



School of Management Studies

A Theory and Outcome Evaluation of the South African Allan Gray Orbis Foundation  
(AGOF) Scholarship Programme from 2018 to 2023

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## **COMPULSORY DECLARATION**

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this research proposal from the work or works of other people has been attributed, cited and referenced.

Signed by candidate

Signature:

Date: 11 Feb 2025

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## Abbreviations

<b>AGOF</b>	–	Allan Gray Orbis Foundation
<b>BHAG</b>	–	Big Hairy Audacious Goals
<b>CECM</b>	-	Comprehensive Entrepreneurship Competence Model
<b>EE</b>	–	Entrepreneurship Education
<b>EI</b>	–	Entrepreneurial Intentions
<b>GEDI</b>	–	Global Entrepreneurship Development Institute
<b>GEI</b>	–	Global Entrepreneurship Index
<b>PO</b>	–	Programme Officer
<b>SA</b>	–	South Africa
<b>SES</b>	–	Students' Socioeconomic Status
<b>SCM</b>	–	Success Case Method
<b>UCT</b>	–	University of Cape Town

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## **Abstract**

The need for entrepreneurship education programmes is critical in the South African context where youth struggle with many socio-economic challenges including poverty, high youth unemployment, wealth inequality, limited access to quality education, and intergenerational poverty cycles. These programmes aim to develop entrepreneurial competencies and mindsets among young people so that they can become agents of social transformation and economic development. The following dissertation presents the findings of a theory and outcome evaluation conducted for the Allan Gray Orbis Foundation (AGOF) Scholarship Programme, an entrepreneurship education initiative targeting academically outstanding Grade 6 learners from underprivileged backgrounds in South Africa from 2018 to 2023. Two complementary evaluations were performed, namely programme theory evaluation and outcome evaluation using the Success Case Method. A combination of qualitative research methods including systematic literature review, stakeholder interviews, and semi-structured interviews with programme participants were utilised to answer the evaluation questions posed.

Overall, the findings indicate that: a) the programme theory of the AGOF Scholarship Programme is consistent with best practices in entrepreneurship education and the causal logic linking programme activities to intended outcomes was deemed plausible; b) programme participants demonstrated high retention rates and developed strong entrepreneurial intentions; c) the programme was implemented effectively with comprehensive financial support, holistic coaching relationships, and quality educational placements; and d) both success and non-success participants benefited from the programme, with non-success primarily attributed to study field choices rather than programme failure. While the evaluation yielded positive results, the evaluator was able to make a number of recommendations including developing stage-specific logic models, enhancing multilingual outreach strategies, implementing offline application alternatives, and incorporating self-

efficacy as a measurable outcome to improve the AGOF Scholarship Programme. This study contributes to limited research on theory-driven evaluations of adolescent entrepreneurship education programmes in developing countries and informs policy and practice in youth entrepreneurship development initiatives.

## **Chapter One: Introduction**

This dissertation presents a theory and outcome evaluation conducted for the Allan Gray Orbis Foundation (AGOF) Scholarship Programme, which was started in 2009. The programme targets learners in primary school who demonstrate financial need and display entrepreneurial potential according to AGOF's criteria. The programme is designed to foster entrepreneurial mindsets among young South Africans, to nurture and position them as agents of social transformation within their communities and society at large (AGOF, 2023a). This chapter provides an overview of the need for such programmes in South Africa, followed by a programme description, the evaluation approaches and evaluation questions.

### **The need for entrepreneurship programmes in South Africa**

Continuously rising poverty levels are detrimental to the functioning of the global economy. They are attributable to slow economic growth, a tough business environment, disparities in skills, lack of opportunities in the labour market and spatial inequalities (World Bank, 2023). In South Africa, unemployment is a leading cause of poverty. This is especially true of youth unemployment, which in August 2024 was at 60.8%, its highest level ever (Statista, n.d). In developing countries like South Africa, youth unemployment is three times higher than adult unemployment, which hinders the spread of wealth distribution (International Labour Organization [ILO], 2022). Wealth distribution has a significant positive effect on the growth rate of economies. However, South Africa has the highest wealth inequality globally: the top 10% of the country's population control more than 70% of the nation's wealth, while the bottom 60% hold less than 7% ( Valodia, 2024 , World Bank, 2022).

Entrepreneurship has become a solution in government policies across the world to address these issues, especially slow economic growth (Fayolle & Gailly, 2015; Malecki, 2018;

Pittaway & Edwards, 2012). The Global Entrepreneurship Monitor (GEM) measures the relationship between entrepreneurship (and its associated characteristics) and the economy in more than 120 countries, including South Africa. The GEM model uses consistent measurement approaches to track the evolution of entrepreneurship and economies globally (GEM, 2022). It reveals that South Africa's economy has underperformed and shown a steady decline in growth since 2011 (GEM, 2022).

### **The South African entrepreneurial ecosystem**

South Africa has a strong entrepreneurial ecosystem because of having more supportive institutions than the rest of the continent (Global Entrepreneurship and Development Institute [GEDI], 2017). The GEDI collaborated with Allan Gray Orbis Foundation and the SAB (South African Breweries) Foundation in 2016 to commission a report analyzing South Africa's entrepreneurial ecosystem. The research strategies focused on four key areas: analyzing data using GEDI's methodology to identify bottlenecks; developing actionable policy recommendations to address weaknesses; engaging with stakeholders to collect data from public and private actors; and benchmarking South Africa's performance against global and regional peers using the Global Entrepreneurship Index (GEI) (GEDI, 2017).

The findings revealed that South Africa's entrepreneurial ecosystem faces bottlenecks in finance, market access, skills and education, networks, and regulation. It is challenged by limited start-up skills, inadequate access to risk capital and weak technology absorption (GEDI, 2017).

These issues stem from structural inequality, cultural perceptions and large-firm dominance. The consequences include high business failure rates, limited growth and stifled innovation. Because entrepreneurs play a vital role in stimulating economic growth, by introducing innovative products to the market and creating new employment opportunities there is a need for more targeted interventions to empower youth entrepreneurs and create a

more supportive environment for innovation and business growth (Cui et al., 2019; GEDI, 2017).

### **Youth entrepreneurship: Overcoming educational and business challenges in South Africa**

According to the Seed Academy National Entrepreneurial Survey (2017), the top five challenges faced by South African entrepreneurs are: finding clients or customers (47%); inability to raise funds (43%); lack of guidance (31%); wearing too many hats relating to their current jobs and side business (30%); and slow or lost sales (21%). It recommends putting entrepreneurship on the radar from a young age and making it a “real” career option, to increase the entrepreneurial intent of young adults (Seed Academy, 2017).

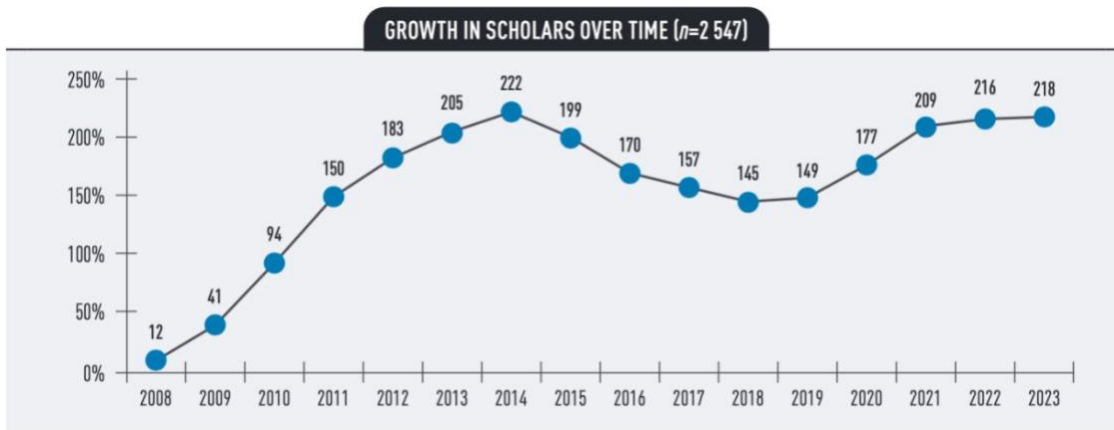
Additionally, the legacy of apartheid has resulted in disparities in the relationship between education and wealth, with schools attended by previously disadvantaged groups remaining resource-constrained and thus dysfunctional (Spaull, 2015). Spaull’s study (2015) of the relationship between education and the labor market illustrates how low-quality education has become a poverty trap in South Africa. Findings revealed that these schools face challenges in trying to teach the numeracy and literacy skills necessary for higher education and advanced entrepreneurial careers. Poor-quality education can also lead to learners replicating the intergenerational cycle of poverty within which children inherit the social standing of parents or caregivers (Spaull, 2015). Conversely, good education has been revealed as beneficial to creating successful entrepreneurial ventures (Cui et al., 2019; Fayolle & Gailly, 2015). It is against this background of high levels of poverty and slow economic growth that AGOF has been responding to the need for entrepreneurial development programmes for youth in South Africa since 2009.

## **Programme description**

The Allan Gray Orbis Foundation (AGOF), founded in 2005 by entrepreneur Allan Gray, operates in South Africa, Namibia, Botswana and Eswatini, with a focus on three key programmes: a scholarship programme; a fellowship programme for university students; and an association programme for fellowship alumni (AGOF, 2023). This evaluation focuses on the scholarship programme, which specifically targets academically outstanding primary school students from underprivileged backgrounds. The learners' academic performance is assessed against benchmarks established by the foundation. The learners' backgrounds are verified through home visits which assess the financial situation in the learners' home as part of the application process. After completing their applications in Grade 6, each year, the programme enrolls learners who are: South African; Grade 7 students aged between 11 years and 12 years; demonstrating financial need; and achieving a minimum score of 70% in English and Mathematics (AGOF, 2023).

Furthermore, they must show entrepreneurial characteristics, such as self-efficacy and leadership, curiosity, opportunity identification, growth mindset, curiosity and problem-solving (Allan Gray Orbis Foundation, n.d.). As part of AGOF's strategy to recruit learners who meet the above criteria, the organization implements a comprehensive programme promotion campaign prior to each application cycle. This campaign involves targeted outreach to schools in rural areas, where AGOF collaborates with local stakeholders to promote programme awareness (AGOF, n.d.). The promotional activities are conducted by specialized staff members known as "mobilizers," who visit schools to engage with potential applicants, conduct home visits for learner verification, distribute promotional materials, and facilitate other recruitment-related activities. AGOF makes substantial investments in this campaign and has dedicated personnel to manage these efforts as a core component of their programme strategy. Since its implementation, the campaign has generated consistent positive growth in programme enrolment.

Figure 1.1 illustrates the positive growth in scholar numbers enrolled in the programme since 2008. This growth can be attributed to enhanced programme promotion and the demonstrated success of programme graduates, which has validated the programme's effectiveness.



**Figure 1.1:** Scholarship programme growth 2008 to 2023.

Source: Allan Gray Orbis Foundation Annual Report 2023.

The scholarship programme places learners in high-quality academic schools and supports them financially, with psychosocial support and with personal mastery development in entrepreneurial education (EE) through a range of extracurricular activities (allangrayorbis.org, n.d.). The programme combines entrepreneurial activities, academic support, psychosocial mentoring, financial support and networking activities to nurture high school students with entrepreneurial potential into future changemakers (Allan Gray Orbis Foundation.). These activities assist the learners “discover and optimize entrepreneurial opportunities in the future” (AGOF, 2024, p. 18).

The financial support encompasses school tuition and boarding, a monthly allowance, essential supplies such as toiletries, uniforms and casual clothing, assistance for extracurricular activities, and stationery and textbooks (Allan Gray Orbis Foundation.). Furthermore, scholars receive academic and personal development guidance

and emotional support from a dedicated Programme Officer (PO) (AGOF, n.d). The PO is not only a mentor, offering valuable insight into the entrepreneurial landscape, but also a trusted confidant to whom scholars may turn when they face challenges (even though they are not professional counsellors). Scholars can seek support from their PO's when adjusting to a new school or to being away from home, and the PO's can equip scholars with essential skills and attitudes for success in their placement schools.

At the onset of the programme, AGOF staff conduct home visits to welcome incoming scholars and their families (Mabizela, 2023) and involve the scholars' families in the process, ensuring their understanding and support, which is especially vital when scholars from rural areas transition to urban boarding schools. Additionally, the home visits help verify the learners' financial standing.

Throughout their high school careers, learners complete extracurricular activities. These include an annual development camp, regional breakthrough sessions and an annual national jamboree (AGOF, 2023). In the last quarter of each year, Grade 10 and Grade 11 scholars attend camps, engaging in activities designed to enhance their understanding of entrepreneurship (Nambiar, 2019). These activities create opportunities for scholars to network and collaborate with peers from the fellowship and association programmes and provide exposure to entrepreneurship. Scholars are further enriched by an online curriculum, which offers EE information and facilitates networking among participants.

Scholars who successfully complete the scholarship programme may apply for the fellowship programme if they meet the minimum requirements. Ultimately, AGOF's goal is to empower these scholars to spur economic growth and provide employment opportunities in various sectors after they finish the programme.

## **Programme monitoring and evaluation.**

The foundation has a dedicated monitoring and evaluation (M&E) department that employs a comprehensive framework explicitly defining indicators for outcomes at each pipeline level. Following the 2018 external evaluation by Khulisa Management Services, the M&E approach has undergone significant revisions to incorporate Kirkpatrick's evaluation model, systematically tracking engagement, participation, reaction, and transfer of learning through multiple data collection mechanisms (AGOF, 2022). The framework monitors progress toward the foundation's 2030 Big Hairy Audacious Goals, which align with South Africa's National Development Plan 2030.

The indicator framework encompasses comprehensive measures of learner progress across multiple dimensions (AGOF, 2022). Kirkpatrick indicators form the foundation, capturing learner engagement levels, programme participation rates, immediate reactions to learning experiences, and evidence of knowledge transfer into practice. These foundational metrics are complemented by academic progression indicators including grade advancement, university progression rates, matriculation pass rates, and graduation outcomes that track scholars' educational journey from secondary through tertiary education.

Entrepreneurial development indicators monitor participants' progression toward business creation and leadership, measuring engagement in entrepreneurial activities, intention to become entrepreneurs, and practical application of business skills learned through programming. Personal development measures assess participants' growth in leadership identification, confidence building, and capacity to leverage foundation support mechanisms for optimal performance (AGOF, 2022). Programme quality indicators evaluate learner satisfaction with services, appropriateness of programming content, and perceived usefulness of information provided, while extended impact measures track ongoing connectivity with the foundation network and sustained influence beyond programme completion. These are all

indicators to track outcomes defined in the programme theory which is discussed further below.

