



A Theory and Outcome Evaluation of the Allan Gray Orbis Foundation (AGOF)

Scholarship Programme

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2025

COMPULSORY DECLARATION

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Abstract

The present study evaluates the AGOF Scholarship programme, which aims to cultivate an entrepreneurial mindset among South African youth. This evaluation examines whether the programme's activities achieve the intended outcomes and assesses the coherency of the programme theory. This study utilises a descriptive design, incorporating semi-structured interviews with four programme mobilisers and twelve scholarship beneficiaries (nine success cases and three non-success cases) along with a literature review that includes a synthesis of existing studies related to academic support, entrepreneurial mindset development and youth empowerment programmes to contextualise the findings and assess the programme's effectiveness in achieving its intended outcomes. The findings indicate that AGOF's structured support provided by the Scholarship Development Officers aligns with best practices identified in similar programmes in enhancing academic performance. In addition, experiential activities such as entrepreneurial showcases positively influence entrepreneurial alertness and self-efficacy, consistent with findings from studies in Singapore and Finland. However, gaps were identified in the programme, including the lack of structured career planning and peer feedback mechanisms, which could enhance the programme's effectiveness. This evaluation highlights the Scholarship's potential to address South Africa's socioeconomic challenges by equipping young individuals with the skills and confidence needed to pursue entrepreneurship. These skills may improve young South Africans' prospects and, in turn, contribute to job creation and economic growth.

Keywords: youth entrepreneurship, entrepreneurial mindset, South Africa, theory evaluation, programme theory, outcome evaluation, Success Case Method

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Chapter 1: Introduction

Programme evaluation is a process that is conducted to investigate the effectiveness of social or developmental interventions (Rossi et al., 2004). The process allows evaluators to a) ascertain the programme's worthiness in alleviating a social problem, and b) determine what changes should occur to improve the programme's delivery.

The Allan Gray Orbis Foundation (AGOF), established through an investment company named Allan Gray, initiated the Scholarship programme as part of its efforts to foster entrepreneurship among high school students. AGOF instigated this evaluation research to understand whether the programme is producing its intended outcomes and whether programme improvement is required.

The ensuing chapter provides a comprehensive overview of the subject area for this evaluation. This chapter begins by describing entrepreneurship programmes, followed by an explanation of the need for entrepreneurship programmes in South Africa. The evaluand is then introduced with reference to an external evaluation that was conducted by Khulisa Management Services [Khulisa] in 2019 for the programme. Thereafter, the programme theory will briefly be explained. This chapter concludes with the scope of this evaluation research.

Entrepreneurship Programmes

As mentioned above, this evaluation investigates the effectiveness of an entrepreneurship programme (EP). An EP delivers entrepreneurship education. Entrepreneurship education usually consists of two key dimensions: training *about* entrepreneurship and training *for* entrepreneurship. Training *about* entrepreneurship adopts a theoretical approach to enhance participants' knowledge about entrepreneurship (Egerová et al., 2017). Training *for* entrepreneurship emphasises experience-based education to equip participants with

entrepreneurial skills (Rauch & Hulsink, 2015). Training *for* includes allowing participants to gain practical experience that will develop their skills to enable them to manage a business successfully (Tam et al., 2024). For example, exposure to the business administration involved with starting a business.

Entrepreneurship education, as defined by the European Commission (2008), is aimed at fostering entrepreneurial mindsets. An entrepreneurial mindset comprises the following constructs: self-efficacy, inner locus of control, and the need for achievement (Bux, 2016). Self-efficacy is defined as people's self-confidence to control their success, and the ability to continue despite setbacks (Bandura, 1997). Someone with an inner locus of control believes that their ability lies within themselves, which is reflected in their ability to resolve problems and take personal responsibility for their successes and failures (Rotter, 1966). The need for achievement lies in the gratification experienced by an individual from mastering difficult tasks (McClelland, 1958). These individuals set goals and put in much effort to reach them.

In essence, someone with an entrepreneurial mindset should be able to become an entrepreneur (Sun et al., 2023). Entrepreneurs play a significant role by boosting economic growth by generating new job opportunities, increasing competition in the market, and introducing innovative products and services (Kritikos, 2014). Participation in an EP may positively affect an individual's intention to become an entrepreneur. For example, Martin et al. (2013) conducted a quantitative review of the entrepreneurial literature to find support for the positive link between EP and positive perceptions of entrepreneurship. Studies included in the meta-analysis had to focus on entrepreneurship education or training. The evidence in the meta-analysis supported the assumptions that EPs are associated with higher levels of positive perception of entrepreneurship and entrepreneurial intention. Entrepreneurial intention refers to a

person's objective to start a business venture and work as an entrepreneur in the future (Hmieleski & Corbett, 2006).

While EPs often aim to foster entrepreneurship, it also contribute to employability outcomes, especially for youth in developing countries where employment opportunities are limited. Chigunta (2017) emphasises that EPs in sub-Saharan Africa can also build transferable soft skills, such as confidence, and self-efficacy, that enhance one's work readiness.

Moreover, a study by Tam et al. (2024) assessed The Social-Up youth entrepreneurship programme in Hong Kong. The programme provides entrepreneurship training to high school students from disadvantaged backgrounds. This includes visits to start-ups and an internship. Tam et al. (2024) found that the experience gained from the EP increased the participants' perceived competitiveness in the labour market which made them feel more positive and confident about themselves. Positive emotional states, such as high self-esteem and career-related self-efficacy, are positive predictors of job performance and thus, valued by employers. Therefore, personal development is another benefit of an EP as it enhances young people's personal and professional development.

In addition to entrepreneurship education, some EPs provide wrap-around services. Wrap-around services are aspects of the programme that complement entrepreneurship education (Valerio et al., 2014). This often includes funding to start a business, coaching, and network assistance. Wrap-around services give participants access to additional support services and resources that they would not have been able to obtain elsewhere.

For example, the benefit of mentoring as a wrap-around service is shown in Sarri (2011)'s evaluation research. The researcher evaluated the effectiveness of a mentor training intervention as used by female entrepreneurs in Northern Greece. The mentors in this programme are

experienced entrepreneurs who support and counsel the participants who are inexperienced entrepreneurs (Sarri, 2011). Mentors were able to transfer their entrepreneurship knowledge and skills to the participants through the mentoring relationship. Thus, wrap-around services are another beneficial component of EPs.

The Need for Entrepreneurship Programmes

Given South Africa's economic realities, such as persistent job shortages and a high youth demographic, it is crucial to examine programmes that could empower the youth and stimulate economic growth. For example, at the end of the second quarter of 2024, South Africa's unemployment rate stood at 33.5% (News24, 2024). Moreover, individuals under the age of 25 face an unemployment rate that exceeds 60% (BusinessTech, 2024). These statistics reflect a younger generation being at greater risk of being excluded from the formal economy, if proactive and meaningful interventions are not introduced.

The unemployment rates are concerning seeing as poverty eradication is the top-ranked Sustainable Development Goal (SDG), as identified by the United Nations (2023). Being a member of the UN, South Africa is obliged to deliver on this SDG. The South African government cited entrepreneurship as one way to tackle this goal in the National Development Plan 2030 (South African government, 2012). Subsequently, the United Nations Conference on Trade and Development (UNCTAD) collaborated with the South African government to develop the National Entrepreneurship Strategy which builds on the National Development Plan 2023 (*United Nations Conference on Trade and Development [UNCTAD], 2023*). This strategy focuses on youth empowerment, job creation and economic growth (UNCTAD, 2023). For this reason, the government has implemented various programmes aimed at enabling people to engage in entrepreneurship such as the Youth Enterprise Development Programme, and the

Entrepreneurship Academy Programme (Western Cape Government, 2023). It appears that these programmes only operate in the Western Cape with scarce visibility of similar programmes in the wider South Africa. However, there are programmes run by non-governmental organisations. For instance, the SAB Foundation Tholoana Enterprise Programme offers a two-year support initiative that focuses on youth in rural areas (National Debt Advisors [NDA], 2023) and the Junior Achievement South Africa (JASA) delivers entrepreneurship and work readiness programmes (Junior Achievement South Africa [JASA], 2024).

As noted by Fatoki (2014), EPs are critical in developing an entrepreneurial mindset, which is essential for encouraging job creation and addressing youth unemployment.

While these programmes represent important contributions to South Africa's youth entrepreneurship, there are still limitations. The JASA is a short-term programme that provides brief exposure to entrepreneurship and not sustained support that span multiple years. Similarly, the SAB Foundation Tholoana Enterprise Programme cater to youth that are not in high school. Overall, these programmes do not integrate long-term educational and financial support.

It is in this context that AGOF was created to fill in this important gap and deliver a high-quality EP that spans the high school years and combines entrepreneurial training with financial support and academic tuition.

The Programme Description

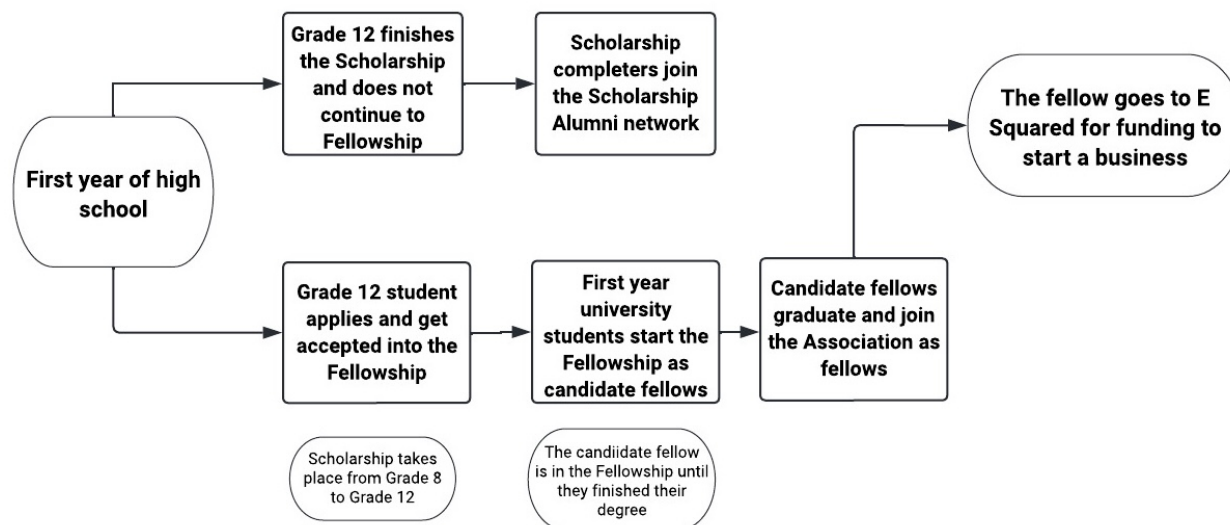
Allan Gray Proprietary Limited, Africa's largest privately-owned asset manager, was launched by founder Allan Gray in 1973 (Farr, 2011). AGOF is its philanthropic branch. While Allan Gray Limited's focuses on creating long-term wealth for clients, AGOF's vision is to achieve long-term economic and societal wealth through its beneficiaries (Farr, 2011).

To achieve this vision, AGOF intends to mainstream the skills and attitudes of an entrepreneurial mindset. AGOF aims to encourage South Africans to embrace the advantage of the entrepreneurial mindset through the following three programmes (See *Figure 1* for an illustration of AGOF's pipeline):

- Scholarship programme: The first programme in the AGOF pipeline is targeted at high school learners. The Scholarship programme is the subject of this evaluation.
- Fellowship programme: The second programme is targeted at university students.
- Association programme: The third programme accommodates beneficiaries who completed the Fellowship programme and want to start a business.

