
15. How can Project Ulwazi be improved?
16. What are the unintended benefits and consequences (if any) that you have noticed?

Longer-Term Questions
1. Does tertiary education empower people living with HIV?
2. Does tertiary education adequately prepare people for careers in sustainable development?
3. Is the project going according to plan?
4. Is the project scalable?
5. Is there anything you would like to add?