## **Programme theory**

A programme theory is the underlying conceptual framework that outlines the logic behind a programme (Rossi et al., 2004). It represents the programme's components and activities, and the causal relationships between them (Rossi et al., 2004). It thus provides an understanding of the activities necessary for a programme to attain its aims and can serve as a roadmap for evaluators and stakeholders (Rossi et al., 2018). The AGOF Scholarship Programme Theory of Change (ToC) is represented in Appendix A. It was recently revised after AGOF brought a M&E expert on board for the first time to update the organisation's M&E framework (Rusch, 2023).

## **Scope of the evaluation**

An evaluation for the entire pipeline was conducted by the MPhil: Programme Evaluation class of 2023 at the University of Cape Town (UCT). I was assigned to the scholarship group, whose members collectively decided on the methods for the evaluation, evaluation approaches and questions, together with class peers, under guidance of supervisors. The evaluation approaches are discussed below.

## **Theory evaluation**

Stakeholder engagements with evaluators surfaced the need to assess whether the programme theory's causal assumptions (see Appendix A) of the scholarship programme were correct (Rossi et al., 2018). It was recommended that a theory-driven evaluation be conducted to assess whether the programme's theoretical foundations were supported by current social science research. A theory-driven approach is the systematic use of existing evidence to improve and produce knowledge to enable sound decision-making (Donaldson, 2007). A programme theory approach can also examine the linkages across a range of programmes and implementations (Weiss, 1998). In this case, support for the assumptions of

the ToC was drawn from the literature and stakeholder interviews (Rossi et al., 2018). The programme theory evaluation questions were:

1. Are the causal linkages between the scholarship programme content, activities and proposed outcomes plausible?
2. What elements of the scholarship programme can be modified to maximise intended outcomes?
3. Is the scholarship programme directed at the appropriate population?

## **Outcome evaluation**

An outcome evaluation assesses a programme's effectiveness in producing intended outcomes as defined in a programme's theory of change which is often elicited from stakeholders or created by programme designers (Rossi et al., 2004). An assessment of the scholarship programme outcomes would ascertain the degree to which discernible effects on beneficiaries could be attributed to the programme. The research specialist at AGOF had specifically requested that the evaluation team offer insights into the factors that influenced dropouts and successes among beneficiaries. The outcome evaluation questions outlined below align with the SCM framework and were developed to examine both successful and non-successful participant cases. To clarify the evaluation team's definition of "non-successful scholars," this category encompasses beneficiaries who met the non-success criteria outlined in Appendix H.

The first evaluation question specifically investigates the experiences of non-successful beneficiaries to understand the underlying factors that contributed to their inability to meet programme requirements or advance to subsequent phases. The second question employs a parallel structure to examine the factors that enabled successful beneficiaries to achieve positive outcomes. The remaining questions explore the experiences of both groups while assessing the relevance and effectiveness of programme activities in supporting beneficiary engagement and success. A formative evaluation approach was selected to consider the continuous programme theory revisions (Rossi et al., 2004). This evaluation framework enables a comprehensive analysis of programme effectiveness by examining both success and non-success cases, thereby providing insights into the contextual factors that influence beneficiary outcomes and informing recommendations for programme improvement.

The outcome evaluation would assist evaluators track the beneficiaries' progress against the intended outcomes (Rossi et al., 2018). In this regard, the outcome evaluation sought to

answer the following questions:

1. What were the specific experiences of non-successful scholarship beneficiaries?
  - a. To what extent did the programme contribute to the challenges that non-successful scholarship beneficiaries experienced?
  - b. What support did the programme offer to address these challenges?
2. To what extent is successful outcome attainment in beneficiaries attributable to programme activities?
3. Based on the experiences of beneficiaries, how could the programme be improved?
4. Are the current programme activities capable of sustaining beneficiaries' participation in the programme?

## **Chapter Two: Methods**

This chapter describes the methods used for the theory and outcome evaluations, which were conducted sequentially.

### **Research Design**

An exploratory research design will be used for this evaluation. Exploratory research designs for evaluation enable stakeholders to uncover underlying programme mechanisms and reveal unexpected patterns or relationships that may not have been previously considered (Patton, 2014). Additionally, the design can help stakeholders develop preliminary theories about how programme components interact and identify potential areas for improvement, especially relating to programme theory (Patton, 2014).

### **Methods: Theory evaluation questions 1 and 2**

Theory evaluations focus on developing and testing theoretical frameworks that explain how interventions are expected to function (Rogers, 2008; Rossi et al., 2004; Weiss, 1997).

Programme theory evaluation is essential for “understanding not just whether programmes work but how and why they work in particular situations” (Rogers, 2008, p. 30). Since AGOF was already implementing efforts and engagements to review their current programme theory, the evaluators collectively decided to strengthen existing efforts to assess the programme theory plausibility.

To address the theory evaluation questions 1 and 2 outlined in the previous chapter, a literature review was conducted to assess the plausibility of causal assumptions identified in AGOF’s visual programme theory (Appendix A). This process involved reviewing social science literature for evidence that supported the intended outcomes as a result of

participating in AGOF's programme. The literature review will focus on assessing both international and local literature on similar programmes and plausibility of programme outcomes. The literature review process included developing inclusion criteria, searching academic databases, screening and selecting articles, assessing quality and synthesizing findings (Pittaway & Cope, 2007). The academic databases searched to find relevant literature relating to programme were: JSTOR, Academic Search Premier, LexisNexis Academic, ProQuest, Wiley Online Library and various evaluation journals. The inclusion criteria for literature outlined in Table B1 (Appendix B) were used to screen articles relevant to the programme content. The search terms (Appendix B) related to entrepreneurial characteristics and youth and entrepreneurial education programme outcomes. This analysis would validate the programme theory's plausibility and inform AGOF stakeholders' decision-making.

### **Methods: Theory evaluation question 3**

#### ***Sampling***

To determine if the target population was appropriate (theory evaluation question 3), interviews were conducted with staff who managed the recruitment campaign for scholars. A purposive sampling strategy was used to select informants, who were chosen by AGOF. The effectiveness of purposive sampling (Patton, 2002) is rooted in the careful selection of participants who are rich in information. The foundation identified key informants (n=4) who had coordinated the scholarship recruitment campaign and worked with the mobilisers, selecting them for their comprehensive understanding of the campaign's implementation challenges and objectives. By studying information-rich cases, evaluators can gain insight and in-depth understandings about the programme theory (Patton, 2002). The aim of selecting specific staff from the programme was to gain first-hand insights into the real-life experiences associated with the recruitment process and thus test the underlying

assumptions in the programme theory that the target population was appropriate.

### **Theory evaluation: Procedure and Data Analysis**

Emails were sent out to the key informants who were designated to be interviewed by students by AGOF. Interviews were conducted online following questions specified in interview schedule (Appendix D) by all members of the evaluation team. Each interview was approximately 45 minutes. Data obtained from the interviews was subjected to content analysis, which allowed evaluators to examine patterns and identify common codes. When applying content analysis, the content of the narrative data is identified, organized and categorized to determine what is significant (Patton, 2014). Codes are then identified and labelled (Suter, 2012). This method enabled the evaluator to identify patterns and underlying meanings in interview narratives to assess the appropriateness of the target population of the AGOF Scholarship Programme. The additional use of software, ATLAS.ti, assisted evaluators to organize, code and store the data for analysis.

## **Method: Outcome evaluation questions 1 – 4**

### ***Success case method***

The success case method (SCM), developed by Brinkerhoff (2003), was used to consider success and non-success cases, and thus determine the scholarship programme's effectiveness. The success case method, identifies and examines the most successful and least successful cases of a programme implementation to understand what factors contribute to or hinder success, using a combination of surveys and in-depth interviews to gather detailed stories that highlight what works, what doesn't, and why (Brinkerhoff, 2003). This method enables a holistic examination of beneficiary experiences while also exploring unintended outcomes.

The SCM method allows evaluators to go beyond the question of what works to for whom does the programme work and in what conditions (Brinkerhoff, 2006; Bell & McDonalds, 2006).

It is important to note that this approach cannot be used to make causal inferences between the programme and outcomes. The SCM's limitation in making causal inferences stems from its selective sampling approach, which focuses on extreme cases (notable successes and non-success's) rather than a representative sample (Brinkerhoff, 2006). Additionally, the method lacks control groups and does not systematically account for alternative explanations or confounding variables that could explain the observed outcomes, making it challenging to establish definitive cause-and-effect relationships (Bamberger, Rugh & Mabry, 2012).

The SCM is a mixed method, step by step approach with four steps followed for this evaluation: developing an impact model; using quantitative methods to identify success cases by reviewing AGOF’s data on scholarship beneficiaries; undertaking qualitative interviews and disseminating findings. For step one, evaluators and stakeholders established clear criteria (impact model) for measuring scholar achievement by outlining what successful programme implementation should look like.

The impact model can be understood as a “forecast” of what stakeholders hope the most successful performance would look like should the programme achieve its outcomes (Brinkerhoff, 2006). The impact model answers the question: If things were working well, what would be happening? (Brinkerhoff, 2006).

For steps one and two, following engagements with stakeholders affiliated with AGOF and reviews of programme documentation, the evaluation team formulated the success criteria (see Appendix H) to understand what behaviors and results would be found if the programme was working well (Brinkerhoff, 2006).

Steps three and four encompassed designing separate interview schedules for success and non-success cases (see Appendix I). Participants were interviewed following these schedules to capture and document the ways in which the scholarship programme was used to achieve successful results or not. The interview schedule was guided by Brinkerhoff’s (2006) SCM protocol, which organizes data collection into “buckets” of information. Table 1 outlines Brinkerhoff’s (2006) SCM data collection framework, which organizes participant responses into five distinct information “buckets”. Each bucket captures specific aspects of programme implementation and impact.

**Table 1:** Success case interview buckets

What was used that worked?	What results were achieved?	What good did it do?	What helped?	Suggestions

Tools, people or circumstances which contributed to success.	Evidence of measurable outcomes and the difference it made in scholars' lives.	Importance of outcomes and possible negative results avoided.	Key factors or support which enabled success.	Ideas which could further enhance success.
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### ***Sampling***

A purposive sampling strategy was employed to select the success and non-success cases for the outcome evaluation, based on the rationale that stakeholders and researchers can learn from exceptionally successful and unsuccessful cases (Brinkerhoff, 2006). This method is explicitly linked to the inclusion and exclusion of the participants who met the criteria defined in Appendix H. Twenty-seven participants were contacted via email and categorized based on success criteria: eleven participants did not meet the criteria (non-success group), while sixteen participants met the criteria (success group). These learners had attended the programme across three cohorts: 2017–2021, 2018–2022, and 2019–2023. Evaluators aimed to include at least 10 success cases and 10 non-success cases. The evaluation team agreed that 20 interviews would provide sufficient data to answer the evaluation questions. The individuals eligible for interviews had to: be at least 18 years old; have concluded or graduated from the scholarship programme within the specified cohorts (2017–2023); and for the crux of the method satisfy the criteria (Appendix I). The criteria surfaced from reviewing monitoring data that was provided by AGOF (Appendix J).

### ***Sample characteristics of programme participants***

Of the 27 participants contacted, 14 responded, who of 10 met the success criteria and 4 who met the non-success. Therefore 14 programme participants made up the first cohort of respondents for the outcome questions. Eight were male university students, and six were female. Information on race indicates that most participants were Black (83.%) and two were Coloured (16%).

The semi-structured interviews following separate interview schedules for success and non success cases (see Appendix I) were conducted for the SCM underwent thematic analysis (Braun & Clarke, 2006). Thematic analysis is a qualitative research method which allows evaluators to identify, analyze and report themes within data that can be used to answer the evaluation questions (Braun & Clarke, 2006). Thematic analysis interprets and assigns meaning to a pattern by giving it a thematic name, which interprets the implications of the pattern formed in the narrative (Patton, 2014). Both deductive and inductive approaches were used for qualitative analysis. A deductive approach was used by the buckets defined by defined by Brinkerhoff (2006) preconceived analytic categories for coding the data whereafter an inductive approach was used in thematic analysis of the Scholars narratives.

### **Data Procedure and Analysis**

Data collection was conducted through semi-structured online interviews, with each interviewer completing between four and six sessions. Interview duration averaged 45-60 minutes per session. Initial transcriptions were generated using the platform's automated transcription feature, followed by manual verification and refinement to ensure transcription accuracy and completeness. A R350 pick n Thematic analysis was conducted using ATLAS.ti software, employing its coding functionality to systematically identify emergent themes within the interview data. Data from success and non- success cases were analyzed separately to maintain analytical rigor and enable comparative analysis. Cross-case thematic patterns were identified across both groups, with convergent themes documented and reported in the findings chapter. This analytical approach facilitated the identification of both group-specific and universal themes relevant to the research objectives.

## **Ethical considerations**

The evaluation team sought ethical clearance from the Commerce Faculty Ethics Committee at the University of Cape Town. It followed basic ethical considerations, as outlined by Willig and Rogers (2017) for qualitative research, for the outcome and theory evaluations. These guidelines were incorporated into the interview schedules for both evaluations (Appendix D and I). They included the following:

1. *Informed consent*: Evaluators will ensure that the participants are fully informed of the research and seek consent from the participants who take part in the study through completing key informant interviews.
2. *Right to withdraw*: Researchers will inform and ensure participants that they should feel free to withdraw from participating in the evaluation at any time.
3. *Debriefing*: After data collection evaluators must ensure that the participants are informed about the full aims of the evaluation and should have full access to any publications from the research (Willig & Rogers, 2017).
4. *Confidentiality*: The evaluation team will maintain full confidentiality of participants in their write-ups and dissemination reports. The data from the interviews will be anonymized. Data from interviews will be stored in a password-protected folder on the evaluation teams' laptops (Willig & Rogers, 2017).

This chapter has outlined the methods used to address each evaluation question, which used programme theory evaluation and outcome evaluation approaches. The discussion included the ethical considerations that guided the evaluation process. The next chapter presents the findings of the programme theory and outcome evaluations.

## **Chapter Three: Theory Evaluation Results**

The programme theory evaluation results are presented using Weiss's (1997) theory-based evaluation approach, which emphasizes examining the theoretical assumptions that underlie a programme and the mechanisms through which change occurs. The findings are presented in accordance with each evaluation question, focusing on the initial programme theory and logic, plausibility assessment of theoretical assumptions and analysis of causal mechanisms linking activities to outcomes.