Figure 1

The AGOF Programme Pipeline



Scholarship Programme

Grade 6 learners can apply for the Scholarship programme so that there is enough time for assessments, selection, and placement at the partner high schools, with the Scholarship programme beginning in their first year of high school. Applicants need to complete numeracy and literacy tests as part of the initial screening. The selection process continues with an

interview that is designed to identify students who demonstrate the following traits: leadership potential, resilience, a strong sense of self-motivation, and problem-solving abilities (Allan Gray Orbis Foundation [AGOF], 2025). Mobilisers play a crucial role in interviewing the candidates. Mobilisers are often individuals who are employed by AGOF and come from underprivileged backgrounds themselves. Shortlisted candidates attend a camp that is instrumental in the assessment of interpersonal skills. The aim is to select students who show promise in developing into responsible, high-impact entrepreneurs. Subsequently, successful candidates start the programme in their first year of high school. The Scholarship sets a foundation by giving beneficiaries a realistic picture of what it takes to be an entrepreneur.

Beneficiaries who complete the Scholarship programme can apply for the next programme in the pipeline which is the Fellowship. Acceptance into the programme is not guaranteed since applicants need to meet the programme's minimum requirements. Additionally, the Fellowship programme provides applicants, who were not beneficiaries of the Scholarship, the opportunity to apply and be admitted into the programme. Beneficiaries that completed the Scholarship can be part of the Scholarship Alumni which allows them to connect with other scholarship beneficiaries.

Those accepted into the Fellowship programme are called candidate fellows. Candidate fellows in the Fellowship programme are actively trying to enter the entrepreneurial landscape and understand the value of starting a business and venture capital. Once they have completed their university degree and met the programme's requirements, they become Allan Gray fellows. They are automatically part of the next programme which is the Association programme.

The Association programme supports the fellows in pursuing their entrepreneurial journey. Fellows get the opportunity to present their business idea to E Squared, a branch of Allan Gray, that provides venture capital to the fellows.

The Scholarship Programme

The AGOF Scholarship Programme annually recruits learners who meet the following criteria (AGOF, 2025):

- Have South African citizenship, or one parent must be a South African Citizen.
- A grade 6 learner that is not older than 12 years of age and not younger than 11 years of age.
- Obtain a minimum score of 70% in English and Mathematics based on their Grade 6 reports, specifically the December report from the previous year and the June report from the current year of application.
- Demonstrate financial need (household income does not exceed a monthly gross income of R20,000).

The programme activities are described in more detail in the subsequent section.

Access to Top-Quality Education. At the start of high school, scholar is given placement in one of AGOF’s partner schools in the following provinces: Eastern Cape, Free State, Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga, North West, and Western Cape. The partner “Model C”¹ schools provide quality education that scholars’ families would never have been able to afford. This affords the scholars with an invaluable opportunity to access quality education.

¹ Model C schools receive government funding, like public schools in South Africa, but they are largely funded by the parents of the school goers. These schools have larger budgets and can afford a very high standard of education. On the other hand, public schools struggle with the need for qualified teachers and need to get by on low governmental funding.

Moreover, if a scholar lives in a rural area far from these schools, boarding arrangements are made.

Financial Support. AGOF provides financial support to the scholars to alleviate the financial burden experienced by their families. The support covers tuition, uniform, boarding fees, stationery, textbooks, toiletries, casual clothing, support for extra murals and a monthly allowance (AGOF, 2025; Bisgard et al., 2019).

Scholarship Development Officer (SDO). Each scholar is supported by an SDO who is also an entrepreneur. SDOs provide academic support, such as tutoring, and psychosocial support. For instance, they help scholars adjust to boarding life away from their family or adapting to a new school environment. While SDOs are not trained counsellors, they can refer scholars to professional counselling if needed. Therefore, the SDO contributes to the personal development of the scholar by providing additional support.

The SDOs also serve as coaches by providing entrepreneurial guidance, assisting scholars in setting goals, encouraging them to take risks in their personal lives (such as participating in the Jamboree event), and guiding them to find solutions through reflective questioning.

Home Visits. As noted in the AGOF's internal documentation (Mabizela, 2023), the staff conduct home visits to welcome new scholars and their families part of the programme's orientation. By implementing home visits, the scholar's families are made to feel included in the programme and this can ensure buy-in from them. Such support is important as scholars in rural areas get sent to a boarding school in an area that is unknown to them. Therefore, parents need to show commitment to the process and support this difficult transition.

Networking. Networking aims to provide a sense of community that participation in the programme brings (Bisgard et al., 2019). Networking events include the national annual

development camp, regional breakthrough sessions and the Jamboree. The national annual camp occurs four times a year. The camp provides further opportunities to learn about entrepreneurship through facilitated learning workshops (Bisgard et al., 2019). The regional breakthrough sessions take place three times a year. These sessions are facilitated workshops where scholars share information about their journey and personal experiences. The Jamboree (also known as the “Annual Festival of Ideas”) occurs on an annual basis (Mabizela, 2023). The event delivers interactive speaker sessions and masterclasses from entrepreneurs as well as provides scholars with the opportunity to collaborate with other AGOF members on business ideas.

Online Curriculum. AGOF’s online curriculum is a platform that provides entrepreneurial education content. During Bisgard et al. (2019)’s evaluation of the programme, scholars claimed it was difficult to access the online curriculum and complete submissions. Currently, adjustments are being made to the online curriculum by AGOF, and thus, scholars from 2023 onwards may have a different experience of the platform compared to those from prior years. Due to these ongoing changes to the online curriculum, a comprehensive evaluation of the online curriculum was not possible within the scope of this evaluation.

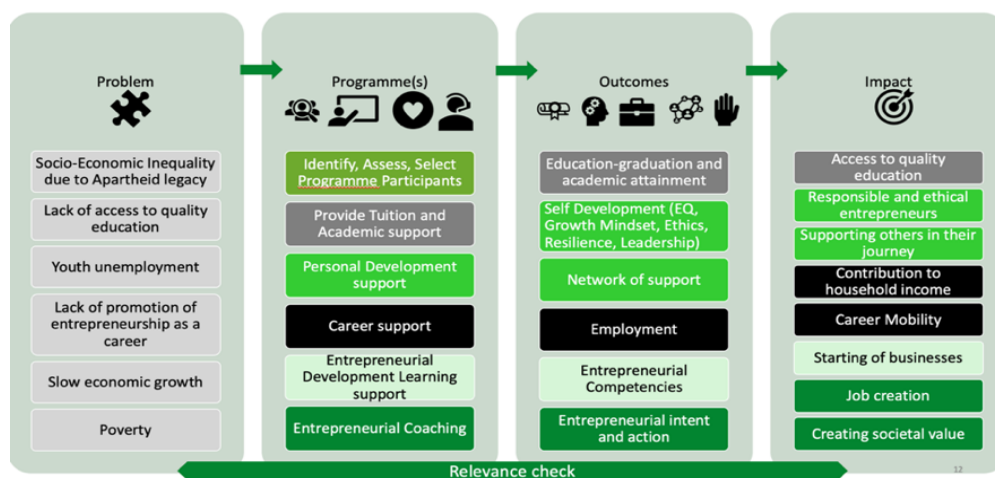
Programme Theory

A programme theory helps the programme staff and other involved stakeholders understand what the programme aims to achieve and which variables contribute to its outcomes (Donaldson & Lipsey, 2006; Rossi et al., 2018). A plausible programme theory is more likely to reach the expected outcomes. AGOF’s programme theory was released in November 2023, as represented in Figure 2, which logically represents the reasoning behind the programme. It includes what the programme aims to solve, the programme activities as the determinants and the mechanisms which drive the programme to attain outcomes and the resulting impact. Refer to

Appendix A for a more elaborate programme theory that represents the underlying processes for the overall programme. Take note that this evaluation only focuses on the programme outcomes and not the impact.

Figure 2

AGOF's Programme Theory



Note. From Interim M&E framework: The M&E approach to be used based on the new way of running the Foundation's programmes (slide deck), by AGOF, 2022. Unpublished internal PowerPoint slides.

The Evaluation Needs of AGOF

AGOF needed an evaluation to assess whether the programme activities are resulting in their intended outcomes and the coherency of the overall programme theory. The request for an evaluation was done through the UCT Knowledge Co-ops following the 2019 evaluation of AGOF's three programmes by Khulisa. Khulisa's evaluation provided information on the unintended consequences experienced by scholars. One of these unintended consequences included the pressure of not being able to meet the programme requirements. Scholars reported feeling pressured by AGOF, the school, the community, and even their families (Bisgard et al.,

2019). This pressure often results in mental health issues. Mental health issues were reported by Khulisa as a common theme for scholars who departed from the programme.

The results from Khulisa's evaluation indicate that the programme was affecting the beneficiaries in an undesired manner. This led to AGOF wanting to understand why some scholars were meeting the requirements of the programme, while other scholars did not want to continue the programme. In addition, AGOF wants to understand how their programme theory compares to those of similar programmes.

Taking all this into account, a formative evaluation was seen as the most appropriate since there is a need for programme improvement. A formative evaluation provides information that can guide programme improvement (Rossi et al., 2018). More specifically, a theory and outcome evaluation meets AGOF's evaluation needs. A theory evaluation allows us to assess whether the Scholarship programme was designed in such a way that it is addressing the social need it purports to address. An outcome evaluation can help us identify activities in the Scholarship programme that need to be adapted, improved, or removed to achieve its intended outcomes.

Theory Evaluation

Theory evaluation is conducted to determine whether a programme consists of the necessary components and whether the programme's causal assumptions are correct (Rossi et al., 2018). The scholarship's programme theory is interrogated by comparing it with existing literature and conducting interviews with stakeholders who are or were involved with the programme. The theory evaluation questions are as follows:

1. Are the causal linkages between the Scholarship programme content, activities, and proposed outcomes plausible?

2. What elements of the Scholarship programme could be modified to maximise intended outcomes?
3. Is the Scholarship directed at the appropriate population?

Outcome Evaluation

An outcome evaluation is conducted to assess beneficiaries' progress concerning the intended outcomes (Rossi et al., 2018). Information provided by the outcome evaluation provide more insight into the observable outcomes associated with the programme. The outcome evaluation questions are as follows:

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 are the observed successful outcome attainment in beneficiaries associated with the 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 2: Method

Design

This evaluation aims to describe patterns and trends associated with scholars being successful and unsuccessful in the programme. It also aims to compare data from multiple sources on similar programmes to the Scholarship. The descriptive design is an appropriate choice for both the theory and outcome evaluation as its strength lies in its ability to provide a comprehensive description of individuals' experiences, enabling a greater understanding of the area being explored (O'Brien et al., 2019). The descriptive design is able to reflect the sample of scholarship beneficiaries and can bring insight into the complex nature of what it is like to be the beneficiary of AGOF's Scholarship programme.

Despite this, the descriptive design does not allow for causal inferences as the evaluator does not have control over any variables (Aggarwal & Ranganathan, 2019). For example, a descriptive research design does not assist in explaining why beneficiaries in the scholarship are departing from the programme and whether it is related to the programme's activities. It is only possible to describe the subjective perceptions and experiences of the programme's beneficiaries.

Qualitative methods such as semi-structured interviews, were used as part of the design to provide deeper insight into answering theory evaluation question three and all outcome evaluation questions.

Method for Theory Evaluation

Evaluation Questions One and Two

According to Rossi et al. (2018), a plausibility assessment of the programme theory's underpinning critical assumptions can be performed through a literature review. A narrative literature review is carried out in this evaluation. A narrative review is conducted to review the

state of the literature on similar programmes. The review enables the evaluator to determine whether the programme theory is plausible.

Data Sources. The following databases were searched using the University of Cape Town's library and Google Scholar: Development Impact, Poverty Impact Evaluation Database, Poverty Impact Evaluations Database, Abdul Latif Jameel Poverty Action Lab, Centre for Effective Global Action and The Organisation for Economic Co-Operation and Development.