### **The initial programme theory and logic**

In April 2024, AGOF introduced a revised Theory of Change (ToC) (See Appendix A), developed through stakeholder consultations and insights from prior evaluations. This updated programme theory incorporates the Kirkpatrick (2016) model of training effectiveness, which evaluates training across four sequential levels: reaction, learning, behavior, and results. AGOF integrated this model into its most recent monitoring and evaluation framework by applying these four levels to assess programme performance using specific metric indicators. This integration follows Donaldson's (2007) recommendation to use established theoretical frameworks to strengthen programme theory. While the Kirkpatrick model grows more complex at higher levels, it provides essential insights for improving future programmes.

The current programme theory now encompasses all programme tiers—scholarship, fellowship, and association—with their respective activities and outputs leading to relevant intermediate outcomes for each programme component. These outcomes are interconnected and directly relate to programme interventions that focus on the educational and entrepreneurial values the programme seeks to foster. For the Scholarship component specifically, the programme logic (Figure 3.2), discussed in detail later, outlines the inputs, activities, and outputs that will undergo plausibility testing during the theory

evaluation.

### **The programme activities and content**

The AGOF scholarship programme activities are organized in a structured manner over a five-year period, each year building on knowledge gained in the previous one. They pertain mainly to personal development, problem-solving and developing an entrepreneurial mindset, and are therefore in line with what the literature says these programmes should do. The programme activities are related coaching submissions, following and online curriculum and events such as the Jamboree, Camps and Breakthrough sessions., Activities which lead to the development of business skills can be done at all ages, but for high-school learners the school environment significantly contributes to the formation and nurturing of the student's personality (Martynets et al., 2020).

An important gain in the literature is the proof that the success of an individual depends on their development of business skills during their school years. Early youth has been found to be a favourable period in the purposeful development of business skills (Martynets et al., 2020). Research shows that project-based learning has become a cornerstone of high-school entrepreneurship education programmes and experiential learning methods in entrepreneurship education have increased significantly since 2015 (Anderson & Lee, 2019; Smith & Wilson, 2022; Zhang, Roberts & Chen, 2021). Many of these projects have practical tasks, such as presentations relating to opening a business and business research (Martynets et al., 2020) that teach real-world business skills (Anderson & Lee, 2019).

Throughout the five years of the scholarship programme, learners are tasked with various submissions. A core project is their Entrepreneurial Development and Personal Development plans

(EDPDs), which aim to be the foundation of their entrepreneurial roadmap (AGOF, n.d). Other project activities happen during annual events such as the camps and jamborees. During the programme, learners develop the AGOF personal competencies (Figure 3.1) deemed necessary to become a successful entrepreneurs.

**Allan Gray Orbis Foundation Competencies**



- |                      |                             |
|----------------------|-----------------------------|
| 01. Leadership       | 08. Self efficacy           |
| 02. Growth mindset   | 09. Problem solving         |
| 03. Resilience       | 10. Calculated risk-taking  |
| 04. Curiosity        | 11. Innovation              |
| 05. Locus of control | 12. Action orientation      |
| 06. Value creation   | 13. Opportunity recognition |
| 07. Values driven    | 14. Opportunity assessment  |

Figure 3.1: AGOF competencies list.

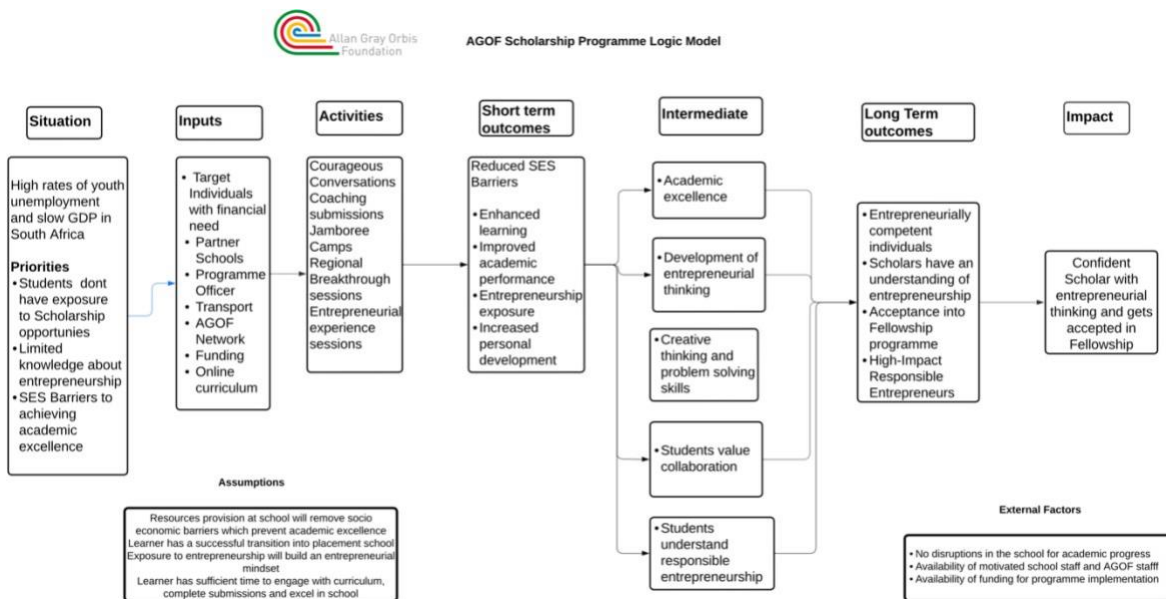
Source: Draft 7, AGOF\_ *An Overview* (AGOF 2023).

The scholarship programme's activities emphasize networking and collaboration through a socially based, task-oriented approach that aligns with evidence-based practices in youth entrepreneurship education (Anderson & Lee, 2019; Karimi et al., 2014). The programme operates through an integrated "class, crew, coach, cyber" framework, combining structured learning experiences with practical applications and collaborative tasks to develop entrepreneurial competencies (AGOF, 2023).

## **Programme Assumptions**

The AGOF ToC rests on several key assumptions that require testing for plausibility. The first is that providing resources and access to quality education will enable students to excel academically and open doors to greater academic and professional opportunities. The second is that a smooth transition for learners into their new placement schools is crucial for their mental and social wellbeing, which will allow them to perform at their academic best. Third, the programme assumes that exposure to entrepreneurship and entrepreneurship education will foster an entrepreneurial mindset among scholars, laying the groundwork for their progression to the fellowship phase. Following Donaldson's (2007) programme theory evaluation framework, these assumptions were assessed against existing research evidence to determine their theoretical validity. The evaluation employed Brousselle and Champagne's (2011) logic analysis methodology to systematically assess the programme theory's plausibility. Logic analysis was selected as the most appropriate methodology for this theory evaluation because it specifically enables the testing of a programme plausibility using scientific knowledge which is particularly valuable for any time of intervention (Brousselle & Champagne, 2011). The framework's three-stage analytical process was deemed suitable as it provides a rigorous yet resource-efficient method for strengthening a programme's theoretical basis. The process began with the identification of a comprehensive conceptual framework, incorporating optimal conditions and noting alternative pathways for outcome achievement. This systematic step-by-step process strengthens the plausibility test by grounding the evaluation in multidisciplinary scientific literature (Brousselle & Champagne, 2011). The evaluator then constructed a detailed logic model (Figure 3. 2) which expands upon the programme's documented inputs, activities, and outputs, mapping their relationships to anticipated short-term, intermediate, and long-term outcomes. The final stage involved a

comparative analysis between this constructed model and the initial programme theory, enabling the identification of critical discrepancies and theoretical gaps through systematic comparison against the integrative framework developed from scientific literature (Tremblay et al., 2013).



**Figure 3.2:** AGOF scholarship programme logic model.

Source: Author.

### Conceptual Framework Selection for Logic Analysis

In the literature review, the conceptual framework Youth Entrepreneurship Education Planning and Evaluation (YEEPE), developed by Lin et al. (2023), was identified. It examines three key dimensions: individual-level factors (including psychological traits, behaviors and demographics); programme-level elements (such as curricular integration, pedagogical approaches and teaching content); and contextual factors (encompassing

partnerships with schools, family, industry, community, NGOs and government). The framework was selected as the primary analytical tool for this evaluation because it was specifically developed for entrepreneurship education at the upper secondary level, which is significantly less researched than higher education programmes for entrepreneurship. This choice reflects Donaldson's (2007) emphasis on using contextually appropriate frameworks for theory evaluation. It also aligns with Brousselle and Champagne's (2011) emphasis on using current scientific knowledge to assess programme theory plausibility.

Another study was identified, by Obschonka, Silbereisen, and Schmitt-Rodermund (2011), who investigated the relationship between contextual and individual assets during adolescence and participation in venture creation. The findings of both studies support unpacking the individual and contextual level factors needed for investigating the intended outcomes outlined in AGOF's programme theory. A comparison of these factors with AGOF's ToC allows us to further delve into the programme theory plausibility. In the next section the three assumptions are unpacked in the literature for plausibility.

### **Broad approaches to entrepreneurial education (EE)**

In their YEEPE framework, Lin et al. (2023) highlight broad and narrow approaches to entrepreneurship training, specifically in schools. In recent years, there has been a growing emphasis on broad approaches in the design of youth entrepreneurship programmes. This shift gained momentum in the early 2000s as researchers and practitioners recognized that a holistic, context-aware approach to youth entrepreneurship development could yield more comprehensive outcomes than narrowly focused interventions (Neck & Greene, 2011; Fayolle & Gailly, 2008).

Broad EE approaches are grounded in the belief that all young people have inherent entrepreneurial potential that can be nurtured in several ways. Some of these include exposure to real-world experiences and exposure to entrepreneurship, such as reading biographies of successful business people and going to meetings, field visits and networking events (Martynets et al., 2020). However, they focus on more than business creation skills, aiming to develop a wide range of competencies and mindsets that are valuable across various life and career paths (Lackéus, 2015; Nabi et al., 2017).

Entrepreneurial development is influenced by various interconnected factors (Neck & Corbett, 2018; Rasmussen & Sørheim, 2006). The broad EE approach looks at the contextual factors in learners' lives, which include socioeconomic status (SES) barriers and external relationships (Gibb, 2002; Kuratko, 2005). Although potentially more beneficial, this approach may be more challenging to implement. The next section unpacks the programme's plausibility by testing its assumptions.

### **Assumption One: Provision of resources and access to quality education reduces SES barriers**

Research examining the relationship between students' SES and academic achievements has found a strong correlation between low SES and academic performance (Ajanil et al., 2023). Studies reveal that 92% of schools in low SES areas lack proper facilities, which significantly impacts learners' ability and leads to higher dropout rates (Ajanil et al., 2023; Branson et al., 2014; Christie & McKinney, 2017; Taylor & Yu, 2009). In South Africa, resource deficiencies are particularly prevalent in rural and township schools, where infrastructure challenges compound learning barriers (Spaull & Kotze, 2015). As evidenced in Spaull's (2015) research on South African education quality, by Grade 3, children in the poorest 60% of schools are already three years behind their wealthier peers, and this gap grows as they

progress through school. Additionally, parental education levels significantly influence academic success. Parents from low SES backgrounds are less likely to provide adequate support for their children's studies, both financially and emotionally. Thus, SES is a significant factor not only in academic outcomes but also in determining the potential for entrepreneurship, making it a crucial area of focus in addressing inequality. Research by Fagerberg & Srholec (2009) demonstrates that removing SES barriers through targeted educational support not only improves academic outcomes but also significantly enhances entrepreneurial capabilities and opportunities. This is further supported by Naudé (2010), who found that early interventions addressing socioeconomic constraints can substantially increase both educational attainment and future entrepreneurial success rates among disadvantaged youth.

***Assumption Two: Learner has a successful transition into placement school***

The successful transition of learners into placement schools represents a critical foundation for both academic and entrepreneurial development. During adolescence, particularly in high school, peer relationships and social integration significantly influence academic performance and the development of entrepreneurial competencies (Athayde, 2012; Johansen & Schanke, 2013; Schröder & Schmitt-Rodermund, 2006). The AGOF's commitment to supporting Scholars' academic journeys, including maintaining high academic standards with a 70% aggregate requirement, recognizes that academic success is deeply intertwined with successful social integration and adaptation to new school environments. Research demonstrates that learners who successfully transition into their school environments are more likely to develop the confidence, social networks, and collaborative skills essential for entrepreneurial development (Birdthistle et al., 2007; Du Toit & Kempen, 2018; Jones & Iredale, 2006; Pihie & Bagheri, 2010). This interconnection between social adaptation, academic achievement, and entrepreneurial development supports the assumption that

successful school placement transitions are crucial for program success. When learners effectively integrate into their new school environments, they are better positioned to develop both the academic capabilities and the social competencies that form the foundation for entrepreneurial success.

***Assumption Three: Entrepreneurial Exposure will develop an entrepreneurial mindset***

The programme's emphasis on early exposure to entrepreneurial networks during high school years aligns with evidence suggesting that such exposure can lead to more sustainable business ventures in the future. Early exposure to entrepreneurial activities and networks during adolescence plays a crucial role in shaping entrepreneurial mindsets and capabilities. Research indicates that entrepreneurial attitudes and intentions are significantly influenced by early experiential learning and exposure to entrepreneurial role models during secondary education (Athayde, 2009; Birdthistle et al., 2007; Johansen, 2018; Steenekamp et al., 2011). The AGOF's "Crew" approach, which emphasizes peer-based learning and entrepreneurial exposure through Ex Sessions whereby learners drive into real world scenarios. Learners also participant in networking activities through the programme at events such as as Jamboree. They are able to network with established entrepreneurs and AGOF alumni, which also fosters a sense of motivation among the learners. The foundation's programme structure facilitates relationships within schools, across institutions, and potentially with NGOs and government entities, mirroring the diverse partnerships emphasised in the literature. Research indicates that structured networking activities in school-based entrepreneurship programmes can significantly enhance students' ability to identify opportunities and access resources (Urban & Chantson, 2019). This aligns with evidence suggesting that entrepreneurial mindsets are developed through both structured activities and informal peer interactions. However, the relationship between exposure and mindset development is complex. Studies

demonstrate that while entrepreneurial exposure is beneficial, its effectiveness depends on factors such as the quality of interactions, the relevance of experiences, and the readiness of learners to engage with entrepreneurial concepts (Du Toit & Kempen, 2018; Lewis & Massey, 2003; Pihie & Bagheri, 2010). Research shows that entrepreneurial mindset development is most effective when exposure is sustained and integrated into broader educational experiences, rather than occurring as isolated events. This integration requires careful consideration of programme structure and delivery methods. Specifically, successful ee programmes incorporate progressive skill development, real-world application opportunities, and consistent mentorship (Kourilsky & Walstad, 1998; Lackéus, 2015). The format of delivery should balance theoretical knowledge with practical experience, while considering the developmental stage of learners and their capacity to absorb and apply entrepreneurial concepts. Furthermore, the timing and sequencing of entrepreneurial exposure activities need to align with learners' cognitive development and their growing understanding of business concepts, ensuring that the exposure builds upon itself in a logical and developmentally appropriate manner. By providing these opportunities throughout the five- year programme, AGOF lays the groundwork for participants to develop crucial relationship- building skills and expand their entrepreneurial networks. However, timing and appropriateness of these interventions needs to be considered throughout the five years learners are in high school. The next section unpacks the theoretical framework by Lin et al., (2023) as step 1 of the logic analysis.

### **Narrow approaches to entrepreneurial education**

Entrepreneurship programmes are often linked to a narrow view that focuses on the development of individual character traits and outcomes and preparing individuals for productive societal roles (Lin et al., 2023) through structured extracurricular activities. Research validates this as an effective mechanism in EE programmes. This view of

entrepreneurship is outlined by AGOF (2024) in their programme theory and aligns with several activities in the scholarship programme. For instance, Entrepreneurial Experience sessions and Courageous Conversations reflect this emphasis by fostering personal responsibility, risk-taking and leadership

### ***Entrepreneurial development Programme Activities***

Evidence supports the effectiveness of project-based activities as a methodology to build business skills in high-school learners to prepare them for professional activities related to entrepreneurial development (Martynets et al., 2020). These activities include idea-generation workshops, business-model creation, mentorship (Venesaar et al., 2022), and business plan competitions (Fichter & Tiemann, 2020), all of which are present in AGOF's programme.

The CECM (Comprehensive Entrepreneurship Competence Model) represents an important finding in the literature in how entrepreneurship is taught through activities (Venesaar et al., 2022). The CECM approaches entrepreneurship education through systems thinking, where key competencies develop as interconnected rather than isolated skills (Venesaar et al., 2022). While traditional entrepreneurship education often focuses solely on business skills, the CECM shows us that effective entrepreneurship education needs to develop three interconnected areas: self-management skills (like motivation and emotional regulation), creative thinking abilities (like problem-solving and planning), and social skills (like communication and teamwork) (Arro et al., 2018; Venesaar et al., 2022). This model demonstrates that common entrepreneurial learning activities - from idea generation workshops to business plan competitions - should intentionally integrate self-management, creative thinking, and social competencies as an interrelated system rather than teaching them separately (Venesaar et al., 2022). When schools run activities like idea generation workshops, business model development sessions, mentorship programs, and business plan

competitions, these shouldn't teach business concepts in isolation (Fayolle et al., 2006).

Instead, they should be designed to develop all three areas together, since entrepreneurial abilities develop as an interconnected system (Venesaar et al., 2022). This systems thinking approach explains why activities that engage multiple competencies tend to be more effective at developing entrepreneurial capabilities in students than those focusing on single skills in isolation (Neck & Greene, 2011). For example, a business plan competition isn't just about the plan itself - it simultaneously helps students develop their creativity, emotional resilience, and presentation skills (Pittaway et al., 2010).

Multiple studies confirm significant differences between entrepreneurship education programme (EEP) participants and non-participants (Gulikers & Batterink, 2010; Peterman & Kennedy, 2003; Souitaris, Zerbinati & Al-Laham, 2007), supporting AGOF's approach of using project activities at camps, in which learners use physical tools such as crafts and electronic instruments to design a business. The differential outcomes between experimental and control groups in Martynets et al.'s (2020) study demonstrated this clearly - the experimental group showed significantly higher business skill development (12.8% increase vs 1.3%) due to their structured, multi-faceted exposure that included targeted activities like role-playing, business games, and interactions with successful entrepreneurs, compared to the control group's more traditional, unstructured exposure.

The literature underscores the vital importance of designing age-appropriate entrepreneurship education programmes, particularly for high-school learners, to effectively develop the skills and mindset necessary for future entrepreneurial success (Johansen & Schanke, 2013; Fayolle & Gailly, 2015; Kickul et al., 2010). It should also be developmentally appropriate content, designed for youths' needs (Greene et al., 2023). Engagement is understood to be essential as are activities that are fun and challenging, which will be dependent on age. Success hinges on several key factors, with particular emphasis on

mentor relationships, curriculum design, mentorship support and strategic partnerships  
(Karimi et al., 2014).

## **Entrepreneurial Education (EE) Curriculum Content**

The curriculum emerges as a central pillar, requiring thoughtful design that balances entrepreneurial theory with practical application. The Allan Gray Orbis Foundation's curriculum (Figure 3.3), demonstrates alignment with key entrepreneurial development principles found in contemporary research. The curriculum's dual focus on personal and entrepreneurial development reflects the CECM framework's emphasis on interconnected competencies (Venesaar et al., 2022). The progression from understanding learning styles and resilience (Grade 8) to developing a growth mindset (Grade 9) and creative problem-solving (Grade 10) aligns with the hierarchical development of foundational skills before advancing to higher-order entrepreneurial capabilities (Arro et al., 2018). Moreover, the curriculum's integration of experiential entrepreneurship activities and camps corresponds with research showing that engaging multiple competencies simultaneously is more effective than teaching isolated skills (Neck & Greene, 2011). The culmination in personal branding and legacy planning (Grade 12) demonstrates a holistic approach to entrepreneurial development that combines self-management, creative thinking, and social competencies - key elements identified in successful entrepreneurship education programmes (Pittaway et al., 2010).

Allan Gray Orbis Foundation:

# SCHOLARSHIP CURRICULUM

	Personal Development	Entrepreneurial Development	
<b>Grade 8</b>	Understanding your learning styles.	Appreciating failure and developing resilience.	<b>Entrepreneurial experience sessions</b> Sessions in which entrepreneurship and the entrepreneurial mindset are introduced. <b>Entrepreneurship Month</b> A month of experiential entrepreneurship activities, focused on solving problems and entrepreneurial thinking. <b>Camps</b> Camps in which design thinking and other entrepreneurial skills are developed along with personal attributes.
<b>Grade 9</b>	Understanding and making good choices.	Developing a growth mindset.	
<b>Grade 10</b>	Creative thinking and problem solving.	4th Industrial revolution and business trends.	
<b>Grade 11</b>	Values based leadership.	Spotting entrepreneurial opportunities.	
<b>Grade 12</b>	Developing a personal brand.	Leaving a legacy.	

Figure 3.3: The scholarship curriculum.

Source: Allan Gray Orbis Foundation. (n.d.). *An overview*

The integration of broad and narrow approaches in AGOF’s programme theory is supported by research showing that combining individual development with systemic support produces more sustainable entrepreneurial outcomes (Kim et al., 2020).

However, while individual activities show strong empirical support, the programme theory could be strengthened by more explicitly linking these mechanisms to broader systemic changes, particularly relating to the removal of SES barriers. As shown in entrepreneurship education literature, sustained impact requires both personal development and wider societal engagement. This is discussed further in the recommendations.

## **Entrepreneurial education programme (EEP) outcomes**

Most studies examining EEPs have focused on their influence on entrepreneurial intention and behaviour (Nabi et al., 2017). Research demonstrates that outcomes for programmes with holistic approaches include enhanced creativity, initiative, responsibility, risk management and project planning capabilities (Bux & Vuuren, 2019; Kim et al., 2020). This aligns with AGOF's Theory of Change index results, which show positive development in self-awareness and entrepreneurial mindset formation.

Studies consistently demonstrate that well-designed EEPs significantly increase entrepreneurial intention and self-efficacy (Martin, McNally & Kay, 2013; Cui, Sun & Bell, 2019; Noel, 2001). The impact is particularly evident in psychological trait development and increased probability of entrepreneurial behaviour (Fayolle & Gailly, 2015). Entrepreneurial self-efficacy emerges as a crucial intermediate outcome in high school entrepreneurship education programmes with substantial evidence supporting its development through structured interventions. Studies by Souitaris et al. (2007) demonstrate that entrepreneurship programmes can produce measurable increases in self-efficacy even within a single academic term. This is further supported by Peterman and Kennedy's (2003) research showing significant short-term gains in entrepreneurial self-efficacy among secondary school students participating in enterprise education. A meta-analysis by Martin et al. (2013) confirms that while immediate gains in self-efficacy are possible, sustained development occurs through continued exposure to entrepreneurial activities. The importance of building self-efficacy during adolescence is particularly emphasized in work by Pihie and Bagheri (2010), who found that secondary school students' entrepreneurial efficacy significantly influenced their entrepreneurial attitudes and intentions. More recent research by Cui et al. (2019) demonstrates how entrepreneurship education can enhance self-efficacy through both direct instruction and experiential learning approaches. This development of self-efficacy appears

especially crucial during the high school years, as shown by Steenekamp et al. (2011) in their study of South African secondary school learners, where enhanced self-efficacy was found to correlate strongly with positive attitudes toward entrepreneurship. The literature thus suggests that while initial gains in self-efficacy can be achieved relatively quickly, sustained development through ongoing entrepreneurial education creates a more robust foundation for future entrepreneurial activities. Research by Pihie and Bagheri (2010) and Kickul et al. (2010) demonstrates that self-efficacy develops gradually through repeated entrepreneurial experiences and exposure during the adolescent years. Martin et al.'s (2013) meta-analysis confirms that while knowledge gains occur in the short term, self-efficacy requires sustained engagement with entrepreneurial activities to develop fully. This positioning of self-efficacy as an intermediate outcome is particularly important as it serves as a bridge between initial entrepreneurial awareness and long-term entrepreneurial behaviour.

Overall, development of business skills has been generalised linking with personality traits often relating to success as a whole. Most importantly these skills are an “integrated complex integrity which indicate the development of motivational, cognitive, volitional and emotional spheres of the individual” (Martynets et al., 2022, p. 303). Programmes which focus on business and personal skills for high-schoolers can be seen to develop them as future specialists, innovators, organizers and communicators, as part of building their profile to be successful entrepreneurs.

### **Responsible entrepreneurship**

As one of its intended outcomes, the AGOF aims to cultivate responsible entrepreneurship among high-school learners, recognising the importance of developing an ethical business mindset at an early stage. This aligns with emerging research on entrepreneurship education and social responsibility in young individuals. Azmat and

Samaratunge (2009) emphasise that responsible entrepreneurship involves taking accountability for one's effect on others while contributing positively to society through business practices. Similarly, Fuller and Tian (2006) note that responsible entrepreneurs prioritise economic success and social impact in their ventures. By focusing on high-school learners, AGOF's approach addresses the fundamental aspects of responsible entrepreneurship before participants enter the business world, potentially avoiding the common pitfalls of purely profit-driven entrepreneurship. Support for this outcome is limited in research for this age group but can be seen as a plausible strategy to develop entrepreneurs who understand that business success and social responsibility are not mutually exclusive, but rather complementary aspects of sustainable enterprise development.

The results of the theory evaluation indicate that EEPs play a key role in developing personal skills aligned with the business skills needed for a successful entrepreneur. This supports AGOF's pipeline approach. Analysis of scientific sources by Martynets et al. (2022) found that skills such as competency, striving for success, self-control, and willingness to take risks are the most important business skills.

As evidenced by Zhang et al.'s (2021) meta-analysis and AGOF's own outcomes data, EEPs can empower individuals to become agents of change who tackle social and environmental challenges through entrepreneurship. The AGOF Scholarship Programme's outcomes align with established entrepreneurship education research in several key areas: entrepreneurial mindset development, self-efficacy enhancement, and leadership capability-building. However, two unique aspects of AGOF's model – the reduction of SES barriers and building a strong community value system – represent areas not extensively covered in existing entrepreneurship education literature. Additionally, while AGOF's model extends beyond traditional EEP frameworks through its integration of academic achievement and SES barrier reduction, it currently lacks explicit incorporation of self-efficacy as a measurable

outcome, despite this being a well-established feature in entrepreneurship education programs. The literature demonstrates strong evidence for positioning self-efficacy development as both a short-term and intermediate outcome in youth entrepreneurship programs, suggesting a theoretical gap in AGOF's current programme theory that could be addressed to align more closely with established research in the field.

### **Similar Programmes in South Africa**

The Allan Gray Orbis Foundation's approach stands out as unique among South African pipeline development programs through its explicit focus on entrepreneurial development from high school onwards. While MAD Leadership Foundation similarly provides long-term support through a pipeline model, their primary focus is on developing broad leadership capabilities rather than specific entrepreneurial competencies (MAD Leadership Foundation, 2023). The Raymond Ackerman Academy, though focused on entrepreneurship, operates on a shorter 6-month intensive model with post-program support, contrasting with AGOF's multi-year developmental approach (Muposhi, 2019). What distinguishes AGOF's model is its comprehensive integration of entrepreneurial mindset development, academic excellence, and long-term community building through its Fellowship, supported by significant investment in each participant (Global Entrepreneurship and Development Institute, 2017). This sustained, entrepreneurship-specific pipeline from high school through tertiary education and beyond represents a unique approach to developing high-impact entrepreneurs in the South African context.

**Theory evaluation question 1: Are the causal linkages between the scholarship programme content, activities and proposed outcomes plausible?**

*Linkages between programme activities and outcomes*

The final step of the plausibility assessment is to critique the links between the programme's activities and outcomes to further unpack the mechanisms that lead to change. Building on the initial programme theory assessment, this section examines the plausibility of AGOF's causal mechanisms linking activities to intended outcomes. The evidence in the literature demonstrates strong support for these mechanisms while highlighting areas for theoretical refinement. Support for the literature are unpacked for each key mechanism below.

*Mechanism 1: Quality education provision*

The first key mechanism in AGOF's theory—removing socioeconomic barriers through quality education—is strongly supported by research. Access to high-quality education not only enhances academic achievement but also serves as a foundation for entrepreneurial success, particularly in underprivileged communities (Spaull, 2015). Studies highlight that entrepreneurship education, when integrated into secondary schooling, fosters critical thinking, innovation, and business acumen—key skills for navigating economic challenges and creating sustainable livelihoods (Smith & Wilson, 2022). By ensuring equitable access to quality education, AGOF's approach empowers students with the knowledge and skills necessary to break socioeconomic barriers and actively participate in entrepreneurial ecosystems. However, the long-term outcomes are not clearly articulated in AGOF's programme theory and is refined in an updated logic model further below, which is further unpacked in the recommendations.