Search terms included key terms, programme activities and assumptions specified in the programme theory. An example of search terms is as follows: 'entrepreneurship education', 'entrepreneurship intentions', 'evaluation', 'entrepreneurial training', 'entrepreneurship programme', 'coaching', 'networking', 'South Africa', 'mindset', 'high school', 'youth', 'families', 'wellbeing', 'wraparound services' and 'psychosocial support'.

Inclusion Criteria. The main criterion for inclusion is that the data must contribute to evaluating the plausibility of causal links between the scholarship programme's content, activities, and outcomes, as well as identify potential modifications to maximise the programme's associated benefits. The inclusion criteria is as follows: the article is written in English; includes a sample or subsample in high school; an evaluation of an entrepreneurial programme, intervention, or initiative; and published between 2013 to 2024 to focus on contemporary evaluations. This includes evaluation reports or studies and exclude conference papers, unpublished dissertations, and books.

Study Selection. Abstracts were assessed according to the inclusion criteria.

Evaluation Question Three

Participants. To answer question three, semi-structured interviews are held with four mobilisers and twelve scholarship beneficiaries. The interview schedule used for these mobiliser

interviews is provided in Appendix B. Mobilisers engage with community members and raise awareness in primary schools about the scholarship programme. The mobilisers play a role in the recruitment of the scholars and provide insight into whether the programme is targeting the appropriate population for the programme. Beneficiaries also provide information about their experience of the programme's recruitment strategy, but the interview with the beneficiaries were be conducted during the outcome evaluation.

Semi-structured Interviews. The qualitative research interviews are a method used to gather detailed information about people's perceptions, beliefs, and experiences (Lim, 2024). Semi-structured interviews follow a fixed set of sequential questions, but additional questions were added to facilitate further exploration of the topic at hand, taking the form of a managed conversation (Cachia & Millward, 2011). Participants choose the location and format of their interview, which were recorded for accurate verbatim transcription. The evaluator also reads through the interview transcript to ensure there are no errors.

Data Analysis

Content Analysis. The purpose of content analysis is to describe a document's content and its characteristics by examining who says what, with what effect, and to whom (Bloor & Wood, 2006). A manifest and inductive content analysis was conducted. The manifest content analysis focuses on describing explicit, surface-level aspects of the text (Vaismoradi et al., 2013). While predefined codes guides the initial analysis based on the interview schedule, the coding process remain open to additional codes that may emerge from the interviews, allowing for a comprehensive analysis of the data. An inductive content analysis also took place, in which the coded categories are derived directly from the data (Hsieh & Shannon, 2005). The narrative literature review complements this qualitative data analysis by integrating existing knowledge

relevant to the programme. Thus, the inductive content analysis and narrative literature review provide a holistic understanding by synthesising insights from the interviews with academic perspectives.

Method for Outcome Evaluation

Success Case Method

The Success Case Method (SCM), developed by Brinkerhoff (2003), was identified as appropriate for this outcome evaluation as it examines the beneficiaries' experiences and outcomes that have been achieved. The advantage of using SCM is that the approach involves selecting groups who performed well and identifying factors that affected their transfer of learning, such as their characteristics, the type of learning that took place, and the external environment. This is attained through the participants reflecting on the programme's activities. The process of reflection may uncover aspects that prevent beneficiaries from applying the new skills and knowledge obtained from the programme. Hence, the SCM can provide information for programme improvement by gaining insight into what worked for someone and what did not work for someone else.

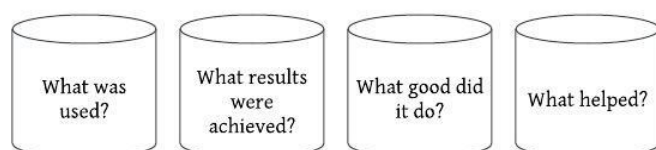
More rigorous designs, such as experimental and quasi-experimental designs are often recommended to demonstrate the programme's outcomes. However, the SCM lends itself to the current evaluation context where time and data are limited (Brinkerhoff, 2006). The evaluator cannot make explicit claims about causality while using the SCM, but the method is known for providing clear evidence on training programme outcomes (Brinkerhoff, 2006).

Firstly, we selected a sample of success and non-success cases using monitoring data. The success criterion guides this. The success criterion represents the intended outcomes of the programme for the beneficiaries (Brinkerhoff, 2003; Brinkerhoff, 2006). See Appendix C for the

scholarship's success criterion. Secondly, success and non-success cases were selected to be interviewed. The goal of the interview is to gain further insight into the reasons for beneficiaries' success or lack thereof. The interview was guided by a SCM Interview Protocol by 'filling buckets' (see Appendix D). The bucket-filling process refers to the themes the interviewer wants to explore as illustrated in Figure 3 and Figure 4.

Figure 3

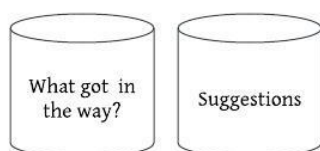
Success Case Interview Questions



Note. Questions used to identify and analyse factors contributing to successful outcomes. From *The Success Case Method: Find Out Quickly What's Working and What's Not* (p. 6), by R. Brinkerhoff, 2003, Berrett-Koehler Publishers. Copyright 2003 by Berrett-Koehler Publishers.

Figure 4

Non-Success Case Interview Questions



Note. Questions designed to explore reasons behind non-successful cases From *The Success Case Method: Find Out Quickly What's Working and What's Not* (p. 6), by R. Brinkerhoff, 2003, Berrett-Koehler Publishers. Copyright 2003 by Berrett-Koehler Publishers.

Participants

A purposive sampling strategy was employed where the population of beneficiaries from the cohorts 2017–2021, 2018–2022 and 2019–2023 were identified from AGOF's existing

monitoring data (Appendix E). To address potential participant withdrawal, the sampling approach incorporated a replacement strategy. An additional list of three success cases and three non-success cases to substitute for participants who failed to attend their scheduled interviews.

A total sample of twenty beneficiaries (ten success cases and ten non-success cases) was targeted for the semi-structured interviews. Replacements were drawn systematically from the supplementary list to ensure the sample size is maintained. However, the final sample consisted of twelve beneficiaries (nine success cases and three non-success cases). To be eligible for the interview, the participant had to meet the following criteria:

1. Be at least eighteen years old.
2. Have completed or exited the scholarship programme during the above-mentioned cohorts.
3. Met the threshold as set by the success or non-success criteria (see Appendix C).

Data Analysis

Thematic Analysis. Thematic analysis is described as “a method for identifying, analysing and reporting patterns with data” (Braun & Clarke, 2006, p. 79). The thematic analysis involves searching for and identifying common threads that extend across a set of interviews (DeSantis & Ugarriza, 2000). A deductive approach was followed since there are already preconceived categories established by the success criterion (see Appendix C). Interviews were recorded and transcribed using an artificial intelligence transcription tool. The evaluator reviewed the transcripts while re-listening to the recordings to ensure there are no errors. Detailed steps for both thematic analysis and content analysis are displayed in Appendix F.

Ethical Considerations

The evaluation was guided by ethical considerations such as confidentiality, voluntary participation, anonymity, and informed consent. For example, information sheets was used to inform participants about the reasons for them being interviewed and what would happen to the information provided during the interview. All participants were required to read and sign consent forms before interviews commence. Voluntary participation was emphasised. The interviews were not be recorded without permission. When transcribing the interview, the names of participants was replaced with different names to maintain their privacy. Data collected in the evaluation was securely stored on a password-protected computer. Furthermore, the evaluators developed a proposal which was be submitted for review by UCT's Faculty of Commerce Ethics Committee. A Memorandum of Agreement was also signed by the evaluators, the UCT Knowledge Co-op and AGOF.

Chapter 3: Results

Theory Evaluation Results

This section examines the results of the theory evaluation, focusing on three key assumptions in the causal logic of AGOF's Scholarship programme: *Individuals with potential and financial needs are selected*, *Scholars achieve academic excellence*, and *Scholars have developed an entrepreneurial mindset*. The key theory evaluation questions are explicitly addressed in this section.

Theory Evaluation Question 1: Are the Causal Linkages Between the Scholarship Programme Content, Activities, and Proposed Outcomes Plausible?

Scholars Achieve Academic Excellence. The first assumption is that Scholarship beneficiaries perform well in school because they receive funding to be enrolled at leading high schools across South Africa. In addition, by having one-on-one conversations with a Scholarship Development Officer (SDO), the Scholarship recipients receive support that reduces stress and in turn, has a positive influence on their academic performance. Moreover, placement schools provide the support and resources that scholars would not receive if they went to a school in their community.

The Galuwa Scholarship programme in New Zealand has implemented a similar scholarship initiative where those from a poorer background receive academic and financial support (Gorrod et al., 2014). Contrary to AGOF, this programme is not entrepreneurial-focused. The Galuwa Scholarship programme is a three-year programme that assists Aboriginals in completing their high school education and planning pathways for future career options (Gorrod et al., 2014). To be eligible for the scholarship, the students must attend a public school and

perform above the national standard in reading and numeracy. In addition, the students are required to partake in thirty hours of tutoring.

Galuwa's evaluation revealed significant improvements in beneficiaries' literacy and numeracy outcomes. During interviews, students also expressed pride in their academic achievements and a strong desire to excel at school. Factors such as individual tutoring and career planning were key in boosting motivation and fostering positive attitudes toward education. These findings highlight the importance of structured support in enhancing students' academic performance.

Similarly, AGOF offers tutoring through the SDOs, providing beneficiaries with the necessary resources to achieve academic excellence. The amount of tutoring varies based on each scholar's unique needs, with the SDOs identifying the most effective approach to support them. Additionally, the SDOs provide coaching, helping scholars set specific goals, including academic goals, to encourage focused efforts toward achieving those goals. The SDOs also regularly check in with the scholars to keep them accountable in meeting these goals. The evidence from Galuwa underscores the value of such support in maximising academic success, suggesting that AGOF's activities can yield similar positive outcomes.

These findings are relevant in the South African context, where there are persistent learning deficits in under-resourced schools. For instance, Spaul and Kotze (2015) show that learners from disadvantaged backgrounds often start school with significant deficits in literacy and numeracy, especially in comparison with those who receive higher quality education at better-resourced schools. This reinforces the plausibility of AGOF's theory of change: by placing scholars in well-resourced schools with the added benefit of offering coaching, the programme provides the conditions necessary for academic success. Thus, the causal link between

programme activities and the outcome of academic excellence is plausible given the educational landscape in South Africa.

Scholars Have Developed an Entrepreneurial Mindset. The second assumption is that scholars will be able to cultivate an entrepreneurial mindset through partaking in AGOF's activities. According to AGOF, the following competencies underpin an entrepreneurial mindset: leadership, growth mindset, resilience, curiosity, locus of control, value creation, values-driven, self-efficacy, problem-solving, calculated risk-taking, innovation, action orientation, opportunity recognition, and opportunity assessment. This section focuses on the acquisition of self-efficacy and entrepreneurial alertness (opportunity recognition, and opportunity assessment).

A study by Ho et al. (2018) in Singapore aimed to evaluate whether specific elements of entrepreneurship training enhance entrepreneurial competencies, particularly focusing on entrepreneurial alertness (encompasses opportunity recognition and opportunity assessment) and self-efficacy. Utilising a quasi-experimental design, a five-month training programme was implemented across five schools. The programme involved a structured curriculum that focused on four main skills: interpersonal, financial, innovative thinking, and marketing communications. Key programme activities involved learning how to pitch, marketing, and prototyping. Similar to AGOF's Jamboree, these schools held internal showcases and students were sent to participate in external competitions. It should be noted that the trainers in the various schools could have presented the training programme differently as the programme did not employ the same trainers across every school.