*Mechanism 2: Programme activities and curriculum*

Entrepreneurial development through workshops, business planning and pitching competitions aligns with evidence that such activities effectively build entrepreneurial competencies (Fichter & Tiemann, 2020; Brinkley & Le Roux, 2018; Souitaris et al., 2007).

#### *Mechanism 3: Coaching and mentorship*

Evidence confirms mentorship as crucial for developing entrepreneurial intention (Brinkley & Le Roux, 2018) and enhancing self-efficacy (Noel, 2001). Regular coaching interaction creates supportive environments for entrepreneurial development (Saadaoui & Affess, 2015). Additionally, access to role models resulting in exposure to entrepreneurship should be more exclusively refined in AGOF's programme theory as this is a driving factor in the development of future entrepreneurs.

#### *Mechanism 4: Networking*

The fourth mechanism focuses on network-building through partnerships with schools, institutions and NGOs. Research validates this approach, demonstrating that diverse stakeholder engagement significantly impacts entrepreneurial competency development (Lin et al., 2023; Urban & Chantson, 2019).

### **Theory evaluation question 2: What elements of the programme can be modified?**

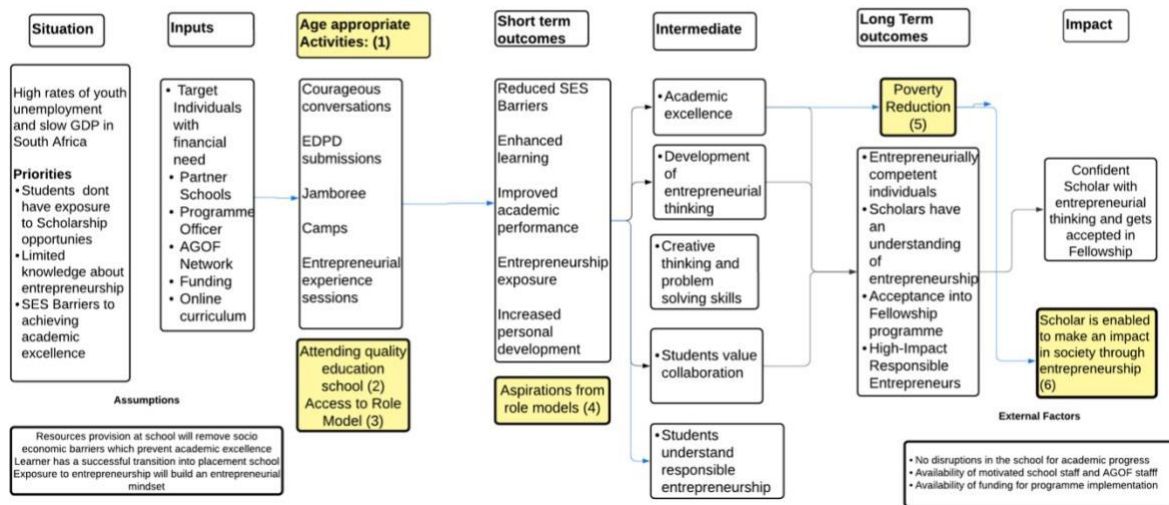
The findings suggest that entrepreneurship programmes not only build individual capacities but also lay the foundation for broader economic and societal impacts, which is evidenced in AGOF's success in equipping learners from underserved backgrounds with educational opportunities and entrepreneurial capabilities. While AGOF uniquely combines academic excellence with entrepreneurial development, limited research exists on the optimal integration of these elements, particularly at high-school level.

The pipeline approach demonstrates effective learner engagement with entrepreneurship. However, the theory overlooks the vital involvement of

entrepreneurial role models. Schmitt-Rodermun, (2004) research reveals how learners' entrepreneurial characteristics develop through interactions with adult role models within and outside the immediate family, creating a dual impact of entrepreneurial exposure and self-belief development.

Additionally, evidence for the sustained impact of early entrepreneurship intervention remains limited (Fayolle & Gailly, 2015). A more comprehensive programme theory is needed that explicitly incorporates the following: the interaction between removal of SES barriers and entrepreneurial development; articulating specific pathways for access to role models to increase entrepreneurial outcomes; including age-appropriate activities for youth using participatory programme design methods. While the overall evidence supports AGOF's theoretical mechanisms, addressing these gaps could strengthen the programme theory and contribute valuable insights to youth entrepreneurship education.

The revised programme logic (Figure 3.4) includes considering the activities to be age appropriate, access to quality education and access to role models to align the programme theory with the literature on similar programmes.



**Figure 3.4:** AGOF revised programme logic model, revisions in coloured boxes.

Source: Author.

Based on these results, the revisions in the above logic model can be used as a guide for AGOF's programme management to refine the overall current programme theory and improve their programme design.

### Theory evaluation question 3: Is the scholarship programme directed at the appropriate population?

The results of four interviews with AGOF Scholarship programme campaign managers revealed challenges and strengths associated with the recruitment process for the scholarship programme. Since the recruitment strategies are directed at a very specific population, the effect and challenges of the recruitment processes allows us to determine whether the target population is appropriate for the programme's intended outcomes. The academic literature provides compelling evidence that young adults aged 18-25 represent the optimal demographic for entrepreneurship programme recruitment, with the Global Entrepreneurship Monitor 2023/2024 reporting that young adults between the ages of 18 and 24 are launching businesses at higher rates than their older peers (Investopedia, 2024), while Kim et al. (2020) demonstrate that adolescence is the

most recommended period to begin entrepreneurship education processes due to age-specific developmental factors that make this group particularly responsive to entrepreneurial training. AGOF's focus on high school students is particularly well-supported by research showing that entrepreneurship education during adolescence serves as a critical foundation for developing entrepreneurial intentions, with Kim et al. (2020) finding that high school represents the optimal period for building entrepreneurial competencies including opportunity discovery, creativity capacity, and social problem-solving skills that directly influence future entrepreneurial behavior. However, research also indicates that while younger participants (18-24) show higher engagement rates, programme effectiveness varies significantly based on contextual factors, with Tendongho (2017) finding that youth entrepreneurship programme success depends critically on participants' socio-economic characteristics and intentions for engaging in such programs, suggesting AGOF's recruitment challenges may indicate a mismatch between their target population's characteristics and programme design rather than inappropriate age targeting. The qualitative results highlight that contextual and socioeconomic challenges in recruitment were the primary obstacles for AGOF in reaching their target population. The codes in the narratives were hierarchized from most prominent to least mentioned (Appendix F). Two of the most frequent categories were: A – Reception of the Campaign, with subcodes Unawareness of AGOF or similar opportunities, and Distrust of the organization; B – Field challenges in campaign delivery, including digital divide, communication and misrepresented financial standing. Up to three representative quotes are provided per code, with additional quotes in Appendix G.

### ***Category A: Community response to campaign***

#### ***A.1 Unawareness of AGOF or similar opportunities***

The interviewees agreed that there is a general lack of awareness about opportunities available to high-school students, particularly in rural areas. Many people in the target areas are unfamiliar with scholarship programmes and, specifically, have limited knowledge about Allan Gray as an organization. There was also a general lack of consensus about

entrepreneurship as a concept. Since the role of the mobilisers is to raise awareness, the target group can be deemed appropriate because they had no prior knowledge of the programme.

The mobilisers' role is important to raise awareness not only about AGOF but also about other scholarship opportunities.

“And I think one of the things that I’ve realized is that the, uhm (pause) ah, I’ve found that very few people are actually familiar with the opportunities that exist for uhm for high school. Most people are familiar with opportunities that exist for uh post-matric or after, for Grade 12s actually, and so they are familiar with opportunities for the universities.” (Interviewee 4)

“I have a child that, you know, but most of the time it’s like the first reaction that I receive is they’re very welcoming, but the second, the, the first reaction is they did not know about the opportunity, and they just wonder why they haven’t been aware of it. How long has it been existing? And of course, the expanding to what other opportunities are there that they can utilize and assist scholars to get to have and have access to.” (Interviewee 3).

#### *A.2: Distrust of the organization*

Since the community had not heard of the organization, they believed the programme could not be real or authentic; it sounded “too good to be true”. This distrust led the recipients to think either that there was a catch or they needed extra information. Wariness of the organization resulted in people asking what they could gain out of this programme or what they could get in return for promoting the programme.

“We provide the funding, we provide entrepreneurial education. Provide mentorship and exposure to like-minded individuals. They said there should be a catch. There’s no one would give you money without an expectation of you paying it in one way or another.” (Interviewee 1)

“Ya it’s generally accepted as a credible organization, but we also found that there are people who doubt (pauses) the authenticity of the programme, saying but what is it that you expect?” (Interviewee 2)

“So, there is skepticism that would come in terms of us doing this for free and others would think that there is something that we are selling.” (Interviewee 2)

### ***Category B: Field challenges***

#### *B.1 Digital divide*

The application process for scholars requires a lengthy online procedure. Often, the target

population has low technological capacity or limited access to resources like data, stable Wi-Fi or laptops, which results in incomplete applications that are immediately disqualified. Additionally, restricted access to technology and social media and financial constraints limit awareness of the programme, as discussed in category A. Further, low technological capacity means that learners need school staff, such as principals or teachers, to facilitate the application process. And in the rural areas, poor infrastructure limits connectivity. Therefore, there is a high chance of students remaining unaware of the opportunity.

“Where you want to create access through the internet and then the challenges around the cost of data. Yeah, that infrastructure are all data you are not able to actually reach those candidates. Also others may want to use the online application process but it might be limiting to do so based on the availability of data.” (Interviewee 2).

Campaign delivery using technology was also limiting as there was also a lack of resources in underprivileged schools, emphasizing the need for solutions that do not depend on advanced technology like projectors. This also reflects the broader issue of educational inequality, where schools in disadvantaged communities struggle with basic infrastructure and resources.

“You know, that will not require the schools to have a projector. Because sometimes you go there and there are no resources as the school of course is in underprivileged communities.” (Interviewee Three)

### *B.2 Language barriers*

The language used when promoting the programme and speaking about entrepreneurship was deemed to be inappropriate. Some of the terms were too high level and English was often not the first language of the participants, which meant they had trouble understanding the words used in the programme promotion campaigns. This requires mobilisers to be innovative and adapt to meet the target population’s level of comprehension.

“These are parents who are mostly unemployed and would have minimal education as well. So, when you visit it is very important for you to be able to understand the language in that area, to be able to communicate in the language of the area so that, when you present, you don’t just present in English but use the language in the area to make sure that they clearly understand what it’s all about.” (Interviewee One)

“So yeah, they really struggle in terms of some of the terminologies that are used in presentations.” (Interviewee Three)

### *B.3 Misrepresented financial standing*

Campaign management staff identified the issue of parents misrepresenting their financial situation. Because of the competitive nature of the programme, some parents falsely claimed financial hardship to increase their child’s chances of acceptance, at the expense of those who deserved assistance. Home visits, which are a crucial part of the recruitment process, sometimes revealed discrepancies between the reported and actual financial conditions.

“So, which is an issue with parents because sometimes parents would rather give limited information just because they don’t want to downgrade their Mercedes to a Corona, you know, in order to pay for their fees. For that children’s fees. But rather, just misrepresent the truth. You know and hoping that the child will get a scholarship and they still continue their comfortable life. So, that is very frustrating, when parents just misrepresent the truth.” (Interviewee One)

“Yeah, the intention is to customize the kind of support that would give so, but there has been instances where we had to reverse (pauses). The offer based on what we found during the home visit. So, for instance, we are also focused on ensuring that there is financial need to find that the information that was supplied was actually tampered with, instead of it being authentic. Like there was an instance where a business owner pretended to be a worker at their company.” (Interviewee Two)

Drawing from the interview findings, while the scholarship programme appears to be targeting an appropriate population given their lack of prior awareness about such opportunities, several significant challenges impact its effectiveness. The digital divide, language barriers, and issues with financial misrepresentation create obstacles in reaching and accurately identifying the intended beneficiaries. Despite these challenges, the mobilizers' role appears crucial in bridging awareness gaps and building trust within communities that are initially skeptical of such opportunities. These findings suggest that while the target population is appropriate, the programme's implementation strategies may need refinement to better accommodate the contextual and socioeconomic realities of the communities they target. As explored further in the discussion chapter, potential interventions could include developing offline application alternatives, implementing

multilingual outreach strategies, and establishing more robust verification mechanisms for financial need assessment - innovations that could enhance programme accessibility while maintaining its integrity. These adaptations would align with broader intervention on educational equity and the role of contextually responsive programme design in achieving sustainable outcomes for learners in underserved communities (this will be elaborated upon in Chapter 5).

## **Chapter Four: Outcome Evaluation Results**

The outcome evaluation employed thematic analysis of interviews with the success and non-success cases, following the SCM (Brinkerhoff, 2005). The analysis revealed cross-cutting themes that emerged from the experiences and perceptions shared by both participant groups. These themes are presented in a thematic map (Appendix K) and examined in this section. Coding categories were established based on the buckets defined from the SCM, with subcodes to identify themes, leading to the creation of a thematic map (Appendix K) to identify the factors that contributed to success and non-success.

The analysis revealed similar themes across success and non-success participants. Up to four codes are presented here with additional codes in Appendices H. The interviews highlighted how participants developed entrepreneurial competencies and personal growth. The qualitative results found the following themes based on language, which defined changes in knowledge, skills, attitudes, and behaviour: 1) Environments which value education; 2) Out of place at my placement school; 3) Entrepreneurial intent development; 4) Holistic coaching support through coaching relationships; 5) Effective networking strategies.

### **Outcome evaluation question 1: What were the specific experiences of non-success scholarship beneficiaries?**

- a. To what extent did the programme contribute to the challenges that non-success scholarship beneficiaries experienced?
- b. What support did the programme offer to address these challenges?

The experiences of the non-success group (Non-SC) were very similar to those of the success group (SC), rooted in the transition to the placement school and fitting in with their peers

who were of different financial standing. Therefore the themes presented below apply to both success and non-success students.

### ***Environments which value education***

Scholars described their new school environment as fast-paced, valuing education highly and prioritizing academics. They had difficulty adjusting, which primarily stemmed from differences in the quality of education and curricula between their new and former schools. Although access to better resources created opportunities for success, it also required significant adaptation. As a result some scholars felt socially excluded because they were financially poorer than their peers and found this difficult. However, their surroundings and the influences of the school, peers and teachers led them to make academics their main priority. There were awards for students and the school environment encouraged them to do better and improve themselves. Thus, the school environment at placement schools was found to assist learners' journey towards academic excellence. The following quotations illustrate this theme.

**SC:** "Mm hmm. Yeah. I mean, in terms of the top edge, I mean like the top-quality education like I do think academically I was sort of prepared for what was going to happen afterwards, like going to varsity and everything. But I think socially, psychologically and I think, yeah, I definitely struggled." (Interviewee 8)

**Non-SC:** "So, I got placed at KES. King Edward VII School. I was from a township school. So, the level of education is not really the same." (Interviewee 12),

**Non-SC:** "So, in terms of school, everything was fine. We had really supportive teachers, very professional, they knew what they were doing. And so, every subject that was taught, it was taught with the standard of excellence, which I really did appreciate." (Interviewee 2)

**SC:** "I think definitely they put me in a school that was like really, like, dedicated and committed to like, you know, making you the best version of yourself." (Interviewee 8)

Some shared that the pressure and overall academic environment was a big adjustment, but that the school resources and quality of teaching staff helped. The support provided by

AGOF, tutoring support at camps and other events was also useful. The foundation was found to have all the academic support mechanisms in place.

**Non-SC:** “Like if you are receiving a certain and you are not achieving your goals, it’s mandatory that you have to get a tutor.” (Interviewee 11)

**Non-SC:** “I” failed a term when I got to Grade 8, which was the second term, but the foundation were very supportive of that and that’s the part I love, which I think they do very well. They support their academics because after that I got to be offered tutoring.” (Interviewee 11)

### ***Out of place at the placement school***

The scholarship learners often felt out of place in their placement schools because of differences in background and financial level. Although they were not explicitly labelled “scholarship kids”, certain experiences – like having visually different bedding materials – led them to feel stigmatised. Bullying was not common, but these learners stood out and felt excluded, leading them to bond with each other. This experience affected their self-esteem and sense of belonging.

**SC:** “I just felt like, like I was part of this, this group that was looked at differently, not always in a good way, because just in that, in that environment of the school, some of the girls said no, it’s impossible that you did get a full scholarship. It’s impossible that you’re here of your academics, whereas we have to pay, and we only have, like, a sports scholarship or something like that. And then it was just difficult.”(Interviewee 2)

**Non-SC:** “They worked hard to close that gap, but they couldn’t, you know, close it to the fullest extent.” (Interviewee 11)

Scholars shared that some resources provided to them made them stand out, such as their bedding. The standard nature of such items indicated that they had been provided rather than being the learner’s choice. Visible differences make learners susceptible to bullying. Even though they were not called “scholarship kids” they were still viewed as such. Overall, this theme confirms that resource provision can lead to scholars feeling stigmatised, which is an unintended outcome of the programme.

SC: “But for an example, with the bedding that we got, it was this dull brown colour, and it just wasn’t appealing, especially in a girl’s space. And so, four of us in terms of the scholarship girls had that bedding. And so, our peers could sort of identify us by that bedding. And so, by default, knew that we were scholarship kids. And as time went on ... sorry, as time went on, when we sort of associated ourselves into our little cliques, there was just a group of more privileged girls that were also termed the boarders. And during the weekend, whenever we’d go to the mall or other activities, they would just make it apparent that they didn’t want to associate with the scholarship kids.” (Interviewee 3)

**Evaluation Question 2: To what extent is the success of beneficiaries attributable to programme activities?**

**Evaluation Question 4: Are the current programme activities capable of sustaining beneficiaries’ participation in the programme?**

The following themes emanate from the scholars’ statements that the intended outcomes were a result of specific programme activities. This feedback provides us answers to evaluation questions two and four with evaluation question three in a later discussion. Scholars shared how their entrepreneurial mindset and intent was developed as an outcome of being in the programme over the five-year period ultimately leading to their retention within the programme.

### ***Entrepreneurial intent development***

This theme relates to the extent to which students found that the activities during the programme developed their entrepreneurial mindset. Specific activities included attending events such as the jamboree, annual camps and engaging with their PO. Scholars shared that networking events with entrepreneurs instilled self-belief and motivation by having someone encourage and believe in them. Even many of the non-success cases expressed still wanting to be part of the fellowship programme and having entrepreneurial intentions. Most of the reasons they were not successful were not down to programme factors but rather their choice of a field of study that the foundation did not fund.

In terms of programme retention, the foundation has maintained an exceptionally high benchmark, achieving nearly 100% participation. In 2023, the foundation successfully retained 217 out of 218 participants, demonstrating that its activities were effectively sustaining beneficiary engagement in the programme (AGOF, 2023).

**SC:** “But Grade 11 to matric in terms of exposing me to aspects of an entrepreneurial development, it was also quite fruitful. More so in Grade 11 just because my friend and I decided to take the plunge and actually come up with an idea, refine it and pitch it.” (Interviewee 3)

**SC:** “Jamboree has also helped me to see what others can achieve in the entrepreneurial space, how many non-business-like people have actually gotten into the business industry and really excelled, students who are as young as me or even like a few years older are going into the business world. And I think it really opened my mind, gave me an open mindset and it really taught me that I am able to achieve so much. I’m able to start my own business. It helped me because I now look at problems and I try to find solutions.” (Interviewee 4)

### ***Holistic support through coaching relationships***

This theme highlights the deep value scholars placed on the one-on-one mentorship they received. It provided emotional support, enhanced their connection to the foundation, contributed to their personal and entrepreneurial development and, overall, assisted them to complete and stay in the programme. The relationships with PO’s were seen as therapeutic, with learners appreciating their encouragement to reflect and set personal goals. These sessions also served as an anchor point for personal growth and navigating challenges, suggesting that the mentorship through access to a programme officer element of the programme is vital for maintaining learner motivation and engagement with the broader programme goals.

**SC:** “I think it is a necessity, because even without the personal development aspect of it, also just having that direct contact to the foundation, like when you need something, you know, exactly who to call, and even if that person, which would be your PO, can’t help you with your issue, they can efficiently direct you to people that can help you with your issue.”(Interviewee 10)

SC: “But, they did influence my entrepreneurial mindset because I wasn’t getting any more entrepreneurial (pause) entrepreneurial exposure, other than the assignments I was doing and then so they definitely helped me increase my entrepreneurial eagerness. And then they help me also to deal with things that I couldn’t tell my friends or my family that I was dealing with my family, so they were kind of like a therapist in a way.”(Interviewee 4)

### ***Substantial financial funding***

The financial support was agreed to be enough to cover the scholars’ needs in school, related to school activities. This is a key activity by AGOF to assist and scholars highlighted that the supported was really helpful and a key mechanism in the programme which helped them excel their placement schools.

SC: “So yeah, the financial support was very comprehensive. I won’t lie. I mean, there wasn’t a point where we felt like we were lacking anything. So really big up to the foundation in terms of that. So financial support obviously covered our tuition, our schooling, our boarding fees, our everything. And then when we did come, obviously, they gave us that package that had everything, a study lamp, bedding, hangers, sleeping bag, “Alles” which you need.” (Interviewee 3)

Non-SC: “So, in that case, in those instances they made sure that the resources, especially academic resources, you are always covered.” (Interviewee 11)

SC: They covered everything I could have possibly thought of, and they ensured that I there wasn’t a gap between myself and the people that I went to school with. Cause my school was quite a privileged school. How they did that was by ensuring that all my fees were paid on time, there was never a time whereby I faced embarrassment or was taken out of boarding or anything like that. Everything was paid for the full time. (Interviewee 5)

### ***Effective networking strategies***

Many teamwork activities at the annual camps and jamborees relate to entrepreneurship.

They teach the students to value teamwork and its role in a person’s entrepreneurial journey.

This was also part of the journey at regional breakthrough sessions during which group activities ranged from games to group presentations.

SC: “And then also I think the perspectives as well because that element of working with other people is very, very important because as an entrepreneur you cannot work alone. Well, for me, let me say I struggled to work alone, especially when you’re doing like entrepreneurial things. So those group activities really help with that as well, yeah.

“(Interviewee 5)

SC: “Talk to fellows. Talk to like different kinds of people. Just not only to practice your networking skills, but also just to expose yourself to people that think differently.” (Interviewee 3)

### **Evaluation Question 3: What elements of the scholarship programme can be modified to maximize intended outcomes?**

Based on the analysis of beneficiary experiences and programme activities, several areas for improvement have been identified despite the programme's success in retention and entrepreneurial development. While the programme provides comprehensive academic and basic needs funding, scholars reported experiencing limitations in social integration due to insufficient funds for activities such as social outings, shopping trips, take-away food, mall visits, and sports day activities with their peers.

SC: “And honestly, the cost of living as well is high and as much as we just high school students and we're living in boarding and one would think that you don't need anything, that money does come in handy, because even outside of the tags shops, these things like civvies days different like initiatives at school that you need to pay for out of your own pocket. Because I mean, the foundation is not gonna give you 10 rands for civvies.” (Interviewee Six)

Additionally, the current approach to providing physical resources, though comprehensive, could benefit from allowing scholars more flexibility in choosing personal items like bedding to help reduce their visibility as scholarship recipients. Furthermore, while the PO relationships are highly valued, the programme could consider increasing the frequency of one-on-one sessions, developing more structured goal-setting mechanisms, and expanding the therapeutic support aspects that scholars find beneficial. These improvements could further strengthen the programme's already successful retention rate while addressing both social

integration challenges and entrepreneurial development goals, ultimately enhancing the overall beneficiary experience. This is discussed further in the recommendations section.

Based on the results from the outcome evaluation, using the SCM, the factors that have brought success are mostly related to the strategies used by AGOF. These factors are the placement school environments: the relationships scholars have with PO's; and the activities that expose scholars to entrepreneurship. The following chapter interprets the findings reported. It also discusses some recommendations from the evaluators.

## **Chapter Five: Discussion and Recommendations**

The purpose of the evaluation was to assess the AGOF programme theory. The evaluation had two parts: theory evaluation and outcome evaluation. For the theory, the overall goal was to assess the programme's underlying logic and whether the causal links in the programme theory were feasible. The evaluation process also aimed to gain insights of programme participants' experiences and investigate the programme factors that enabled participants to successfully complete the programme, or not. The discussion below is based on the findings reported in the previous results chapter.

### **Programme theory evaluation**

The literature review conducted during theory evaluation revealed that the causal mechanisms identified in the programme theory align with findings from comparable interventions or training programmes. However, outcomes pertaining to reducing SES barriers and the effect of role models need to be included in the programme theory. Additionally, a comparative analysis between the AGOF Scholarship Programme with literature on similar programmes highlighted the unique implementation of AGOF, characterised by its pipeline approach. This distinct approach made it challenging to identify programmes operating in a similar fashion.

Nonetheless, components of the AGOF programme theory can be compared with programme elements found in social science research. Some key components of the programme revealed support for causal linkages in AGOF's programme theory. For instance, EE programmes for high-school learners do not focus only on entrepreneurship. They adopt a blend of personal development and business skills needed to survive in business. Further, the programme design teaches learners management skills and goal-setting, as well as the

importance of education. In addition, the age of the student when the EE intervention is made is seen as crucial in building the skills needed to be an entrepreneur. The AGOF programme takes into consideration the learner's age when developing entrepreneurial skills to succeed in the world of business. Therefore, by taking programme content and activities into account, the scholarship programme can be considered likely to achieve its outcomes.

The interviews conducted for the theory evaluation with the scholarship mobilizing staff revealed important lessons and necessary adjustments, but also identified the target population as appropriate. AGOF's BHAG of becoming "a center of excellence in identifying and developing entrepreneurial potential" is validated by both operational metrics and field insights (AGOF, 2021, p. 9). . While outreach efforts successfully identified suitable candidates in underserved areas, the programme's limited visibility in these regions highlights both a challenge and an opportunity. Despite achieving world-class Net Promoter Scores (>70) in 2020, the Foundation continues to refine its selection processes to better reach high-potential learners who lack access to quality education and resources, particularly in rural areas. Though online applications increased Fellowship programme engagement, the Scholarship programme saw reduced applications during COVID-19, particularly from rural areas. This gap reinforces AGOF's strategic focus on identifying high-potential learners in underserved regions who lack access to quality education and resources. The Foundation's ability to adapt its selection processes while maintaining programme excellence positions it to better fulfil its mission of developing entrepreneurial talent across all socioeconomic backgrounds. This was because the rural areas AGOF reached out to and the unawareness there of the programme highlighted the need to identify learners with potential who otherwise would not have received the type of education and resources to become successful. Field staff reported that digital barriers in rural areas significantly impacted scholarship applications, particularly during COVID-19

when processes moved online. The findings highlight a digital divide that affects AGOF's ability to identify talented candidates in underserved regions.

The challenges in the field showed that substantial adaptations need to be made, such as speaking the beneficiaries' home language and simplifying the language used to promote the programme. While accounting for the digital divide in these areas, these methods do not address the lack of knowledge on Scholarship opportunities and knowledge on entrepreneurship in the targeted areas. .

### **Outcome evaluation**

The analysis of the programme's outcomes reveals complex patterns in the success and non-success cases. Notably, most of the non-success cases were attributed to study choice rather than programme failure. The non-success learners maintained positive associations with entrepreneurship, valued their AGOF experience and still wanted to start a venture when they left the programme. In other respects, non-success beneficiaries had similar experiences to success beneficiaries and their insights into transition challenges were relatable.

Using Brinkerhoff's (2017) buckets approach, the analysis established that the programme activities helped learners to achieve academic excellence and develop entrepreneurial intention, and that the PO's coaching support played a key role in helping them transition. Despite this, the transition remained a key challenge for learners because of differences in education and SES factors. The beneficiaries' experiences revealed the need for stronger transition support in placement schools, particularly regarding mental health and social integration with their new peers. This aligns with research that emphasises the importance of holistic support in entrepreneurship education programmes (Bux & Vuuren, 2019).

The programme's financial support structures, while generally adequate for academic needs, sometimes inadvertently created social distinctions; these could be minimised through more thoughtful resource provision. Suggestions for programme improvement (evaluation

question 3), particularly relating to resource provision dynamics and support for learners are discussed in the recommendations section below.

Overall, it was found that the intended outcomes were attributable to the programme activities, specifically relating to entrepreneurial intent. Almost all scholars expressed wanting to establish a business venture or had already established a business venture. The scholars really felt that the foundation provided them with a family outside of their placement schools and valued everything the foundation did for them. Therefore, the holistic approach was found to be a real factor in the success met.