The results from Ho et al.'s (2018) study suggest that the training programme had a valuable impact on developing entrepreneurial competencies, such as entrepreneurial alertness and entrepreneurial self-efficacy, among the students. Ho et al. advocate that their study

uncovered that entrepreneurship training can increase entrepreneurial alertness and self-efficacy using hands-on activities (Tang et al., 2012).

Ho et al. (2018) provide examples of hands-on activities they consider may have contributed to the study's findings. Lessons on product development and interactions with mentors may have imparted entrepreneurial skills and validated the students' self-belief in their capabilities (Wood & Bandura, 1989). Collaborative group work allowed students to practice their entrepreneurial skills in a space where they did not feel judged. Showcases and external competitions provided students with opportunities to undertake challenging tasks that enhanced their self-efficacy. The results are consistent with Erikson's (2003) research that engaging in relevant and challenging tasks is a critical factor in developing self-efficacy.

Another study evaluated the Mind the Gap project in Finland and revealed that creativity, which was measured through the utilisation of new internet technologies and communication, predicts entrepreneurial alertness (Obschonka et al., 2017). Through hands-on activities, the beneficiaries develop creative problem-solving skills, equipping them to generate novel ideas and approach problems from unique perspectives. The improved creativity enables the beneficiaries to recognise and act on opportunities, which is an essential component of entrepreneurial alertness.

Bux and Van Vuuren (2019) evaluated the JASA programme, which enables students to form teams and start their businesses. Their study compared two variations of the programme, differentiated by duration ('short' vs. 'long'). The sample comprised students aged 15 to 18, all of whom were enrolled in the JASA intervention. The authors concluded that the duration of the intervention significantly influences its effectiveness in enhancing self-efficacy perceptions. This suggests that offering entrepreneurial education over the scholars' five years at high school is

advantageous for strengthening their entrepreneurial self-efficacy. This can potentially be attributed to the scholars' increasing familiarity with entrepreneurial concepts over time, which leads to a gradual development of confidence and knowledge. Thus, practice is an important means of developing entrepreneurial skills (Zhang et al., 2023)

While the long-term version in Bux and Van Vuuren (2019)'s study was more effective in promoting self-efficacy, the short-term version also contributed to improvements, suggesting that experiential learning can be beneficial even in shorter durations. Nevertheless, the study has some limitations. The absence of a pretest and control group makes it difficult to determine whether the observed effects were directly attributable to the JASA intervention. As a result, there is little information regarding the differences between the interventions, rendering the implications of the results unclear.

Collectively, these studies provide evidence that structured, hands-on EPs can improve self-efficacy and entrepreneurial alertness which are two key elements of the entrepreneurial mindset. The activities mirror the experiences provided through AGOF's Jamboree activities.

Theory Evaluation Question 2: What Elements of the Scholarship Programme Could Be Modified to Maximise Intended Outcomes?

One notable gap in the programme theory is the absence of structured career planning support. Career planning could be instrumental in guiding scholars to identify specific opportunities in the entrepreneurial landscape. Data from Gorrod et al.'s (2014) evaluation of the Galuwa scholarship programme revealed that career planning was one of the factors that boosted learners' motivation and positive attitudes toward school. Career planning helps individuals clarify their goals and gain a better understanding of their values, skills, and interests. This is achieved through self-assessment, goal-setting, and career exploration (Zhang et al., 2023).

Incorporation of concrete career plans and prospects into AGOF's programme can motivate students to apply their learning in real-world situations and reflect on how their potential careers can contribute to society (Brausch-Boeger & Foerster, 2024).

The programme theory can also be improved by the implementation of peer feedback. Brausch-Boeger and Foerster (2024) evaluated a four-day entrepreneurial project where students select a business plan and present their experience to an audience, during which they receive peer feedback. The peer feedback prompted students to reflect on what went well and the challenges they encountered throughout the process. Hence, introducing peer feedback might encourage reflective thinking, enriching the scholars' experience of the intervention whilst enhancing their entrepreneurial learning (Faergemann, 2016).

Theory Evaluation Question 3: Is the Scholarship Directed at the Appropriate Population?

A critical assumption of the programme theory is that the selection process effectively identifies and targets individuals who are both academically strong and financially in need. By selecting such beneficiaries, the programme aims to remove socioeconomic status (SES) barriers, which can hinder their potential for success as entrepreneurs. SES can be identified as an individual's social and economic position within society, including access to opportunities, parental education level, income, and occupation (Mistry et al., 2010). Ensuring the right candidates are accepted is essential to breaking down these SES barriers. The programme's ability to target the appropriate population was assessed through interviews with mobilisers, who provided insights into the effectiveness of this selection process.

Individuals With Potential and Financial Needs are Selected. The mobilisers understand that students must come from economically disadvantaged backgrounds and demonstrate strong academic potential to be considered for the programme. Notably, the

beneficiaries' school marks are even more important than their interest in entrepreneurship, as mentioned by Mobiliser 2: "So whether they have an entrepreneurial interest or whatever, if they're not if they don't meet the academic benchmark, that disqualifies them. Even though they probably would've done well in the programme in terms of entrepreneurship, whatever development factors by passing maybe at fifty or whatever" (Mobiliser 2, personal communication, June 2024).

This highlights a trade-off in the selection process: by prioritising academic performance, the programme may unintentionally exclude students with weaker academic results but strong entrepreneurial traits. The AGOF Scholarship programme's rationale for targeting academically strong students is based on the belief that academic excellence at the high school level is a predictor of future success in tertiary education. AGOF holds that university education plays a critical role in fostering entrepreneurial success, and thus, students must meet an academic threshold that ensures they can thrive at the university level. Supporting this view, a study by Hunady et al. (2018) found that individuals with higher education are more likely to initiate and successfully manage business ventures. For example, through administering surveys to forty countries, primarily in Europe, Hunady et al. (2018) examined the effect of higher education on one's likelihood of starting a business. Their probit regression analysis showed that individuals with higher education are not only more active in initiating business ventures but also more successful in managing them. Thus, academic potential is a plausible criterion in deciding who will be eligible for the Scholarship because receiving higher grades in high school ultimately leads to one applying and getting accepted into university.

Although there may be an emphasis on the student's academic achievement and financial status, AGOF assesses the students' creative problem-solving capabilities during the interviews.

This is explained by Success Participant 5: “We had to say what objects we could describe ourselves as best and then give, like, a five-minute oral on why we see ourselves as that object and then from that interview they also asked just basic questions about our schooling, about our family, our financial situation” (Success Participant 5, personal communication, September 2024).

This suggests that skills associated with an entrepreneurial mindset, such as creativity, are used as key criteria for selecting students. Rosique-Blasco et al. (2016) found that creativity, as a skill, is a determining factor that influences students to pursue entrepreneurship as a career path. Given its significance, creativity is an essential skill to assess when selecting students for the programme.

As mentioned by Success Participant 5 above, the mobilisers also verify the student’s financial status to ensure that the programme effectively selects the appropriate individuals. This is also evident by what Mobiliser 4 states: “You connect with credit bureau, look at their financial standing. Do they have houses, have they paid bonds, pay for cars and all that. So, we try to make sure that we get the right people” (Mobiliser 4, personal communication, September 2024).

Based on what Mobiliser 4 and Success Participant 5 say, the students’ financial backgrounds are taken into account when they are being selected for the programme.

The Recruitment Strategy’s Effectiveness. Another component that provides insight into whether AGOF is reaching the target population is its recruitment strategy. The mobilisers are cognisant of the fact that certain factors of the application process may be obstacles for some applicants. This is displayed in Table 1.

Table 1*Mobilisers' Perspectives on Recruitment Obstacles in Terms of its Difficulty*

Most Challenging	Least Challenging
Incomplete applications	District officials' buy-in
Language barriers	Parents' undue influence

The least challenging obstacles are securing district officials' buy-in and managing parents' undue influence. Mobilisers report that some parents, in desperation, may encourage their children to provide inaccurate information on their application, particularly regarding their financial status. Additionally, mobilisers need to gain district officials' support to market the Scholarship to a broader audience within a district. Sometimes, they face resistance, as some officials are reluctant to help without incentives. This is potentially due to a lack of awareness about the programme's benefits for the broader community. Despite these challenges, AGOF tries to mitigate these issues by verifying the parents' financial information and utilising various marketing channels, including radio, to maximise outreach. The following paragraph will examine the most challenging recruitment obstacles in more depth. These are incomplete applications and language barriers.

Incomplete applications tie into the issue of accessibility, particularly in the rural areas. When discussing the challenges of conveying programme information within these communities, Mobiliser 1 highlighted the difficulties candidates face in completing their applications: "But I think the other challenge that we also face when it comes to the community is uh, when the information does come, or get to them (*pause*) I think one of the biggest challenges that we face

is that on their end, they face challenges around completing their applications and providing the necessary documentation to us” (Mobiliser 1, personal communication, June 2024).

Incomplete applications may be a result of candidates' inability to obtain the necessary documentation from their parents and lack of infrastructure in rural communities. Most parents in these communities partake in informal or casual employment such as domestic servants, farm labourers, and petrol attendants (Page, 2016). These jobs leave them with limited time to spend with their children due to long hours and time spent travelling to work. As a result, parents might not be available to provide the information required to complete the applications.

On the other hand, lack of infrastructure is also prominent in rural communities, and therefore, candidates in rural areas lack access to public facilities such as libraries and internet connections (Ngoepe et al., 2017). Even when students have mobile phones, they may struggle to access online services due to poor network signals or a lack of data (Boloka & Ngoepe, 2024). Consequently, the candidate may not be able to print documents or access information about the programme on the Internet.

A language barrier is also recognised as a challenge by Mobiliser 2 as “the focus is still on communicating in English”. This sentiment is echoed by Mobiliser 3, who remarked on the importance of being mindful of a candidate's language barrier during the recruitment process: “But I tend to realise that they'll sit there and not say anything because they shy to ask you, ma'am, what do you mean by innovation? What is that word? So in general, but I'm very mindful of simplifying things and language so that I can meet them where they are and ask them, do you understand what the word means?” (Mobiliser 3, personal communication, June 2024)

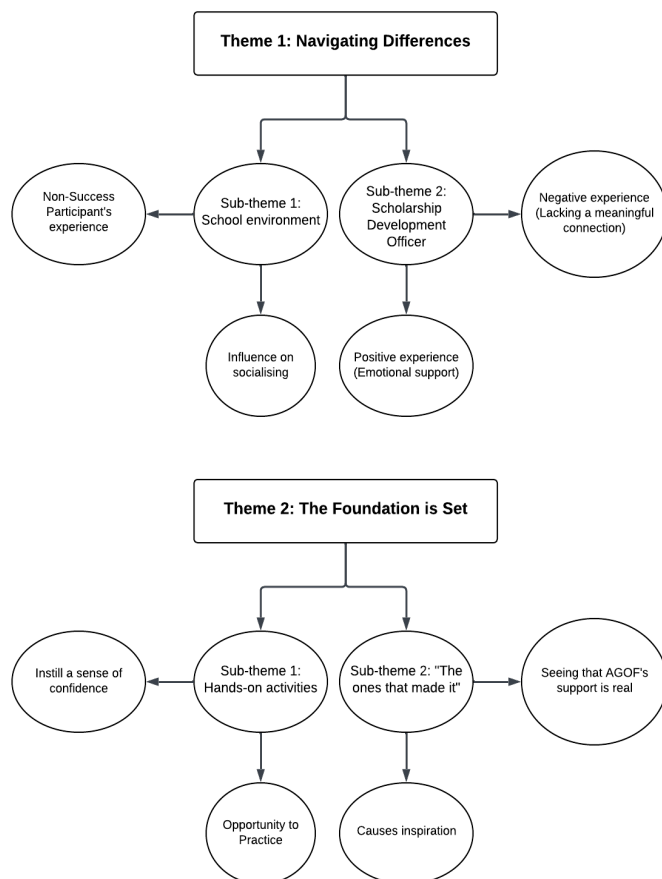
This sentiment is common among children from poor communities in South Africa, who often speak a mother tongue that is not valued in the formal education system (Saneka & De Witt,

2019). Hence, it is important to simplify and explain certain concepts to candidates, as Mobiliser 2 does, to prevent them from feeling inadequate when they do not understand specific terms. It should be noted that the programme may be successful in reaching many learners, but the application process is also highly competitive, with only forty children being accepted into the scholarship programme. Mobiliser 4 contends that the programme could impact more children's lives by selecting placement schools with lower fees because the current placement schools may be limiting programme intake due to their higher fees. Mobiliser 4 made this insightful comment about the schools that AGOF chooses to partner with: "I don't think for a child to be successful, they need to go to Bishops or Michael house. There are other good schools out there that could definitely help the child to do better" (Mobiliser 4, personal communication, June 2024).

This observation raises an important point: AGOF could partner with schools that, while not as prestigious as private schools, may still offer quality education through qualified teachers and access to resources. This remains a valuable opportunity, given that learners in disadvantaged communities attend 'No Fee' schools characterised by large class sizes, unqualified teachers, and a lack of basic resources (Franklin, 2016).

Outcome Evaluation Results

The analysis in this chapter explores the main themes that emerged from the Success Case Method (SCM) semi-structured interviews, providing a nuanced understanding of the participants' experiences while addressing the evaluation questions. The two significant themes were identified: *Navigating Differences*, and *The Foundation is Set*. See the initial thematic map showing three main themes in Appendix H and the final thematic map in *Figure 5* below.

Figure 5**Final Thematic Map*****Navigating Differences***

This dissertation defines differences as the discrepancy between one's identity and what the individual perceives as the collective identity of their environment. AGOF provides funding for scholars to attend partner schools and the participants recognised that this helped alleviate financial stressors for them and their parents. While this offers a valuable opportunity, it also presents a challenge for the students. This theme explores how scholars navigate a sense of otherness when entering more privileged school environments, where cultural and economic differences become more visible. Participants experienced feeling different from their school peers when they were placed in one of AGOF's partner schools.

The initial transition from a rural and/or predominantly black primary school to a top-performing high school can be stressful, particularly when the school culture is markedly different. In South Africa, these top-performing high schools are predominantly white, so black scholars find themselves in an environment surrounded by peers who have grown up in very different circumstances from their own (Soudien, 2007). For instance, Non-Success Participant 1 highlighted the differences they experienced, stating: “First of all, culture shock from an all-black school, you know, no history interacting with people from, from different backgrounds, multiple races. So that was the first thing. It's like that culture shock. And then there was also the thing of of course, everyone else there was coming from a more fortunate place, if I can say that. Compared to me that was coming from an an unfortunate background” (Non-Success Participant 1, personal communication, September 2024).

Non-Success Participant 3 shared a similar experience, noting how their thick accent impacted their ability to socialise, which in turn affected their confidence and academic performance: “I remember when I first arrived at some point it actually did get deep, but like there was this whole thing of, like, the accent of like, you know, I have a thick accent. So that somewhat ... to some extent did exclude me in a way like in terms of socialising crazy at some point. Yeah, it did kind of play a role in the decline of my confidence and academics” (Non-Success Participant 3, personal communication, September 2024).

To adapt to the new school environment and compensate for these differences, some scholars altered their behaviour to conform and present themselves in a way that hides their financial hardships, so that they appear as financially secure as their wealthier peers. Success Participant 1 explained how they had to adapt to the new school environment: “I really wanted to have the things they had even though I couldn't afford them and that was very hard because I

knew my mom could not buy me those kinds of things, and I just had to become content with what I had and also I became quite big on presenting myself in a way that didn't give off that I was not as financially blessed as the other kids at my school “ (Success Participant 1, personal communication, September 2024).

Although this participant successfully adapted to the new environment, it underscores the significant effort required of the scholars to adjust to the unfamiliar setting. Conversely, Success Participant 8 wanted to simply endure his high school years. He stated: “I didn't really have a fun time socially, so I feel as though that probably put in me some ... that probably instilled in me some shame and anxiety” (Success Participant 8, personal communication, September 2024).

This participant had a negative experience at the school which stemmed from an inability to express his authentic self, suggesting a lack of belonging at the school. Considering this, the SDO plays an important role in offering the support scholars need as they adapt to their new environment. For example, Non-Success Participant 2 referred to his coach as his “school mom” emphasising their shared familiar and comfortable relationship. Thus, The SDO can compensate for the lack of familiarity, serving as a critical support structure. Non-Success Participant 4 best exemplified this: “I feel like those ... the coaching really changes the way you look at things and it's... I feel like it's a huge support structure and if we didn't have it, I don't think it would have been as great being at school” (Non-Success Participant 4, personal communication, September 2024).

On the other hand, Non-Success Participant 3’s reflection on their experience with the SDO highlights a different perspective: “So for me, though, they definitely did help in terms of processing my emotions and being able to open up about everything else that was happening in

my life. But also, at the same time, I did feel a bit like I'm just doing this to get it over and done with” (Non-Success Participant 3, personal communication, September 2024).

Success Participant 3 shares a similar experience to that of Non-Success Participant 3, suggesting that some scholars convey a sense of disengagement where they feel the coaching relationship may lack a more meaningful connection. Success Participant 3 perceived a mismatch in personality with their SDO as evidenced here: “It was okay. I think we just had a personality clash with the coach because she was a very ... She was doing her job, but she just didn't have a warm personality. So it just felt like every session was just her ticking it off her list” (Success Participant 3, personal communication, September 2024).

This theme illustrates the challenges experienced by scholars to adapt to an unfamiliar setting, specifically one where coloniality lingers, as seen in predominantly white South African schools. The support provided by the SDO assists the scholars in manifesting positive coping mechanisms to changes in their environment. However, the effectiveness of this support can be influenced by the nature of the scholar’s relationship with the coach.

The Foundation Is Set

This theme defines *foundation* as the experiences, resources, and support required to attain a comprehensive understanding of what it means to be an entrepreneur. Success Participant 4 explains that to become an entrepreneur, “you just need to get that foundation”. AGOF attempts inspire students to become entrepreneurs through its Jamboree event. The Jamboree reinforces AGOF’s overarching goal by presenting tangible examples of AGOF members who have established businesses. Success Participant 1 reflected on the impact of seeing AGOF Alumni, or as she refers to them, “the ones who made it”, share their entrepreneurial journeys: “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” (Success Participant 1, personal communication, September 2024).

While attending the Jamboree, Success Participant 2 also reflected on seeing AGOF Alumni present their businesses. At this moment they realised that the programme activities are meaningful and will lead to discernible outcomes as stated here: “So it's not just like this programme where you will just, you know, doing all these entrepreneurial stuff and it leads nowhere, you can actually become one of them. You can actually like, um take it into real life, and it can pan out and it also just showed me that the support that Allan Gray gives is real, it's not just within your academic journey” (Success Participant 2, personal communication, September 2024).

This implies that the participants became inspired by entrepreneurs who were in the Scholarship. Exposure to these entrepreneurial role models and their narratives may inspire confidence and motivate students to envision a similar path for themselves.

In addition to being exposed to entrepreneurs who were in the programme, the programme activities deliberately challenge scholars. These activities range from pitching ideas to an audience, networking with other AGOF members and participating in group activities. Success Participant 3 provides a practical example of the influence of group work in relation to the Jamboree competition: “Even if it's an idea that has fallen flat now, I can appreciate how we were just ambitious in what we had thought of. And we thought, hey, it's a very silly idea, but let's go forward with it. And so we worked on it. We went through the entire process of developing it, refining it, creating a pitch, creating a PowerPoint, writing our speech and just presenting it to people and seeing their reaction to it” (Success Participant 3, personal communication, September 2024).

Success Participant 1 also realises the importance of teamwork and collaboration and its importance in successful entrepreneurship as mentioned here: “So it just shows that when you work together, when you collaborate with people, you are able to come up with such amazing ideas because you all build up on that one central idea” (Success Participant 1, personal communication, September 2024).

The activities also inspire the scholars to reflect on their passions and consider the impact they aspire to make. Success Participant 4 claims that making an impact is “what distinguishes an entrepreneur from [*sic*] a normal business person” (Success Participant 4, personal communication, September 2024). It becomes clear that the scholars do not necessarily see success as starting a business and making a profit, but instead, seeing an opportunity and making a change. This is best illustrated by the experience of Success Participant 5: “Because I'm very passionate about writing and just looking at the literacy rates in South Africa, it's not the greatest. So just to looking at that as a problem and thinking of ideas to solve that problem through my passions, but not in a profitable way, I would rather want to have, like, a nonprofit organisation or a programme that's accessible to as many people as possible” (Success Participant 5, personal communication, September 2024).

Unlike traditional entrepreneurship which focuses on maximising profitability, the current participant is insinuating that an entrepreneurial mindset can be utilised in another way. That is, social entrepreneurship: to reduce social problems and make the world a better place (Roslan et al., 2022). This is also explained by Success Participant 8: “You know, all these people who are sort of all doing these very unique and diverse things, but there seems to be like a common goal to, of course, create change in the more you know [*sic*] probably where you would say, make

profit, but definitely create change, create value, impact society positively, create social growth. You know, in that way” (Success Participant, personal communication, September 2024).

It may be natural for individuals with an entrepreneurial mindset to be drawn to social entrepreneurship. For example, research conducted by Lyu et al. (2024) examined factors that influence social entrepreneurial intention among university students in China. The authors’ findings disclosed that individuals who are concerned about sustainable consumption and production tend to care more about the implications of their behaviour (Joshi & Rahman, 2019). These individuals show a higher likelihood of making decisions that benefit the environment (Confente et al., 2020). As a result, they present high levels of social entrepreneurial intention. Secondly, the findings confirm a positive relationship between opportunity recognition competency and social entrepreneurial intention. That is, someone who can identify opportunities and is keen to learn more about a service or product has a higher social entrepreneurial intention. Thus, if someone has cultivated an entrepreneurial mindset, they may be inclined to start a business venture where the emphasis is not on profit.

This theme shows that the scholars perceive the programme activities as impactful, encouraging the development of an entrepreneurial mindset. This includes deriving inspiration from the stories of practising entrepreneurs and being challenged through hands-on activities, which provides them with the foundations of entrepreneurship. This foundation may ultimately lead to a focus on social entrepreneurship, where the goal is to reduce social problems and make a positive impact.

Chapter 4: Discussion

Theory Evaluation Discussion of Results

Theory Evaluation Question 1: Are the Causal Linkages Between the Scholarship Programme Content, Activities, and Proposed Outcomes Plausible?

The evidence strongly supports the plausibility of the causal linkages between the scholarship programme's content, activities, and its intended outcomes.

Firstly, having access to support provided by the SDO can result in scholars achieving academic excellence. Research by Gorrod et al. (2014) confirms that consistent, targeted support enhances students' academic performance. The underlying mechanism is that having consistent access to support, which they would not have otherwise, fosters a positive attitude towards school. This, in turn, encourages a desire to excel and instils a sense of pride in academic achievement. This indicates that the support provided by the SDOs is likely to be instrumental in boosting students' academic success.

Secondly, experiential learning through hands-on activities significantly influences the development of an entrepreneurial mindset (Bux & Van Vuuren, 2019; Ho et al., 2018; Tang et al., 2012). AGOF fosters this learning environment through its entrepreneurial-focused activities, such as the Jamboree and National Annual Camp, which allow scholars to apply their entrepreneurial skills in challenging, real-world tasks. These experiences are likely to reinforce one's belief in their abilities, thereby cultivating entrepreneurial alertness and self-efficacy. Additionally, such activities enhance creative problem-solving by requiring students to apply their entrepreneurial knowledge and skills in real-time situations (Obschonka et al., 2017). Furthermore, providing scholars with entrepreneurial education throughout their high school

years is advantageous in enhancing their entrepreneurial self-efficacy, as they gain both confidence and knowledge over time (Bux & Van Vuuren, 2019).