## Recommendations

The following recommendations aim to strengthen the AGOF Scholarship Programme, based on findings from the theory and outcome evaluations. These suggestions offer practical ways to improve the programme while building on its existing strengths.

1. The programme would benefit from developing specific logic models for each pipeline stage, allowing for more precise tracking of developmental progress and outcomes. The theoretical framework should explicitly incorporate the documented effects of role models on entrepreneurial intentions, as research consistently shows this as a crucial factor in youth entrepreneurship development (Schmitt, 2017). Additionally, poverty reduction should be included as a measurable outcome, recognizing that while the programme provides this benefit through placement schools and resource provision, it is not currently captured in monitoring frameworks.

The mobilizing team would benefit from doing more detailed research on the areas they target and the people who reside there. Useful data to collect would be the local language, which could be used to translate and simplify marketing materials and make it context-appropriate for the target group. Furthermore, insights into technological capacity would be helpful. In rural areas particularly, potential participants cannot complete the online applications and are immediately disqualified if they submit incomplete applications. Having more technical support in place, such as providing tablets and access to the internet covered by AGOF at online stations, and employing data capturers to capture applications on site, can assist with this. Campaign staff noted that they are in these areas for only a day or two, which is not enough time for adequate service provision.

2. The evaluation revealed the need for added transition support, particularly during scholars' integration into placement schools. Mental health support should be

strengthened, addressing the psychological challenges scholars face during this transition. This could be achieved by putting new support structures in place, such as partnering with a service which provides support for adolescent health. Additionally, resource provision should be modified to minimize unintended stigmatization, ensuring that necessary support doesn't create social distinctions between scholars and their peers. An anonymous feedback system would allow scholars to report challenges without fear of repercussion, enabling more responsive programme adjustment.

3. Measurement and evaluation systems require enhancement to better capture programme impacts. Tools should be developed to systematically measure SES barrier reduction, tracking how programme participation affects scholars' socioeconomic circumstances. Long-term impact measurement should be implemented to track the stability of entrepreneurial intentions over time (Fayolle & Gailly, 2015). This could be done by following up on economic outcomes relating specifically to SES barriers.
4. Lastly, regular assessment of activity appropriateness should be implemented, ensuring that the programme components remain developmentally suitable and engaging for scholars at different stages. This is to take into consideration the age of learners, their developmental challenges, and their sensitivities.

The implementation of these recommendations should be phased, prioritising those that address immediate scholar needs while building towards longer-term programme enhancement. This systematic approach to programme refinement will help ensure that AGOF continues to effectively serve its target population while building evidence for the effectiveness of its unique approach to youth entrepreneurship development.

## **Evaluation limitations**

The evaluation process encountered several limitations that warrant consideration when interpreting the findings. In the theory evaluation phase, the limited literature on youth entrepreneurship programmes with similar pipeline approaches restricted comparative analysis with the scholarship programme.

The outcome evaluation was constrained by limited stakeholder engagement, which consisted of only a few online meetings with programme staff and evaluators. Additionally, insufficient engagement with AGOF's monitoring and evaluation staff, who play an integral role in programme evaluation, potentially impacted the depth of analysis. Engagement with their staff primarily through interviews and stakeholder meetings could have added value to the theory evaluation to understand stakeholders' perceptions of the intended outcomes of the programme. These limitations primarily stemmed from time constraints imposed by the MPhil curriculum and staff availability. More extensive stakeholder engagement, coupled with access to programme outcomes data, could have strengthened the identification of success and non-success factors.

While valuable, the SCM introduced sampling limitations that should be considered when generalising findings. The evaluators' final success criteria presented challenges that affected the overall data quality and restricted the sampling pool. For instance, some learners who had agreed to interviews fell marginally short of the pass mark criteria, which prevented the inclusion of two non-success case interviews in the data analysis. Discussions with the evaluation team led to the decision to leave those two interviews out of the analysis. In this way, by explicitly sticking to the method, the rigorousness to the data was preserved.

Initially, evaluators had planned to conduct descriptive statistical tests on cohort outcome data scores related to participants' programme experience. This data, collected through AGOF's internal M&E tools, included event, mid-year and year-end surveys which

measured participants' programme satisfaction and entrepreneurial intentions. However, this data was not provided. Owing to time constraints, evaluators opted to exclude a collectively decided benchmark score ratings from these surveys from the success criteria. This decision was partially influenced by the possibility that fluctuating scores could have further limited the participants in the cohort eligible for the success criteria. Although this choice was pragmatic, the absence of survey information potentially limited the understanding of factors that contributed to programme success or non-success. The lack of access to this data, along with limited respondents and strict criteria, restricted overall analysis, particularly quantitative analysis that could have strengthened arguments and data interpretation.

### **Contribution to knowledge**

The theory and outcome evaluations contribute new knowledge on the scholarship programme since the evaluation conducted by Khulisa in 2018. The evaluation results can assist programme managers to be better prepared to replicate programme elements as they implement the revised framework (Weiss & Weiss, 1998). Additionally, the evaluations can guide programme managers to make decisions and find appropriate tools to measure outcomes. Although there is extensive literature on entrepreneurial educational programmes, relatively few studies focus on those that target adolescent populations, especially in developing countries. This study seeks to contribute to filling this gap.

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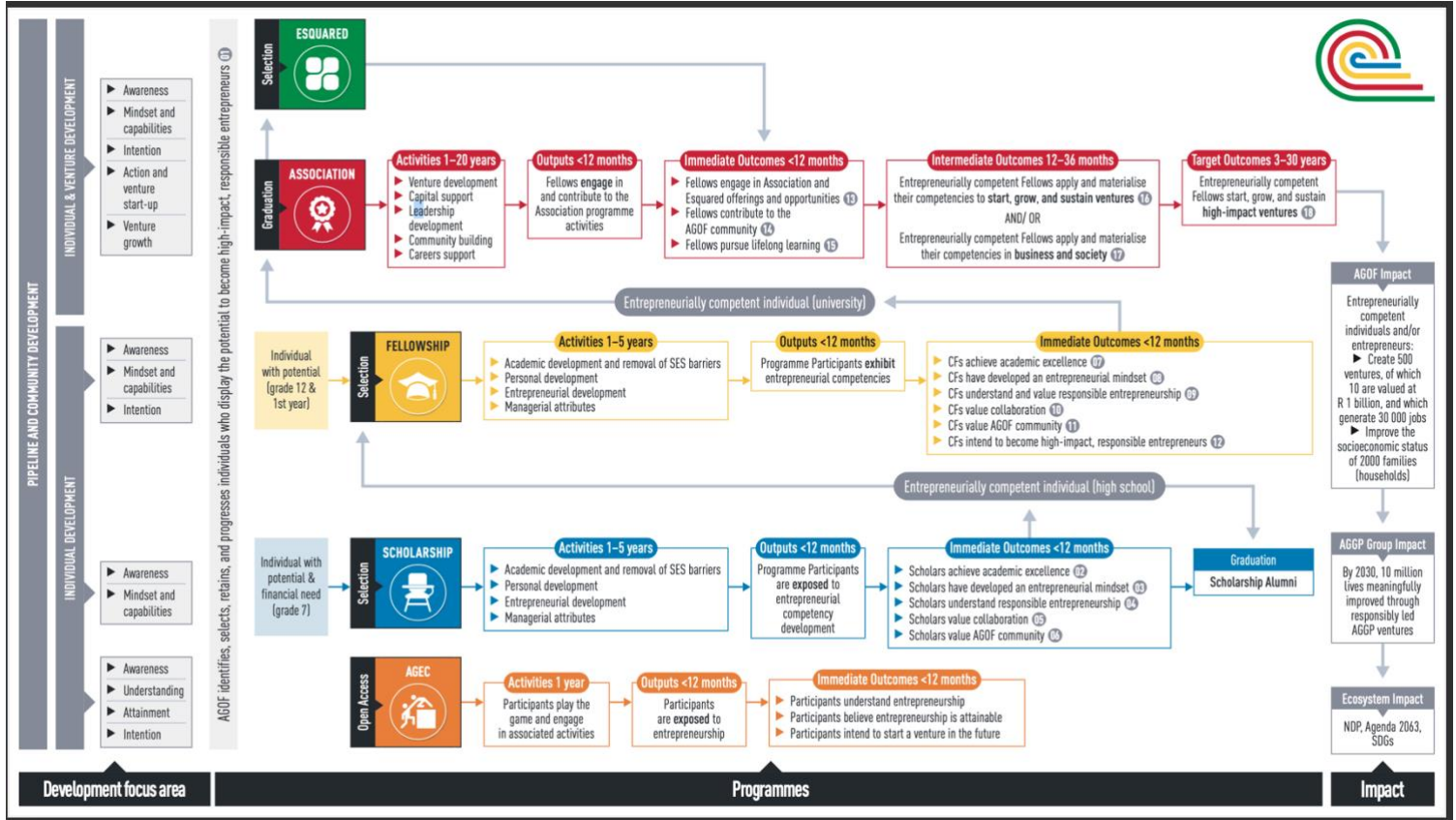
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# Appendices

## Appendix A: AGOF Revised Programme Theory of Change



Note. From "AGOF Revised Theory of Change" by AGOF Team, 2023

## Appendix B: Literature review sources, search terms and criteria

**Table B1:** Systematic literature review sources

<b>Databases for Impact Evaluation</b>	<b>Key Search Terms</b>	<b>Selection Criteria:</b> <b>population, programme interventions, outcomes, study types, and time frame</b>
<p>Development Impact</p> <p>Poverty Impact Evaluation Database</p> <p>Poverty Impact Evaluations Database</p> <p>Abdul Latif Jameel Poverty Action Lab</p> <p>Centre for Effective Global Action</p> <p>The Organisation for Economic Co-Operation and Development</p>	<p>“Entrepreneurship Education Programmes”</p> <p>“Entrepreneurship intentions”</p> <p>“Evaluation on entrepreneurial programmes”</p> <p>“Evaluation” “Entrepreneurial Training Programmes”</p> <p>“Coaching”</p> <p>“Networking and entrepreneurship”</p> <p>“Entrepreneurship and psychosocial support”</p>	<p>1. must address attribution question to establish causality and plausibility</p> <p>2. sufficiently large sample size</p> <p>3. studies need to be at least partially focused on developing countries</p> <p>4. Research publications relating to assumptions</p> <p>5. 18 years – since AGOF has been in practice</p>

*Note:* Adapted from Pittaway and Cope (2007).

## Appendix C: Informed consent form for semi-structured interviews



### Interview consent form

**Title of evaluation:** A Theory and Outcome Evaluation of the Allan Gray Orbis Foundation (AGOF's) Scholarship Programme

**Name of student evaluator:** Shari Thanjan

**Name of interviewee:**

Hello. I am, from the University of Cape Town. I am conducting an evaluation towards an MPhil course. I am evaluating the Allan Gray Orbis Foundation Scholarship Programme.

I would like to ask you a series of questions about your experience concerning the AGOF Scholarship Programme. The interview will be approximately 45-60 minutes long and will be conducted via a suitable online platform such as Zoom or MS Teams. With your permission, the meeting will be recorded, but the recording will not be shared outside of the core research team. This recording is necessary for us to transcribe your interview. Ethical Approval for this research was obtained from the Commerce Faculty's Ethics in Research Committee.

Participation in this study is voluntary, and you may withdraw at any point without negative consequences. However, we would appreciate it if you could complete the interview. We do not reasonably anticipate any foreseeable factors that may cause potential risks, discomfort or adverse effects; however, you may be required to disclose institutional information relating to the AGOF scholarship processes and implementation you were involved with, which might potentially have implications for you. To minimise any risk of professional harm, we will anonymise all sources before the publication of this study. However, we acknowledge that there are sometimes limits to this confidentiality, as the nature of some reflections and institutional references in interviews may still make the identification of even fully anonymised

sources possible. For this reason, we will also allow you to review, correct, and edit the full interview transcript from this engagement before the interview transcript is incorporated as primary data in the research process. This will allow you to check the accuracy of your transcript, edit or remove content you perceive to be harmful or inaccurate, and fully protect your institutional and professional reputation by considering any interview excerpts that might be published.

While there are no direct incentives for participation, your participation in this evaluation will help the AGOF to improve the scholarship programme for the scholars and future beneficiaries.

If you consent to participate in the research, please sign the consent section below.

**By signing this consent form, I confirm that I am a willing participant and was provided the opportunity to ask any questions:**

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Participant Full name	Date	Signature
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Student Full name	Date	Signature
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If you require additional information, you can contact one of the evaluators, at the e-mail address and cell number indicated below:

[SBLTSH014@myuct.ac.za](mailto:SBLTSH014@myuct.ac.za)/ 076 870 2704

[THNSHA002@myuct.ac.za](mailto:THNSHA002@myuct.ac.za)/ 078 520 6970

[VWYOLG001@myuct.ac.za](mailto:VWYOLG001@myuct.ac.za)/ 083 381 9162

[ONYKEV001@myuct.ac.za](mailto:ONYKEV001@myuct.ac.za)/ +254 712 935025

Additionally, you can also contact the group supervisor Dr Sarah Chapman:

[sarah.chapman@uct.ac.za](mailto:sarah.chapman@uct.ac.za)

## **Appendix D: Interview schedule for Scholarship Recruitment Campaign Managers**

My name is \_\_\_\_\_ a student in the UCT MPhil course evaluating the Allan Gray Orbis Foundation. We are conducting a theory evaluation to answer the following evaluation question: Is the scholarship directed at the appropriate population?

We believe that your insight into the Foundation's recruitment strategies can assist us in identifying any barriers in the recruitment process. If at any time you feel uncomfortable during the interview, please let me know and I will immediately stop the interview. As mentioned in the consent form, the information you share with me today is completely confidential.

The interview should take about 30 minutes. Let me know if you have any questions.

Participant's Name:

Name of the province:

- What is your understanding of what the AGOF Scholarship Programme does?
- Please describe your job role as a mobiliser?

Can you tell me more about the process you undertake to raise awareness.

- How do you feel about AGOF's recruitment strategies?
- How do the beneficiaries feel about being selected for the programme?
- Do you think the recruitment strategies are effective?
- Do you think that the recruitment strategies may cause barriers for some learners?
- Have you faced any challenges when going into the community?

If yes, what are they?

- What strategies do you use to overcome such challenges?
- Do you feel that the foundation provides you with enough resources to raise awareness in the community?