Thus, the evidence makes a compelling case for plausible causal linkages, but it's worth asking whether some outcomes (like entrepreneurial mindset) might also depend on factors outside the programme's scope.

Theory Evaluation Question 2: What Elements of the Scholarship Programme Can Be Modified to Maximise Intended Outcomes?

While AGOF's programme theory provides a strong foundation, several modifications could enhance its effectiveness in achieving the intended outcomes.

One key area for improvement is the integration of structured career counselling services. Although scholars receive goal-setting support from SDOs, the programme lacks a dedicated focus on career planning. Introducing career counselling would help scholars explore their interests, and develop career plans that align with potential entrepreneurial pathways. For instance, exploring industries such as retail or technology could assist scholars in discovering their passions. This can provide insight into the types of business ventures they might want to pursue. Integrating career planning can also improve the scholars' goal-setting abilities.

SDOs, already instrumental in goal setting, could expand their role to include career counselling and guidance. This could involve guiding scholars with reflective questions about their future career plans and the potential impact of their work. In doing so, SDOs are actively engaged in assessing and guiding students' career aspirations.

The programme theory can also be improved by implementing peer feedback as a regular practice in the Scholarship programme, whether through coaching, the Jamboree, or the National Annual Camp. Peer feedback, a practice where one scholar gives feedback to another, drives

creativity, and motivation (Warhuus et al., 2018; Wenninger, 2019). Structured sessions where scholars present entrepreneurial ideas and receive constructive input would allow them to refine their solutions and strengthen their entrepreneurial intent (Nabi et al., 2018; Shahin et al., 2021). For example, structured peer feedback sessions could involve scholars presenting their entrepreneurial ideas and receiving constructive input from their peers.

Theory Evaluation Question 3: Is the Scholarship Directed at the Appropriate Population?

The scholarship programme effectively targets its intended population: economically disadvantaged students with strong academic potential. The mobilisation team ensures that candidates selected for the programme meet specific criteria: they must come from economically disadvantaged backgrounds and demonstrate strong academic potential. The mobilisers place greater emphasis on academic performance than on entrepreneurial potential. This focus on academic achievement aligns with AGOF's belief that academic excellence in high school is a strong predictor of success in higher education, which, in turn, plays a critical role in fostering entrepreneurial success. Therefore, students must meet a certain academic threshold to ensure they can excel at the university level. Research by Hunady et al. (2018) corroborates this approach, demonstrating that university attendance is a crucial determinant of success in new business ventures due to its role in enhancing problem-solving skills and facilitating access to professional networks. This highlights the significance of selecting students based on their academic potential to excel in a university setting, as these fundamental competencies are critical for achieving long-term success in entrepreneurial endeavours.

Challenges Associated With Recruitment. The recruitment challenges identified by the mobilisers reveal systemic barriers that may hinder AGOF's ability to fully achieve its mission of supporting economically disadvantaged students. Some of these challenges can be mitigated,

while others prove more difficult to manage. For example, incomplete applications may reflect a lack of access to the resources or guidance students need to navigate the application process. Addressing this challenge might involve implementing clearer application guidelines or providing direct support throughout the application process. Similarly, language barriers may indicate the need for more inclusive strategies, such as language support services, to ensure that no student is disadvantaged in the application process. This could involve providing translation services for students whose home language is not English.

Moreover, the programme faces limitations regarding available spots, with only forty positions open. This highlights a tension between demand and resources. While expanding partnerships with lower-fee schools could help accommodate more students, this solution will also require consideration of resource allocation, and programme quality. This raises questions about the scalability of the programme. Should AGOF prioritise depth over breadth by continuing to maintain a smaller, highly resourced programme, or is there room to explore new avenues to expand its impact?

Outcome Evaluation Discussion of Results

Outcome Evaluation Question 1: What Were the Specific Experiences of Non-successful Scholarship Beneficiaries?

The experiences of non-successful beneficiaries raises a question on how the social and cultural transition into different schooling environments can impact a scholar's academic and emotional journey. Non-successful beneficiaries were influenced by the culture shock of adapting to the new school environment, which hindered their ability to socialise and relate to their more privileged peers. The experiences of the non-successful beneficiaries imply that they faced difficulties in establishing a sense of belonging at AGOF's partner schools.

School belonging refers to a student's attachment to, safety within, and affiliation with their school environment (Allen et al., 2023; Goodenow & Grady, 1993; Terrett et al., 2012). In essence, it refers to a student's sense of feeling valued at the school (Terrett et al., 2012). School belonging can be operationalised by the quality of relationships with peers and perception of status within the school system (K. Allen et al., 2018; K.-A. Allen et al., 2018; Allen et al., 2021; Terrett et al., 2012). Students with a strong sense of belonging at school tend to exhibit greater school engagement and thus, achieve higher academic performance (Korpershoek et al., 2020). Moreover, research conducted by Nyberg et al. (2019) found that increased school connectedness (encompasses school enjoyment and engagement) at age sixteen was associated with decreased symptoms of anxiety and depression at age forty-three. These findings emphasise the importance of a nurturing and supportive school environment in fostering well-being across teenage years and into adulthood.

Outcome Evaluation Sub-question A: To What Extent Did the Programme Contribute to the Challenges That Non-successful Scholarship Beneficiaries Experienced?

The challenges faced by non-successful scholarship beneficiaries in adapting to the new school environment seem to stem from the difficulties of adjusting to a different academic and social context rather than from any direct shortcoming of the programme itself. The challenges reported by non-successful beneficiaries are typical when transitioning to a new school environment. It is important to acknowledge the nuanced role of these challenges that may have shaped the beneficiaries' trajectories. With that being said, these challenges extend beyond what the programme could directly shape. For example, an individual's ability to adapt to new environments, family dynamics, and the school's culture.

Outcome Evaluation Sub-question B: What Support Did the Programme Offer to Address These Challenges?

The mixed responses from the scholarship beneficiaries highlight the importance of understanding the processes through which the SDO-scholarship beneficiary relationships are formed and sustained. As mentioned previously, the SDOs serve as a source of support for beneficiaries, who are aware that they can rely on the SDOs for emotional assistance. However, interviews with non-successful beneficiaries reveal some ambivalence regarding their experiences with coaching. While some beneficiaries reported the SDOs to be helpful, others expressed a lack of meaningful connection, resulting in a perception that the support provided was not as beneficial. Despite these ambivalent experiences, it is evident that SDOs are a valuable component of the programme, as coaching has numerous benefits that can significantly enhance the beneficiaries' personal development. For example, the participants reported that SDOs assisted and taught them self-management techniques such as goal-setting, self-monitoring and reflection.

Ebner et al. (2018) sought to investigate the influence of systematic coaching intervention on one's self-efficacy beliefs and self-management behaviour in university students. Self-management alludes to willpower, self-control, and self-discipline, among others (Duckworth & Kern, 2011). Data in Ebner et al.'s study revealed that students who received coaching experienced improved self-efficacy and self-management as opposed to the non-coached control group. The findings also demonstrate that structured coaching equips individuals to develop and apply effective coping strategies in stressful situations.

In addition to providing general emotional support, AGOF's SDOs implement self-management techniques, such as goal-setting that can be valuable in helping scholars navigate the challenges they face.

Outcome Evaluation Question 2: To What Extent are the Observed Successful Outcome Attainment in Beneficiaries Associated with the Programme Activities?

Beneficiaries' perceptions suggest that the programme activities play a key role, but it raises the important question of how transferable these effects are beyond the AGOF context. Drawing from the experiences of successful beneficiaries, the attainment of positive outcomes can be largely attributed to AGOF activities that encouraged them to step outside their comfort zone and engage in the learning process of initiating a business venture. One particularly noteworthy activity is the Jamboree, which provides beneficiaries with two key opportunities: 1) invaluable hands-on experiences, 2) exposure to role models (i.e., AGOF alumni who are working entrepreneurs).

First, the benefits of participating in hands-on activities to cultivate an entrepreneurial mindset were substantiated by Ho et al.'s (2018) study in the *Theory Evaluation Results* section. A related study evaluated the relationship between entrepreneurial mindset development and entrepreneurship education that leverages experiential learning to develop non-cognitive skills (Rodriguez & Lieber, 2020). Non-cognitive skills include "critical thinking skills, problem-solving skills, social skills, persistence, creativity, and self-control" (Garcia, 2014, p. 3). In Rodriguez and Lieber's (2020) quasi-experimental study, "Programme X" defined an entrepreneurial mindset as a cluster of non-cognitive skills that enable students to learn from setbacks, recognise opportunities, and apply them in their careers. The study's intervention comprised of experiential activities such as project-based learning, presentations, and

collaboration between students. Similar to “Programme X”, the Jamboree and the National Annual Camp encourages scholars to collaborate with peers and present their ideas. The researchers observed high levels of student engagement in the intervention classes, such as with peer-to-peer interactions and when students were presenting ideas in front of the class. The researchers posit that it stemmed from ownership over an idea that they continuously refined and shared with their peers. The findings illustrated a positive association between entrepreneurship education and entrepreneurial mindset given a positive, statistically significant increase in the following domains: communication, collaboration, opportunity recognition, critical thinking and problem-solving. Nevertheless, it cannot be conclusively confirmed that the gains in entrepreneurial mindsets were substantially different from the comparison group given the small effect sizes in the study.

Second, scholars are exposed to entrepreneurs during Jamboree events. The Jamboree provide opportunities for the scholars to observe entrepreneurs presenting their businesses, interact with them, and ask questions. Such exposure fosters identification with successful entrepreneurs, potentially enhancing their entrepreneurial intentions which is in line with Laviolette et al. (2012)’s findings. Laviolette et al.’s experimental research demonstrated that exposure to role models strengthens entrepreneurial intention. Laviolette et al. measured the impact of fictional role models on 276 French university students’ entrepreneurial intentions. The students were enrolled in management and entrepreneurship curricula. The study revealed that the participants had to first identify with the role model. That is, the more a role model is viewed as being similar, the greater the probability that the observer will seek to emulate their behaviour (Scott, 2009; Wilson et al., 2009). Identification resulted in a favourable attitude towards the role model which, in turn, can enhance entrepreneurial intention (Laviolette et al., 2012). These

findings are supported by Bandura's (1977) theory, which states that positive self-efficacy beliefs can be improved through social comparison, such as meeting practicing entrepreneurs.

Moreover, interaction with external stakeholders, such as competition judges and AGOF alumni, helps to sharpen oral communication, which is a critical skill of a successful entrepreneur (Mawson et al., 2023). Exposure to role models can also play a key role in igniting beneficiaries' passion for entrepreneurship. By observing the various approaches to starting and running a business, the participants came to understand their potential to effect meaningful change in the world. This realisation strengthens their motivation to apply for the Fellowship. Notably, many successful beneficiaries were interested in launching businesses that drive social change.

Serving in a value-creating role, such as contributing to social impact, is a powerful source of entrepreneurial passion (Lackéus, 2020). For instance, research by Shahin et al. (2021) revealed that for young females, entrepreneurial intent is aligned with relevant, societal problems. In essence, creating value for others may inspire stronger entrepreneurial motivation than personal business success alone. AGOF's Jamboree effectively serves this purpose by providing scholars with direct exposure to role models—AGOF alumni who have successfully launched their own business ventures. The Jamboree provides scholars with a foundation for understanding entrepreneurship through tangible examples, which is noted in the results. For instance, Success Participant 1 explains that seeing the alumni presented an achievable vision for their own future as entrepreneurs, fosters an “open mindset”, and inspires self-belief in their own ability to start and run a business. Similarly, Success Participant 2 reflected on witnessing AGOF alumni who had translated what they were taught in the programme into real-life successful

businesses. Their experience reflects the influence of inspiration and role models, suggesting that the Jamboree impacts beneficiaries' aspirations and their desire to create a business venture.

Outcome Evaluation Question 3: Based on the Experiences of Beneficiaries, How Could the Programme Be Improved?

The Scholarship programme can be improved by fostering positive relationships between the beneficiaries and the SDOs. To facilitate the initial transition to a new school, it is essential to provide the beneficiaries with a comprehensive orientation and support, helping them to develop realistic expectations and setting them up for success.

The mixed experiences of SDOs reported by beneficiaries also highlight the need for a more tailored and sustained approach to ensure that they benefit from the coaching provided. SDO interactions are described as touchpoints rather than consistent sessions, as evidenced by the participants' accounts. This highlights the variability in the quality of the SDO-scholar relationships. For example, some participants felt reluctant to open up fully to the SDO, while others had positive experiences, describing them as a supportive figure. To address this, AGOF can adopt a more intentional strategy by ensuring that SDOs receive training focused on building rapport with scholars to establish meaningful connections which may encourage more open and honest communication from the scholar.

Outcome Evaluation Question 4: Are the Current Programme Activities Capable of Sustaining Beneficiaries' Participation in the Programme?

Based on participants' insights, activities involving experiential learning and exposure to role models, such as the Jamboree and National Annual Camp, help sustain their participation in the programme. These activities allow beneficiaries to test their abilities, showing them they can

succeed as entrepreneurs. This boosts their confidence, increasing their motivation to pursue the Fellowship.

Study Limitations and Recommendations for Future Studies

Limitations

One of the primary limitations of this study is the imbalance in the number of interviews conducted with non-successful beneficiaries compared to successful beneficiaries. This limits the breadth of insights into the challenges faced by non-successful beneficiaries and may skew the results toward a more favourable evaluation of the programme.

This research relied on qualitative interviews, and while this is valuable for capturing participants' unique perspectives, it limits the ability to establish a causal relationship between the programme and the outcomes. Without the incorporation of quantitative measures, the research cannot determine the extent to which the observed outcomes are attributable to the Scholarship programme. It is difficult to determine the relative significance of factors, such as the negative experiences reported by non-successful participants, in influencing outcomes—for example, non-successful participants not pursuing or gaining acceptance into the Fellowship.

Furthermore, there was a significant challenge in comparing the results with similar programmes. Few comparable interventions exist within South Africa or other developing contexts. Most comparable studies are from developed countries, where social and educational ecosystems are different.

Recommendations

Future evaluations of the AGOF Scholarship programme should incorporate a mixed-methods approach to provide a comprehensive assessment of the programme's impact.

Specifically, a larger sample of beneficiaries should be recruited to capture a broader range of

experiences (negative and positive) to provide a more holistic view of the programme's strengths and weaknesses. This may help identify areas where the programme can provide additional support, such as tailored coaching interventions or preparation for the transition to a new school environment. For example, focus group discussions with non-successful beneficiaries could explore themes like "navigating differences".

There is also a need to integrate quantitative monitoring data into future evaluations. This may include a collection and analysis of data such as demographics, geographic distribution, academic and entrepreneurial performance, and participation rates (e.g., participation at the Jamboree or the SDO coaching sessions). Such data can be utilised to measure specific outcomes, which can offer a clearer picture of the programme's effectiveness.

In addition to recommendations for future evaluations, this evaluation suggests that the Scholarship programme itself would benefit from incorporating structured peer feedback opportunities and enhanced support for scholars during school transitions, as indicated by participant experiences. Consolidating such evaluative insights into the programme design could improve participant outcomes and address some of the challenges highlighted in this evaluation.

Conclusion

This evaluation set out to evaluate the AGOF's Scholarship Programme using theory- and outcome-based evaluation questions. The findings confirm that the programme's theory of change is largely plausible and that key activities, specifically the SDO support and experiential learning through the Jamboree.

The evaluation results underscore the necessity for more structured career counselling, opportunities for peer feedback, and enhanced support addressing the transitional challenges

faced by scholars entering new educational environments. The nuanced experiences of non-successful beneficiaries also emphasised the importance of school belonging.

The programme's ability to achieve its full potential will depend on its responsiveness to beneficiary experiences, particularly those that fall outside the traditional scope of what's deemed a "successful" beneficiary.

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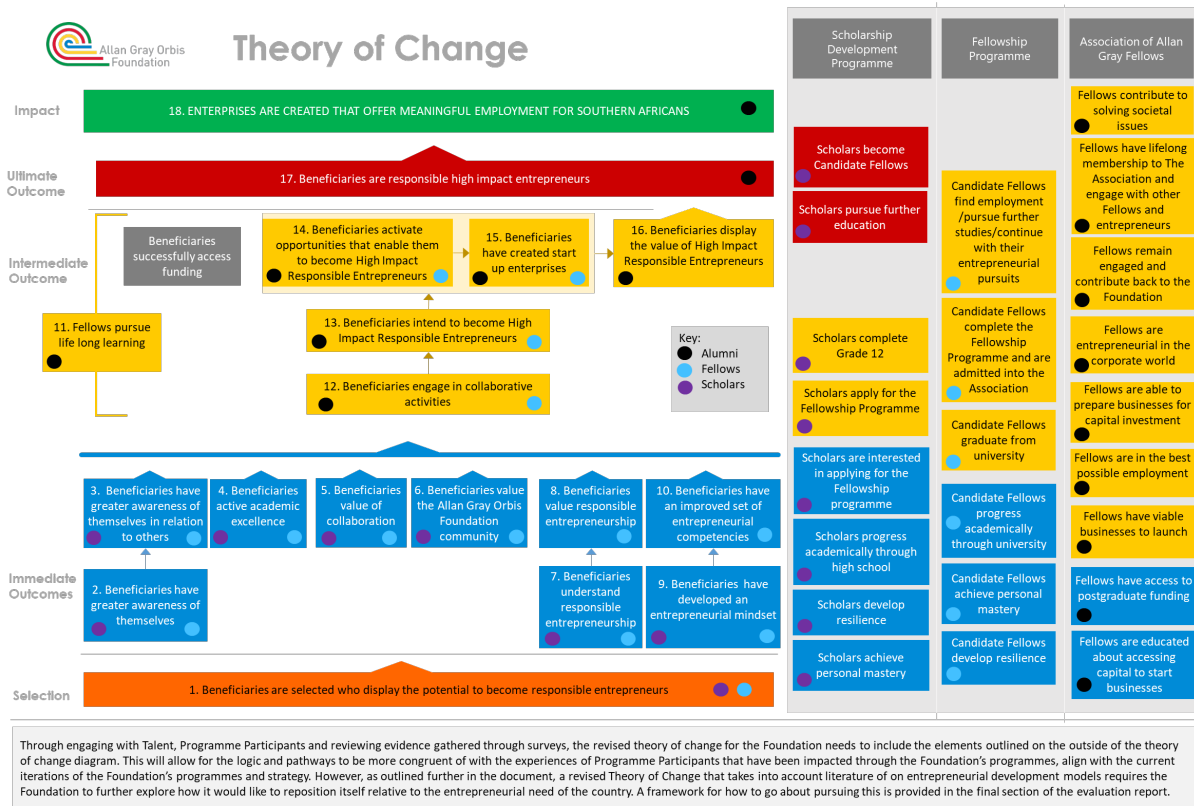
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Appendices

Appendix A: AGOF's Elaborated Programme Theory



Appendix B: Interview Schedule for Mobilisers



Interview consent form

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

Name of student: Olga van Wyk

Name of student's supervisor: Sarah Chapman

Name of interviewee:

This informed consent form has two parts:

- Information sheet (to share information about the evaluation)
- Certificate of consent (For signature if you agree to participate)

PART I: Information sheet

Introduction

Hello. I am Olga van Wyk, from the University of Cape Town. I am conducting an evaluation towards the MPhil course (master's degree). I am evaluating the Allan Gray Orbis Foundation scholarship programme. I am going to provide you with information and invite you to participate in this evaluation.

I would like to ask you a series of questions about your experience concerning the AGOF scholarship programme. The interview will be approximately 60 minutes long and will be conducted via a suitable online platform such as Zoom, MS Teams or Google Meet. 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.

Your participation in this evaluation is entirely voluntary. You have the right to choose if you want to take part in it or not. Whether you choose not to participate or not, there will be no negative consequence. If you choose to participate but later wish to withdraw participation, you are free to do so. However, I would appreciate it if you could assist me by completing the interview.

The information that will be collected from you will be kept confidential. The information about you that will be collected for this evaluation will be put away and only the student evaluators will be able to see it.

The information you provide will only be used for this evaluation. The evaluation team will give AGOF a feedback report after the data has been analysed.

Part II: Certificate of consent

I have read the preceding information. I have an opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily to participate in this evaluation.

I agree to participate in this interview for the Allan Grey Scholarship programme evaluation led by Olga van Wyk from the University of Cape Town. The purpose of this document is to specify the terms of my participation in the evaluation through being interviewed.

The purpose of my involvement in this study has been made clear to me and I have been provided with sufficient information about the research study.

I understand that my participation in this interview is voluntary and agree that I was not implicitly or explicitly forced to participate in this study in any way.

I understand that my participation in this research involves being interviewed by Olga van Wyk. I will allow the researcher to take written notes during the interview, and grant permission for the interview to be audio-recorded. I understand that if, during any point in the interview I do not wish to be audio-recorded, I am fully entitled to request audio-recording to be stopped.

I understand that I have the liberty to decline to answer any questions that make me feel uncomfortable and that I have the right to withdraw from the interview at any time.

I have been made aware by the researcher, that if I wish, my identity will remain anonymous in any reporting using the information obtained from the interview and that my confidentiality will remain secure throughout the study.

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:

-----	-----	-----
Participant Full name	Date	Signature
-----	-----	-----
Olga van Wyk	Date	Signature

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/ 076 870 2704

THNSHA002@myuct.ac.za/ 078 520 6970

VWYOLG001@myuct.ac.za/ 083 381 9162

ONYKEV001@myuct.ac.za/ +254 712 935025

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

sarah.chapman@uct.ac.za

Mobiliser Interview Schedule

Introduction: Thank you for taking the time for this interview. My name is Olga van Wyk, from the University of Cape Town, I am pursuing an MPhil course (master's degree) in Programme Evaluation. In pursuing this degree, I am evaluating the Allan Gray Orbis Foundation's scholarship programme.

As a mobiliser, you support publicising and raising awareness about the AGOF scholarship programme at the grassroots (districts/provinces) and mobilise potential scholars' interest to apply for consideration. I would like to talk to you about your role, the mobilization process and broadly your understanding of the scholarship programme.

Before we start, I'd like to remind you that your name and contact details will be kept completely confidential, and not used in any reports or documents. The interview should take up to 60 minutes. Do you have any questions for me before we start the interview?

1. What is your understanding of the AGOF scholarship programme?
2. We understand that the mobiliser role is voluntary, what motivated you to assist AGOF with the Scholarship Awareness Campaign? *{Probe: Was it personal or other reasons (monetary etc)}*
3. Can you tell me more about the process you undertake to raise awareness about the scholarship programme in the respective communities you work in? *{Probe: Tell me more about the mobilisation session. What are some of the challenges/ and support you received from the community? Can you elaborate on how that made your work easy or difficult?}*
4. What is the general response you receive from community members when raising awareness? *{Probe: Tell me more about specific responses that stood out to you and or how did those specific responses influence the mobilisation process?}*

5. Successful candidates participate in the Scholarship Selection Awareness Campaign, in your experience to what extent does this process have a positive effect on recruitment?
6. Now we want to talk about the recruitment strategy. How effective do you think the recruitment strategies are for the scholarship programme?
7. Can you tell me more about factors that you think may exclude certain individuals in the recruitment phase?
8. How do you think the programme recruitment strategy could be improved?
9. Based on your experience as a mobiliser, what advice would you give to someone who wants to be accepted into this programme?
10. How effective is the mobilier in reaching those in rural areas versus those in affluent neighbourhoods?