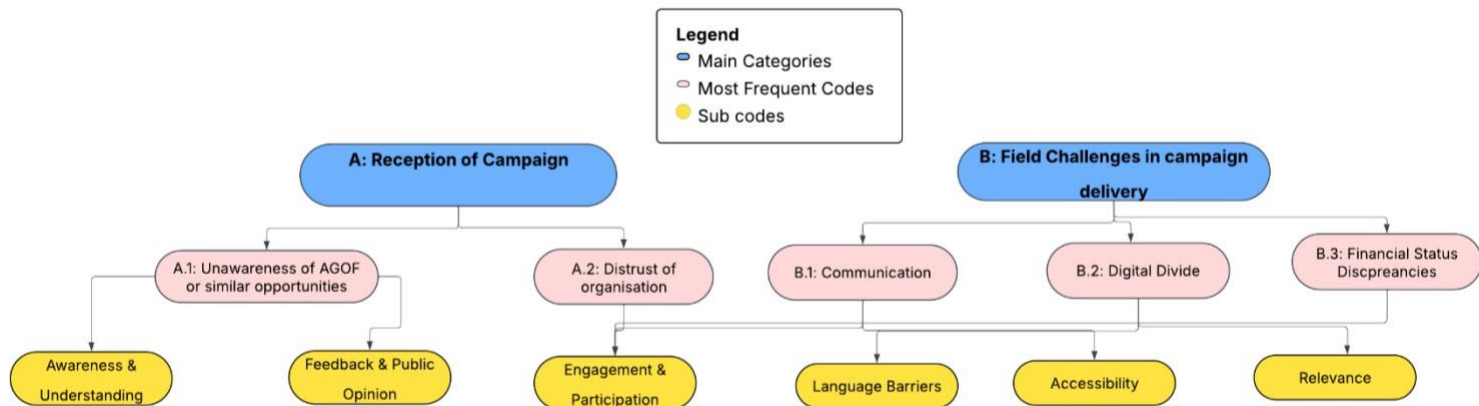
## Appendix E: Plausibility assessment results of programme activities

**Table F1:** Summary of plausibility assessment results of programme activities like AGOF's Scholarship Programme activities

ACTIVITY CATEGORY	DESCRIPTION	ACADEMIC SOURCES
Entrepreneurial Development	Identifying and creating opportunities for growth and expansion. This involves strategic planning, building relationships, exploring new markets, and forming partnerships.	(Martynets et al., 2020), (Perić et al., 2020), (Mei et al., 2020), Gilje & Erstad, (2017), Bux & Vuuren, (2019)
Pitching	The process of presenting a business idea or project to potential investors, partners or stakeholders.	Fichter, K., & Tiemann, I. (2020), (Mu et al., 2014), (Cornell, 2014; Dee et al., 2015)
Coaching & Mentorship	Coaching connects aspiring entrepreneurs with experienced professionals who provide guidance, support and insights tailored to their specific needs and goals.	Saadaoui & Affess (2015), Brinkley & Le Roux (2018);(Xuan & Yankai, 2024), (Audet & Couteret, 2012)
Networking	Actively building and nurturing professional relationships with individuals and organisations that can support and enhance the business.	(Malecki, 2018; Premaratne, 2008; Wiger et al., 2015), Mohamed & Karoui Zouaoui (2021)

## Appendix F: Content Analysis Coding Framework for Theory Evaluation

### Content Analysis Coding Framework



**Coding Category Definitions:**

**A: Reception of campaign:**  
Analysis of stakeholder and community members responses and initial engagement with the scholarship programme campaign

**B: Field Challenges:** Identification and analysis of implementation barriers and operational difficulties

**Most Frequent Codes - Definitions:**

**A.1 Unawareness of AGOF & similar oppurtunities:** Knowledge levels of programme in community and information dissemination effectiveness

**A.2 Distrust of organisation:** Community members & stakeholders confidence in campaign and programme

**B.1 Communication:** Language and messaging effectiveness

**B.2 Digital Divide:** Technical and infrastructure-related participation and application barriers

**B.3 Financial Standing Discrepancies:** issues related to verification and accuracy of reported financial information from potential scholars

## **Appendix G: Additional Quotes to support coding categories for Theory Evaluation & SCM Themes**

### ***Unawareness of AGOF and similar opportunities***

Excited about the opportunity and most of them would say they were really not aware of the existence of this opportunity, you know how come didn't they know? How long has the programme been existing? And would say like, but how come didn't we know? (Interviewee Two)

One of the schools was the principal was asking "oh, so you are real organisation, you do exist, there are people, who are able to come here?" So it was taken. Yeah. I was surprised because they thought it was some fictitious kind of organisation. (Interviewee Two)

So, what happens is that once they see that there's a lack, they use the members that live in the area. As for me, I live in the East Rand of Johannesburg, and going back with the feedback of the schools in the East Rand they say they are clueless about this opportunity, and then they'll say, you know what? We think that we should have a meeting with the end district so that we can make them aware so that they can make schools away.

So, where there is a gap, AGOF especially the selection team always tries to, you know, bridge the gap by saying we've never had people from that area, we've never had candidates from that area. (Interviewee Three)

### ***Digital divide***

Some that don't have access to social media. Because I mean, we have an assumption that everyone has access, you know, has data, has Wi-Fi everywhere, but there are areas that don't have the connectivity and whatever. Which means those scholars and those candidates will not have access to that opportunity. Even though the school might have usually such candidates the schools apply, they applied through the schools, the principal would be the one that assists them. (Interviewee 3)

if I've got some bucks and then I need to buy bread or opt for data. I think the obvious choice would be for me to get something to eat compared to other what looks like a luxury.(Interviewee 2)

We cannot rely on digital platforms because as you would know there are limitations when it comes to that. (Interviewee Four)

Yeah. I think it would be more effective in affluent areas because I think the affluent areas have a bit of a more advantage when it comes to access to these platforms like social media.(Interviewee Four)

## *Language barrier*

I think it's the language. The challenge that I face is language. It can be too high level for primary school candidates, and scholars. So, as I said, I simplified the language for them to meet them where they are. Sometimes they even use vernacular. They're here and there for them to understand what I'm talking about, just to simplify it.

(Interviewee Three)

No, we don't, we just simplify the language for them because English is not our selection criteria. You know, we know that they can learn English, but I think most of the candidates that come, they actually do know some English. So, once they do not know English at all, they cannot communicate in the language they won't be able to make it because they need to express themselves with the language. (Interviewee Three)

## *Success and non-success cases*

### *School environments which value education*

Those two different worlds, like coming from my home where we don't really go out lights and we don't have the money to do these expensive things to now being in an environment where this is just the normal way of life.

Yeah, that was difficult. (Interviewee 1)

OK, so I went to a very good school. I went to St. Stephanie because of the scholarship. And when I first got there, it was very hard to adjust. At first, it was very hard to (pause) first of all get into the IEB. Curriculum because I came from a school, so the IB was harder and there was something that really, I had to adjust to and it took me time to adjust to it. And then in terms of fitting in (Interviewee 4)

So, we had academic supports after school the teachers because it was a small school. The classes were very small and so there was a lot of interaction and if you didn't understand something you could get help straight away. So yeah, definitely made me grow academically and yeah, I just, I love the I love the contents and because I'm a very academic person, I just loved learning and being able to being a space where my academics was my priority. (Interviewee 1)

And then I also think academically, it definitely helped me by giving me such a good education. I know it has opened so many doors for me, even going to the university I'm going to now, going to Wits, it's a blessing because I went to such a good school. I got such a good education, and I was able to get good marks because of the education I got. (Interviewee 4).

### *Subsequent financial support*

Yes, I would say that it covered enough, and it even helped me and my parents out because they covered. I know they covered school uniforms, they provide us with laptops, school fees and then we had like extra like extra money for like travelling or sport curriculum activities and stuff like that. So, my parents didn't really, we didn't, they didn't even play like a single thing towards any of those areas of my high school. (Interviewee 8)

Ohh I need to pay school fees or or I need to pay this, i need to pay that and also like I think that alleviated the pressure off of my mum cause like she's my primary caretaker. I'm so I think it just took away that one stress.(Interviewee 6)

Okay. I think in terms of, I guess, my family's socioeconomic status and how that has an impact on me and how Allan Gray helped that, I'm not from a well-off family or anything like that. Even now, currently, my mom is unemployed. So, I feel like having the scholarship alleviated a lot of the economic pressure on my parents because they didn't have to pay high school fees. They didn't have to pay for my uniform, for my books, my laptop, or anything like that.(Interviewee 10)

So, the financial aspect was 100% taken care of down to the small things like extramural activities, which my parents did not have to contribute any funds to. (Interviewee 5)

Yeah, they they covered everything. Like, I don't think. I never had financial issues at school, especially like in in terms of, UM, things that were like necessities, not like once. (Interviewee 6)

### *Holistic support from coaching officer*

Um, So in terms of that, those were actually really helpful like that also really helped me like in adapting into the school environment because like they come into the school and you just have to vent for like an hour or hour and a half some times and just basically talk about different parts of your life and just sort of like lay it all on the table and sort of you could also like ask for advice. (Interviewee 4)

In terms of personal development, Yeah, it did help. With regards to just like having an open space to talk about that sort of problems that I experience so it helps me like open up a bit more and yeah that was helpful. In terms of like academics, the greatest thing was like sort of having someone to someone like holding you accountable. So, like it's like, oh are you performing and like we have to have regular sort of like check-ins on our marks and like how you're performing. So, I think that in terms of academic, it's just like someone there to hold you accountable. (Interviewee 7)

Um, So in terms of that, those were actually really helpful like that also really helped me like in adapting into the school environment because like they come into the school and you just have to vent for like an hour or hour and a half some times and just basically talk about different parts of your life and just sort of like lay it all on the table and sort of you could also like ask for advice. And yeah, it was just sort of like a little

therapy session where we sort of like talked about our goals for the year in terms of academic performance, entrepreneurial. Interviewee 7)

Scholarship Development officer's, which was very helpful because then we could tell them how we feeling and it was just like that extra role model or support systems(Interviewee 2)

### ***Entrepreneurial development through active learning***

SC: "Umm, it contributed because I got to see the different ways that a business can be started and the different elements that you can have in a business. So, it doesn't have to be a business where you make products, and they make a profit. It can also be like a nonprofit organization, which can be something that you provide a service for someone in need. It just helped reframe what a business and what's an entrepreneurial mindset looks like because there was such a diverse display, all different businesses and different people's mindsets and ideas. So, it's really opened up the door to everything that there is to experience with regard" (Interviewee 5)

Non SC: I think what helped me get the scholarship was having that in-person interaction because also when you have that in-person interaction, it helps get whatever they see in you. They get to see you properly and understand you properly and see that ok, cool.ou're a good candidate. And so having online meetings didn't really help. So, it didn't really play on my strengths. And so, I'd say I was never able to fully express myself and be able to show my potential. So, I think that was it. And also, I'm not really sure because I never really got an answer to say "oh, this is why I never got accepted." But I just think it was the conditions and the situation we were in that prevented me from being accepted." (Interviewee 12)

## Appendix H: Success and non-success criteria

**Table H1:** Success and non-success criteria

SUCCESS CASES	NON-SUCCESS CASES
<p>A minimum average score of 70% for Grade 11 results with 60% in mathematics or 80% in mathematical literacy. Met tertiary education requirements (Bachelor's pass)</p>	<p>Scored overall final grade of less than 70% with less than 60% in mathematics or less than 80% in mathematical literacy for grade 11 results Met tertiary Education Requirements</p>
<p>Applied and was accepted into the Fellowship Programme.</p>	<p>Did not apply to the Fellowship Programme; Got accepted into the Fellowship Programme but received and accepted a bursary from another organization; or Applied to the Fellowship Programme but did not get accepted into the Fellowship Programme.</p>

## Appendix I: Success and Non Success Case method interview protocol

Introduction: Thank you for taking the time for this interview. The purpose of the interview is to evaluate the outcomes of the scholarship programme, as well as identify specific factors of the programme that you believe promoted successful transfer of entrepreneur and/or personal development skills, knowledge, or attitudes to your ability to start your career and/or run your business. Your name and contact details will be kept completely confidential and not used in any reports or documents. The interview should take about 35 to 45 minutes. Do you have any questions for me before we start the interview?

**Table I1:** Success case method interview protocol

SUCCESS CASES		NON-SUCCESS CASES
<p>Can you describe your experience of the scholarship's recruitment process?</p> <p>What results were achieved from using that learning?</p> <p>Do you feel that the programme provided learning opportunities and support that was valuable to you? What do you think you learned in the programme that you are currently using to improve your career, studies or business operations?</p> <p>What activities did you find the most helpful? What funding or resources from the programme made it possible for you to excel in high school?</p> <p>Did you feel that the programme provided you with sufficient academic and psychological support? Did you have a positive relationship with your coach? Did</p>		<p>What challenges did you experience in utilising the resources, such as the education, from the scholarship programme? (Did you experience any barriers in receiving these resources?)</p> <p>What barriers did you experience when partaking in any events, such as the breakthrough session, annual camp and/or jamboree?</p> <p>What was your relationship with your coach? (Was the coach able to provide you with sufficient support that matched your specific needs?)</p> <p>If the participant did not apply to the Fellowship Programme:</p> <p>Why did you not apply for the Fellowship Programme?</p> <p>If the participant applied to the Fellowship Programme but did not get accepted:</p>

<p>your coach provide you with the necessary support?</p> <p>Why did you or did you not apply for the Fellowship Programme?</p> <p>If you were to implement another Scholarship Programme, what resources or help would you require?</p>		<p>What do you think prevented you from getting accepted into the programme?</p> <p>What resources or activities would you recommend that will be beneficial to implement in the Scholarship Programme?</p> <p>Is there anything else you want to say about the programme?</p>
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## Appendix J: Monitoring data used to determine success or non-success cases

**Table J.1:** Monitoring data used to determine success or non-success cases

<b>SUCCESS OR NON-SUCCESS CRITERIA</b>	<b>DATA SOURCE &amp; INDICATOR</b>
<b>Grade 11 Mathematics and English results</b>	Athena: Gr.11 Academic records
<b>Met tertiary education requirements</b>	Athena: Matric pass <ul style="list-style-type: none"><li>• Percentage of programme participants achieving quality passes</li></ul>
<b>Acceptance into the Fellowship Programme</b>	Athena: Scholarship throughput in the Fellowship Programme

# Appendix K: Thematic Map of Success and Non- Success Interview