Appendix C: Success and Non-Success Criterion

Success cases

- A minimum average score of 70% for Grade 11 results with 60% in mathematics or 80% in mathematical literacy
- Met tertiary education requirements
- Apply and got accepted into the Fellowship programme

Non-success cases

- Scored overall final grade of less than 70% with less than 60% in mathematics or less than 80% in mathematical literacy
- Did not meet tertiary education requirements
- Did not apply to the Fellowship programme; Got accepted into the Fellowship programme, but received and accepted a bursary from another organisation, or applied to the Fellowship programme but did not get accepted into the Fellowship programme
- Dropped out during the programme

Appendix D: Success Case Method Interview Protocol



Interview consent form

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

Name of student: Olga van Wyk

Name of student's supervisor: Sarah Chapman

Name of interviewee: _____

This informed consent form has two parts:

- Information sheet (to share information about the evaluation)
- Certificate of consent (For signature if you agree to participate)

PART I: Information sheet

Introduction

Hello. I am Olga van Wyk, from the University of Cape Town. I am conducting an evaluation towards the MPhil course (master's degree). I am evaluating the Allan Gray Orbis Foundation scholarship programme. I am going to provide you with information and invite you to participate in this evaluation.

I would like to ask you a series of questions about your experience concerning the AGOF scholarship programme. The interview will be approximately 60 minutes long and will be conducted via a suitable online platform such as Zoom, MS Teams or Google Meet. 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.

Your participation in this evaluation is entirely voluntary. You have the right to choose if you want to take part in it or not. Whether you choose not to participate or not, there will be no negative consequence. If you choose to participate but later wish to withdraw participation, you are free to do so. However, I would appreciate it if you could assist me by completing the interview.

The information that will be collected from you will be kept confidential. The information about you that will be collected for this evaluation will be put away and only the student evaluators will be able to see it.

The information you provide will only be used for this evaluation. The evaluation team will give AGOF a feedback report after the data has been analysed.

Part II: Certificate of consent

I have read the preceding information. I have an opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily to participate in this evaluation.

I agree to participate in this interview for the Allan Grey Scholarship programme evaluation led by Olga van Wyk from the University of Cape Town. The purpose of this document is to specify the terms of my participation in the evaluation through being interviewed.

The purpose of my involvement in this study has been made clear to me and I have been provided with sufficient information about the research study.

I understand that my participation in this interview is voluntary and agree that I was not implicitly or explicitly forced to participate in this study in any way.

I understand that my participation in this research involves being interviewed by Olga van Wyk. I will allow the researcher to take written notes during the interview, and grant permission for the interview to be audio-recorded. I understand that if, during any point in the interview I do not wish to be audio-recorded, I am fully entitled to request audio-recording to be stopped.

I understand that I have the liberty to decline to answer any questions that make me feel uncomfortable and that I have the right to withdraw from the interview at any time.

I have been made aware by the researcher, that if I wish, my identity will remain anonymous in any reporting using the information obtained from the interview and that my confidentiality will remain secure throughout the study.

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
-----	-----	-----
Olga van Wyk	Date	Signature

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/ 076 870 2704

THNSHA002@myuct.ac.za/ 078 520 6970

VWYOLG001@myuct.ac.za/ 083 381 9162

ONYKEV001@myuct.ac.za/ +254 712 935025

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

sarah.chapman@uct.ac.za

Success Cases 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 the successful transfer of entrepreneur and/or personal development skills, knowledge, or attitudes.

Before we start, I'd like to remind you that your name and contact details will be kept completely confidential, and not used in any reports or documents. The interview should take up to 60 minutes. Do you have any questions for me before we start the interview?

Now I would like to ask you about your experience going through the scholarship programme including the related activities and curriculum. For example, some beneficiaries attribute the Scholarship programme as an enabler to access top-quality education and foundation to entrepreneurial intent. I would like to ask you to share your experiences with each activity and how it influenced your entrepreneurial thinking and journey.

Access to top-quality education

1. Can you take me through your experience at the school you were placed in?
2. How much do you think your school influenced your academic performance? Can you recall any specific examples in which your school helped you excel?

3. A previous evaluation has revealed that some beneficiaries struggled with being labelled and associated tag “the scholarship kid”. Did you experience anything like that? If so, how did you overcome it?

If not, can you elaborate on how you managed to adjust to your new school? How long did it take you to adjust? What support did you receive to enable you to adjust and settle?
4. Overall, how did attending a high-quality high school influence your academic success and build the foundation for your entrepreneurial mindset?

Financial Support

1. Can you tell more me about the financial support that you received? *{Probe: How did it help you? Please give me examples of what it covered}*
2. How did it reduce your financial burden? *{Probe: Tell me more about the extent to which the financial support was able to cover your needs while in the programme.}*
3. How can this aspect of the programme be improved? *{Probe: Can you please elaborate on those aspects?}*

Coaching

1. Tell me more about your experience of the coaching sessions. I would like to know what it was like.
2. The next question might be difficult to answer with certainty, but I would like to know what your thoughts are. In thinking about how you’ve changed as a person during high school, how much has your relationship with your coach caused those changes compared with other influences in your life at the time?

3. Can tell me about changes that you might've experienced in terms of personal development and academic performance from the coaching?
4. What have you learnt from the coaching?
5. Based on everything we have discussed, to what extent do you think this aspect of the programme is worth pursuing?

Home visits

1. Suppose I was present during your home visit. What would I see happening as the programme staff come into your home? What would you be doing and what would they be doing in the first 30 minutes? *{Probe: Can you elaborate on the activities or conversations covered during this session?}*
2. Can you tell me more about what your family thought about the home visits?
3. What role did the home visit have on your experience with settling into your new high school and the scholarship programme?
4. What are your thoughts on the importance of home visits to the programme?

National Annual Development Camp

1. What has been your experience at the National Development camps?
2. Can you tell me more about the activities take place?
3. If I was a scholar in the programme, what would I need to know to excel at the camp?
4. How effective do you think attending the camp exposed you to entrepreneurship and networking?

5. Of all the activities you completed at the camp, which activity had a significant impact on your entrepreneurship or networking skills?

Regional Breakthrough Sessions

1. We've heard that the regional breakthrough sessions can be an emotional, but empowering experience, so we would like to understand whether that resonates with you. What was your experience like with the regional breakthrough session?
2. After this session, how were you able to cope with the programme and other changes in your life?
3. If I were a candidate, what advice would you give me to prepare and benefit from the regional breakthrough session?
4. Based on everything we have discussed, to what extent do you think this aspect of the programme is worth pursuing?

National Jamboree

1. Similar to the regional breakthrough session, I've been told that the National Jamboree is quite a successful event, but I would like your unique perspective. What was the National Jamboree event like?
2. Can you give me an overview of the activities you partook in during the event?
3. If I were a candidate, what advice would you give me to prepare to benefit from attending the National Jamboree event?
4. What significant impact did the Jamboree have on your entrepreneurial journey?

5. Tell me more about the people you met. Are you still in contact with them today? *{Probe: Tell me more about your current relationship with them}*

Questions about recruitment and Fellowship

1. I want to know more about your experience with the recruitment process. I want to know what happened from the moment you heard about the programme till you got accepted.
2. Lastly, reports have revealed that the Scholarship programme has had a 100% retention rate, in your experience what about the programme do you think makes beneficiaries see it through?
3. Optional question: Why did you or did you not apply for the Fellowship programme?

NON-SUCCESS CASES INTERVIEW PROTOCOL

Access to top-quality education

1. From my understanding, scholars get placed into high-achieving schools. What was your experience of being placed at one of these schools?
2. This might be difficult to answer, but your unique perspective would be very valuable. Can you give me examples of any limitations or challenges that you experienced in attending the partner high school?
3. Any suggestions on how this can be improved?

Financial Support

1. Financial support is a great benefit that AGOF provides. Can you give me an overview of the financial support that you received?
2. What is your personal assessment of the financial support provided by AGOF?

3. Was there sufficient funding for you?
4. Any suggestions on how this can be improved?

Coaching

1. What were your sessions with your coach like?
2. You might not be able to answer this with complete certainty but try to answer this with what you can remember. Can you tell me more about the changes that you experienced during high school, and whether that change is from having a coach, and not from any other factors?
3. Any suggestions on how this can be improved?
4. Were there any challenges that you faced with your coach? If so, could you please elaborate?

Home visits

1. Can you tell me about your experience with the home visits? *{Probe: Can you tell me more about the conversations between you and your family members after the home visits?}*
2. Can you give me an example of a home visit that you thought did not leave a good impression on your parents? *{Probe: Why do you think your parents did not have a positive experience with the home visit?}*
3. Any suggestions on how this can be improved?

National Annual Development Camp, Regional Breakthrough Sessions and National Jamboree

1. Take me to that weekend of the national annual development camp. What was it like for you?
2. Regional breakthrough sessions sound very emotional but empowering. Can you tell me if that resonates with your experience of the breakthrough session?
3. The National Jamboree is another successful event hosted by AGOF. What are your thoughts on the impact of this event in encouraging entrepreneurship?
4. What was your overall experience of the National Jamboree event? Is there anything you would've done differently if you knew what you know now about the event?
5. Any suggestions on how this can be improved?

Questions about recruitment and Fellowship

1. Can you describe your experience of the scholarship's recruitment process?
2. If the participant did not apply to the Fellowship programme: Why did you not apply for the Fellowship programme?
3. If the participant applied to the Fellowship programme but did not get accepted: What do you think prevented you from getting accepted into the programme?
4. Suppose I am the new kid in the programme. What advice would you give me?

Appendix E: Monitoring Data Used to Determine Success or Non-success Cases

Success or Non-success Criteria	Data Source & Indicator
Grade 11 Mathematics and English results	Athena: Gr.11 Academic records
Met tertiary education requirements	Athena: Matric Pass Percentage of Programme Participants achieving quality passes
Acceptance into the Fellowship programme	Athena: Scholarship throughput in the Fellowship Programme YER: Intention to become a Fellow
Entrepreneurial intentions	Mid-Year Survey and Year End Survey: Intention to become an entrepreneur

Appendix F: Data Analysis Process in Thematic Analysis and Content Analysis

Thematic analysis (Braun & Clarke, 2006, p. 87)	Content analysis (Elo & Kyngäs, 2008, p.110)
<p>Familiarising with the data</p> <ul style="list-style-type: none"> • Transcribe the data • Read and reread the data • Note down initial ideas 	<p>Preparation</p> <ul style="list-style-type: none"> • Become immersed in the data • Start selecting the unit of analysis
<p>Generating initial codes</p> <ul style="list-style-type: none"> • Collate data relevant to each pre-identified code 	<p>Organising</p> <ul style="list-style-type: none"> • Start coding and creating categories • Group codes under high-level headings
<p>Search for themes</p> <ul style="list-style-type: none"> • Collate the codes into potential themes • Gather all data relevant to the potential theme 	<ul style="list-style-type: none"> • Formulate a description of the evaluation question by generating categories and subcategories
<p>Review the themes</p> <ul style="list-style-type: none"> • Ensure that the themes work with the extracted codes and the data set • Generate a thematic map 	
<p>Define and name themes</p> <ul style="list-style-type: none"> • Ongoing refinement of each theme and the overall story that the analysis tells • Generate definitions and names for the themes 	

Reporting

- Select compelling extract examples and relate them to the evaluation question and literature.
- Produce a report of the analysis

Reporting

- Report the process and the results through a model and storyline.
-

Appendix G: Initial Thematic Map Showing Three Main Themes

